



# Curriculum Guide

**2017-2018**

## 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.

Nell Sears  
Director of Studies

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## **PROGRAM OVERVIEW**

One of the larger purposes of 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 student and teachers to know one another well. 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.

### **Inquiry- Reflection- Action**

Our belief that there is light in each of us leads to the conclusion that we are all natural learners, and we all have something to teach. The Quaker notion of continuing revelation suggests that we are all learners, continuously seeking new and growing understanding as we move through the world. These beliefs support an active, inquiry-based approach to learning at FSP. In a community of learners, students and teachers alike frame questions, investigate topics and ideas, practice frequent reflection, and connect learning to individual and group action within our communities.

### **Harmony with our Environment**

We believe that love of place leads to an ethic of stewardship, both of our communities and of our earth. 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 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; or participating in service as part of the eighth grade social justice project.

## 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,	8:15 a.m.
Dismissal time Monday - Thursday	3:00 p.m.
Dismissal time Friday	1:45 p.m.
Meeting For Worship, Monday	2:30 to 3:00 p.m.
Morning Meeting, Tuesday	8:15-8:45 a.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 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 use the land and its resources as a jumping-off point for much of our science curriculum! 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**

Being able to communicate in another language can enrich learning and expand cultural and intellectual awareness.

Beginning in grade 3, we offer active, engaging Spanish classes. Our approach to instruction mirrors the natural developmental process of language acquisition, emphasizing functional and practical use. Spanish classes provide a safe environment where students experience what it is like to learn words, form sentences, and converse in Spanish. The use of the language becomes relevant and engaging through music, songs, poems, stories, role playing, and performances. Students also explore the cultures of Spanish-speaking countries. When building on previous years of Spanish, graduating 8th graders will be prepared to enter a Level 2 Spanish course in high school.

## **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 woven into the program.

## **Music**

In the younger grades, music is a part of every day, from greeting to leaving. More formal introduction of music experience includes learning the skills to sight-sing and to play the ukulele, a stringed instrument, or a woodwind/brass instrument. All students participate in group singing, from chants and simple songs, to rounds and harmonies, and middle school students participate in Chorus weekly. The history of music is taught in the upper grades. Music is recognized as a powerful way to communicate emotion, understand our world, and celebrate.

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.

## **Body, Mind, Spirit**

Weekly Body, Mind, Spirit classes provide protected time for students focus on and engage with Quaker practices and values. Using the Inquiry, Reflection, and Action template, students explore what it means to live the "SPICES": Simplicity, Peace, Integrity, Community, Equality, and Stewardship. In the younger grades, students practice mindfulness, awareness of others, and communication and conflict resolution skills in the context of practicing stewardship of the community and the earth. In the older grades, students explore their own interests and passions as well as engaging holistically with topics that might be found in a traditional "health" curriculum-- wellness, human sexuality, and healthy relationships, for example.

## **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. 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, students regularly use word processing for writing. 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. 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. Students practice self-assessment in many forms as well.

Finally, we also use some relatively formal standardized tests sparingly to measure student growth and/or how our students do compared to national norms.

**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 least twice during the year. 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. Formal written reports are made available electronically to parents three times a year.

## 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, helpfulness, cooperation, and flexibility.

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 music, art, Body Mind Spirit, 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 daily emails and conferences.

## **Kindergarten**

The kindergarten is a lively bridge between the preschool and first grade. 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 cornerstones of our work together. 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. Kindergarteners spend Fridays at an outdoor classroom in the woods on our property. In and around our wood stove-heated, canvas-walled tent, they hike, play, explore, and reflect on the natural world in each of its seasons. 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 in the woods 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, we embed "school learning" in play. Teachers gradually introduce new learning from all the disciplines of school – language and literacy, math, science, social studies, art, music, and movement-- in a developmentally appropriate way. 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**

In first and second grades, exploration, group activities and active learning continue to be vital parts of the routine. In addition, students begin to engage in increasingly complex academic work. More formal literacy and numeracy instruction is a focus, as students build on a strong foundation in number sense and language awareness from their early childhood experience to become fluent readers, writers, and mathematicians.

### **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 and Social Studies

### Guiding Questions

- How do people and animals meet their basic needs?
- What is a community?
- How are people the same in a community? How are they different?
- How do people in a community depend on one another?
- How does the physical environment (geography, weather) affect a community?

## Topics of Study

### Year 1

#### Theme: Our Land

- Animal adaptations and animal shelter
- Shelter
- Wabanaki
- Rocks and minerals
- Mapping

### Year 2

#### Theme: The Community Around Us

- movement and locomotion
- voting
- jobs
- bridges and structures

## 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
- Identify primary colors & 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**

- Keeping a steady beat
- Ear training with solfege scales and intervals
- Singing harmonious songs highlighting letter sounds, rhymes, plays on words
- Combining music and movement
- Develop musical vocabulary and context
- Inquiry-based pitch exploration

### **Physical Education**

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

### **ConnectEd**

ConnectEd is the 1st-4th grade version of the Body, Mind, Spirit program, designed to foster connections between self, others, and the natural world, largely in an outdoor setting. Monthly themes provide connections between aspects of the natural world and the Quaker values. The intention is to build vocabulary and practice skills regarding:

- Care for physical and emotional self
- Conflict management/peacemaking skills
- Decision-making as an individual and as a group
- Appreciation and awareness of the natural world
- Positive relationship between self and community
- Respect for diversity in others and in the environment

### **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
- Responsibility 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:

- 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 Topics: 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**

- greetings, introductions, and simple conversations
- listening, speaking, reading and writing familiar topics such as self, family, numbers, colors, shapes, food, home, pets, school, clothes, days of the week, and months. Focus on communicating in the present tense.
- exploration Spanish-speaking cultures

## **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**

Through their study of the Ukulele, students apply fundamentals of rhythm, melody, basic sight-reading, and musicianship.

### **American Music**

- Learning through singing, reading, listening, dancing, and playing
- Students learn to play the soprano Ukulele
- - Musical Literacy: reading treble clef, solfege & letter names; simple meters; common key signatures; major scales; simple harmony, sight-singing
- Year 1: Maine History – emphasis on the music of the peoples of Maine
- Year 2: US Geography – emphasis on common cultural canon

### **Music Performance 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

## **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

## **ConnectEd**

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- Care for physical and emotional self
- Conflict management
- Decision-making as an individual and as a group
- Appreciation and awareness of the natural world
- Positive relationship between self and community
- Respect for diversity in others and in the environment
- Group project-based learning

## **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
- Note-taking
- Essays
- Creative writing – short stories, poetry, drama
- Research
- Word processing

### **Mathematics**

Whenever possible, we enter mathematical topics using real world applications and open ended problems:

#### **Grade 5 Focal Points**

- Division of whole numbers
- Addition, subtraction of fractions & decimals

- 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 the scientific process, meet scientists, solve design challenges, analyze science in the news, & continually practice scientific and engineering practices. Includes:

- Asking questions, defining problems, and forming hypotheses
- Planning & carrying out investigations
- Designing solutions to solve problems
- Collecting, analyzing & interpreting data
- Communicating science understanding.

Concepts: cause & effect; patterns, scale, and systems; developing & using models; structure & function; stability & change; scientific process, research, and real world applications

#### Year 1: Life Sciences

Topics may include:

- Cells, organisms, and ecosystems
- Classification and diversity
- Natural selection and evolution
- Special topics (eg marine biology)

#### Year 2: Physical/ Earth Sciences:

Topics may include:

- Motion
- geology, hydrology, space, oceanography
- student-designed investigations

### Social Studies

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

#### Year 1: What is an American?

Essential Questions:

What does it mean to be an American? Is there a unique American character?

We will engage with these questions using the creation and expansion of the United States in the 18th and 19th centuries as a framework. We will consider how events during this time period shaped our national identity--intentionally or not. The roles played by Indigenous people and African Americans will be an area of special focus.

Topics may include:

- American Revolution and creation of government
- Westward Expansion
- Civil War
- Industrial Revolution

#### Year 2: Revolution and Change

Essential Questions:

What causes people to change?

How are the changes people make similar across times and places?

How can we connect revolutions of the past to our world today?

Topics may include:

- definition of revolution
- political, cultural, artistic revolutions
- French, Russian, Chinese, Cuban, Iranian revolutions

## **Spanish**

- make requests, express needs, express simple ideas with detail, describe and compare, engage in back-and-forth conversation
- continue acquisition of relevant vocabulary: alphabet and spelling, extended greetings and number, preferences, size, quantity, health, weather, seasons. Focus on present, and progressive tense and on commands
- geography, history, economics, and arts in Spanish-speaking world:  
Spain; Caribbean Islands; Mayan, Aztec, and Incan civilizations and corresponding regions today; Chile, Argentina, Paraguay, Uruguay, and Cuba

## **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.

- Year 1: Music of Sub-Saharan Africa, Native America, European-America, Latin America, & American music from Revolution to Civil War
- Year 2: Music of the Middle East, India, China, Japan, SE Asia, Oceania, & Indonesia

## **Music Performance Classes:**

- Middle School Chorus – all middle school students participate in weekly classes with a focus on musical literacy: reading treble & bass clefs with solfege & letter names; complex rhythms; sight-singing; performance
- 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

## **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 explore and experience aspects of group and personal identity, ethical decision-making, leadership, and care for self, community, and the natural world.

## **Grades 7-8**

In their final stretch, students hone their leadership skills through the Quaker practices of meeting for business, developing shared belief, creating space for caring and creativity, 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, songs
- Word processing and multi-media production

### **Mathematical Thinking**

#### **Grade 7 Focal Points**

- Integers, fractions, decimals, and percentages: operations, number laws and number patterns
- Problem-solving
- Algebra: expressions, exponents and roots, equations
- Geometry: triangles, quadrilaterals and angles; area and perimeter of polygons and circles; volume and surface area; similarity and congruence

#### **Grade 8 Focal Points**

- Algebra: increasingly complex work with exponents, algebraic fractions, and linear equations; quadratic equations; functions and graphing; inequalities
- Problem Solving: Financial transactions; rates, speeds, ratios, and percentages; selected scientific formulas
- Geometry: Pythagorean Theorem; similarity and congruence; trigonometric ratios; reflection, rotation, translation, and enlargement
- Statistics: collection and presentation of data; averages; frequency distribution

### **Science**

#### **Year 1 Topics:**

- Physics I: heat, sound, magnetism, & electricity
- Meteorology, climate, & climate change
- Geology, Botany, Zoology: mineral, plant, and animal life and evolution
- Organic Chemistry: Carbohydrates, fats, oils & proteins; hydrocarbons & synthetic compounds

#### **Year 2 Topics:**

- Physics II: Water, Light, and Color
- Inorganic chemistry: combustion and crystallization, dissolution & precipitation, acids & bases, metals
- Muscle and Bone: comparative study of human and animal form
- Human Anatomy: cells, senses, and organ systems

### **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 from ancient times through the 16th century. 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
- 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

### **Human Ecology: Inquiry and Action**

An interdisciplinary course consisting of Inquiry-based units inspired by topics of study in social studies and science.

Topics may include the following:

- Identity, Culture, and Diversity
- Justice and Governance
- Art and Action
- Peace and Conflict
- Environmental Stewardship

## **Spanish**

- Ask for and comprehend clarifications; express and understand opinions; understand narration in present, past, and future; state and understand feelings and emotions; engage in conversation with a small group
- Use expanded and more complex vocabulary; communicate in past, present, and future tense. Focus on questions, reflexive verbs, direct and indirect object pronouns
- Continuation of cultural curriculum in 5th and 6th grades on geography, history, economics, and arts in Spanish-speaking world:
  - Spain, Caribbean Islands; Mayan, Aztec, and Incan civilizations and corresponding regions today; Chile, Argentina, Paraguay, Uruguay

## **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.
- Composition: writing stylistically appropriate pieces
- Year 1: Listening to music; Ancient Greece, Middle Ages, Renaissance, Baroque, & Early Classical periods
- Year 2: Listening to music; 19th -21st centuries

## **Music Performance Classes**

- Middle School Chorus – all middle school students participate in weekly classes with a focus on musical literacy: reading treble & bass clefs with solfege & letter names; complex rhythms; sight-singing; performance
- 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

## **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

## **Body Mind Spirit**

This is a weekly class for 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.



## **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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