With a history of excellence that dates back to 1863, The Hamlin School in San Francisco is the oldest non-sectarian school for girls in the western United States, serving over 400 students throughout the Bay Area.

OUR MISSION
The Hamlin School educates girls to meet the challenges of their time and inspires them to become extraordinary thinkers and innovators, courageous leaders, and women of integrity.

THE HAMLIN CREED
Compassion • Courage • Honesty • Respect • Responsibility

OUR COMMUNITY
We are a vibrant, inclusive community where diversity of thought and experience is respected and viewed as essential to excellence. We welcome and benefit from the perspectives of people who differ in culture, ethnicity, family structure, financial capability, learning style, physical ability, race, religion, and sexual orientation. At Hamlin, myriad voices speak and are heard; active engagement of all is expected and important for the strength of the School community. Our shared values bind us together. Our interdependence and our individual differences are worthy of celebration.
ADMINISTRATIVE TEAM

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Ed.D. University of Pennsylvania
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B.A. Scripps College
Years in Education: 9
thornhill@hamlin.org
415.674.5449
### TEACHING FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
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<tbody>
<tr>
<td>Heidi Abbott</td>
<td>Theater Arts Teacher</td>
<td>B.A. Davidson College, M.A. Middlebury College</td>
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<tr>
<td>Melissa Alfred</td>
<td>Middle School Science Teacher</td>
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<tr>
<td>Laura Baran</td>
<td>Associate Director of Extended Day Programs</td>
<td>B.S. University of California, Davis</td>
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<tr>
<td>Tali Biale</td>
<td>Food Program Manager and Middle School Health and Wellness Coordinator</td>
<td>B.A. Wesleyan University</td>
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<tr>
<td>Lindsay Bothwell</td>
<td>K-2 Literacy Specialist</td>
<td>B.A. University of Mary Washington, M.A. Marymount University</td>
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<tr>
<td>Juan Pablo Cáceres</td>
<td>Middle School Spanish Teacher</td>
<td>B.A. Universidad San Sebastian, Concepcion, Chile</td>
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<td>Debra Cardone</td>
<td>Librarian</td>
<td>B.A. University of California, Berkeley</td>
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<tr>
<td>Judith Ching</td>
<td>Admission Associate and Community Outreach Coordinator</td>
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<tr>
<td>Amy Conger</td>
<td>Middle School Learning Specialist and Environmental Stewardship Coordinator</td>
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<td>Gillian Curran</td>
<td>Middle School Science Teacher</td>
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<td>Rachel Davis</td>
<td>Grade 6 Science Teacher and K-4 Tech Integrator</td>
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<td>Todd Ditto</td>
<td>Middle School Mathematics Teacher</td>
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<td>Hannah Do</td>
<td>Lower School Associate Teacher</td>
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<td>Lauren Dyer</td>
<td>Associate Director of Extended Day Programs</td>
<td>B.S. Allegheny College, Meadville, PA, M.F.A. California College of the Arts, San Francisco</td>
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<td>Margaret Jo Feldman</td>
<td>Middle School Art Teacher</td>
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<td>Brandy Garcia</td>
<td>Grade 4 Head Teacher and Social Justice Coordinator</td>
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<td>Irene Gonzalez</td>
<td>Lower School STEM Associate Teacher and Environmental Stewardship Coordinator</td>
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<td>Jana Griffin</td>
<td>Middle School Dance Teacher</td>
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<td>Kirsten Gustavson</td>
<td>Middle School Social Studies and English Teacher</td>
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<td>Payton Harvey</td>
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<td>Zoe Huey</td>
<td>Lower School Associate Teacher</td>
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<tr>
<td>Charlee Jones</td>
<td>Director of Athletics and Middle School PE Teacher</td>
<td>B.A. California State University, Fullerton</td>
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<tr>
<td>Gillis Kallem</td>
<td>Grades K-5 Math Specialist</td>
<td>B.F.A. School of Visual Arts, New York</td>
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<tr>
<td>Christina Kane '85</td>
<td>Middle School Spanish Teacher</td>
<td>B.A. Duke University, M.A. Middlebury College</td>
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</tbody>
</table>
Marie Keating • Grade 2 Head Teacher
B.A. University of Colorado at Boulder
Years in Education: 7

Judy Kleinman • Admission Assistant
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Mary Kay Kosnik • Grade 5 Mathematics Teacher
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M.B.A. Cornell University
M.A. University of San Francisco
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M.A. San Francisco State University
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M.S. Fordham University
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M.Ed. Bank Street College of Education
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Brian Louie • Maker Teacher, Digital Citizenship Coordinator, and Tech Support Specialist
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M.Ed. San Francisco State University
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Michelle Lovejoy • Middle School P.E. Teacher and Outdoor Education Coordinator
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M.S. San Francisco State University
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Sophie MacCracken • Lower School Associate Teacher
B.A. Hobart and William Smith Colleges
M.A. Hobart and William Smith Colleges
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Katrina Madsen • Grade 5 Language Arts Teacher
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Rachael Maneki Slotemaker • Middle School English Teacher
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M.A. University of San Francisco
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Anu Mathur • Middle School Counselor
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M.A. Notre Dame de Namur University
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Terry McDonald • Grades K-2 Physical Education Teacher
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M.A. University of San Francisco
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Stacy Metcalf • Middle School English Teacher
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Emily Michalak • Lower School Learning Specialist
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M.Ed. Concordia University, Chicago
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Erin Minuth ’07 • Lower School Associate Teacher
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Liana O’Brien • Grade 2 Head Teacher
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M.A. Teachers College, Columbia University
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Helen Fowler Ortiz ’03 • Kindergarten Head Teacher
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M.A. University of the Pacific
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B.A. University of California, Davis
B.S. University of California, Davis
Years in Education: 4

Karli Pierce • Grade 4 Head Teacher
B.A. University of Washington, Seattle
M.S. Buffalo State University
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Dan Polk • Middle School Social Studies Teacher and Director of Public Relations
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M.A. Washington University
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Mallory Powers • Middle School Spanish Teacher and Global Awareness & Communication Coordinator
B.A. Whitman College
Years in Education: 8

Konika Ray • Lower School Science Teacher
B.S. Virginia Polytechnic University
M.A.T. University of San Francisco
Years in Education: 22
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<tr>
<th>Name</th>
<th>Title and Responsibilities</th>
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<tr>
<td>Amanda Raynor</td>
<td>Grade 2 Head Teacher and Associate Teachers Coach</td>
<td>B.A. California State University, Chico, M.Ed. California State University, Chico</td>
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<td>Amy Rees</td>
<td>Associate Director of Secondary School Admission Counseling and Middle School English Teacher</td>
<td>B.A. Stanford University, J.D. Duke University</td>
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<td>Kate Roseman</td>
<td>Lower School Music Teacher</td>
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<td>Annie Sanchez</td>
<td>Lower School Spanish Teacher</td>
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<td>Maggie Santinelli</td>
<td>Lower School Associate Teacher</td>
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<td>Teebie Saunders</td>
<td>Director of Secondary School Admission Counseling</td>
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<td>Pamela Scott-Kay</td>
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<td>Angela Seufferlein</td>
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<td>William Skaff</td>
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<td>Lisa Slater</td>
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<td>Heather Smith</td>
<td>Grade 5 Social Studies and Science Teacher</td>
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<td>Caitlin Stevens</td>
<td>Lower School Art Associate Teacher</td>
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<td>Rachel Taptich</td>
<td>Grade 1 Head Teacher and Associate Teachers Coach</td>
<td>B.A. Williams College, M.Ed. Mills College</td>
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<td>Sheena Tart-Zelvin</td>
<td>Middle School Math Teacher and Service Learning Coordinator</td>
<td>B.A. Northwestern University, M.A. Hebrew University of Jerusalem</td>
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<td>Andrew Taylor-Fabe</td>
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<td>Whitney Thayer</td>
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<td>Claudia Tropp '09</td>
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<td>Lower School Associate Teacher</td>
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<td>Nick Wilsey</td>
<td>Middle School Mathematics Teacher</td>
<td>B.A. University of California, Berkeley, M.A. New York University</td>
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<tr>
<td>Caroline Windell</td>
<td>K-8 Computer Science and Robotics Teacher</td>
<td>B.S. University of California, Davis</td>
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<td>Andrew Witrak</td>
<td>Lower School Art Teacher</td>
<td>B.A. St. Olaf College, M.F.A. Mills College</td>
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<tr>
<td>Karl Yorston</td>
<td>Middle School Math Teacher</td>
<td>B.S. Stanford University, M.S. Stanford University, M.S. San Jose State University</td>
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</table>
HEALTH AND WELLNESS PROGRAM
COMMITMENT TO SOCIAL, EMOTIONAL, AND PHYSICAL WELL-BEING

Hamlin is committed to the health and wellness of all of our girls. Ensuring a balanced program that supports social, emotional, and physical wellness is critical as girls grow and learn in the community.

In order to provide girls with the tools they need to operate as members of a community, we use direct instruction to teach social and emotional skills. In Kindergarten through Grade 8, teachers use elements of Responsive Classroom (www.responsiveclassroom.org). Teachers begin the day with a morning meeting to build community and set the tone for the day. The morning meeting typically includes a greeting, sharing, activity, and a morning message.

Our Kindergarten through Grade 5 instructional practice is informed by The Toolbox Project (dovetaillearning.org), a comprehensive K-5 social emotional learning curriculum that supports girls’ abilities to access their strengths and build capacity in the areas of inter- and intra-personal relationships. The Toolbox Project is based in the twelve core tools each girl already has inside, and lessons are designed to teach the girls how to learn to listen actively, share, develop empathy, solve problems, and work collaboratively. Through class meetings and identification and reinforcement of shared behavioral expectations, girls learn the skills they need to navigate interpersonal relationships, practice respect for others, and take personal responsibility for their actions. The entire faculty and staff are trained in the framework and key vocabulary.

The Advisory Program spans Grades 6 through 8. In addition to morning meeting, advisory groups meet three to four other times per week for a full period. The Advisory Program builds community and connection between students and teachers. Advisors work with the Middle School Division Head and the Middle School Counselor to craft a program that meets the developmental needs and interests of the Middle School girls. The small advisory group is intended to create a safe space for students to explore topics including friendships, ethical decision-making, digital citizenship, self-care, puberty, conflict resolution, and self-identity.

Additionally, physical health is also addressed in K-8 Physical Education and Science classes. Topics range from fitness and nutrition to physiology. Our school-wide lunch program provides the ideal venue for girls to apply the colorful plate philosophy and to engage in positive, healthy friendships. We view our dining room as well as our classrooms as vibrant learning environments where health and wellness are a priority.

Our partnership with Common Sense Media also helps us to address the media literacy and digital citizenship components of technology integration in our community.
Hamlin begins language instruction on the first day of Kindergarten because we strongly believe in providing our youngest students with the necessary linguistic and cultural tools to participate effectively as empathetic citizens of the world. Students learn how to identify personal connections between themselves and the diverse peoples and cultures of the Spanish-speaking world.

Our instructional strategies are varied and are supported by embedded technology, such as Skype, Explain Everything, and the Sock Puppets app. Through the use of music, dramatic storytelling, and authentic cultural contexts, our Spanish program emphasizes oral and written communication. The study of formal grammar begins in Grade 5. While each grade level explores the following topics, areas of focus by grade level are below.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Area of Focus</th>
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<td>Mi Cuidad</td>
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<td>Donde Vivimos?</td>
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<td>Grade 4</td>
<td>Nos Conocemos</td>
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<td>Grade 5</td>
<td>El Ritmo de la Vida</td>
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<td>Mi Comida</td>
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<td>Grade 7</td>
<td>Mi Escuela</td>
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<td>Grade 8</td>
<td>Mi Pasado</td>
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These areas of focus provide each grade with an opportunity for deep inquiry and content mastery. Opportunities for public speaking and presentations to the community abound. By the end of Grade 8, our girls have become proficient in Spanish. They are ready to be *travelers, not tourists*, throughout Spanish-speaking cultures and countries.
<table>
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<th>Grade</th>
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<td>Grade Eight</td>
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The Kindergarten Year

The Kindergarten program is designed to meet the needs of the whole child with equal emphasis on academic and social emotional growth. Two sections of approximately 22 students, with a head teacher and an associate teacher in each, allows for both small and whole group instruction. This structure also provides every student with a rich opportunity to build new and diverse friendships.

Homeroom classes include language arts, math, social studies, and Toolbox, our social emotional curriculum. Two to three times per 6-day cycle, students visit special area teachers for instruction in art, Spanish, music, science, and physical education. Kindergartners also visit the library once per cycle.

Literacy instruction is differentiated and is characterized by whole group, small group, and 1:1 instruction. Children are supported in working just above their independent reading level as a means of learning and applying new skills and strategies. In math, number sense is developed through investigative, real-world based units in addition to direct instruction and math games.

As social scientists, girls begin the year learning about themselves, others, and their families. As the year progresses, students develop their sense of identity, diversity, justice, and action through an anti-bias curriculum that seeks to inform and guide their growing awareness of race and gender.

In the Spring, each class embarks upon an emergent unit; studies that emerge from the students’ questions, observations, and interests. These cross-curricular units are open-ended and self-directed, enabling students to guide their learning as they engage in meaningful work.

In the book Yardsticks, Chip Wood captures the magic of kindergartners when he writes, “The eagerness, curiosity, imagination, drive and enthusiasm of the five- and six-year old is perhaps never again matched in quantity or intensity during the life span.” Kindergarten at Hamlin is designed to capture the imagination and meet the developmental needs unique to this age group. As Jean Piaget says, “play is the work of childhood.” To support the students during this developmental stage, the work they do is through the lens of play. Whether engineering through block building, sight word hunting in reading workshop, or playing “mystery number” in math, we encourage students to learn and have fun in a hands-on, meaningful way.

LANGUAGE ARTS

CORE RESOURCES:
Words Their Way
Teachers College Reading & Writing Project, Lucy Calkins
Wilson Fundations™
Developmentally appropriate literature

LEARNING GOALS FOR READING:
• Develop and strengthen listening comprehension
• Develop and strengthen phonemic awareness
• Recognize upper and lower case letters
• Understand the letters and the sounds they make
• Tell a story by observing the illustrations
• Make predictions
• Make connections
• Ask and answer questions about unknown words in text
• Recognize common types of text (ex. storybooks, fantasy, realistic)
• Understand features of books
• Retell stories
• Identify the beginning, middle, and end of a story
• Choose reading books at appropriate level of readiness
• Understand that words carry meaning
• Follow words from left to right and from top to bottom on the printed page
• Recognize that sentences in print are made up of words
• Build sight word vocabulary - read common high-frequency words by sight
• Develop decoding skills
• Read emergent reader text with purpose and understanding

LEARNING GOALS FOR WRITING:
FORMS OF WRITING: Persuasive; Informational; Narrative
• Start to use writing process: draft; revise; edit; publish
• Understand that writing is a form of communication
• Understand that writing is putting thoughts and ideas on paper with words and/or pictures
• Write for multiple purposes
• Use phonetic spelling to convey ideas
• Draw pictures to convey meaning
• Begin to use punctuation
• Write common high-frequency words

LEARNING GOALS FOR HANDWRITING:
• Master writing all lower case letters of the alphabet
• Begin to read own writing
• Use spaces between words

LEARNING GOALS FOR LISTENING AND SPEAKING:
• Listen to and follow directions
• Be an attentive audience member
• Communicate thoughts and feelings audibly and clearly
• Generate questions and make personal connections
• Develop comfort level for speaking in a group
• Explain thinking
• Present work to peers and offer feedback

SOCIAL STUDIES
UNITS:
Classroom and School Community
Identity (Name, Skin, Hair, Identity, Creed, Anti-bias)
Home/Family Study
Emergent Unit
LEARNING GOALS FOR SOCIAL STUDIES:
• Follow classroom and school expectations
• Share and work cooperatively with others
• Take turns
• Learn and identify the Hamlin Creed
  o Compassion; Courage; Honesty; Respect; Responsibility

SCIENCE AND ENGINEERING/COMPUTER SCIENCE
THEME: Observation
UNITS:
Investigation and experimentation
Cycles: Nutrition and Body, States of Matter
The Human Body and Five Senses
Life Cycles of Plants and Animals
Seasons and Weather

LEARNING GOALS FOR SCIENCE:
• Record observations by drawing a scientific sketch
• Ask scientific questions
• Begin to read and examine scientific literature
• Begin to understand mistakes as an important part of learning process
• Describe physical properties of objects
• Earth is composed of air, land, and water
• Resources from earth are used everyday
• Practice 3-Step Scientific Methods (Guess, Test, Tell)

TECHNOLOGY
EQUIPMENT TYPICALLY USED: Document cameras; headphones; iPad
APPLICATIONS TYPICALLY USED: Dreambox; Hearbuilder; Raz Kids, Lexia, Kodable
CORE RESOURCES: BeeBot, GoldieBlox

MATHEMATICS
CORE RESOURCE: Bridges in Mathematics Second Edition, Math Learning Center; Context for Learning Mathematics, New Perspectives on Learnings, Catherine Twomey Fosnot

LEARNING GOALS FOR MATHEMATICS:
NUMBER SENSE AND OPERATIONS
• Demonstrate one-to-one correspondence with up to 30 objects
• Recognize and write numbers up to 30
• Count to 100 by 1’s, 5’s and 10’s and to 20 by 2’s
• Compare numbers in multiple ways
• Understand concept of addition and subtraction
• Solve story problems using addition and subtraction
• Use number sense to model a problem
• Find the sum or difference of two whole numbers up to or from 10
• Begin to understand place value (ones and tens)
• Build understanding of odd and even numbers
• Develop Estimation Skills

ALGEBRA AND FUNCTIONS
• Sort, classify, and order objects by size, number, and other attributes
• Recognize, describe, and repeat patterns,

GEOMETRY AND MEASUREMENT
• Identify and name: circle; triangle; square; rectangle; rhombus; oval; hexagon; trapezoid
• Identify 3-D objects: cubes; spheres; cylinders
• Use non-standard units of measurement for comparison
• Compare and order height and length (shortest, longest, and the same)
• Recognize time to the hour on an analog clock
• Begin to read a calendar

MONEY
• Recognize and name the value of penny, nickel, dime, and quarter
• Make and exchange pennies for nickels and dimes; pennies and nickels for dimes; and nickels for dimes

STATISTICS, DATA ANALYSIS, AND PROBABILITY
• Pose questions, gather data, and record results
• Represent data using concrete objects, pictures, and tally or bar graphs
• Answer simple questions related to data representation

PROBLEM SOLVING
• Apply and adapt a variety of appropriate strategies to solve problems
• Use manipulatives and pictures to create and solve problems

ART
Collage, Drawing, Painting, Sculpting (ceramics), Installation Art

• LEARNING GOALS FOR ART:
• Introduction of art vocabulary and elements
• Learn about contemporary artists
• Learn to sustain long-term interest in art projects; working on one piece for several class periods
• Learn how to correctly use and respect art studio tools and materials
• Acquire a comfort in taking creative risks and in learning to embrace imperfection
• Draw from imagination and observation
• Rip, paint, cut, and glue paper to create assemblage project
• Understand process of and create papier-mâché (make papier-mâché animal)
• Introduction of art vocabulary and elements
HEALTH AND WELLNESS

CORE RESOURCES: The Toolbox Project, Responsive Classroom

BODY HEALTH

• Make colorful choices at lunch
• Manage and understand the importance of self-care routines, such as loose teeth/lost teeth, hand washing, and bathing
• Understand the importance of movement

SOCIAL HEALTH

• Introduction to the 12 Toolbox Project Tools
• Develop language for creating positive friendships and healthy conflict resolution
• Develop self-advocacy skills, such as asking for help

EMOTIONAL HEALTH

• Introduce the concept of personal identity
• Name and share feelings
• Introduce values through the teaching of the Hamlin Creed
• Learn skills to manage emotions (self-regulation)

LIBRARY AND INFORMATION LITERACY

CORE RESOURCES:

Standards for the 21st century Learner AASL
Adaptation of California School Library Recommended Library Skills

LEARNING GOALS FOR LIBRARY AND INFORMATION LITERACY:

• Actively listens to stories and participates in discussion
• Respects the ideas of others by listening and raising hands before speaking
• Makes connections between literature and own experiences
• Uses prior knowledge to understand new facts in stories
• Identifies one or two key words about the topic, plot, and conflict in the book with guidance from the librarian
• Uses prior knowledge and understanding to make predictions about the story
• Recognize that the library is divided into sections that house different books
• Demonstrates the ability to check out books
• Recognize and respects the principle of equitable access to information by returning books when they are do so others have access to them
• Recognize award-winning Caldecott Books and Geisel books
• Compares the illustrations by the same illustrator in different stories
• Compares characters, or plots in two stories by the same author
• Learn the parts of books
• Select picture books using icons in online catalog
• Selects books from a variety of genres
• Selects books based on suggestions from teacher, librarian and personal interest
• Understand how to select the Just Right Book from book displays
MUSIC

Philosophy of Zoltán Kodály and Carl Orff

LEARNING GOALS FOR MUSIC:
• Learn about noteworthy composers, compositions, styles, and genres
• Discover the connection between music and literature through picture books and recordings
• Discover and explore different uses of the voice and body
• Develop attentive listening skills and aural memory
• Learn to distinguish musical components: fast/slow; loud/soft; high/low
• Begin rhythm work (keep steady beat, clap rhythms, etc.)
• Understand quarter note, eighth note, and quarter rest
• Participate in part work (introduction of simple canons)
• Build repertoire of songs to create foundation for later melodic and rhythmic learning
• Develop performance skills through assemblies and programs (e.g., Thanksgiving Assembly)

PHYSICAL EDUCATION

LEARNING GOALS FOR PHYSICAL EDUCATION:
• Demonstrate sportswomanship
• Develop locomotor skills (e.g., running, hopping, sliding)
• Develop non-locomotor skills (e.g., bending, twisting, stretching)
• Develop gross and fine motor skills
• Develop body awareness and spatial awareness
• Develop hand/eye coordination
• Develop foot/eye coordination
• Develop balance
• Develop manipulative skills
• Engage in creative movement and fitness activities

WORLD LANGUAGE: SPANISH

CULTURAL CONTENT: Spanish Across the Globe

LEARNING GOALS FOR SPANISH:
• Geography
• Traditions
• Begin to develop a sense of global awareness
• Develop an “ear” for the language
• Develop listening comprehension
• Develop speaking skills
• Build and develop vocabulary
• Understand and use vocabulary words in oral communication
Grade One

Grade One is a significant milestone for students. Literacy and numeracy development are at the core of the program, which is marked by the intentional daily practice of reading, writing, and math skills. The Grade One program is designed to nurture the natural curiosity and enthusiasm of six- and seven-year-olds and the significant growth that occurs at this important time.

Homeroom classes include instruction in language arts, math, and social studies. The Lower School learning specialist and reading specialist join the team to collaborate and provide lower student-teacher ratios for reading. Mathematics is both concrete and exploratory, and the mastery of number facts begins. Students’ understanding and awareness of the world around them is extended as they study and explore the concept of community through the exploration of neighborhoods. Special area classes include art, Spanish, library, music, physical education, and science. Technology is woven throughout the curriculum.

A Grade One tradition is leading the all-school Halloween Assembly. The girls perform songs and poems practiced in their homeroom and music classes. Continued learning begins in Grade One and serves as a vehicle for building responsibility, as well as a connection between home and school. Reading and writing are celebrated at a year-end Authors’ Breakfast.

LANGUAGE ARTS

CORE RESOURCES:
Teachers College Reading & Writing Project
Lucy Calkins
Units of Study for Primary Writing by Lucy Calkins
Units of Study in Phonics by Lucy Calkins
Guided Reading by Irene C. Fountas & Gay Su Pinnell

LEARNING GOALS FOR READING:
- Develop and strengthen listening and reading comprehension
- Participate in class discussions based on teacher read aloud texts
- Preview text by looking at front cover, taking picture walks, reading summaries, table of contents
- Make connections
- Predict outcomes
- Identify main idea of text
- Build and develop vocabulary
- Develop an understanding of the different genres within literature
- Recognize non-fiction and use it as a resource to gather information
- Build an understanding of the different text features in non-fiction (e.g., table of contents, index, glossary)
- Develop an understanding of poetry features (e.g., line breaks, punctuation)
- Develop an understanding of story elements (e.g., plot, character, setting)
- Choose independent reading level books
- Retell independent reading level books
- Develop and strengthen fluency
- Use a variety of strategies to decode unknown words (e.g., pictures, context, phonics, syntax)
- Self-correct while reading
- Begin to read with expression
LEARNING GOALS FOR WRITING:
FORMS OF WRITING: Fiction; Non-Fiction; Personal Narratives; Poetry; Persuasive
- Use writing process: plan; write; revise; edit; publish
- Plan and organize a writing piece both orally and in writing
- Write fluently
- Write descriptively
- Vary voice according to the different genres: fiction; personal narratives; non-fiction; poetry; persuasive
- Write a story with a beginning, middle, and end
- Use phonetic spelling and begin to transition to standard spelling
- Use grade-level appropriate conventions such as capitalization (beginning of sentences and names), punctuation (periods, question marks, exclamation marks)
- Attempt to revise
- Edit work for grade-level appropriate sight words and proper punctuation
- Understand the expectations of a published piece of work within the unit of study

LEARNING GOALS FOR HANDWRITING:
CORE RESOURCE: Zaner-Bloser Handwriting, Zaner-Bloser, Inc.
- Master writing all upper case letters of the alphabet
- Consistently use spaces between words

LEARNING GOALS FOR LISTENING AND SPEAKING:
- Participate in class discussions
- Listen to and follow oral directions
- Listen attentively to stories
- Speak clearly
- Explain thinking
- Deliver oral presentations

SOCIAL STUDIES
UNITS:
Study of Community Through the Exploration of Neighborhoods (Year-long Unit)

LEARNING GOALS FOR SOCIAL STUDIES:
- Develop the ability to compare and contrast through the study of the Hamlin neighborhood, as well as the student’s own neighborhood and one other San Francisco Neighborhood of our choosing.
- Develop an understanding that they are a part of numerous communities of various sizes: family, school, neighborhood, city, state, country, continent, and world.
- Make connections between past and present through the study of neighborhood
- Begin to develop an understanding about what one needs in order to build a thriving community
- Begin to understand maps and learn about map symbols and legends
- Begin to develop an understanding of how people and places change over time
SCIENCE AND ENGINEERING/COMPUTER SCIENCE

THEME: Think Like a Scientist

UNITs:
States of Matter
Habitats
Adaptations
Nutrition
The Water Cycle
The Human Body
Plant Parts
Introduction to Programming

LEARNING GOALS FOR SCIENCE:
• Practice reading scientific literature
• Begin to understand mistakes as part of process
• Record observations by drawing a scientific sketch and labeling it with words
• Ask scientific questions
• Understand the difference between “what?” and “why?” questions
• Practice 3-step Scientific Method (guess, test, tell)
• Discuss “what happened” in experiments and begin to theorize why
• Use and apply technology
• Begin to understand concept of “trial and error”

TECHNOLOGY

EQUIPMENT TYPICALLY USED: Camcorders; desktops; digital cameras; document cameras; headphones; iPod®; laptops; USB microphones

APPLICATIONS TYPICALLY USED: Animation software; Dreambox; graphics editing software; Internet browsers; IXL; Microsoft® Office Suite; RAZ Kids

CORE RESOURCES: Common Sense Media, LEGO® WeDo, LEGO® Education

MATHEMATICS

CORE RESOURCES: Bridges in Mathematics Second Edition, Math Learning Center; Context for Learning Mathematics, New Perspectives on Learning, Catherine Twomey Fosnot

LEARNING GOALS FOR MATHEMATICS: NUMBER
SENSe AND OPeRATIONS
• Read, write, and order numbers to 100
• Develop an understanding of place value to 100
• Skip count by 5’s and 10’s to 110 and 2’s to 50
• Understand the concept of even and odd and identify even and odd numbers
• Know facts for 10 (e.g., 7+3=10, 3+7=10, 10-7=3, 10-3=7)
• Know addition and subtraction facts to 10
• Know doubles facts to 20 (e.g., $4+4=8$, $5+5=10$, $6+6=12$)
• Solve addition and subtraction equations to 18
• Understand the inverse relationship between addition and subtraction
• Practice adding or subtracting 10 from any number
• Find sums of three one-digit numbers
• Add two-digit numbers using additive strategies
• Developing estimation skills

MONEY
• Identify coins and their values to $1.00
• Construct a value up to $1.00 using coins
• Determine total value of a given combination of coins

ALGEBRA AND FUNCTIONS
• Solve for missing addends
• Understand the symbols $+$, $-$, and $=$
• Recognize, describe, create, and extend patterns

GEOMETRY AND MEASUREMENT
• Identify and create symmetrical designs
• Identify and compare basic geometric shapes: rhombus; little rhombus; hexagon; triangle; square; circle; trapezoid
• Identify 3-D shapes: sphere; cone; cylinder; cube; pyramid; rectangular prism
• Experiment and practice measuring with non-standard measurement
• Use standard measurement to the inch, 1/2 inch, and centimeter
• Develop an awareness of the measurement of a thermometer
• Tell time to the hour and half hour
• Begin to understand the concept of the length of a second, minute, five minutes, ½ hour, and hour

STATISTICS, DATA ANALYSIS, AND PROBABILITY
• Sort and classify objects based on their attributes
• Collect, organize, and represent data
• Begin to create and interpret bar graphs

PROBLEM SOLVING
• Use a variety of strategies to solve a problem
• Use tools, such as manipulatives or sketches, to solve problems
• Record and explain strategies for solving story problems

ART
Collage, Drawing, Painting, Sculpting (ceramics), Installment Art

LEARNING GOALS FOR ART:
• Appreciate and explore the relationships between established women artists and their artwork
• Learn to incorporate art vocabulary into discussions of finished projects
• Apply knowledge of basic art elements to creative projects: line; shape; color; texture; form
• Construct fairy houses (introduction to design, architecture, and engineering)
• Paint with watercolors
• Make ceramic animal bells (pinch pot, coiling)
• Draw from imagination and observation
• Practice blending colors with oil and chalk pastels
• Begin to understand positive and negative space, composition, and basic color theory
• Explore, create, and compare use of symbols in textiles (cloth, material, etc.)

HEALTH AND WELLNESS
CORE RESOURCES: The Toolbox Project, Responsive Classroom, Common Sense Media

BODY HEALTH
• Make colorful choices at lunch and try something new
• Manage and understand the importance of self-care routines such as loose teeth/lost tooth, hand washing, and bathing
• Understand the importance of movement

SOCIAL HEALTH
• Develop the 12 Toolbox Project Tools
• Develop language for creating positive friendships and healthy conflict resolution
• Develop self-advocacy skills such as asking for help

EMOTIONAL HEALTH
• Develop the concept of personal Identity
• Name and share feelings
• Name and understand values of the Hamlin Creed
• Learn skills to manage emotions (self-regulation)

LIBRARY AND INFORMATION LITERACY
CORE RESOURCES:
Standards for the 21st century Learner AASL
Adaptation of California School Library Recommended Library Skills

LEARNING GOALS FOR LIBRARY AND INFORMATION LITERACY:
• Discuss, evaluate, and share favorite books and authors through exposure to author studies and books in a series
• Makes predictions about what will happen next in a story
• Identifies characters, setting, and main ideas in stories
• Discuss favorite books and authors with family, teachers, and friends
• Recognizes and identifies personal interests through reading or listening to stories
• Read fiction and nonfiction books and be able to distinguish between what is fact and what is imaginary
• Listens to/ reads multiple points of view and global perspectives in literature by reading multicultural stories from various genres
• Discuss and compare folktales, fairytales, and other stories from different cultures
• Understand and respect the ideas of others by listening and raising hands before speaking
• Select Award Winning Literature based on suggestions from teachers, librarian, and personal interest
• Select books based on school wide themes such as seasons, holidays, poetry month, Women’s History Month, Asian Lunar New Year, Black History Month, Hispanic Heritage and other topics
• Demonstrate comprehension of stories by reading stories aloud and independently
• Reads and restates ideas from text
• Recognizes that fiction and picture books are organized by the author’s last name in A-B-C order
• Recognizes the purpose of the online catalog to locate books
• Demonstrates the ability to use the library and check out books
• Recognizes that nonfiction books are organized by categories and begins to associate Dewey numbers with areas of interest

**MUSIC**
Philosophy of Zoltán Kodály and Carl Orff

**LEARNING GOALS FOR MUSIC:**
• Gain an appreciation of classical music, world music, and composers
• Learn repertoire of folk dancing (e.g., concentric circles, lines, sequences)
• Discover and explore different uses of the voice
• Understand how voice and body can be a musical instrument
• Continue to build a repertoire of folk songs and singing games
• Learn part singing through rounds and canons and partner singing
• Begin to understand repeated patterns, ostinatos, and like/unlike phrases
• Read and write musical notation (quarter note, eighth note, half note)
• Begin to understand and identify solfège (sight singing)
• Use Curwen hand signs with the following notes: do; mi; so; la
• Develop aural memory and inner hearing
• Play percussion instruments (drums, sticks, non pitched)
• Analyze singing phrases and detect patterns, like/unlike (forms)
• Develop performance skills through assemblies and programs (Halloween Assembly)

**PHYSICAL EDUCATION**

**LEARNING GOALS FOR PHYSICAL EDUCATION:**
• Demonstrate sportswomanship
• Develop locomotor skills (e.g., running, hopping, sliding)
• Develop non-locomotor skills (e.g., bending, twisting, stretching)
• Develop gross and fine motor skills
• Develop body awareness
• Develop hand/eye coordination and foot/eye coordination
• Develop balance
• Engage in fitness activities
• Develop manipulative skills (e.g., throwing, kicking, catching, striking)
• Develop cooperative game skills
• Develop teamwork skills
WORLD LANGUAGE: SPANISH

CULTURAL CONTENT: Spanish Across the Globe LEARNING

GOALS FOR SPANISH:

- Geography
- Traditions
- Develop global awareness
- Develop an “ear” for the language
- Develop sound recognition and pronunciation
- Develop speaking skills
- Develop listening comprehension
- Build and develop vocabulary
- Understand and use vocabulary words in oral communication
Grade Two

Grade Two is marked by increased independence and the ability to sustain engagement in learning. Students hone decoding skills in reading and continue to develop independent reading and writing skills.

Homeroom classes include language arts, math, SEL, and social studies. The Lower School literacy specialist partners with classroom teachers to provide small group reading instruction. The math curriculum emphasizes additive reasoning (addition and subtraction) as well as inquiry through relevant and engaging context.

Grade Two students become more aware of the various neighborhoods and geography of San Francisco through the social studies curriculum and explore the city on a variety of field trips. Special area classes include art, Spanish, library, music, physical education, and science. Through instruction and experience with programming and robotics, students will develop their computational skills and learn more about the iterative design process. A 1:1 classroom-based iPad® program supports all aspects of student learning. The varied landscape of the social and emotional development of seven- and eight-year old girls is navigated with the Lower School Counselor through TOOLBOX and IFSEL lessons, as well as in monthly community meetings and Lunch Bunch groups.

**LANGUAGE ARTS**

**CORE RESOURCES:**
Teachers College Reading & Writing Project
Lucy Calkins
*Units of Study for Primary Writing* by Lucy Calkins
*Units of Study in Phonics* by Lucy Calkins
*Guided Reading* by Irene C. Fountas & Gay Su Pinnell

**LEARNING GOALS FOR READING:**
- Read a variety of genres
- Build reading stamina
- Build and develop vocabulary
- Choose independent reading level books
- Develop and strengthen fluency
- Develop comprehension skills
- Make connections
- Develop strategies for monitoring for meaning
- Notate thoughts and feelings to prove/show evidence of one’s thinking
- Develop envisioning skills while reading (think about 5 senses when creating a mind picture)
- Analyze characters and their traits
- Participate in book conversations and class discussions based on teacher read aloud texts
- Strengthen understanding of story elements (e.g., plot, characters, setting)
- Explore elements of non-fiction (table of contents, glossary, index, captions)
- Use a storyteller’s voice while reading (attention to punctuation, pacing, expression, articulation)
- Hone decoding skills (e.g., context, phonics, syntax, patterns)

**LEARNING GOALS FOR WRITING:**

**FORMS OF WRITING:** Fiction; Non-Fiction; Personal Narratives; Poetry; Persuasive
- Use writing process: plan; rough draft; revise; self-edit; teacher-edit; publish
- Write from own experiences
- Learn to be a reflective writer
• Focus and organize ideas
• Construct a personal narrative
• Incorporate detail, interesting language, dialogue, main idea, etc. into writing
• Explore various elements of poetry (e.g., rhythm/music, word choice)
• Explore various elements of non-fiction and create non-fiction pieces
• Write in complete sentences
• Apply conventions of spelling, mechanics, and grammar

LEARNING GOALS FOR HANDWRITING:
CORE RESOURCE: Zaner-Bloser Handwriting, Zaner-Bloser, Inc.
• Write in manuscript throughout the year
• Beginning exposure to lower case cursive alphabet

LEARNING GOALS FOR LISTENING AND SPEAKING:
• Follow multi-step directions
• Actively participate in class discussions
• Speak clearly and with confidence
• Ask relevant questions
• Respond to questions with a complete thought
• Explain thinking
• Deliver oral presentations

SOCIAL STUDIES
UNITS:
What is a City?
Intro to Geography & Maps
San Francisco: Past and Present
Immigration

LEARNING GOALS FOR SOCIAL STUDIES:
• Learn about components of a city
• Learn about the features, advantages, and disadvantages of urban, rural, and suburban communities.
• Learn about the needs and wants of cities
• Learn about the roles and responsibilities within cities
• Learn the cardinal directions
• Learn about map symbols, legends, and coordinates
• Develop and use map skills and make own maps
• Use maps to navigate San Francisco
• Learn to identify geographic features and locate them on a physical map.
• Learn about the cultures in San Francisco
• Learn about the impact various groups have had on San Francisco’s history and development
• Explore major events in San Francisco’s history and how they have impacted what San Francisco is today (earthquakes, fires)
• Learn about various important locations and landmarks in San Francisco
• Begin exploring the links between past and present with a study of San Francisco and how it has changed over time
• Learn about immigration
• Study the impact of immigration on San Francisco (Gold Rush, Angel Island)
SCIENCE AND ENGINEERING/COMPUTER SCIENCE

THEME: Cycles

UNITS:

Life Cycle

The Human Life Cycle

Plant Growth Research Project

Simple Machines

Rock Cycles Nutrition

Introduction to Programming

LEARNING GOALS FOR SCIENCE:

- Practice reading scientific literature
- Begin to understand mistakes as part of process
- Perform 3-step Scientific Method (guess, test, tell)
- Practice Scientific Method
  - ORHECK (observation, research, question, hypothesis, experiment, conclusion, knowledge)
- Begin to connect experiments and content
- Ask scientific questions
- Understand the difference between “what?” and “why?” questions
- Discuss “what happened” in experiments and begin to theorize why
- Use and apply technology
- Practice steps of Engineering Design Process
  - Identify challenge, brainstorm, design, build, test, evaluate, redesign, share solution
- Begin to understand concept of “trial and error”

TECHNOLOGY

EQUIPMENT TYPICALLY USED: 1:1 iPad®; camcorders; desktops; digital cameras; document cameras; headphones; iPod®; laptops; USB microphones

APPLICATIONS TYPICALLY USED: Animation software; graphics editing software; Internet browsers; Microsoft® Office Suite; screencasting applications; book publishing applications; Dreambox; RAZ Kids

CORE RESOURCES: Common Sense Media, LEGO® WeDo, LEGO® Education; Hopscotch, Hopscotch Technologies

LEARNING GOALS FOR PROGRAMMING

- Motion (move, rotate/turn, change x,y, repeat)
- Lines (leave a trail, set line width, set line color, clear)
- Looks (scale by, change costume)
- Controls (repeat)
- Develop understanding of positive/negative numbers, x,y coordinates

LEARNING GOALS FOR ROBOTICS

- Motors, displays, inputs, sensors
- Develop understanding of simple machines (gears, pulleys, levers), time, measurement
LEARNING GOALS FOR MATHEMATICS:

NUMBER SENSE AND OPERATIONS:
- Develop understanding of place value to 1,000
- Count, read, write, and compare numbers to 1,000
- Skip count by 2’s, 5’s and 10’s
- Understand odd and even numbers
- Use estimation strategies
- Understand the inverse relationship between addition and subtraction
- Know addition facts to 20 and subtraction facts from 10
- Add and subtract two digit numbers using a range of additive strategies
- Explore visual models of multiplication
- Recognize and name common fractions
- Explore fractions as parts of a whole and parts of a group
- Solve addition and subtraction story problems
- Use visual models and manipulatives to develop conceptual understanding of math concepts
- Develop mental math strategies

MONEY
- Know value of coins to $1.00
- Know equivalents and make change
- Solve problems using combinations of coins and bills

ALGEBRA AND FUNCTIONS
- Recognize place value patterns on number grid
- Understand, create, and predict patterns
- Find missing addends

GEOMETRY AND MEASUREMENT
- Identify, describe, classify, and sort two and three dimensional shapes
- Explore symmetry and construct symmetrical designs
- Solve spatial problems (2-D and 3-D problems, pattern block problems, tangram puzzles, etc.)
- Measure length in non-standard and standard units
- Tell time to the minute
- Know relationships of time (e.g., minutes in an hour, days in a month)

STATISTICS, DATA ANALYSIS, AND PROBABILITY
- Collect, represent, and organize data
- Interpret graphs

PROBLEM SOLVING
- Develop and use a range of effective problem solving strategies
- Explain problem solving method orally and in writing
ART
Collage, Drawing, Installation, Painting, Sculpting (ceramics), Free Design

LEARNING GOALS FOR ART:
• Study contemporary women artists
• Demonstrate observational skills (drawing and recording from real life)
• Learn when and how to use different media for different projects
• Begin to plan art projects by sketching first
• Draw from imagination and observation
• Explore how to use shadow to create a 3-D image
• Design and construct 3 dimensional objects using recycled materials

HEALTH AND WELLNESS
CORE RESOURCES: The Toolbox Project, Responsive Classroom, Institute for Social Emotional Learning, Common Sense Media

BODY HEALTH
• Make colorful choices at lunch and try new foods
• Manage and understand the importance of self-care routines such as loose teeth/lost tooth, hand washing and bathing
• Understand the importance of movement

SOCIAL HEALTH
• Develop the 12 Toolbox Project Tools
• Develop language for creating positive friendships and healthy conflict resolution
• Develop self-advocacy skills such as asking for help and requesting personal space
• Participate in/experience small group work to develop more comprehensive social skills such as empathy, flexibility, and problem solving

EMOTIONAL HEALTH
• Develop the concept of personal identity
• Identify emotions within themselves and others
• Name and understand values of the Hamlin Creed
• Learn skills to manage emotions (self-regulation)

LIBRARY AND INFORMATION LITERACY
CORE RESOURCES:
Standards for the 21st century Learner AASL
Adaptation of California School Library Recommended Library Skills

LEARNING GOALS FOR LIBRARY AND INFORMATION LITERACY:
• Select chapter books, appropriate reading levels, and challenging books of particular interest for reading aloud, independently, and enjoyment
• Discusses, evaluates, and shares literature with classmates, parents, librarian, and teachers
- Locates nonfiction materials at appropriate levels with assistance from librarian and teachers
- Read books for school wide themes, biographies, classics, diverse global perspectives, and other points of view
- Understand facts, opinions, point of view and bias in books
- Demonstrate understanding of the author’s and illustrator’s point of view in the story
- Draws and shares conclusions about the main idea of the story
- Identifies own areas of interest by reading widely and finding new books each week
- Begin to understand the process of how a book is created
- Begins to understand simple keyword searches in the online catalog
- Recognizes the purpose of the online catalog to locate books
- Begins to understand and locate books on the shelf in the library
- Begins to understand Dewey Decimal classification for non-fiction books
- Identify parts of books
- Recognize specific genres
- Recognize and describe the characteristics of award winning books
- Begin to associate use of the library with respect for rules by returning books on time, so others have access to materials
- Recognize the right to express own opinions to literature by listening and raising hands before speaking

MUSIC

Philosophy of Zoltán Kodály and Carl Orff

LEARNING GOALS FOR MUSIC:
- Gain an appreciation of classical music, world music, and composers
- Discover and explore different uses of the voice
- Understand how voice and body can be a musical instrument
- Read and write more challenging musical notation (flag eighth notes, crooked eighth notes, whole notes, dotted half-notes)
- Read two-part music on the staff
- Learn more complex rhythmic and melodic skills
- Continue to develop attentive listening skills
- Continue to develop aural memory
- Understand and use pentatonic scale (do, re, mi, so, la)
- Engage in two- and three-part singing through rounds, canons, partner singing, and soprano and alto parts
- Begin to understand relationship of absolutes (ABCDEFG) in conjunction with solfège
- Play percussion and Orff instruments
- Understand own singing voice and its relationship to group
- Develop performance practice skills for Spring Demo (e.g., walking on stage, singing with expressive faces, following a conductor)

PHYSICAL EDUCATION

- LEARNING GOALS FOR PHYSICAL EDUCATION:
  - Develop sportswomanship
    - Develop locomotor skills (e.g., running, hopping, sliding)
    - Develop non-locomotor skills (e.g., bending, twisting, stretching)
    - Develop body awareness
    - Develop hand/eye coordination and foot/eye coordination
• Develop balance
• Engage in fitness activities
• Develop ball skill
• Participate in cooperative games
• Develop skills for individual and team sports
• Engage in team building activities and challenges
• Develop communication and conflict resolution skills

WORLD LANGUAGE: SPANISH

CULTURAL CONTENT: Spanish Across the Globe

LEARNING GOALS FOR SPANISH:
• Geography
• Traditions
• Develop global awareness
• Develop an “ear” for the language
• Strengthen listening comprehension
• Develop speaking skills
• Develop sound recognition and pronunciation skills
• Build and develop vocabulary
• Develop grammar skills
• Practice reading and writing
Grade Three students begin to make the shift from learning to read to reading to learn and to think more critically. As students engage with increasingly complex tasks, they apply the fundamental skills developed in Kindergarten through Grade Two.

Homeroom classes include language arts, math, SEL, and social studies. Reading and writing workshops still form the cornerstone of literacy instruction. Math concepts are more complex, as multiplicative thinking is introduced and deepened. The Grade Three social studies program focuses on the rich history and geography of California, and students participate in related field trips. Special area classes include art, Spanish, library, physical education, music, and science. Technology is woven throughout the curriculum through the classroom-based 1:1 iPad® program. Through instruction and experience with programming and robotics, students will develop their computational skills and learn more about the iterative design process.

A highlight of Grade Three is the beginning of the outdoor education sequence. The outdoor education trip builds community and teamwork while connecting to the study of Ecosystems.

**LANGUAGE ARTS**

**CORE RESOURCES:**
*Teachers College Reading & Writing Project*, Lucy Calkins
*Units of Study for Teaching Writing, Grades 3-5* by Lucy Calkins and Marjorie Martinelli
*Guided Reading* by Irene C. Fountas & Gay Su Pinnell
*Words Their Way*

**LEARNING GOALS FOR READING:**
- Read from a variety of genres, including non-fiction, fiction, poetry, and biography
- Ask generative questions and maintain curiosity and stamina during independent reading
- Employ strategies to decode accurately and build vocabulary
- Actively make meaning through connections
- Use context clues to infer, comprehend, and predict
- Recognize characteristics of characters and how characters develop throughout the text
- Envision clear images based on content and descriptions of the setting
- Retell stories in written and oral form
- Use figurative language, dialect, wording, and author’s voice to infer deeper meaning
- Develop empathy for characters
- Engage in class discussions which allow students to deepen their understanding (e.g., articulate clear meaning, state opinions, interject, build on one another’s ideas, justify a disagreement, ask provoking questions)

**LEARNING GOALS FOR WRITING:**

**FORMS OF WRITING:** Fiction; Narrative; Non-Fiction; Poetry; Persuasive
- Use writing process: plan; write; revise; edit; publish
- Begin to write using thesis statements and paragraphs with topic sentences and supporting details
- Use indentations, quotation marks, commas, and ending punctuation to give meaning to dialogue
- Write with a beginning, middle, and end and construct effective leads and conclusions
- Distill a memorable life experience down to a short poem
- Use rhyme, rhythm, repetition, alliteration, and figurative language for a desired effect
- Use stanzas and line breaks with a purpose
- Paraphrase information
- Sequence ideas in a meaningful order
• Choose appropriate words and phrases to convey correct meaning
• Create believable main characters
• Give characters motivations and struggles whose issues and interactions drive the plot
• Create and use settings that compliment the plot
• Give and receive constructive feedback with a partner
• Apply conventions of spelling, mechanics, and grammar

LEARNING GOALS FOR HANDWRITING:
CORE RESOURCE: Zaner-Bloser Handwriting, Zaner-Bloser, Inc.
• Write in manuscript throughout the year
• Continue practice and use of lower case cursive alphabet

LEARNING GOALS FOR LISTENING AND SPEAKING:
• Follow multi-step directions
• Actively participate in class discussions
• Speak clearly and with confidence
• Articulate ideas effectively
• Respond to questions with a complete thought
• Explain thinking
• Deliver oral presentations

SOCIAL STUDIES
TOPIC: History and Geography of California

UNITS:
Land and Geographic Regions
Indigenous People of California
Exploration & Colonization
Newcomers Arrive in California through settlement and immigration

LEARNING GOALS FOR SOCIAL STUDIES:
• Demonstrate an understanding of the physical and human geographic features that define places and regions in California.
• Learn about Indigenous Peoples’ tribes in the past and present and how they connect to the land
• Look at California history through different perspectives and stories

SCIENCE AND ENGINEERING/COMPUTER SCIENCE
THEME: Interconnections

UNITS:
Ecosystems
Climate Change
Space
Famous Female Scientists
The Human Life Cycle
Electricity
Nutrition
LEARNING GOALS FOR SCIENCE:
• Maintain an organized lab notebook
• Write independent, open-ended questions/reflections
• Write more questions after completing experiments
• Take notes in lab notebooks
• Deliver oral presentations
• Practice steps of Engineering Design Process
  o Identify challenge, brainstorm, design, build, test, evaluate, redesign, share solution
• Practice Scientific Method
  o ORHECK (observation, research, question, hypothesis, experiment, conclusion, knowledge)
• Begin to connect experiments and content
• Read scientific literature
• Ask scientific questions
• Understand the difference between “what?” and “why?” questions
• Discuss “what happened” in experiments and theorize “why”
• Use and apply technology

TECHNOLOGY

EQUIPMENT TYPICALLY USED: 1:1 iPad®; camcorders; desktops; digital cameras; document cameras; headphones; iPod®; laptops; USB microphones

APPLICATIONS TYPICALLY USED: Animation software; book publishing applications; Dreambox; graphics editing software; iLife® Suite; Internet browsers; iWork® Suite; IXL; Microsoft® Office Suite; typing applications; screencasting applications; RAZ Kids

CORE RESOURCES: Common Sense Media, LEGO® WeDo and LEGO® Mindstorms®, LEGO® Education; Hopscotch, Hopscotch Technologies; Scratch, MIT Media Lab

LEARNING GOALS FOR PROGRAMMING
• Motion (move, rotate/turn, change x,y, point in direction)
• Lines (leave a trail, set line width, set line color, clear)
• Looks (scale by, change costume, show/hide)
• Sound (play sound, change volume, change tempo)
• Controls (repeat, wait, forever)
• Develop understanding of positive/negative numbers, relational symbols, measurement, four quadrants, x,y coordinates, regular polygons

LEARNING GOALS FOR ROBOTICS
• Movement (moving straight, turning)
• Move until (sensors)

MATHEMATICS

CORE RESOURCE: Bridges in Mathematics, Math Learning Center; Context for Learning Mathematics, New Perspectives on Learning, Catherine Twomey Fosnot
LEARNING GOALS FOR MATHEMATICS:

NUMBER SENSE AND OPERATIONS
• Solve addition and subtraction problems to the thousands place using a range of additive strategies
• Understand place value to 100,000 and can conceptualize the value of 10,000
• Round numbers to the nearest 1,000 to estimate and compare
• Fluency with addition and subtraction facts
• Understand the concept of multiplication as repeated addition
• Use array models and ratio tables to further develop multiplicative strategies
• Understand area
• Develop fluency for multiplication facts (1-6)
• Apply multiplicative strategies beyond the sixes in problem solving
• Understand and use the inverse relationship between multiplication and division
• Use estimation strategies to compute, solve, and check problems
• Develop understanding of fractions as parts of a whole, as parts of a group, as locations on number lines, as divisions of whole numbers, and to represent probability

ALGEBRA AND FUNCTIONS
• Understand and use relational symbols and parentheses in number sentences (<, >, =)
• Solve equations that use addition, subtraction, multiplication, and division
• Write number sentences to represent story problems

GEOMETRY AND MEASUREMENT
• Describe and sort two and three dimensional shapes according to properties
• Identify different types of angles
• Use U.S. customary units to conceptualize and measure length (inches, feet, and yards)
• Determine the perimeter and area of polygons
• Tell time to the nearest minute on an analog clock

STATISTICS, DATA ANALYSIS, AND PROBABILITY
• Read, interpret, and analyze data and create charts or graphs

PROBLEM SOLVING
• Determine an approach, materials, and strategies to be used
• Use tools, such as manipulatives or sketches, to model problems
• Represent solutions in alternative ways (e.g. models, open number lines and arrays, ratio tables and sketches)
• Explain and justify math thinking in oral and written form

ART
Collage, Drawing, Installation, Painting, Sculpting, Sketchbook, Ceramics, Free Design

LEARNING GOALS FOR ART:
• Study contemporary women artists
• Creatively respond to the study of cultural traditions of the world
• Demonstrate problem-solving skills within the working span of an art project (knowing how to finish a piece)
• Draw from imagination and observation
• Embrace mistakes and create something new from them
• Understand and explore composition within an image
• Study and understand proportions and one point perspective
• Combine art and science skills to create an LED –lit art project

HEALTH AND WELLNESS
CORE RESOURCES: The Toolbox Project, Responsive Classroom, Common Sense Media, Institute for Social Emotional Learning

BODY HEALTH
• Make colorful choices at lunch and new foods
• Manage and understand the importance of self-care routines hand washing and bathing
• Understand the importance of movement

SOCIAL HEALTH
• Develop the 12 Toolbox Project Tools
• Develop language for creating positive friendships and healthy conflict resolution
• Develop self-advocacy skills such as asking for help and requesting personal space
• Participate in/experience small group work to develop more comprehensive social skills, such as leadership style, successful problem solving, empathy, and a deeper understanding of a variety of emotions.

EMOTIONAL HEALTH
• Develop the concept of personal Identity
• Name and understand values of the Hamlin Creed
• Identify emotions within themselves and others
• Learn skills to manage emotions

LIBRARY AND INFORMATION LITERACY
CORE RESOURCES:
Standards for the 21st century Learner AASL
Adaptation of California School Library Recommended Library Skills

LEARNING GOALS FOR LIBRARY AND INFORMATION LITERACY:
• Identify the ten major Dewey areas in the library and how to locate books in the library
• Recognize the fiction books are organized by author’s last name and how to locate books in the library
• Recognize the non-fiction books are organized by the Dewey Decimal Number and how to locate books in the library
• Reads a variety of fiction and non-fiction to fulfill reading goals by teachers and also to enjoy and gain information.
• Reads a variety of books for personal interest and enjoyment
• Understand and can search the online catalog (author, title, and subject) with assistance to locate materials
• Read and identify various genres of fiction and non-fiction books
• Read multicultural and stories from different cultures
• Understand and can demonstrate how to use online library resource databases
• Selects and uses appropriate print and electronic (encyclopedias, periodicals, etc., to answer questions)
• Evaluates information to determine whether it is accurate and useful for assignments
• Uses research databases to collaborate with others to develop creative assigned projects
• Understands how to cite resources for research
• Selects both “just right” books and challenging books on a weekly regular basis
• Checks out books related to personal interests
• Demonstrates responsibility and awareness that library books are to be shared by the entire school community and returns materials on due date
• Shows respect for classmates during discussion of literature or any formal library presentation

MUSIC
Philosophy of Zoltán Kodály and Carl Orff
LEARNING GOALS FOR MUSIC:
• Gain an appreciation of classical music, world music, and composers
• Learn more complex repertoire of folk songs and singing games
• Continue to explore use of voice and body as musical instrument
• Read and write musical notes including rhythmic and melodic dictation
• Start to understand diatonic scale (fa and ti)
• Learn extended pentatonic scale (includes high do)
• Continue to play Orff instruments with more complex mallet work (crossover pattern)
• Experiment with interpretive dance
• Continue to develop and practice performance skills for Spring Demos (e.g., entering stage, singing with expressive faces, following a conductor, following visual cues, engaging the audience)
• Improvise 4-beat melodic rhythmic ostinatos to known songs
• Increase awareness of music terminology (e.g., dynamics, DaCapo, 1st and 2nd endings, rehearsal numbers)
• Increase facility with absolute names on staff
• Continue rhythmic work to include identifying “off beats” (syncopation)
• Incorporate cross-curricular learning (e.g. rhythms and fractions)

PHYSICAL EDUCATION
LEARNING GOALS FOR PHYSICAL EDUCATION:
• Demonstrate sportsmanship
• Develop locomotor skills (e.g., running, hopping, sliding)
• Develop non-locomotor skills (e.g., bending, twisting, stretching)
• Develop body awareness
• Develop hand/eye coordination
• Develop foot/eye coordination
• Develop balance
• Engage in fitness activities
• Develop ball skills
• Participate in cooperative games
• Develop skills for individual and team sports
• Engage in team building activities and challenges
• Develop communication and conflict resolution skills

WORLD LANGUAGE: SPANISH

CULTURAL CONTENT: Spanish Across the Globe

LEARNING GOALS FOR SPANISH:

• Geography
• Traditions
• Develop global awareness
• Develop an “ear” for the language
• Develop sound recognition and pronunciation skills
• Develop and strengthen listening comprehension
• Develop speaking skills
• Understand and use vocabulary words in oral communication
• Practice reading and writing
Grade Four

Grade Four marks the culminating year of the Lower School. The girls assume an important leadership role in the division by modeling ethical behavior, mentoring younger students, and leading Lower School assemblies. The girls not only run weekly assemblies, but share stories about their own lives with the Lower School community. Girls in Grade Four may participate in the chorus.

The Grade Four program remains a two-section model with a head teacher and an associate teacher in each homeroom. Special area classes include art, Spanish, library, music, physical education, and science. Technology continues to be woven throughout the curriculum through the classroom-based 1:1 iPad® program. Through instruction and experience with programming and robotics, students will develop their computational skills and learn more about the iterative design process.

The increasing awareness of the world as seen by nine- and ten-year-olds is apparent as they ask complex questions and investigate topics more deeply in all subject areas. Grade Four students are masters of asking questions as they begin to explore the subtleties and abstract concepts that exist in the world.

The outdoor education program continues to build teamwork and leadership skills, as well as human connections to nature and the interdependence with the environment. The culminating project in Grade Four is an in-depth study of American women who have had a significant impact on history. Girls delve into issues surrounding women’s history and the struggle for civil rights and suffrage. Each girl researches a woman and ultimately portrays her in the Jan Micha Women in History Program, held in May at The Century Club of California.

LANGUAGE ARTS

CORE RESOURCES:
Teachers College Reading & Writing Project, Lucy Calkins
Units of Study for Teaching Writing, Grades 3-5 by Lucy Calkins and Marjorie Martinelli
Words Their Way, Bear, Invernizzi, Johnston & Templeton
Structured Word Inquiry

LEARNING GOALS FOR READING:
• Read from a variety of genres
• Read actively: predict; mark text; react; make connections; question; envision; clarify
• Summarize, draw conclusions, and evaluate information
• Understand basic elements of a novel: character; setting; plot; theme
• Understand and use key elements of non-fiction: cause and effect; chronological order; compare and contrast; details; problem and solution; topic sentence; supporting details
• Preview chapters
• Make observations of captions, subtitles, and pictures
• Read for information
• Reflect on salient points and specific information
• Read various forms of poetry
• Recognize elements of poetry: alliterations; imagery; exaggeration; free verse; metaphor; mood; onomatopoeia; personification; rhyme and rhyme scheme; rhythm; simile; stanza
• Reads with expression
• Build and develop vocabulary
LEARNING GOALS FOR WRITING:
FORMS OF WRITING: Book Reviews; Essays; Letters; Newspaper Stories; Non-Fiction Stories; Note-taking; Personal Narratives; Persuasive Pieces; Poetry; Story Writing Fiction; Research Writing; Speeches

• Use writing process: outline; first draft; revise; edit; proofread; publish
• Write well organized pieces
• Write with a clear beginning, middle, and end
• Write paragraphs with topic sentences
• Begin to write multi-paragraph essays
• Support with evidence
• Write creatively and descriptively
• Choose and use words that convey intended message effectively
• Give and receive feedback from peers and teachers
• Apply conventions of spelling, grammar, and mechanics

LEARNING GOALS FOR LISTENING AND SPEAKING:
• Actively participate in class discussions
• Speak clearly and with confidence
• Articulate ideas effectively
• Explain thinking
• Deliver oral presentations
• Deliver a speech

SOCIAL STUDIES
TOPIC: United States History and Geography

UNITS:
Colonial Era
American Revolution
The Constitution and the Branches of Government
Westward Expansion
Civil War
Industrialization

History from the female perspective (throughout all units)
Current events which introduce students to meet the challenges of their time

LEARNING GOALS FOR SOCIAL STUDIES:
• Develop an understanding of the reasons for studying history and of the relationships between the past and present
• Develop an awareness of the ways we learn about the past and the methods and tools of the historian
• Understand the meaning of time and chronology
• Analyze the complex cause and effect relationships of ideas and events
• Develop understanding of multiple perspectives
• Understand the political, religious, social, and economic institutions that evolved in the colonial era.
• Describe the introduction of slavery into America, the responses of the slave families to their enslaved condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
• Understand how political, religious, and economic ideas and interests brought about the Revolution
• Understand the course and consequences of the American Revolution
• Describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic
• Know the location of the current 50 states and the names of their capitals

SCIENCE AND ENGINEERING/COMPUTER SCIENCE

THEME: The Human Body

UNITS:
Body Systems
Health (Body Image/Human Sexuality/Puberty)
Nutrition

LEARNING GOALS FOR SCIENCE:
• Collect data and record in tables
• Begin to write testable questions
• Write more questions after completing experiments
• Discuss “what happened” in experiments and theorize “why”
• Practice Scientific Method
  o ORHECK (observation, research, question, hypothesis, experiment, conclusion, knowledge)
• Practice steps of Engineering Design Process
• Identify challenge, brainstorm, design, build, test, evaluate, redesign, share solution
• Maintain an organized lab notebook
• Write reflections and open-ended questions at the end of lessons
• Take notes in lab notebooks
• Deliver oral presentations
• Begin to understand concept of “trial and error”
• Read scientific literature
• Understand mistakes as part of process
• Begin to connect experiments and content
• Use and apply technology

TECHNOLOGY

EQUIPMENT TYPICALLY USED: 1:1 iPad® program; Camcorders; desktops; digital cameras; document cameras; headphones; iPod®; laptops; scanner; USB microphones

APPLICATIONS TYPICALLY USED: Adobe CS5; animation software; Dreambox; graphics editing software; iLife® Suite; Internet browsers; iWork® Suite; IXL; Microsoft® Office Suite; RAZ Kids; typing applications

CORE RESOURCES: Common Sense Media, LEGO® Mindstorms®, LEGO® Education; Scratch, MIT Media Lab; HTML5

LEARNING GOALS FOR PROGRAMMING
• Motion (move, turn, change x,y, point in direction)
• Pen (set pen down/up, set pen width, set pen color, clear)
• Looks (change size by, change costume, show/hide)
• Sound (play sound, change volume, change tempo)
• Controls (repeat, wait, forever, if/then, if/then/else)
• Develop understanding of positive/negative numbers, relational symbols, measurement, four quadrants, x,y coordinates, fractions
• Develop understanding of conditional statements, Boolean values, variables

LEARNING GOALS FOR ROBOTICS
• Movement (moving straight, turning)
• Move until (sensors)
• Loops, switches, data hubs, data types, variables

MATHEMATICS

CORE RESOURCE: Bridges in Mathematics, Math Learning Center; Context for Learning Mathematics, New Perspectives on Learning, Catherine Twomey Fosnot

LEARNING GOALS FOR MATHEMATICS:
NUMBER SENSE AND OPERATIONS
• Read, write, and understand numbers to 1,000,000
• Understand place value of whole numbers to a million and decimal numbers to the thousandths
• Create, model, and recognize equivalent forms of fractions and decimals
• Understand, write, compare, and order fractions
• Know and fluently use multiplication and division facts through the 12’s
• Use a range of additive strategies to solve multi-digit addition and subtraction problems
• Use estimation skills
• Multiply 2-digit by 2-digit numbers and divide 3-digit by 1-digit numbers with or without remainders using a variety of multiplicative strategies
• Describe, compare, choose, and accurately use strategies and operations for a variety of problem situations
• Recognize uses of percents and rates in everyday life

ALGEBRA AND FUNCTIONS
• Represent and analyze patterns and functions using words, tables, graphs, and number sentences
• Solve open sentences with all four operations

GEOMETRY AND MEASUREMENT
• Identify right, acute, and obtuse angles in isolation and in geometric figures
• Identify line and rotational symmetry in two-dimensional shapes and designs
• Build or draw shapes with line and/or rotational symmetry
• Describe, compare, and analyze two- and three-dimensional shapes both singly and in relation to one another
• Use a variety of geometric terms, including face, edge, point, vertex, parallel, perpendicular, and congruent
• Make realistic estimates and measurements using common units of measure (e.g., inch, foot, yard, cup, quart, gallon, ounce, pound, centimeter, meter, millimeter, liter, gram, kilogram) and select the unit and tool most appropriate for a given situation
• Determine elapsed time requiring unit conversions (e.g., weeks to months, minutes to hours)
STATISTICS, DATA ANALYSIS, AND PROBABILITY
• Read, interpret, and construct properly labeled tables, bar graphs, line plots, pictographs, circle graphs, and line graphs
• Use these displays to find the mode, median, and range of a data set, as well as to draw, support, and communicate conclusions
• Express the outcomes of probability experiments verbally and numerically using both whole numbers and fractions (e.g., 3 out of 4 or ¾, and compares predicted probability with the actual results)

PROBLEM SOLVING
• Devise, apply, adapt, and share a variety of appropriate strategies to solve problems
• Represent information in alternative ways (e.g., charts, graphs, models, arrays)
• Solve multiple-step problems
• Explain problem solving method in writing and orally
• Determine the approach, materials, and strategies to be used
• Use tools, such as manipulatives or sketches, to model problems

ART
Collage, Drawing, Installation, Painting, Sculpting, Sketchbook, Printmaking, Ceramics, Free Design

LEARNING GOALS FOR ART:
• Study contemporary women artists
• Use studio skills, symbolism, and self-reflection to explore personal connection to the world
• Appreciate and understand the different ways art is applied as a powerful and important tool of expression
• Learn to place emphasis on craft as a way to strengthen art project
• Draw from imagination and observation
• Explore new drawing techniques with variety of tools
• Learn improvisation with various material (free design)
• Learn the basics of printmaking
• Explore identity through the construction of a large self-portrait (photo-collage)
• Build on ceramic sculpture skills

HEALTH AND WELLNESS

CORE RESOURCES: The Toolbox Project, Responsive Classroom, Common Sense Media, Institute for Social Emotional Learning

TEXTS: Healthy Body Image by Kathy Kater

UNITS: Body image, sexual reproduction, sexuality

BODY HEALTH
• Thoughtfully make colorful choices at lunch and try new foods
• Understand the growth and change that occurs during puberty
• Understand sexual reproduction
• Understand concepts of sexuality and gender identity
• Manage and understand the importance of self-care routines
SOCIAL HEALTH
- Refine and reflect on the 12 Toolbox Project Tools
- Use language for creating positive friendships and healthy conflict resolution
- Develop self-advocacy skills such as asking for help and requesting personal space

EMOTIONAL HEALTH
- Celebrate personal Identity
- Understand and live values of the Hamlin Creed
- Learn skills to manage emotions (self-regulation)
- Develop coping skills and strategies for transitioning to MS
- To have a healthy and positive body image and sense of self that exhibits confidence, and flexibility

LIBRARY AND INFORMATION LITERACY

CORE RESOURCES:
Standards for the 21st century Learner AASL
Adaptation of California School Library Recommended Library Skills

LEARNING GOALS FOR LIBRARY AND INFORMATION LITERACY:
- Demonstrates the ability to recognize the organization of important areas in the library
- Can identify fiction and Dewey decimal books in the library using the online catalog
- Identifies story elements in various fiction genres
- Uses evidence from literature and stories to discuss characters, settings, plot, time and place in book selections
- Seeks information and personal independent interest by using the library catalog to find and check out books to read
- Understand and can demonstrate how to use online library resource databases for research
- Can generate a list of key words for research-based projects with guidance
- Use selected safe search engines websites and online Lib-guides to find appropriate information
- Develop strategies for evaluating websites
- Paraphrases summarizes information that answers research assignment questions
- Take notes in their own words
- Identifies facts and details that support main ideas
- Extract and skim relevant information from online reference resources
- Identifies and evaluates information for research papers and projects
- Selects and uses pre-selected Web resources, can skim and locate information in encyclopedias, almanacs, periodicals and other print and non-print materials
- Understand the concept of plagiarism
- Understands how to cite resources

MUSIC
Philosophy of Zoltán Kodály and Carl Orff

LEARNING GOALS FOR MUSIC:
- Gain an appreciation of classical music, world music, and composers
- Learn folk songs, singing games, and world dances (e.g., double circles, patterns, square dance patterns)
- Read and write musical notes including sight singing 8-beat patterns with 16th notes
- Strengthen listening skills and aural memory through dictation
- Memorize songs in solfège
• Learn lowered extended pentatonic scale (so, la, do, re, mi, so, la, do)
• Sing songs connected to Grade Four Social Studies program
• Continue to develop percussion and Orff skills – more ensemble work
• Participate in opera through Opera a la Carte program
• Conduct patterns in simple meter
• Participate in solos, duets, and trios
• Improvise within call and response patterns
• Explore improvisation through more complex 8-beat ostinatos
• Begin intervallic study (e.g., whole step and ½ step)
• Continue cross curricular learning through physics of sound unit

PHYSICAL EDUCATION

LEARNING GOALS FOR PHYSICAL EDUCATION:
• Demonstrate sportswomanship
• Develop locomotor skills (e.g., running, hopping, sliding)
• Develop non-locomotor skills (e.g., bending, twisting, stretching)
• Develop body awareness
• Develop hand/eye coordination
• Develop foot/eye coordination
• Develop balance
• Engage in fitness activities
• Develop ball skills
• Participate in cooperative games
• Develop skills for individual and team sports
• Engage in team building activities and challenges
• Understand importance of fitness
• Develop communication and conflict resolution skills

WORLD LANGUAGE: SPANISH

TEXTBOOK: Ven Conmigo: Adelante Level A published by Holt, Reinhart and Winston

ADDITIONAL TEXTS: TPRS; Letters, advertisements, websites, recipes, and articles about culture in Spanish-speaking countries

CULTURAL CONTENT: Spanish Across the Globe

LEARNING GOALS FOR SPANISH:
• Geography
• Traditions
• Develop global awareness
• Strengthen listening comprehension
• Engage in limited everyday conversation
• Strengthen sound recognition and pronunciation skills
• Develop and strengthen communication skills
• Understand and use vocabulary words in oral communication
• Develop beginning grammar skills
• Practice reading and writing
• Translate Spanish presentations from students and teacher
• Deliver cultural presentations in English
Grade Five

Grade Five students are ready to expand their experiences beyond the self-contained classrooms of the Lower School yet continue to need the structure and support homerooms provide. Thus, the Grade Five program is a bridge year between the Lower and Middle School experiences. The program offers a skill-based, interdisciplinary learning environment with plenty of time for work and play. Grade Five is also the culminating year of the Toolbox Project, and in homeroom, the girls learn to apply the twelve tools to social and academic challenges using a collaborative problem-solving protocol known as Open Session. In the spring, these regular homeroom meetings prepare the girls for a transition to the advisory program of Grades Six through Eight.

The Grade Five course of study reflects four core strands (language arts, math, science, and social studies) taught by three homeroom teachers. The language arts class has reading, writing and analysis at its core. The math course includes the skills and concepts of the Bridges in Mathematics program. All three strand teachers work together to make connections between the disciplines and we celebrate this in the spring with the Fifth Grade Forum.

Technology continues to be woven throughout the curriculum through the classroom-based 1:1 iPad® program. The Mind That’s Mine study skills class is facilitated by the Learning Specialist, and Health and Wellness is taught by the Middle School Counselor. Art, music, physical education, and Spanish round out the Grade Five program. Students may choose to participate in the chorus as well as the athletics program. The Outdoor Education sequence is continued with a two-night kayaking and camping expedition in the Santa Cruz Mountains.

**LANGUAGE ARTS**

**CORE RESOURCES:** Social Studies Alive! Regions of our Country published by Teacher’s Curriculum Institute Teachers College Reading and Writing Project, Lucy Calkins; Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies for Close Reading

**READING TEXTS:** Home of the Brave by Katherine Applegate; Out of My Mind by Sharon Draper; The Circuit by Francisco Jimenez

**POSSIBLE LITERATURE CIRCLE CHOICE BOOKS:** Every Living Thing by Cynthia Rylant; So B. It by Sarah Weeks; Brown Girl Dreaming by Jacqueline Woodson; Number the Stars by Lois Lowry; Hatchet by Gary Paulsen

**ADDITIONAL TEXTS:** Articles; Non-Fiction Essays; Poems; Short Stories

**GRAMMAR AND WRITING REFERENCE BOOKS:** English Workshop: First Course published by Holt, Rinehart and Winston; Elements of Language Introductory Workbook published by Holt, Rinehart and Winston; Step Up to Writing published by Voyager Sopris

**VOCABULARY PROGRAM:** Word Wisdom published by Zaner-Bloser, Inc.

**FORMS OF WRITING:** Personal Narratives; Poems; Short Stories; Fiction; Expository (personal essay, argument essay, literary essay, journalism)

**LEARNING GOALS FOR READING:**
- Read and comprehend grade-level text proficiently and independently
- Re-read to deepen understanding
- Understand plot development
- Identify main idea/salient points
- Summarize text
- Make predictions and inferences
- Make connections to text, self, and world
• Determine themes of texts including stories, plays, and poems
• Find evidence in text to support interpretation
• Analyze point of view (both narrator as well as characters)
• Compare/contrast characters
• Read grade-level text orally with fluency and expression
• Use context to figure out meaning of words
• Identify figurative language including metaphors, personification, and similes

LEARNING GOALS FOR WRITING:
• Use writing process: brainstorm; plan; write; revise; edit; publish
• Write for a range of purposes and for a variety of audiences
• Give and receive feedback from teachers and peers
• Write opinion pieces on texts/topics
• Write informative/explanatory texts
• Write descriptively
• Choose and use words that convey meaning appropriately
• Write in a variety of time frames
• Organize ideas clearly and logically
• Practice developing topic sentences
• Support with factual information and/or supporting details
• Produce effective concluding statements
• Produce multi-paragraph essays
• Show understanding of vocabulary words in writing
• Use conventions of grammar

LEARNING GOALS FOR LISTENING AND SPEAKING:
• Actively engage in a variety of discussions including one-on-one, groups, and teacher-led
• Effectively prepare for discussions
• Carry out assigned roles in discussions
• Generate questions based on the discussions
• Present information clearly and in a logically sequenced fashion

SOCIAL STUDIES
TEXTS: (published by Teachers’ Curriculum Institute)
Social Studies Alive! Regions of Our Country
History Alive!

UNITS:
Identity and Community
Regions of Our Country
Central and South America

LENSSES FOR ANALYSIS: Art; Daily Life; Economy; Geography; Government; History; Literature; Social Justice

LEARNING GOALS FOR SOCIAL STUDIES:
• Understand multiple perspectives
• Recall, analyze, and interpret information
• Understand chronologies
• Understand cause/effect
• Summarize and paraphrase information
• Begin to use text to support opinions
• Apply geography and mapping skills, paying attention to the physical and political worlds
• Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history
• Understand movement of people, goods, and ideas
• Evaluate sources
• Check for validity
• Begin to recognize bias
• Use Internet to find appropriate sources
• Gather and organize information
• Use technology to present information
• Begin to understand how the world is linked together on multiple levels
• Begin to write bibliography in Modern Language Association (MLA) format
• Differentiate between primary and secondary sources

SCIENCE AND ENGINEERING/COMPUTER SCIENCE

THEME: Applied Science

TEXTS (published by Teachers’ Curriculum Institute):
Science Explorer From Bacteria to Plants
Science Explorer Animals

UNITS:
Design Thinking
Earth, Moon, and the Stars
Archeology and Evolution
Water and Civics
Classification of Living Things
Ocean Literacy

LEARNING GOALS FOR SCIENCE AND ENGINEERING:
• Begin to use criteria for testable research question
• Ask scientific questions
• Start to use “because” in hypotheses
• Read and write scientifically
• Make graphs by hand and computer
• Write lab reports using the scientific method
• Start to implement experiments independently
• Practice Engineering Design Process
• Identify problem, brainstorm, design, build, test, evaluate, redesign, and share solution
• Conduct research online
• Use and apply technology skills
• Learn and practice lab equipment skills
TECHNOLOGY

EQUIPMENT TYPICALLY USED: Cameras; document cameras; iPod®; 1:1 iPad program; USB microphones

APPLICATIONS TYPICALLY USED: Animation software; Dreambox; Email applications; Google™ Apps; iLife® Suite; Internet browsers; IXL; Microsoft® Office Suite; photo editing software; RAZ Kids; video editing software

PROGRAMMING

CORE RESOURCES: Scratch, MIT Media Lab; SketchUp, Trimble Navigation; Tinkercad, Autodesk, Inc.; Minecraft, Mojang AB

LEARNING GOALS

- Motion (move, turn, change x,y, point in direction)
- Pen (set pen down/up, set pen width, set pen color, clear)
- Looks (change size by, change costume, show/hide)
- Sound (play sound, change volume, change tempo)
- Controls (repeat, wait, forever, if/then, if/then/else)
- Develop understanding of four quadrants, x,y coordinates, fractions
- Develop understanding of conditional statements, Boolean values, variables
- Create objects that follow a curved path
- Create virtual objects in a 3D environment
- Scale, ratio, and proportion (smaller objects represent larger objects)
- Dimensions (x, y, & z axis)
- Collaborate with peers (working together to solve a common problem)
- Resource allocation (combining resources strategically to create new resources)
- Explore and create virtual 3D spaces
- Develop understanding of area and volume in a 3D environment

MATHEMATICS

CORE RESOURCES: Bridges in Mathematics, Math Learning Center; Context for Learning Mathematics, Catherine Twomey Fosnot

LEARNING GOALS FOR MATHEMATICS:

NUMBER SENSE AND OPERATIONS

- Develop and use efficient and accurate procedures to find quotients involving multi-digit dividends and divisors
- Estimate sums, differences, products, and quotients
- Perform all operations with whole numbers
- Develop fluency with procedures, including standard algorithms, and understand why procedures work
- Develop fluency with prime numbers, composite numbers, divisibility rules, factors and multiples, Greatest Common Factor (GCF), Lowest Common Multiple (LCM), and equivalent fractions
- Read, write, and compare decimals and fractions
- Solve and interpret word problems involving all forms of numbers and operations
- Develop an understanding of the order of operations
- Explore contexts that students can describe with negative numbers
ALGEBRA AND FUNCTIONS
- Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable
- Identify and graph ordered pairs in the four quadrants of the coordinate plane
- Work with variables in area formulas
- Evaluate variable expressions according to the order of operations in using formulas
- Use variables to generalize patterns observed in order to derive area formulas/volume
- Graph simple equations arising from patterns, models, and relationships
- Use these same contexts to write and solve simple equations and inequalities

GEOMETRY AND MEASUREMENT
- Apply United States customary and metric units of measure
- Identify, describe, and classify polygons with an emphasis on types of quadrilaterals and triangles
- Use a protractor to measure and draw angles; identify types of angles
- Identify diameter, radius, center, and circumference
- Find the area and perimeter of rectangular shapes
- Describe and identify number of edges, faces, vertices, and types of faces (connection to 2-D geometry)
- Understand volume as an attribute of 3-D space
- Estimate and measure volume and surface area using appropriate units, strategies and tools
- Find and justify relationships among the formulas for the areas of different polygons (square, rectangle, parallelogram, triangle, trapezoids)

STATISTICS, DATA ANALYSIS, AND PROBABILITY
- Know the concepts of range, mean, median, and mode
- Write ordered pairs and graph
- Determine the probability of simple events
- Collect data during experiments
- Understand and make bar graphs, double bar graphs, and circle graphs
- Read, interpret, and construct properly labeled tables, bar graphs, line plots, pictographs, circle graphs, and line graphs
- Use graphs to find the mode, median, and range of a data set, as well as to draw, support, and communicate conclusions

HEALTH AND WELLNESS

TEXTS: *Healthy Body Image* by Kathy Kater

RESOURCES: Common Sense Media, The Toolbox Project

UNITS: What is Health?, Ch-Ch-Ch-Changes- Puberty, Why Do We Need to Eat?- Nutrition, Don’t Let Those Ad’s Fool You: Media Literacy, Using the Power of Persuasion for Positive Community Health Influence

BODY HEALTH
- Understand the growth and change that occurs during puberty
- Understand and further explore concepts of sexuality and gender identity
- Develop media literacy skills
- Understand and explore why we eat and how nutrition fuels bodies
SOCIAL HEALTH

• Refine and reflect on the 12 Toolbox Project Tools
• Use language for creating positive friendships and healthy conflict resolution
• Develop self-advocacy skills such as asking for help and requesting personal space

EMOTIONAL HEALTH

• Assess and apply the 12 tools to living in the community
• Celebrate personal Identity
• Understand and live values of the Hamlin Creed
• Develop and apply skills to manage uncomfortable feelings

LIBRARY AND INFORMATION LITERACY (interwoven throughout the curriculum)

CORE RESOURCES:
Standards for the 21st century Learner AASL
Adaptation of California School Library Recommended Library Skills

LEARNING GOALS FOR LIBRARY AND INFORMATION LITERACY:
• Choose appropriate research information from print and online resources
• Develop keyword phrases
• Use Boolean search techniques
• Evaluate web-based resources for comprehensiveness, readability, and alignment with research projects

MUSIC

Philosophy of Zoltán Kodály and Carl Orff

LEARNING GOALS FOR MUSIC:
• Read and write musical notes from musical score and through identification of rhythmic motives or melodic patterns
• Explore singing diatonic songs
• Practice playing and singing in different meters
• Reinforce knowledge of extended pentatonic scale
• Practice two- and three-part singing, playing, speaking through rounds, speech ensembles, body percussion, songs and Orff instrumental pieces
• Research musicians and performers of various genres
• Explore use of body for expression in singing through simple choreography of songs
• Create and compose pieces individually and collectively in small groups
• Strengthen performance skills in singing, playing percussion, string instruments, and Orff instruments

THEATER ARTS

LEARNING GOALS FOR THEATER ARTS:
• Introduce the art of theater
• Establish a classroom environment that is safe for risk-taking and creative experimentation
• Develop a strong ensemble of actors in class
• Identify and exercise the actor’s tools: body, voice, imagination, focus, teamwork
• Use mindful breathing techniques to focus, calm, and support the actor’s tools
• Play basic improvisation games to develop acting skills
- Heighten self-awareness
- Build self-confidence to Confront and overcome stage fright
- Strengthen vocal projection and diction
- Promote creative risk-taking and a strong sense of humor while expanding one’s range of self-expression
- Listen and react authentically to other actors
- Create dramatic stage pictures (tableaux) with balance, levels, variety, specificity, and openness of actors to the audience
- Learn about story structure and theatrical story-telling
- Use forum theater to investigate social emotional issues
- Devise original dramatic works based on a theme to share with an audience

**PHYSICAL EDUCATION**

**LEARNING GOALS FOR PHYSICAL EDUCATION:**
- Demonstrate sportsmanship
- Combine locomotor skills (e.g., running, hopping, sliding)
- Combine non-locomotor skills (e.g., bending, twisting, stretching)
- Strengthen body awareness; hand/eye coordination; foot/eye coordination; balance; and ball skills
- Participate in cooperative games
- Develop skills for individual and team sports
- Engage in fitness activities
- Develop skills for dance
- Use pedometer for goal setting
- Engage in team building activities and challenges
- Understand importance of fitness

**VISUAL ART**

Drawing, Ink, Painting, Printmaking, Scratch Art, Sculpting, Technology

Art projects in Grade Five connect to the Humanities and STEM curricula

**LEARNING GOALS FOR VISUAL ART:**
- Differentiate between negative and positive space
- Understand art in the context of a culture and community
- Create a relief print
- Build and carve with clay
- Use technology to create art
- Explore sculpture and mixed media technique

**LEARNING GOALS FOR OBSERVING ART:**
- Describe image
- Make connections to image
- Interpret, analyze, and evaluate image
WORLD LANGUAGE: SPANISH

TEXTBOOK: Ven Conmigo: Adelante Level A published by Holt, Reinhart and Winston

ADDITIONAL TEXTS: TPRS; Letters, advertisements, websites, videos, and articles about culture in Spanish-speaking countries

CULTURAL CONTENT: Spanish-speaking countries: Mexico; Spain; school customs and etiquette; geography; festivals; ways of life and traditions; music

LEARNING GOALS FOR SPANISH:

• Geography
• Traditions
• Engage in conversation (introductions, needs and wants, describe classroom, describe bedroom, describe people and things, describe family, discuss likes and dislikes, tell time, describe schedules, tell where people and things are, free time activities, etc.)
• Develop listening comprehension
• Develop pronunciation skills
• Understand, use, and practice beginning vocabulary words in written and oral communication
• Use grade-level grammatical structures accurately
• Develop and strengthen reading skills
• Summarize text
• Write dialogues, short descriptive paragraphs and letters
Grade Six

Grade Six is often a time when girls invest deeply in their relationships with their peers and their teachers. Changing interests and, often times, changing friendships are common in Grade Six. In order to help support and navigate this experience, each girl is assigned an advisor. This teacher functions as the point person for each girl and her family. Advisors meet their groups at the beginning of each day and work closely with their advisees to meet their needs as learners and community members. Grade level advisors also deliver health and wellness curriculum in small groups three times a week during advisory period.

The academic program includes multiple disciplines, and the girls rotate through a complete set of courses that include art, English, mathematics, music, physical education, science, social studies, theater, and Spanish. Technology is woven into all areas of the curriculum with the iPad® being the most significant tool. Learning to responsibly use the iPad® outside of the classroom is an important aspect of Grade Six. As a complement to the Grade Six science program, the girls partner with The Presidio Trust to maintain and preserve the natural resources of the park.

A highlight of the Grade Six year is the four-day, three-night camping trip in the spring. The girls head to Pinnacles National Monument, east of Monterey, and are guided by leaders from Naturalists at Large in a community-building and climbing adventure. Chorus and athletics continue to be options for the students. The year ends with a multi-disciplinary research and performance project, “The Symposium of the Centuries,” where students research and present historical and modern-day topics to deepen our understanding of the challenges of our past and present.

ENGLISH

NOVELS: Red Kayak by Priscilla Cummings (summer reading); The Giver by Lois Lowry; Red Scarf Girl by Ji-Li Jiang; Roll of Thunder Hear My Cry by Mildred D. Taylor; Naidoo A Long Walk to Water by Linda Sue Park

POSSIBLE LITERATURE CIRCLE CHOICE BOOKS: Define Normal by Julie Anne Peters; Divergent by Veronica Roth; Nothing but the Truth by Avi; Gathering Blue by Lois Lowry; Legend by Marie Lu; Ticket to India by N.H. Senzai; Keeping Corner by Kashmira Sheth

ADDITIONAL TEXTS: Non-Fiction Essays and Articles; Plays; Poems; Short Stories; Songs

GRAMMAR AND WRITING REFERENCE TEXTS: Elements of Language Introductory Workbook and Textbook published by Holt, Rinehart and Winston; Elements of Language First Course Workbook published by Holt, Rinehart and Winston

VOCABULARY PROGRAM: Word Wisdom published by Zaner-Bloser, Inc.

LEARNING GOALS FOR READING:
- Read and comprehend a range of texts (e.g., literature, short stories, poems) proficiently and independently
- Summarize text
- Make inferences
- Make connections
- Interpret figurative language
- Analyze and explain how authors develop the point of view of narrators and speakers in various texts
- Cite textual evidence
- Determine themes of texts
- Determine word meanings
- Build and develop vocabulary
LEARNING GOALS FOR WRITING:
FORMS OF WRITING: Compare and Contrast Essays; Expository Paragraphs; Five-Paragraph Essay; Journal Entries; Literature Circle Writing Responses; Personal Narratives; Research Paper; Short Stories; Speeches
- Use the writing process: brainstorm, plan, write, revise, edit, publish
- Develop topic sentences and essay outlines
- Use details to support topic sentences
- Organize writing pieces clearly and logically
- Use transition words appropriately
- Use appropriate word choice
- Write for a variety of audiences
- Vary sentence structure
- Reflect on written work and set writing goals
- Give and receive peer feedback
- Incorporate teacher feedback
- Proofread for accurate spelling, mechanics, and grammar

LEARNING GOALS FOR LISTENING AND SPEAKING:
- Participate in a variety of discussions (e.g., one-on-one, small group, large group, teacher-led)
- Answer and generate questions related to topic
- Summarize main points of discussion
- Deliver a speech comfortably and clearly

SOCIAL STUDIES

UNITS:
Identity & Community
World Religions
India (Freedom Struggle, Partition Present Day)
Human Trafficking (*Chocolate Industry is included here. Focus on child, forced and bonded labor)
Access to Water
Girls’ Education Africa (Countries of Africa, Cultures of West Africa, Apartheid, Present Day)
Propaganda
China (Civil War, Great Leap Forward, the Cultural Revolution, Present Day)

LENSES FOR ANALYSIS: Geography, Culture, Economy; Government; History; Religion; Social Justice; Current Events

TEXTBOOK: History Alive! (Various texts) published by Teachers’ Curriculum Institute

NOVELS:
Selections from various readings such as Out of Bounds: Seven stories of Conflict and Hope by Beverley Naidoo

Paired with the following novels in English class:
The Giver by Lois Lowry (English); Red Scarf Girl by Ji-Li Jiang (English); Ticket to India by N.H. Senzai (English); Night Diary by Veera Hiranandani (English)

LEARNING GOALS FOR SOCIAL STUDIES:
- Identify main ideas/salient points
• Connect ideas and events to our lives, the present and across topics

• Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within history
• Understand the migration of people, goods, and ideas
• Read, interpret, and create maps
• Summarize and paraphrase information
• Gather, organize, and synthesize information
• Understand cause and effect
• Develop an informed opinion supported by textual evidence
• Develop hypothesis
• Communicate ideas effectively in writing and oral expression
• Create and deliver presentations
• Evaluate sources
• Check for validity
• Recognize bias
• Use Internet to find appropriate sources
• Use design and technology to present information in a meaningful way
• Use primary and secondary sources to investigate the past with a critical eye

SCIENCE AND ENGINEERING/COMPUTER SCIENCE

THEME: Environmental Science

TEXTS Science Explorer Earth’s Water published by Prentice Hall; Science Explorer Environmental Science published by Prentice Hall

UNITS: Oceanography; Ecosystems; Earth Science; Field Studies

LEARNING GOALS FOR SCIENCE:
• Develop research questions
• Develop use of supported hypothesis
• Write scientifically (why/because)
• Develop and ask scientific questions
• Read scientifically
• Read and interpret bar and line graphs
• Write Scientific Method Lab report
• Participate in independent experimentation (design and implementation)
• Apply information to new situations
• Practice Engineering Design Process in earthquake-proof house project
• Identify problem, brainstorm, design, build, test, evaluate, redesign, and share solution
• Research online and cite sources
• Use and apply technology skills
• Learn and practice lab equipment skills
TECHNOLOGY

EQUIPMENT TYPICALLY USED: Cameras; document cameras; 1:1 iPad® program; iPod®; laptops; microphones

APPLICATIONS TYPICALLY USED: Animation software; E-mail applications; Google™ Apps; iLife® Suite; Internet browsers; Microsoft® Office Suite; photo editing software; video editing software; eBackpack; iTunes U

PROGRAMMING

CORE RESOURCES: Code for iPad, Two Lives Left; Cargo-Bot, Two Lives Left; SNAP, University of California at Berkeley and MioSoft Corporation

LEARNING GOALS FOR PROGRAMMING
- Motion (move, turn, change x,y, point in direction)
- Pen (set pen down/up, set pen width, set pen color, clear)
- Looks (change size by, change costume, show/hide)
- Sound (play sound, change tempo)
- Controls (repeat, wait, forever, if/then, if/then/else)
- Develop understanding of four quadrants, x,y coordinates, fractions
- Develop understanding of conditional statements, Boolean values, variables
- Problem solving (shortest possible solution)
- Subroutines (short programming code that represents a longer code)
- Programming using the iPad®:
  - Create functions
  - Game creation
  - Use commands to perform actions
  - Use codes to represent colors
  - Use codes to represent sounds
  - Create a game prototype
  - Inline code documentation

MATHEMATICS

COURSES OFFERED: Math 6, Pre-Algebra

LEARNING GOALS FOR MATH 6:

TEXT: Connected Mathematics 3 published by Pearson, 2014

NUMBER SENSE AND OPERATIONS
- Use all four operations to solve problems with all types of numbers
- Understand the properties (distributive, associative, commutative) that underlie the four operations
- Extend number theory to include exponents, square roots, divisibility rules, and prime factorization
- Evaluate expressions containing integers and simple exponents using order of operations
- Use ratio and proportion to solve problems
- Convert fluently between decimals, fractions, and percents
- Learn about the real number system especially integers, fractions, and decimals and their placement on the number line

ALGEBRA AND FUNCTIONS
- Write and solve one- and two-step linear equations in one variable
• Investigate geometric patterns and describe them algebraically
• Graph ordered pairs in the four quadrants of the coordinate plane
• Use basic expressions and formulas to solve problems
• Begin to use commutative, associative, and distributive properties to show how two expressions are equivalent
• Analyze data in tables

GEOMETRY AND MEASUREMENT
• Know and use metric measure; understand the relationships of length, capacity, and weight
• Identify angles as vertical, adjacent, corresponding, complementary, and/or supplementary
• Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle
• Understand parallel lines, perpendicular lines, segments, and rays
• Understand and solve problems with perimeter, area, and volume
• Begin to understand surface area
• Use variables and some related problems in expressions describing geometric quantities: the formulas for the perimeter and area of a rectangle, parallelogram, square, triangle, trapezoid, and circles

STATISTICS, DATA ANALYSIS, AND PROBABILITY
• Determine the range, mean, median, and mode for a given set of data
• Interpret, critique, and make various types of graphs to represent information in a data set
• Understand and apply basic concepts of probability
• Take samples/surveys and evaluate sampling methods

ADDITIONAL LEARNING GOALS FOR MATH 6
• Solve multi-step linear equations and introduce distributive property
• Explore idea of slope in linear functions
• Graph simple linear functions on coordinate place using x/y charts, x- and y- intercepts, and slope intercept form

LEARNING GOALS FOR INTEGRATED PRE-ALGEBRA:

NUMBER SENSE AND OPERATIONS
• Review and extend the concepts of properties: commutative, associative, and distributive with variable expressions and equations
• Extend number theory to include exponents, square roots, divisibility rules, and prime factorization
• Understand and use order of operations with integers, fractions, decimals, and exponents
• Use ratio and proportion to solve problems
• Extend problem solving with ratios, proportions, and percent (percent change, similar figures, scale drawings, and the basics of simple and compound interest)
• Represent large and small numbers in scientific notation and extend the concept to estimation problems and unit conversions
• Learn about the real number system and classifying numbers

ALGEBRA AND FUNCTIONS
• Simplify and evaluate variable expressions using order of operations
• Simplify variable expressions (monomial products and fractions) that include exponents
• Simplify and solve complex linear equations
• Solve basic systems of linear equations with substitution as applied to word problems
• Use the number line to graph solutions to linear equations and basic inequalities
• Begin to learn about the concept of slope

GEOMETRY
• Review: building blocks of planar geometry (point, line, plane, ray, and line segment); angles (vertical, complementary, supplementary, adjacent, corresponding, and alternate interior); triangle classifications (by side length and by angle measure); and circles
• Classify and measure polygons and composite figures
• Explore volume and surface area with prisms, pyramids, cylinders, cones, and spheres, as well as some composite shapes
• Work with formulas (areas, volumes, and surface areas, along with the Pythagorean Theorem) to solve various problems
• Explore ratios of areas and volumes of various shapes and sizes

ART
Clay, Colored pencils, Computers, Drawing, Sculpting, Watercolor Painting

LEARNING GOALS FOR VISUAL ART:
• Understand art within the context of a culture and community
• Learn watercolor techniques
• Build and carve with clay
• Paint with acrylic paint
• Understand color theory
• Understand proportion
• Give and receive feedback

LEARNING GOALS FOR OBSERVING ART:
• Describe image
• Make connections to image
• Analyze image
• Interpret image
• Evaluate image

HEALTH AND WELLNESS

TEXTS: Our Whole Lives by Pamela M. Wilson; It’s Perfectly Normal by Harris & Emberly

RESOURCES: Common Sense Media; The Toolbox Project; Second Step: Skills for Social and Academic Success

UNITS: Healthy Friendships: Communication Skills, Being an Upstander, Family Relationships, Media and Body Image, Emotions: Body and Brain, Nourishing Our Bodies, Sexuality and Values, Puberty, Lovemaking and Reproduction, Gender Identity, Substance Use and Abuse

BODY HEALTH
• Understand and communicate changes that occur with puberty
• Understand that there are many aspects of human sexuality and development
• Understand and communicate the importance of nutrition and sleep
• Examine and assess the role of media on body image
SOCIAL HEALTH
• Apply skills to foster healthy relationships with girls and boys
• Refine conflict resolution skills

EMOTIONAL HEALTH
• Identify and manage stress through healthy choices
• Identify appropriate support services
• Seek and accept support when needed

THEATER ARTS
LEARNING GOALS FOR THEATER ARTS:
• Deepen respect and love for the craft of theater
• Cultivate further the ability to collaborate creatively and play improvisationally by responding positively to and building on creative ideas and offers
• Warm up and exercise the use of one’s body, voice, imagination, focus, and teamwork as tools for acting
• Use mindful breathing techniques to focus, calm, and support the actor’s tools
• Deepen self-awareness
• Build self-confidence while Confronting and overcoming stage fright
• Strengthen vocal projection and diction
• Experiment with different types of sound, speech, movement, and characters
• Promote creative risk-taking and expand one’s range of self-expression
• Listen and react authentically to other actors
• Stage a scripted scene with a partner
• Establish the habit of keeping bodies open to the audience and scene partners
• Develop dramatic stage pictures (tableaux) with balance, levels, variety, and specificity
• Take and apply direction from a director and suggestions from peers
• Provide constructive feedback for fellow actors
• Memorize lines, cues, and blocking for a scene
• Perform improvisation and scripted scenes for audiences

MUSIC
Philosophy of Zoltán Kodály and Carl Orff

LEARNING GOALS FOR MUSIC:
• Transfer knowledge of music reading to Orff instruments and guitar
• Read and write musical notes from musical score and through identification of rhythmic motives or melodic patterns
• Reinforce and identify songs in major and minor keys
• Read, sing and play songs in different meters: compound and simple
• Practice two- and three-part singing, playing, and speaking through rounds, speech ensembles, body percussion, songs and Orff instrumental pieces
• Research independently current musical artists of various genres – country, classical, rock, jazz, country and pop
• Create and compose pieces, individually and collectively, in small groups using computers programs and GarageBand
• Strengthen performance by singing and playing percussion and Orff instruments
• Learn several guitar chords
• Sing, play, identify, and compose music using basic chord progressions

**PHYSICAL EDUCATION**

**LEARNING GOALS FOR PHYSICAL EDUCATION:**
(Climbing Wall, Dance, Sports/Fitness)

• Demonstrate sportsmanship
• Develop skills for climbing wall (e.g., bouldering, belaying, knot work, hand placement, footwork, route reading, and route setting)
• Strengthen body awareness
• Develop dance technique skills (hip hop, modern dance, West African)
• Expand basic vocabulary for dance (locomotor movements, axial movements, pathway, level, direction, tempo, shape)
• Learn (or choreograph) and perform short dances
• Connect dance curriculum to English and science curriculum
• Develop skills for individual and team sports
• Participate in cooperative games
• Engage in team building activities and challenges
• Engage in fitness activities
• Understand importance of fitness
• Understand importance of short term and long term benefits of a healthy and active lifestyle

**WORLD LANGUAGE: SPANISH**

**TEXTBOOK:** Ven Conmigo: En Camino Level B published by Holt, Reinhart and Winston

**NOVEL:** Piratas y El Mapa Secreto by Mira and Carol Gaab

**ADDITIONAL TEXTS:** Advertisements; Articles about culture in Spanish-speaking countries; Letters; Recipes; Websites; Videos

**CULTURAL CONTENT:** South America; food; festivals; religion; customs; holidays; clothing

**LEARNING GOALS FOR SPANISH:**

• Geography
• Traditions
• Increase global awareness
• Engage in conversation
• Develop pronunciation skills
• Understand, use, and practice vocabulary words in written and oral communication
• Use grade-level grammatical structures accurately
• Develop and strengthen reading skills
• Summarize text
• Develop writing skills
• Write short descriptive paragraphs
• Write letters to pen pals
• Edit peer writing
LIBRARY AND INFORMATION LITERACY

CORE RESOURCES:
Standards for the 21st century Learner AASL
Adaptation of California School Library Recommended Library Skills

LEARNING GOALS FOR LIBRARY AND INFORMATION LITERACY:
• Build research plans to gather and manage information
• Build competency in accessing, processing, and evaluating information
• Use linked resource pathfinders (Libguides)
• Create and execute effective presentations of research
The Grade Seven year provides the girls with opportunities for choice, leadership, and deep inquiry. In addition to continuing the rotating schedule of courses begun in Grade Six, the girls choose their art elective and may assume leadership roles in clubs, Executive Student Council, and Sister Family events. Advisors continue to work with girls on developing and attaining both personal and academic goals as well as support girls and families with concerns that may arise throughout the year. Grade level advisors continue to deliver health and wellness curriculum in small groups three times a week in the afternoon advisory period.

Grade Seven students' complete set of courses includes art elective, English, mathematics, physical education, science, social studies, and Spanish. Technology is woven into all areas of the curriculum through the continuation of the 1:1 iPad® program. The belief in one's self and classmates is critical to the work of Grade Seven. Taking risks, working through challenges, and relishing success are all a part of the personal growth process for Grade Seven students. Whether in the lab, on the basketball court, or in the classroom, Grade Seven students are expected to stretch themselves to try new things.

In the spring, the high school process begins as the girls and families meet with the school’s high school counselors. At this time, the Outdoor Education program provides the girls with time and space to challenge themselves and reflect while participating in a three-night trip to Point Reyes. After a prep day, the girls backpack for three nights along the coastline, setting up and breaking down camp twice. By the end of the Grade Seven year, girls understand themselves as learners and citizens and have identified areas of interest and passion that matter to them deeply. The year culminates with an interdisciplinary research project, “Rising to the Challenge,” intended to offer action-oriented solutions to address the challenges of our time.

ENGLISH

TEXTS: The Outsiders by S.E. Hinton; To Kill a Mockingbird by Harper Lee; A Midsummer Night’s Dream by William Shakespeare; The Crucible by Arthur Miller; independent reading books; short stories; poetry

GRAMMAR REFERENCE: English Workshop: Third Course published by Holt, Rinehart and Winston

VOCABULARY PROGRAM: Membean

LEARNING GOALS FOR READING:
• Read and analyze literature, short stories, and poetry
• Engage in literary analysis
• Make inferences from text
• Determine larger theme/message
• Identify symbolism and explain significance
• Identify meaningful passages and explain significance
• Make connections
• Understand significance of point of view
• Compare and contrast characters
• Understand and analyze character’s motivation
• Understand how authors develop characters
• Analyze how characters change throughout the story
• Determine word meanings
• Build and develop vocabulary
LEARNING GOALS FOR WRITING:
FORMS OF WRITING: Analytical/critical response to literature; Business Letters; Character Journals; Memoir; Multi-Paragraph Essays; Poems; Reflections; Timed in-class writing assignments
• Use the writing process: brainstorm, plan, write, revise, edit, publish
• Form a clear thesis statement
• Use details to support topic sentences
• Organize writing pieces clearly and logically
• Use transition words to enhance flow of writing
• Use appropriate word choice
• Vary sentence structure
• Develop voice in writing
• Write for a variety of audiences and from different points of view
• Produce writing within a variety of time frames (i.e. a single class period, multiple class periods)
• Give and receive peer feedback
• Edit for appropriate spelling, mechanics, and grammar
• Reflect on written work and set writing goals

LEARNING GOALS FOR LISTENING AND SPEAKING:
• Participate in a variety of discussions (e.g., one-on-one, small group, large group, teacher-led)
• Answer and generate questions related to topic
• Summarize main points of discussion
• Deliver a clear speech effectively

SOCIAL STUDIES
TEXTBOOK: History Alive! The United States published by Teacher’s Curriculum Institute

CONTENT: Early History of the United States; Current Events; Human Rights; Colonization; Road to Revolution; New Nation; Bill of Rights; Years between 1800-1850; Antebellum America; Civil War; Reconstruction

LEARNING GOALS FOR SOCIAL STUDIES:
• Develop understanding of multiple perspectives
• Recall factual information
• Understand chronologies
• Identify main idea and salient points
• Check for validity
• Summarize and paraphrase information
• Highlight information
• Evaluate sources
• Recognize bias
• Understand cause and effect
• Compare and contrast events in past and in the present
• Use library and Internet to find appropriate sources
• Organize information
• Use technology for class projects
• Use text to support opinions
• Communicate ideas clearly orally and in writing
• Read, interpret, and create maps
• Analyze and interpret information
• Develop hypothesis
• Defend and support hypothesis
• Create and deliver presentations

SCIENCE AND ENGINEERING/COMPUTER SCIENCE

TEXTS (published by Prentice Hall):
Science Explorer Cells and Heredity
Science Explorer Human Biology and Health
Science Explorer Sound and Light

THEME: Introduction to Biology

UNITS:
Body Systems
Cellular Biology
Genetics

LEARNING GOALS FOR SCIENCE:
• Formulate research questions
• Write scientifically
• Use scientific vocabulary
• Gather, read, interpret, and analyze data
• Recall and apply content specific information
• Practice applying learned information to novel situations
• Use Scientific Method fluidly
• Practice Engineering Design Process
  o Identify problem, brainstorm, design, build, test, evaluate, redesign, share solution
• Cite sources
• Practice online research skills
• Use and apply technology skills
• Learn and practice lab equipment skills

TECHNOLOGY

EQUIPMENT TYPICALLY USED: Cameras; document cameras; iPods®; laptops; microphones; projectors; video cameras

APPLICATIONS TYPICALLY USED: Email applications; Google™ Apps; iLife® Suite; image editing software; Internet browsers; Microsoft® Office Suite; page layout software; photo editing software; video editing software

PROGRAMMING

CORE RESOURCES: Python (Club), Python Software Foundation

LEARNING GOALS
• Object-oriented programming:
  o The if, for, while, try, class, def, pass, assert, yield, & import statements
  o Execute code
MATHEMATICS

COURSES OFFERED: Pre-Algebra, Integrated Algebra


NUMBER SENSE AND OPERATIONS
• Review and extend the concepts of properties: commutative, associative, and distributive with variable expressions and equations
• Review and extend order of operations with integers, fractions, decimals, and exponents
• Review and extend problem solving with ratios, proportions, and percent (percent change, similar figures, scale drawings, and the basics of simple and compound interest)
• Represent large and small numbers in scientific notation and extend the concept to estimation problems and unit conversions
• Learn about the real number system and classifying numbers

ALGEBRA AND FUNCTIONS
• Simplify and evaluate variable expressions using order of operations
• Simplify variable expressions (monomial products and fractions) that include exponents
• Simplify and solve complex linear equations
• Solve basic systems of linear equations with substitution as applied to word problems
• Use the number line to graph solutions to linear equations and basic inequalities
• Begin to learn about the concept of slope

GEOMETRY
• Review: building blocks of planar geometry (point, line, plane, ray, and line segment); angles (vertical, complementary, supplementary, adjacent, corresponding, and alternate interior); triangle classifications (by side length and by angle measure); and circles
• Classify and measure polygons and composite figures
• Explore volume and surface area with prisms, pyramids, cylinders, cones, and spheres, as well as some composite shapes
• Work with formulas (areas, volumes, and surface areas, along with the Pythagorean Theorem) to solve various problems
• Explore ratios of areas and volumes of various shapes and sizes

ADDITIONAL LEARNING GOALS FOR PRE-ALGEBRA:
• Identify patterns and proportional relationships and begin to understand functions and the related terminology
• Use the coordinate plane to graph solutions to linear equations and basic inequalities
• Graph linear equations to determine the slope-intercept equation of a line
• Solve systems of linear equations, including graphing
• Work with irrational numbers and simplifying roots

LEARNING GOALS FOR INTEGRATED ALGEBRA:


KEY SUPPLEMENTAL TOOLS: IXL.com, desmos.com (also available as an iPad app), Geogebra
TOPICS:
Equations
Polynomials
Quadratics
Graphing/Functions
Inequalities
Algebraic rational expressions
Geometry

LINEAR AND QUADRATIC EQUATIONS
• Review and extend simplifying and evaluating algebraic expressions using order of operations and rules of exponents
• Solve quadratic equations by factoring
• Review rate, ratio, proportion, and percent
• Solve complex linear equations
• Solve systems of linear equations and inequalities
• Learn factoring of 2nd (and possibly simple 3rd) degree polynomials
• Solve quadratic equations by factoring, completing the square, and using the quadratic formula
• Apply skills and concepts learned in each unit to write equations for, and solve, a wide variety of word problems

FUNCTIONS AND POLYNOMIALS
• Study basic function notation, concepts, and related terminology
• Perform all four operations with polynomials

GRAPHING
• Graph and explore properties of linear equations using patterns, coordinate plotting, slope, and x- and y-intercepts
• Graph and explore properties of quadratic equations using patterns, coordinate plotting, finding critical points, and using parent graphs

HEALTH AND WELLNESS
TEXTS: Our Whole Lives by Pamela M. Wilson; Full of Ourselves by Catherine Steiner-Adair

RESOURCES: Common Sense Media; Brenda Conlan, Substance Abuse Prevention Specialist & guest speaker; Catherine Steiner-Adair, Clinical Psychologist & guest speaker

UNITS: Full of Ourselves, Claiming our Strengths, Body Politics, Standing Our Ground, Countering the Media Culture, Nourishing Our Bodies, Feeding Our Many Appetites, The Power of Healthy Relationships, Sexuality and Body Awareness, Gender and Diversity, Sexual Orientation and Gender Identity, Relationships, Lovemaking, Responsible Sexual Behavior, Sexually Transmitted Diseases

BODY HEALTH
• Understand many aspects of human sexuality and development
• Understand how drugs and alcohol can alter body and brain
• Understand and communicate the importance of nutrition and sleep
• Examine and assess the role of media on body image
SOCIAL HEALTH
- Apply skills to foster healthy relationships with girls and boys
- Refine conflict resolution skills
- Advocate for diversity of experiences

EMOTIONAL HEALTH
- Identify and manage stress through healthy choices
- Identify appropriate support services
- Seek and accept support when needed
- Communicate wants and needs surrounding topics in all three health strands

PERFORMING ARTS
Choose from a variety of electives:

POSSIBLE OPTIONS:
- Music
- Winter Play

VISUAL ARTS
Choose from a variety of electives:

POSSIBLE OPTIONS:
- Digital Art
- Maker Art
- Visual Arts

PHYSICAL EDUCATION
LEARNING GOALS FOR PHYSICAL EDUCATION:
(Climbing Wall, Dance, Sports/Fitness)
- Demonstrate sportsmanship
- Develop skills for climbing wall (bouldering, belaying, knot work, hand placement, footwork, route reading, and route setting)
- Strengthen body awareness
- Extend dance technique skills
- Expand dance vocabulary including qualities of movement, rhythmic patterns, and directions in space
- Learn (or choreograph) and perform short dances
- Connect dance curriculum to science and English curriculum
- Develop skills for individual and team sports
- Develop strategic thinking in sports
- Engage in fitness activities
- Participate in cooperative games
- Engage in team building activities and challenges
- Understand importance of fitness
- Understand importance of short term and long term benefits of a healthy and active lifestyle
WORLD LANGUAGE: SPANISH

TEXTBOOK: Ven Conmigo: Level II Chapters 1-5 published by Holt, Reinhart and Winston

NOVELS: Casi Se Muere and Viva el Toro by Lisa Ray Turner and Blaine Ray

ADDITIONAL TEXTS: Advertisements; Comic Strips; Dialogues; Interviews; Letters; Recipes; Schedules (i.e. school, train, planes); Websites

CULTURAL CONTENT: Geography of Central America; Famous people of Spain and Latin America; Costa Rica; Panama; Belize and Guatemala; Mexican culture; quinceañera; ancient pre-Colombian civilization; modern Mexican cities

LEARNING GOALS FOR SPANISH:
- Geography
- Traditions
- Increase global awareness
- Engage in everyday conversation
- Develop pronunciation skills
- Speak in target language
- Deliver oral presentations to class
- Understand, use, and practice in written and oral communication vocabulary words
- Understand and use grammatical structures accurately
- Develop reading skills
- Summarize text
- Make inferences
- Develop writing skills (short descriptive paragraphs)
- Edit peer writing
- Use Spanish/English dictionary accurately
- Use Spanish World Book Encyclopedia

ADDITIONAL LEARNING GOALS FOR SPANISH:
- Deepen fluency with written expression and grammatical conventions
- Participate in deep exploration of topics
- Engage in advanced level of oral expression and dialogue

LIBRARY AND INFORMATION LITERACY

CORE RESOURCES:
Standards for the 21st century Learner AASL
Adaptation of California School Library Recommended Library Skills

LEARNING GOALS FOR LIBRARY AND INFORMATION LITERACY:
- Build research plans to gather and manage information
- Build competency in accessing, processing, and evaluating information
- Use linked resource pathfinders (Libguides)
- Create and execute effective presentations of research
Grade Eight

The Grade Eight year provides girls with an opportunity to explore their identities and engage in deep inquiry. The girls take on the extra leadership privilege by becoming tour guides for prospective families. Advisors continue to work with girls on developing both personal and academic goals as well as support girls through the high school application process. Grade level advisors, along with the high school counseling staff, admissions staff, Middle School Division Head and Head of School, deliver the health and wellness curriculum three times a week in the afternoon advisory period.

The Grade Eight course are art elective, English, mathematics, physical education, science, social studies, and Spanish. Technology continues to be woven into all areas of the curriculum through the 1:1 iPad® program. Grade Eight students hold leadership roles in chorus, athletic teams, clubs, yearbook, Executive Student Council, and Sister Family events. Grade Eight students are ready to function as independent learners because of the knowledge of themselves as learners, their self-advocacy skills, and the relationships they have with the caring adults who surround them.

Long-term projects requiring research, planning, and presentations are featured in all subject areas. Collaboration, time management, and goal setting are core skills that the girls routinely incorporate into their learning. The Grade Eight musical is a culminating event for all Grade Eight students. Every girl may choose to perform and some may opt to take on production roles. At the end of the Grade Eight year, Hamlin girls feel fully prepared and eager for their high school experience, and they also possess the tools to embrace all that lies ahead of them in their lives beyond Hamlin.

ENGLISH

TEXTS: Piecing Me Together by Renee Watson, Inherit the Wind by Jerome Lawrence and Robert E.Lee; The Joy Luck Club by Amy Tan; Romeo and Juliet by William Shakespeare, poetry; essays

POSSIBLE BOOK CLUB SELECTIONS: Parable of the Sower by Octavia Butler; The Book Thief by Markus Zusak; Everything I Never Told You by Celeste Ng; Animal Farm by George Orwell


VOCABULARY PROGRAM: Membean

READING SKILLS:
- Independently read and comprehend a range of literature including novels, plays, short stories, essays, and poems
- Analyze development of themes/motifs within text
- Analyze characters and their development throughout a text
- Make inferences from texts
- Identify and analyze symbols within a text
- Evaluate how the meaning of a symbol changes over the course of the text
- Examine author’s choices (e.g., language, character, theme) given background information on the author
- Cite evidence from text that supports analysis of text
- Determine meanings of words
- Examine word choice and its significance
- Identify and analyze use of literary devices
- Compare and contrast texts to other texts
- Analyze point of view
• Compare/contrast a text to its movie or live production
• Evaluate decisions made by director/actor
• Build and develop vocabulary

LEARNING GOALS FOR WRITING:
FORMS OF WRITING: Analytical/critical response to literature; Journal Entries; Multi-Paragraph Essays; Personal Essays; Poems; Timed in-class writing assignments; Thesis Essays; Vocabulary Stories
• Use the writing process: brainstorm, plan, write, revise, edit, publish
• Establish a sophisticated, thematic thesis statement
• Use details to support topic sentences
• Organize writing pieces clearly and logically
• Use transition words appropriately
• Use appropriate word choice
• Write for a variety of audiences and from different points of view
• Vary sentence structure
• Reflect on written work and set writing goals
• Give and receive peer feedback
• Develop voice in writing
• Write in a variety of time frames (e.g., one class period, multiple class periods)
• Proofread for appropriate spelling, mechanics, and grammar

LEARNING GOALS FOR LISTENING AND SPEAKING:
• Engage in a variety of discussions including small-group, large-group, one-on-one, and teacher-led
• Generate questions based on discussion
• Listen actively and build upon peer contributions
• Deliver oral presentation based on selected texts
• Develop spoken word skills when reading poetry aloud

SOCIAL STUDIES
CONTENT: Topics in Modern History; Current Events

TEXTS: Many readings from “Facing History and Ourselves”; teacher-assembled reader; 20th Century Overview; Understanding Race, Ethnicity, and Nationality in U.S.A.; The Holocaust & Human Behavior

SKILLS:
• Develop understanding of multiple perspectives
• Recall and apply content specific information
• Understand chronologies
• Identify main idea/salient points
• Check for validity
• Summarize and paraphrase information
• Highlight information
• Evaluate sources
• Recognize bias
• Understand cause and effect
• Compare and contrast events, in past and in present
• Use library and Internet to find appropriate sources
• Organize information
• Use technology for class projects
• Use text to support opinions
• Communicate ideas clearly orally and in writing
• Read, interpret, and create maps
• Analyze and interpret information
• Develop hypothesis
• Write persuasive essay
• Develop a thesis
• Support and defend thesis
• Create and deliver presentations
• Write short research reports
• Write bibliography with proper Modern Language Association (MLA) format

SCIENCE AND ENGINEERING/COMPUTER SCIENCE

TEXTS (published by Prentice Hall): Science Explorer Electricity and Magnetism Science Explorer Cells and Heredity Science Explorer Chemical Building Blocks

THEME: Elements of Engineering

UNITS:
Introduction to Chemistry
Introduction to Physics

LEARNING GOALS FOR SCIENCE:
• Formulate research questions
• Write scientifically
• Use scientific vocabulary
• Gather, read, interpret, and analyze data
• Recall and apply content specific information
• Practice applying learned information to novel situations
• Use Scientific Method fluidly
• Practice Engineering Design Process
  o Identify problem, brainstorm, design, build, test, evaluate, redesign, share solution
• Cite sources
• Practice online research skills
• Use and apply technology skills
• Learn and practice lab equipment skills

TECHNOLOGY

EQUIPMENT TYPICALLY USED:
Cameras; document cameras; iPods®; laptops; microphones; projectors; video cameras

APPLICATIONS TYPICALLY USED:
E-mail applications; Google™ Apps; iLife® Suite; image editing software; Internet browsers; Microsoft® Office Suite; page layout software; photo editing software; video editing software
PROGRAMMING

CORE RESOURCES: Python (Club), Python Software Foundation

LEARNING GOALS
• Object-oriented programming:
  o The if, for, while, try, class, def, pass, assert, yield, & import statements
  o Execute code
  o Create functions
  o Create variables and values

MATHEMATICS

COURSES OFFERED: Algebra I, Integrated Geometry

LEARNING GOALS FOR ALGEBRA I:


KEY SUPPLEMENTAL TOOLS: desmos.com (also available as an iPad app),

TOPICS:
Equations
Polynomials
Quadratics
Graphing/Functions
Inequalities
Algebraic rational expressions

LINEAR AND QUADRATIC EQUATIONS
• Review and extend simplifying and evaluating algebraic expressions using order of operations and rules of exponents
• Review rate, ratio, proportion, and percent
• Solve complex linear equations
• Solve systems of linear equations and inequalities
• Learn factoring of 2nd (and possibly simple 3rd) degree polynomials
• Solve quadratic equations by factoring, completing the square, and using the quadratic formula
• Apply skills and concepts learned in each unit to write equations for, and solve, a wide variety of word problems

FUNCTIONS AND POLYNOMIALS
• Study basic function notation, concepts, and related terminology
• Perform all four operations with polynomials

GRAPHING
• Graph and explore properties of linear equations using patterns, coordinate plotting, slope, and x- and y-intercepts
• Graph and explore properties of quadratic equations using patterns, coordinate plotting, finding critical points, and using parent graphs
• Explore graph transformations of various functions and higher-order polynomials through the use of parent graphs
RATIONAL EXPRESSIONS AND EQUATIONS
• Work with rational algebraic expressions and solve rational algebraic equations

RADICAL EXPRESSIONS AND EQUATIONS
• Work with radical algebraic expressions and solve radical algebraic equations

ADDITIONAL LEARNING GOALS FOR ALGEBRA I:
• Derive quadratic formula through completing the square
• Explore the discriminant and its relationship to quadratic functions
• Explore the graphs of additional functions such as basic trigonometric functions
• Strategize alternative and efficient problem-solving strategies for linear and quadratic equations
• Begin to understand the Fundamental Theorem of Algebra
• Begin to understand binomial expansion

LEARNING GOALS FOR INTEGRATED GEOMETRY:


KEY SUPPLEMENTAL TOOLS: Desmos.com, Geogebra

REASONING AND PROOF
• Examine rules of inductive and deductive logic
• Construct proofs of geometric theorems and corollaries
• Apply various methods of proof including both direct and indirect as well as utilizing algebraic and geometric knowledge (i.e., coordinate proofs)

LINES AND ANGLES
• Identify relationships among parallel and perpendicular lines, especially regarding transversals and angles

CONGRUENCE AND SIMILARITY
• Use geometric postulates and theorems to prove congruence between triangles and understand the relationships between corresponding parts
• Use ratios and proportions to determine similarity between figures
• Find and classify compositions of isometries
• Identify types of transformations and determine congruence and similarity transformations
• Use properties of congruent and similar solids to compare surface area and volume of 3-dimensional objects

TRIANGLES, POLYGONS, AND CIRCLES
• Examine properties of triangles including inequality theorems
• Apply basic trigonometric ratios to right triangles and include use of the Pythagorean Theorem, special right triangles, the Law of Sines, and the Law of Cosines
• Examine properties of quadrilaterals
• Compute interior and exterior angle sums of various polygons
• Identify components of circles as well as examine properties of and theorems about circles

GEOMETRIC MEASUREMENT
• Find perimeter/circumference and area of polygons and circles and compute geometric probability
• Calculate arc lengths and sector areas of circles
• Derive formulas for surface area of prisms, cylinders, pyramids, cones, and spheres
• Derive formulas for volume of prisms, cylinders, pyramids, cones, and spheres

RATIONALS, RADICALS, AND QUADRATICS
• Work with rational expressions and solve rational equations
• Work with radical expressions and solve radical equations
• Solve quadratic equations by factoring, completing the square, and using the Quadratic Formula
• Graph quadratic functions using a variety of strategies
• Apply knowledge and skill to real world problems like projectile motion
• Explore graph transformations of various functions and higher-order polynomials through the use of parent graphs

HEALTH AND WELLNESS
TEXTS: Our Whole Lives by Pamela M. Wilson

RESOURCES: Common Sense Media; Brenda Conlan, Substance Abuse Prevention Specialist & guest speaker; Catherine Steiner-Adair, Clinical Psychologist & guest speaker


BODY HEALTH
• Understand many aspects of human sexuality and development
• Understand how drugs and alcohol can alter body and brain
• Understand and communicate the importance of nutrition and sleep
• Examine and assess the role of media on body image

SOCIAL HEALTH
• Understand and build a healthy online identity
• Apply skills to foster healthy relationships with girls and boys
• Refine conflict resolution skills
• Advocate for diversity of experiences

EMOTIONAL HEALTH
• Identify and manage stress through healthy choices
• Identify appropriate support services
• Seek and accept support when needed
• Communicate wants and needs surrounding topics in all three health strands

PERFORMING ARTS
Choose from a variety of electives:

POSSIBLE OPTIONS:
• Dance
• Winter Play
• Grade 8 Musical (performing and production roles)

VISUAL ARTS
Choose from a variety of electives:
POSSIBLE OPTIONS:
• Maker Art
• Visual Arts
• Grade 8 Musical (production role)

PHYSICAL EDUCATION
LEARNING GOALS FOR PHYSICAL EDUCATION:
• Demonstrate sportsmanship
• Develop skills for climbing wall (e.g., bouldering, belaying, knot work, hand placement, footwork, route reading, and route setting)
• Strengthen body awareness
• Extend skills for dance (hip hop, modern dance, West African)
• Expand dance vocabulary including qualities of movement, rhythmic patterns, and directions in space
• Learn (or choreograph) and perform short dances
• Connect dance curriculum to science and English curriculum
• Develop skills for individual and team sports
• Develop strategic thinking in sports
• Engage in fitness activities
• Participate in cooperative games
• Engage in team building activities and challenges
• Understand importance of fitness
• Understand importance of short term and long term benefits of a healthy and active lifestyle

WORLD LANGUAGE: SPANISH
TEXTBOOK: Ven Conmigo: Level II Chapters 6-12 published by Holt, Reinhart and Winston

NOVELS: Pobre Ana Bailó Tango and Viva El Toro by Blaine Ray

ADDITIONAL TEXTS: Comic Strips; Interviews; Menus; Other supplemental sources; Short articles; Song lyrics

CULTURAL CONTENT: Geography of the Caribbean; Puerto Rico; Dominican Republic; Cuba; Vacation spots in Spanish-speaking world

LEARNING GOALS FOR SPANISH:
• Geography
• Traditions
• Increase global awareness
• Engage in conversation
• Strengthen pronunciation skills through tongue twisters, songs, poems, oral readings and voice recordings
• Speak in target language
• Understand, use, and practice in written and oral communication vocabulary words
• Use grammatical structures accurately
• Develop reading skills
• Practice reading letters, ads, websites, recipes, comic strips, schedules
• Summarize text and make inferences
• Write short descriptive paragraphs, letters, and children’s book
• Edit peer writing
• Use Spanish/English dictionary accurately
• Use 501 Spanish Verbs accurately

ADDITIONAL TEXTS FOR SPANISH: *La Casa en Mango Street* by Sandra Cisneros

ADDITIONAL LEARNING GOALS FOR SPANISH:
• Deepen fluency with written expression and grammatical conventions
• Participate in deep exploration of topics
• Engage in advanced level of oral expression and dialogue

LIBRARY AND INFORMATION LITERACY

CORE RESOURCES:
*Standards for the 21st century Learner AASL*
*Adaptation of California School Library Recommended Library Skills*

LEARNING GOALS FOR LIBRARY AND INFORMATION LITERACY:
• Build research plans to gather and manage information
• Build competency in accessing, processing, and evaluating information
• Use linked resource pathfinders (Libguides)
• Create and execute effective presentations of research