



MARK DAY SCHOOL **CURRICULUM GUIDE**

MISSION & VALUES

“Mark Day School is a place where kids enjoy learning. They are encouraged to be themselves, explore their passions, and learn how to be compassionate and active members of the community.”

MISSION

Mark Day School discovers and nurtures what is finest in each child in a vibrant, inclusive learning community. Innovative and full of heart, Mark Day School strives to develop well-rounded critical thinkers in a challenging program that fosters academic excellence and responsible world citizenship.








ETHICS

Development of good character has been at the heart of Mark Day School since its inception. From kindergarten through 8th grade, students cultivate the habits of heart and mind and the ethical framework that will guide them throughout the rest of their lives. Underlying our curriculum and everyday life at the school are Seven Pillars of Character: caring, courage, citizenship, respect, responsibility, honesty, and fairness.

DIVERSITY AND INCLUSIVITY

At Mark Day School, we believe that diversity is not only enriching, it is a prerequisite for academic excellence. All students are better supported, better challenged, and better prepared in a truly diverse and inclusive school. It is in this setting, where differences are nurtured and celebrated, that students can learn to reach across difference to collaborate and build strong partnerships.



KINDERGARTEN		1st GRADE		2nd GRADE		3rd GRADE	
 <div>Language Arts/English</div>	<p>READING: Develop interest in literature, listening comprehension, phonemic awareness; recognize letter/sound correspondence; build decoding skills and sight word vocabulary; retell a story; make predictions and connections; track words from left to right and top to bottom; recognize that sentences are made up of words</p> <p>WRITTEN AND VISUAL COMMUNICATION: Correctly form letters/numerals, hold a pencil, use lines and spaces; begin to use ending punctuation and upper and lowercase letters; communicate ideas orally, dictation, and drawing; use best guess or phonetic spelling to convey ideas; learn to write independently on a given topic</p> <p>LISTENING AND ORAL COMMUNICATION: Listen attentively and respectfully; show courtesy and respect toward others; refrain from interrupting; articulate ideas clearly; develop comfort level for speaking in a group; explain thinking; demonstrate self control</p>	 <div>Language Arts/English</div>	<p>READING: Recognize word patterns; use phonics/context clues to decode; sequence; recall details; summarize; classify/categorize; identify main idea; make logical predictions; recognize parts of a story/text features; identify fiction and nonfiction; respond to oral and written questions/ comments</p> <p>WRITTEN AND VISUAL COMMUNICATION: Use a topic sentence, supporting details, and a closing sentence; use capitalization at the beginning of a sentence and for names; use sound/symbol relationships and word patterns for “best guess” spelling; properly use ending punctuation marks, spacing between words, and upper- and lowercase letters</p> <p>LISTENING AND ORAL COMMUNICATION: Listen actively; clearly articulate ideas; share and listen to ideas and feelings; recognize different points of view; advocate for self and others</p>	 <div>Language Arts/English</div>	<p>READING: Identify genres in fiction and nonfiction; identify authors’ purpose, audience, and message; use phonics and context clues to decode unknown vocabulary; develop literal and interpretive comprehension skills; summarize; read fluently with expression</p> <p>WRITTEN AND VISUAL COMMUNICATION: Organize ideas into paragraphs containing topic sentence, supporting details, and closing sentence; produce pieces with intended purpose and audience, use varied sentence structures; incorporate topic-specific vocabulary; proofread for capitalization, punctuation, and complete sentences; spell familiar words accurately and make reasonable guesses on others; write legibly</p> <p>LISTENING AND ORAL COMMUNICATION: Paraphrase; listen actively; share ideas; speak clearly; articulate a clear point of view; state opinion; disagree respectfully</p>	 <div>Language Arts/English</div>	<p>READING: Build reading stamina; increase fluency; make inferences; identify cause and effect relationships; draw conclusions; compare and contrast texts; identify various reading genres; character traits; retelling; text connections; use context clues; close reading of nonfiction text; make predictions; poetry and figurative language</p> <p>WRITTEN AND VISUAL COMMUNICATION: Incorporate the elements of the writing process; write in complete paragraphs; write personal narrative, information writing, persuasive writing, and friendly letters; maintain a personal writing journal; learn mechanics of writing; spell high frequency words and regular and irregular pattern words with accuracy; introduce informal peer editing; learn the D’Nealian method of cursive handwriting; develop keyboarding skills</p> <p>LISTENING AND ORAL COMMUNICATION: Develop listening skills and public speaking skills in both large and small group settings</p>
 <div>Social Studies</div>	<p>Ourselfs and Our Communities</p> <p>FOCUS AREAS: Communities (classroom, school, town), family, world cultures, cultural/holiday celebrations</p> <p>SKILLS: Follow classroom and school expectations; share and work cooperatively with others; take turns; follow the Seven Pillars of Character and use the Toolbox tools; build awareness of other cultures, heritages, beliefs, and traditions</p>	 <div>Social Studies</div>	<p>Local and Global Communities</p> <p>FOCUS AREAS: Community, cultural/holiday celebrations, South African studies, Martin Luther King, Jr., immigration (Coming to America), global awareness</p> <p>SKILLS: Listen/discuss; record; recognize cause and effect; compare and contrast; understand and appreciate other cultures; develop understanding of immigration; recognize local and global communities and relationships</p>	 <div>Social Studies</div>	<p>Global Communities</p> <p>FOCUS AREAS: Australia (geography, history, mammals, coral reef, Kenya (Wangari Maathai, savanna life), Japan (traditional/current culture, geography), community engagement through monthly visits to retirement home</p> <p>SKILLS: Develop international and intergenerational understanding; recognize cause and effect; determine appropriate resources; participate in related discussion; take notes using graphic organizers; use and make maps; write reports; compare and contrast</p>	 <div>Social Studies</div>	<p>Marin County</p> <p>FOCUS AREAS: Marin history, communities, unique watershed, local government, and agriculture; introduction to Coast Miwok; geography (continents, oceans, local geography); Get Ready Marin! Earthquake preparedness; community engagement with seniors at Whistletop; visits to various community services</p> <p>SKILLS: Conduct research; collect and organize content to write nonfiction books; acquire map reading skills; write friendly letters to members of Marin community;work in cooperative groups</p>
 <div>Mathematics</div>	<p>NUMBER AND OPERATIONS: Demonstrate one-to-one correspondence; count, recognize, represent, name, and order numbers to 30; count to 100 by 1’s, 5’s and 10’s and to 20 by 2’s; compare sets using the terms “more than,” “less than,” and “equal to”; identify penny, nickel, and dime by name and value; solve addition and subtraction problems with drawings and/or manipulatives; develop estimation skills</p> <p>ALGEBRA: Sort, classify, and order objects by size, number, and other attributes; identify, copy, extend, and create repeating patterns</p> <p>GEOMETRY AND MEASUREMENT: Identify two- and three-dimensional shapes; sort shapes in a collection of objects by a variety of attributes; measure with non-standard units; tell time to the hour; demonstrate an understanding of concepts of time and tools that measure time such as a clock and a calendar</p> <p>DATA ANALYSIS AND PROBABILITY: Participate in creating and interpreting graphs and patterns; pose questions, gather data, and record results</p>	 <div>Mathematics</div>	<p>NUMBER AND OPERATIONS: Read, write, and order numbers to 120; develop an understanding of place value to 100; count by 5’s and 10’s to 100 and 2’s to 50; identify even and odd numbers; use a variety of strategies to solve basic facts for addition and subtraction; know the name and name of a penny, nickel, and dime; count a collection of coins and bills</p> <p>ALGEBRA: Understand the symbols +, - and =; understand the inverse operations of addition and subtraction; recognize, describe, create, and extend patterns</p> <p>GEOMETRY AND MEASUREMENT: Identify and compare basic geometric shapes; identify three-dimensional shapes; tell time to an hour and half-hour; understand that a fraction is part of a whole</p> <p>DATA ANALYSIS AND PROBABILITY: Sort and classify objects based on their attributes; collect, organize, and represent data; create and interpret simple bar graphs</p>	 <div>Mathematics</div>	<p>NUMBER AND OPERATIONS: Develop understanding of place value to 1,000; recognize and reproduce number patterns; read, write, and compare numbers to 1,000; understand the relationship between addition and subtraction; know addition facts to 20 and subtraction facts from 10; add and subtract 2-digit numbers; recognize and name fractions; solve addition and subtraction word problems; know value of coins to \$1.00; know equivalents; solve problems using combinations of coins and bills</p> <p>ALGEBRA: Understand, create, and predict patterns; find missing addends</p> <p>GEOMETRY AND MEASUREMENT: Identify and classify two- and three-dimensional shapes; solve spatial problems; measure length in standard units; tell time to the five-minute interval; understand relationship of time</p> <p>DATA ANALYSIS AND PROBABILITY: Collect, represent, and organize data; interpret data</p>	 <div>Mathematics</div>	<p>NUMBER AND OPERATIONS: Master addition and subtraction facts to 20; calculate multi-digit addition and subtraction using multiple strategies; read numbers from 1,000 through 10,000; develop multiplication facts to 12; 1 by 2-digit multiplication; understand concept of division; name and compare fractions; count money amounts and make change</p> <p>ALGEBRA: Identify and create patterns; determine appropriate operations; solve for a single variable</p> <p>GEOMETRY AND MEASUREMENT: Identify properties of two and three-dimensional shapes; understand congruence, symmetry, and angles; understand area and perimeter; measure length, capacity, and mass; tell time to the minute and understand elapsed time</p> <p>DATA ANALYSIS AND PROBABILITY: Collect and interpret data and create graphs; create and interpret line plot graphs</p>
 <div>Science</div>	<p>TOPICS: Weather, apples, pumpkins, seasons; seeds and plants; garden studies/chicken care; bees and pollination; silkworms and metamorphosis; insects, bugs, and arachnids; five senses; healthy bodies; resources from earth are used everyday/recycling</p> <p>PRACTICES: Develop skills for investigation and scientific inquiry, observation, and experimentation; record observations with text and illustrations and make comparisons to previous observations; learn to ask questions; respond to “I noticed” and “I wonder”</p>	 <div>Science</div>	<p>TOPICS: Rainbow colors/light; redworms and vermicomposting; matter (solids, liquids, and gases); animal classification; mammals; seeds and plants; metamorphosis; human body; garden studies/chicken care</p> <p>PRACTICES: Make observations and inquiries; investigate; classify/compare; hypothesize; predict; record information; research and take notes; understand content vocabulary; measure; use design thinking to solve problems</p>	 <div>Science</div>	<p>TOPICS: Physical science (states of matter); life science (plants, animals, habitats, nutrition); earth science (weather); engineering</p> <p>PRACTICES: Ask questions and define problems; develop and use models; plan and carry out investigations; analyze and interpret data; use mathematics and computational thinking; construct explanations and design solutions</p>	 <div>Science</div>	<p>TOPICS: Earth science-agriculture (Marin organic farming); garden (farm to table); earthquakes; plate tectonics; Life science: Marin wildlife (animal adaptation and plant/animal dependency), wetlands/estuaries, environmental science (reduce, reuse, recycle, rot); engineering (IDEA Lab), Physical science: water exploration</p> <p>PRACTICES: Ask questions and define problems; plan and carry out investigations; analyze and interpret data; construct explanations and design solutions; obtain, evaluate, and communicate information</p>
 <div>World Language</div>	<p>LISTENING AND SPEAKING: Begin to recognize patterns in spoken language; comprehend and follow single-word instructions, commands, and simple storylines; gain familiarity with rhythm/intonation; understand and respond to yes/no and either/or questions; identify numbers from one to 20; ask basic questions; use manipulatives, props, and visuals to facilitate oral production; repeat and respond to prompts given in target language</p> <p>READING AND WRITING: Recognize individual words in thematic context; sequence a short storyline; recognize simple cognates as a strategy and increased exposure to unique consonants (Spanish); graph, match, and recognize simple formal Chinese characters and limited Pinyin (Mandarin); practice writing individual letters and words; write simple sentences and pattern stories (Spanish); gain practice writing Chinese numbers (Mandarin)</p> <p>CULTURE: Children’s songs and literature; Mandarin: Chinese New Year, fruit market; Spanish: Mexican fruit market</p>	 <div>World Language</div>	<p>LISTENING AND SPEAKING: Follow classroom instructions; comprehend vocabulary and short phrases through thematic contexts; identify numbers and most letters in the alphabet (Spanish); formulate and respond to basic oral questions; employ thematic vocabulary and short phrases; recognize and sequence a storyline; make comparisons</p> <p>READING AND WRITING: Comprehend more complex sentences and questions; use cognates as a strategy for comprehension (Spanish); act out Chinese characters with body language; recognize basic Mandarin characters referring to the family; write basic sentences and questions in response to prompts (Spanish); learn to write numbers and simple Chinese characters by following the correct strokes</p> <p>CULTURE: Mandarin: Chinese paper folding; making paper blocks with Chinese numbers; Chinese New Year story and families. Spanish: traditional Mexican breads.</p>	 <div>World Language</div>	<p>LISTENING AND SPEAKING: Increase recognition of patterns in spoken language; comprehend and sequence longer storylines; understand and follow more varied instructions and commands; increase facility with rhythm and intonation; comprehend and respond to more detailed questions; produce unique sounds and sound combinations with accuracy; present to class in target language; describe people, animals, and objects; reproduce sounds and perform tone exercises (Mandarin); reproduce pure vowel sounds and unique consonants (Spanish)</p> <p>READING AND WRITING: Comprehend more complex content; read aloud in the target language; recognize some Chinese characters with Pinyin (Mandarin); comprehend and formulate longer sentences and questions in response to prompts; practice writing letters of Spanish alphabet; practice accurate pronunciation and punctuation (Spanish); write individual Chinese characters and simple sentence patterns (Mandarin)</p> <p>CULTURE: Mandarin: World countries; Chinese children’s songs; Chinese brush painting calligraphy; Spanish: geography and cultures of Spanish-speaking countries, traditional Latin American songs, children’s games</p>	 <div>World Language</div>	<p>LISTENING AND SPEAKING: Increase recognition of patterns in spoken language; comprehend more complex sequence storylines; understand and follow more varied instructions and commands; increase facility with rhythm and intonation; comprehend and respond to more detailed questions; produce unique sounds and sound combinations with accuracy; present to class in target language; describe people, animals, and objects in greater detail; refine sounds and perform tone exercises (Mandarin); practice pure vowel pronunciation and unique consonants (Spanish)</p> <p>READING AND WRITING: Comprehend more complex content; read aloud in the target language; recognize some Chinese characters with Pinyin (Mandarin); comprehend and formulate longer and more detailed sentences and questions; practice accurate pronunciation; write longer sentences and questions in response to prompts (Spanish); write a variety of basic Chinese characters following the correct strokes and simple sentence patterns (Mandarin)</p> <p>CULTURE: Spanish: Spanish-speaking countries and cultures; traditional Latin American songs; children’s games; Mandarin: World countries, Chinese children’s songs, Chinese brush painting calligraphy, Chinese chess</p>
 <div>PE</div>	<p>FOCUS AREAS: Individual sports and activity skills; team sports; games; tumbling and gymnastics; dance; Winter Olympics</p> <p>SKILLS: Develop locomotor skills, non-locomotor skills, balance, eye-hand coordination, eye-foot coordination, spatial awareness, jump roping, and creative movements; improve individual flexibility, positive sportsmanship, and cooperation</p>	 <div>PE</div>	<p>FOCUS AREAS: Individual sports and activity skills; team sports; games; tumbling and gymnastics; dance; Winter Olympics</p> <p>SKILLS: All prior skills; begin to develop team sports play</p>	 <div>PE</div>	<p>FOCUS AREAS: Individual sports and activity skills; team sports; games; tumbling and gymnastics; dance; Winter Olympics</p> <p>SKILLS: All prior skills; begin to acquire basic knowledge of rules for team sports play; improve team sports play</p>	 <div>PE</div>	<p>FOCUS AREAS: Individual sports and activity skills; team sports; games; tumbling and gymnastics; dance; “Survivor”; Winter Olympics</p> <p>SKILLS: All prior skills; develop team sports play and game knowledge; master basic ball skills, locomotor skills, non-locomotor skills, and jump roping skills</p>
 <div>Visual and Performing Arts</div>	<p>DRAMA FOCUS AREAS: Storytelling as a performance form; theater games; simple performance in front of an audience</p> <p>DRAMA SKILLS: Understand the distinction between audience and performer; learn audience etiquette to engage with and support the performers; practice active listening and full-bodied participation; gain comfort and control in performance expression; use imagination as inspiration for expression; integrate the mind/body/voice in expression; share an imagined circumstance; create stories together using existing stories, folktales, and picture books; develop ability to quiet and activate the body; recognize and identify emotions</p> <p>MUSIC FOCUS AREAS: Steady beat, rhythm, and music from a variety of traditions; composer of the year; folk dance songs</p> <p>MUSIC SKILLS: Perform a steady beat on the body, percussion instruments, and the Orff instrumentarium; perform rhythms; play instruments with proper technique; gain skills in singing and performing the Sol and Mi pitches of the solfege scale; learn basic bourdon patterns using Do and Sol; learn hand signs for singing the pentatonic scale Do, Re, Mi, and Sol, La; sing individually and with a group; move creatively and expressively; read, create, and perform quarter and eighth note rhythms; match pitch and use different voices; gain an appreciation of composers and their work</p> <p>VISUAL ART FOCUS AREAS: Painting (tempera and watercolor); sculpture (wood, plaster); ceramics; drawing; sewing</p> <p>VISUAL ART SKILLS: Believe in being, thinking, and creating like an artist; persist and take risks; practice organizing visual thoughts; create representational and abstract images; create from life, observation, and imagination; manipulate tools and materials for expected and/or desired outcome; explore two and three-dimensional types of artwork</p>	 <div>Visual and Performing Arts</div>	<p>DRAMA FOCUS AREAS: “Join-in” stories; multicultural folk tales; Indonesian shadow puppets; hand puppets; storytelling acting versions of the extracurricular play and musical; performance in front of large audience</p> <p>DRAMA SKILLS: Understand how to give and take focus on stage; express a range of emotions and attitudes on stage; expand modes of active listening; develop agreement with acting partner; recognize and practice the rudiments of storytelling (beginning, middle, end, conflict); develop, rehearse, and perform a devised script</p> <p>MUSIC FOCUS AREAS: Steady beat, rhythm, and music from a variety of traditions; composer of the year; folk dance songs</p> <p>MUSIC SKILLS: Perform a steady beat on the body, percussion instruments, and the Orff instrumentarium; perform rhythms; play instruments with proper technique; gain skills in singing and performing pitches of the solfege scale; learn basic bourdon patterns; learn hand signs for singing the pentatonic scale; read, create, and perform quarter and eighth note rhythms; match pitch; gain an appreciation of composers and their work</p> <p>VISUAL ART FOCUS AREAS: Painting (tempera and watercolor); book arts; ceramics; paper arts, paper mache sculpture</p> <p>VISUAL ART SKILLS: Practice control/hand-eye coordination; mix tints, tones, and colors; work with complimentary colors; use symmetry; create compositions to visually illustrate text; practice slab cut-out, coil, and score techniques in ceramics; glazing; cut and glue paper; use negative/positive shape, figure, and pattern in use of paper compositions; create work from observation and a variety of scale; create texture through line design in drawing; practice figurative drawing; create paper mache self-standing sculpture; organize visual ideas; create imagery/costume for performance</p>	 <div>Visual and Performing Arts</div>	<p>DRAMA FOCUS AREAS: Prop stories; story orchestra; problem-solving stories; sculpture poses; mirroring movement; weight-sharing; working with text (articulation, projection, choral voices, memorization, and auditioning); storytelling acting</p> <p>DRAMA SKILLS: Share the stage with others; express a range of emotions and attitudes physically and vocally; create original stories inspired by character, conflict, and actions</p> <p>MUSIC FOCUS AREAS: Rhythm; Kodály handsigns and solfege; songs from Australia, China, and Kenya; songs from the American tradition; part singing; movement exploration; composer of the year</p> <p>MUSIC SKILLS: Perform a steady beat on the body, percussion instruments, and the Orff instrumentarium; clap a repeated rhythm while singing; play instruments with proper technique; play the xylophone using the pentatonic scale; play bourdon and various ostinato patterns as a group; sing with proper vocal technique; learn folk dances; sing rounds and two-part choral music; gain an appreciation of composers and their work</p> <p>VISUAL ART FOCUS AREAS: Art history; art inspired by Kenya, Australia, and Japan; painting (tempera, watercolor); paper arts; printmaking; ceramics; sculpture (skull rattle)</p> <p>VISUAL ART SKILLS: Incorporate movement, pattern, and rhythm into a visual image; depict a point of view in painting a landscape; understand watercolor vocabulary; practice mixing, wash, and transparent/opaque; create artwork from observation; manipulate form with plaster; use coil, scoring/slip, and lip; cut and use both negative and positive shapes in paper; use pattern, shape variety, and size in compositions; understand and use printmaking vocabulary; use fore/middle/background in image creation; create imagery/costume for performance</p>	 <div>Visual and Performing Arts</div>	<p>DRAMA FOCUS AREAS: Working with text; silent slapstick comedy scenes; round robin storytelling leading to performance; multi-cultural story-acting adaptations; improvised scenes exploring emotions; create original storytelling acting scenes</p> <p>DRAMA SKILLS: Understand narration (beginning, middle, conflict, and climax, character arc, end); develop imaginative interplay on stage; increase body awareness, prop/pracietion, and expression; integrate body, voice, and emotions to increase expressiveness and confidence</p> <p>MUSIC FOCUS AREAS: Rhythm; play tubanos; Kodaly handsigns and solfege; American folk songs; poems; part singing; composer of the year</p> <p>MUSIC SKILLS: Perform a steady beat on the body, percussion instruments, and the Orff instrumentarium; keep a steady beat with the feet, clap a rhythm, and sing a melody; play instruments with proper technique; continue to build skills on the xylophones; work on parallel and cross body sticking; learn and practice basic drumming technique; continue to build good vocal technique and part singing skills; learn new folk dances; sing two-part choral music; gain an appreciation of composers and their work</p> <p>VISUAL ART FOCUS AREAS: Art history; painting (tempera, watercolor); ceramics; drawing; printmaking</p> <p>VISUAL ART SKILLS: Increase complexity with all art mediums; understand unique properties and manipulate various arts materials; paint/draw forms and interior/exterior space through shapes, lines, color, shading; mix paint to create light and shadows; explore color value, intensity, and manipulation; practice figurative images with proportion; create a ceramic figure from pulling and moving clay from a singular piece; use design, proportion, and pattern in work; use graphing coordinates to transfer and enlarge an image; master printmaking techniques (plate creation, line value, inking, and pressing of the image); use printmaking process to demonstrate a deliberate point of view; create imagery/costume for performance</p>

ACADEMICS

In educating for the current century, we believe that students need to build a specific set of skills to thrive. We identify these as megacognitive skills: curiosity, creativity, collaboration, critical thinking, community mindset, growth mindset, and self-understanding and self-direction. These megacognitive skills are interwoven into every aspect of curriculum, from foundational to cross-disciplinary literacies, across the K-8 spectrum. The school's talented faculty of master teachers continues to refine the curriculum in response to the latest in educational research and best practices.



FOUNDATIONAL LITERACIES



Language
Arts/English

The Mark Day School language arts program builds a strong foundation of literacy that prepares students for success across disciplines and cultivates a lifelong love of reading, writing, literature, and storytelling. Students' relationship with literacy begins in the primary grades in print and language-enriched environments and builds throughout the K-8 program. Through exposure to diverse texts, students learn to decode and apply a range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students develop effective and powerful communication through practicing the writing process, writing for a range of purposes and audiences, and developing discussion and public speaking skills.



Mathematics

The mathematics curriculum is based on the belief that a strong, conceptual foundation in Algebra is the best preparation students can have for pursuing advanced mathematics. In students' early years, the curriculum focuses on providing a solid foundation of basic skills that prepares students for more abstract problem-solving they will engage in later. Students begin practicing algebraic thinking as early as first grade. As students progress through the program, the math curriculum focuses on developing increasingly refined mathematical understanding, fluency, logical reasoning, problem-solving, and communication skills. Through collaboration, students learn how to build "math confidence," improve overall math skills, make conjectures, prove assertions, generalize claims, and communicate their thinking. The K-5 curriculum utilizes *Bridges in Mathematics* by The Math Learning Center, and the 6-8 curriculum encompasses *Everyday Mathematics* (Grade 6) and Algebra 1 (Grade 7-8).



Social
Studies

Our social studies curriculum fosters intellectual curiosity, critical thinking, acceptance of cultural diversity, and active global citizenship. Across grades, it helps students understand the role of culture and community in shaping their own lives, the lives of others, and society. Students examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world. As students progress through the program, they develop increasingly sophisticated skills in research, evaluating sources, writing, and public speaking.



Visual &
Performing
Arts

The arts help students make sense of and relate to the world, explore their identity, and connect to their humanity. At Mark Day School, students see themselves as creative artists and active participants in visual art, music, and drama. The program provides a variety of teaching methods, musical instruments, art-making media, and dramatic forms to ensure that each child can grow and appreciate the arts. Projects are multi-layered, often incorporating art history or concepts from other curricular areas and connecting to social-emotional learning and the school's global partnerships. Students learn to trust their imaginations and inventiveness, understand and apply a variety of techniques and skills specific to each arts discipline, and develop confidence, self-esteem, curiosity, and empathy for others.



Science

Science instruction at Mark Day School is child-centered and inquiry-based. Activities are designed to encourage a child's natural curiosity while developing foundational skills such as making observations, asking questions, planning and carrying out investigations, analyzing and interpreting data, and communicating findings. As students move through the grades, their scientific explanations become more complex and their use of mathematics more frequent. Topics and core concepts in engineering, physical sciences, life sciences, and earth and space sciences, are often integrated with other foundational literacies through project-based learning experiences.



World
Language

Our world language program provides dynamic and challenging Mandarin and Spanish language curricula to grades K-8. Students learn both languages in K-1, and then choose to focus on either Mandarin or Spanish going forward. The curricula emphasize development toward proficiency in listening comprehension, speaking, reading, and writing through a variety of resources and activities for all learners. The program connects to other elements of the core curricula, promotes genuine interaction with the greater and global community, provides students with the tools to communicate in meaningful ways, and cultivates in students a knowledge, understanding, and appreciation of diverse cultural viewpoints that enrich our world.



Physical
Education

Held daily for all students in K-8, physical education is a vital component of a Mark Day School education. The program teaches students how to move their bodies to support brain and body development, participate in a number of sports and physical activities, and pursue fitness as a lifelong skill. It focuses not just on a child's physical movement, but on the whole child, integrating physical activities with social-emotional learning and individual differences. The program places value on ethical play, effective cooperation, responsibility of behavior, goal setting, respect for their own achievement levels and those of their peers, self-confidence, and cultivating a growth mindset.

CROSS-DISCIPLINARY LITERACIES

Cross-Cultural Literacy



Cross-cultural literacy refers to the ability to build relationships and work together across differences, thrive in a multicultural community, and create and participate in reciprocal partnerships. At Mark Day, opportunities abound for building relationships and learning about cultures, traditions, and beliefs of others. Through discussions about literature such as *Out of My Mind* - a novel written from the point of view of a young girl with cerebral palsy - and community engagement projects such as second graders working with seniors at assisted living facilities, Mark Day students learn to appreciate the experiences and perspectives of others. Also, longstanding local and global partnerships are a distinguishing feature of the school. Whether students travel across the world to visit our partners in Beijing, Costa Rica, or South Africa, or welcome delegations of students, teachers, and artists-in-residence from these partners to our campus, the experiences and friendships forged are transformative.

Ecological Literacy



Ecological literacy is the ability to realize that we are not apart from, but rather a part of, the living world and thus must understand how to shape societal systems that work with, not against, the ecological systems that sustain us. Maintaining an environmentally sustainable campus and an ecoliterate student body is a community-wide effort. From participating in waste-free lunch to caring for the hens in our school garden, students learn the importance of being stewards of our environment from K-8. Just to name a few examples, first graders experience a project-based learning unit about vermiculture. Fourth graders use the Green Machine for daily deliveries of the school's compost to the organic garden. And seventh and eighth graders serve as leaders on the awareness-raising Green Team.

Media & Information Literacy



Media and information literacy is the ability to understand, interpret, and create across multiple media, to communicate using images, sound, and lines of code in addition to the written and spoken word. Mark Day students learn to access, analyze, and create media. From conducting online research, breaking down the persuasive techniques used in political campaigns, and editing digital video, they learn how to live a creative, balanced, and healthy life in the digital age. Mark Day students understand how media systems shape the circulation of information and ideas and impact social and political life - lessons necessary to thrive in today's world. Lessons range from 6th graders learning to analyze how statistics can be manipulated in mass media to third graders learning to code in a program called Scratch to seventh graders modeling novel, 3D-printable designs in 3D software.

Social & Emotional Literacy



Social and emotional literacy, or SEL, is the ability to understand one's own emotions, to navigate adversity, to build deep and meaningful relationships with others, to be compassionate and fair, and to construct the foundation for an ethical life. SEL is a critical part of Mark Day School curriculum and everyday life. All classrooms are responsive, meaning they have been structured to thoughtfully support and nurture students' social, emotional, and academic growth. Each month, a school-wide SEL theme focuses learning on topics such as friendship, honoring differences, or empathy. Students also learn to use an SEL "toolbox," which is a set of techniques - represented visually as tools - that help students to self-regulate their feelings and behaviors. The SEL tools include a breathing tool, trash can tool, and others. Mixed-grade mentor groups in the seventh and eighth graders provide a supportive environment where Mark Day adolescents feel known and understood by peers and adults.

CURRICULUM IN ACTION

Mark Day School believes that how a student learns is essential to what a student learns. Research tells us that hands-on projects engage students more actively in the learning process and increase students' ability to construct new knowledge and retain what they have learned. The following projects provide a glimpse of what the school's curriculum looks like when it comes to life in the classrooms.



**STUDENTS & SCREENS
RESEARCH PROJECT**

After researching the issue of people's screen time usage behavior and watching the documentary Screenagers, 8th graders addressed the project's driving question: What effect does the amount of screen time usage have on individuals, peers, and adolescents, in general? They identified different variables they wanted to test such as gender, type of electronic screens, and content, and captured data from their own classmates using surveys. Post-project analysis was a key part of the process. They reflected on how they could have improved those survey questions to make the subsequent data analysis easier and more accurate.

Real world application: Critical to mathematics, academic learning, and other creative endeavors, data analysis and analytic thinking are essential skills in the real world. Because students drove this project with judicious guidance from faculty, they were vulnerable to making mistakes and learning from them firsthand. Students' awareness about their own behaviors and those of their peer group also increased.

"Integrated projects are among the most powerful and memorable student learning experiences at school. They create a context in which to apply real skills and a community forum to share products and process." - Dave Hickman, Head of Upper School

After studying sustainable power sources such as wind, solar energy, and biofuel, 5th grade students gathered in the design and tinkering lab to learn about the concept of work as it pertains to physical engineering. They were given a challenge to build a motorized machine powered by solar cells. First, they worked in pairs to brainstorm ideas and prototype small models. Using cardboard, wood, and other prototyping materials, students designed their machines and presented in front of peers and faculty. Examples of machines included a book page turner, a seed planting system, massagers, and cars.

Real world application: With solar-powered sustainability methods becoming increasingly mainstream, fundamental knowledge of how they work allows for a greater understanding of our current world, its needs, and potential solutions. Diving into the spirit of invention with an eye toward identifying energy sources that don't tax the planet could lay a foundation for future innovation. Also, with the addition of solar panels to the Mark Day campus in the fall of 2017, these students will know what they are and how they work.



**BUILDING SOLAR
MACHINES**

Sixth graders visited Marin Head Start, a child and family development program that provides low-income families with health, education, and social services, to lead educational lessons and build relationships. Prior to the visit, students met in small groups to determine which books to read, examine strategies for engaging younger students, and consider the educational outcomes of the activities. Over the course of the spring semester, they visited the same Head Start location to guide lessons such as planting seeds and making guacamole.

Real world application: Service supported by learning in and beyond the classroom encourages students to become local and global citizens with compassionate habits of heart and mind. Interacting with a variety of communities is key in helping us to learn about and understand ourselves, others, and the connections between us. In the context of their visits, 6th grade students considered and assessed the impact of resources, opportunities, and challenges found in both communities.



**MARIN
HEAD START**



**PASSPORT DAY
TO OUR SOUTH AFRICA
PARTNERS**

Passport Day is an all-school annual event that highlights the importance of enjoying our differences while celebrating values shared across cultures. In 2017, we celebrated and learned about our South African partners. The entire community kicked off Passport Day with an assembly filled with music, art, and performances. Classes then rotated throughout the day between different activities that highlighted South African culture. For example, an alumni parent told a story about exclusion and acceptance, students wrote personal letters to students at our partners Kliptown Youth Program and eSibonisweni Primary Orphan Program in South Africa, and our artist-in-residence Thando Bezana led a lively Gumboot Dancing workshop.

Real world application: How are we the same? How are we different? What can we learn from each other? As a community, we seek to understand the meaningful similarities between ourselves and others. Passport Day is a living example of how we teach and learn as responsible citizens.






















"Students immersed in hands-on (PBL) projects learn and retain more information and skills. They stretch their abilities to collaborate, solve real-world problems, and understand the value of mistakes." - Thad Reichley, Head of Lower School

As part of the Outdoor Education program, 7th graders travel to Yosemite where they confront the challenges of wilderness backpacking, learn about the natural habitat, and work together to prepare camp. They set off from Tuolumne campground where they learn to set up camp and begin backpack preparation and personal gear inspection. Students are separated into groups that are dropped off at different trailheads to begin backpacking. Along the way, they are trained in footcare/blister dressing, wilderness first aid, navigation, and astronomy. On the final day of their trip, students hike Vernal Falls and explore the Spider Caves.

Real world application: The Outdoor Education program for grades 3-8 allows students opportunities to explore the natural world. The trips are invaluable in strengthening students' relationships, both with one another and with their teachers. Students develop self-reliance, independence, cooperation, and trust. They gain an appreciation of wilderness areas, insight into human interdependence with the environment, and awareness of the delicate ecological balance.



**BACKPACKING
IN YOSEMITE**

4th GRADE	5th GRADE	6th GRADE
<div>  </div> <div> <p>Language Arts/English</p> <p>READING: Strengthen appreciation for literature and practice comprehension strategies; predict, summarize, retell, infer, visualize; identify story elements; make connections in reading to self, other texts, and world; find evidence in text to support opinions; read with fluency; compare/contrast; identify basic literary elements; make beginning annotations</p> <p>WRITTEN AND VISUAL COMMUNICATION: Apply the writing process, including brainstorming, planning, writing, revising, editing, and publishing; write for a variety of purposes and audiences; write in complete paragraphs; produce informative, expository, and narrative pieces; organize ideas clearly and logically; produce descriptive writing; introduce multi-paragraph essays with effective opening and concluding statements; use conventions of grammar; spell correctly; practice keyboarding skills; begin peer critiquing and editing; practice cursive fluency</p> <p>LISTENING AND ORAL COMMUNICATION: Practice active listening; actively engage in a variety of discussions, including one-on-one, small group, and whole class; develop public speaking skills</p> </div>	<div>  </div> <div> <p>Language Arts/English</p> <p>READING: Strengthen appreciation of literature through the use of active reading strategies such as predicting, summarizing, inferring, visualizing, and connecting text-to-text, text-to-self, and text-to-world; identify and explore story elements and literary device; respond to text through the development of claims and opinions and support these using excerpted text; expand vocabulary through context amd formal vocabulary exercises</p> <p>WRITTEN, ORAL, AND VISUAL COMMUNICATION: Build connection of oral and written language by providing opportunities to hear and read text as writers; practice all phases of the writing process; write in multiple genres, including informative, expository, and narrative; produce essays with effective introductory, body, and conclusion paragraphs; engage in frequent feedback opportunities with teachers and strengthen peer collaboration through peer-critique and peer-editing opportunities; develop competency utilizing basic mechanics skills and specific format techniques (such as MLA and other); strengthen typing speed and accuracy; develop and present ideas through the use of art and presentation programs such as KeyNote, Google Slides, and Scratch</p> </div>	<div>  </div> <div> <p>Language Arts/English</p> <p>READING: Comprehend different genres; use context clues to determine meanings of words; make inferences, conclusions, and connections; synthesize; determine themes and explore authors' craft; explain figurative language; critically annotate text; use text to gather and support ideas</p> <p>WRITTEN AND VISUAL COMMUNICATION: Practice brainstorming techniques; follow process of "writing as rewriting;" develop proficiency in composing topic and concluding sentences, introductions, and conclusions; communicate clearly, concisely, and fluidly; proofread effectively; learn and apply new vocabulary; write for distinct purposes and audiences; develop authentic voice; compose informal personal narratives, poetry, short stories, a biographical essay, and analytical pieces; create and use visuals to communicate ideas</p> <p>LISTENING AND ORAL COMMUNICATION: Built and apply listening skills in a variety of discussion formats, as well as collaborative work settings; problem-solve; speak in front of a class, both formally and informally; present information to the class without reliance on the board; contribute effectively to discussions by building on ideas and avoiding repetition; provide feedback to fellow writers</p> </div>
<div>  </div> <div> <p>Social Studies</p> <p>California History</p> <p>FOCUS AREAS: First inhabitants of California; California Native Americans (Coast Miwok); European explorers relevant to California; the Spanish Era; California Gold Rush; California Statehood and government; modern California; world geography</p> <p>SKILLS: Listen; discuss; read primary and secondary source for content; recognize source bias; critically view visual sources; think critically; conduct research; observe; recognize cause and effect; compare and contrast; take notes; summarize; present information through various media; play roles; read and label maps; memorize; work effectively individually; work effectively with others (partner, small group, whole class); communicate effectively in speaking, in writing, and using media</p> </div>	<div>  </div> <div> <p>Social Studies</p> <p>Colonial America</p> <p>FOCUS AREAS: Explore catalysts that generated early European emigration to North America; social effects of colonization of European and indigenous societies; social and financial catalysts that promoted the development of chattel slavery; the causes and results of colonists' discontent with British rule; the Revolutionary War; the contrast between the experiences of Europeans and enslaved people during the colonial period; identify all 50 U.S. states and their capitals; investigate a single state in depth to develop research and writing skills</p> <p>SKILLS: Understand multiple points of view; recall, analyze, and interpret information; understand historical chronologies, cause, and effect; locate, evaluate, and paraphrase primary and secondary sources; draw independent conclusions; assess fictional and nonfictional historical accounts; identify and classify U.S. geographical regions; communicate information orally, digitally, in writing, and in graphic displays</p> </div>	<div>  </div> <div> <p>Social Studies</p> <p>Ancient Civilizations</p> <p>FOCUS AREAS: Human evolution; development of culture, cities, and civilizations; Neolithic era; Mesopotamia; Ancient Egypt; Greece; Rome</p> <p>SKILLS: Identify main ideas and evidence as a reader; select and collect information from primary and secondary sources, including documentaries; summarize and paraphrase information; distinguish between fact, opinion, and reasoned judgment; use evidence to support ideas; synthesize information and hypothesize; annotate to develop inquiry skills; explore the relationship between ancient and contemporary cultures, including cause and effect; recognize patterns; evaluate and cite sources; develop a vocabulary specific to history; understand cultural and geographical universals and diffusion; connect ideas across units and subject matter (e.g. language-arts texts and science); experiment with media to understand and communicate research; collaborate in small groups on projects; study examples of social justice; speak in front of a group</p> </div>
<div>  </div> <div> <p>Mathematics</p> <p>NUMBERS AND OPERATIONS: Develop understanding and fluency with multi-digit multiplication; develop understanding of division and fractions; explore factors and products and prime and composite numbers; extend strategies, concepts, and models related to multi-digit multiplication and long division; model, read, write, compare, and order fractions and decimals</p> <p>ALGEBRA: Identify and create patterns and begin to build equations that represent them</p> <p>GEOMETRY AND MEASUREMENT: Analyze and classify shapes based on their properties (parallel sides, perpendicular sides, particular angle measures, symmetry); build on understanding of area, volume, and symmetry; investigate, draw, and build two-dimensional shapes and the properties of those shapes to classify and analyze them; use protractors to measure and construct angles</p> <p>DATA ANALYSIS AND PROBABILITY: Generate and analyze data; use a line plot to represent data</p> </div>	<div>  </div> <div> <p>Mathematics</p> <p>NUMBER AND OPERATIONS: Apply multiplication and division strategies; understand whole number and decimal place value; solve for the addition and subtraction of decimals, powers of 10, and volume</p> <p>ALGEBRAIC THINKING: Understand and present a facility with factors, multiples, and the associative property</p> <p>GEOMETRY: Identify and graph ordered pairs on a coordinate plane</p> <p>MEASUREMENT AND DATA: Understand and compute volume and surface area of polygons</p> <p>FRACTIONS: Introduction to common denominators, multiplying whole numbers by fractions, and dividing whole numbers by fractions; add, subtract, multiply, and divide fractions</p> </div>	<div>  </div> <div> <p>Mathematics</p> <p>NUMBER AND OPERATIONS: Understand operations with fractions, decimals, integers; know relationships between percents, fractions, decimals; calculate percents; understand understand and interpret differences between rates, ratios, proportions; know place value; understand squaring/square roots; compare and order numbers; learn different notations to represent numbers</p> <p>ALGEBRA: Understand variables; explore relationships between symbolic expressions and graphs of lines; solve linear equations with an unknown; understand the difference between solve, simplify, and evaluate; understand one-dimensional linear inequalities and graphing on number lines</p> <p>GEOMETRY AND MEASUREMENT: Explore congruence, similarity, and the Pythagorean Theorem; use geometric models to represent/explain numerical and algebraic relationships; measure and calculate perimeter, area, circumference of circles; calculate surface area/volume of common polyhedron/cylinders; understand metric and customary systems of measurement</p> <p>DATA ANALYSIS AND PROBABILITY: Understand measures of central tendency and measures of spread (range); use data collection, interpretation, prediction, and creation of data charts/graphs; graph on a coordinate plane; graph "real life" data with scaling and labeling of axes; use basic probability and counting methods for compound events</p> </div>
<div>  </div> <div> <p>Science</p> <p>TOPICS: Sound; balanced forces/structures; geology (physical characteristics of rocks and minerals); invent simple machines</p> <p>PRACTICES: Observe, collect, and record data; form hypotheses; draw conclusions; take notes; create and follow experimental procedures; demonstrate conceptual understanding through written responses</p> </div>	<div>  </div> <div> <p>Science</p> <p>TOPICS: Understand potential and kinetic energy; explore and assess the pros and cons of various renewable and nonrenewable energy sources; analyze current energy consumption trends in the U.S.; collaboratively investigate and measure the effects of various variables on the growth rate and health of plants; explore and define industrial, technological, and natural systems; manipulate variables; measure and record outcomes</p> <p>PRACTICES: Work independently and collaboratively to plan and carry out investigations; describe, measure, estimate, and graph quantities to address scientific and engineering problems; utilize mathematics and computational thinking; use data and models to evaluate claims about cause and effect and to test design solutions; communicate scientific and technical information orally, digitally, in writing, and in graphic displays</p> </div>	<div>  </div> <div> <p>Science</p> <p>TOPICS: Genetics; variables and experimental design; flight and rocketry; color, light, lenses, mirrors, and the eye (optics); states of matter; astronomy; robotics</p> <p>PRACTICES: Plan and carry out investigations; obtain, evaluate, and communicate information; analyze and interpret data; use evidence to support claims; develop and use models; use mathematics and computational thinking; construct explanations and design solutions; use measuring and other scientific equipment; ask questions and form hypotheses.</p> </div>
<div>  </div> <div> <p>World Language</p> <p>LISTENING AND SPEAKING: Comprehend detailed questions based on dialogue, narrative, stories, and storylines; understand and follow spoken instructions and commands; continue to use and recognize present tense (Mandarin, Spanish), present progressive, and simple past tenses (Spanish); increase familiarity with the four tones (Mandarin); increase familiarity with variations in pronunciation in the Spanish-speaking world (Spanish); narrate and describe personal events using complex sentences; create and retell short stories</p> <p>READING AND WRITING: Comprehend complex written content; continue to discern overall meaning; continue to recognize and write in present tense (Mandarin, Spanish), present progressive, and simple past tenses (Spanish) in writing; write short paragraphs using familiar and newly acquired vocabulary; use dictionary as a tool; continue writing new Chinese characters using iPads (Mandarin); read novelas (Spanish).</p> <p>CULTURE: Mandarin: Papercutting Chinese characters in celebration of Chinese New Year, lion dance/bamboo dance, cooking Chinese food; Spanish: Day of the Dead, poets of Latin America and Spain, legends, folklore, and fables of Latin America, sports in the Spanish-speaking world</p> </div>	<div>  </div> <div> <p>World Language</p> <p>LISTENING AND SPEAKING: Increase comprehension of conversation, narration, and storylines; begin to recognize use of past (Mandarin) and future (Spanish) tenses; become comfortable conversing in target language; use complex sentences to narrate and describe specific personal events; create and retell stories; demonstrate beginning level of proficiency with pronunciation and the four tones (Mandarin)</p> <p>READING AND WRITING: Comprehend complex content from a variety of written sources; read at a low level with increasing ease; begin to recognize past (Mandarin) and future (Spanish) tenses in writing; write longer paragraphs using familiar and newly acquired vocabulary; continue reading low level novels; summarize stories and novela excerpts; use dictionary and online resources as a tool to facilitate writing; use Pinyin and locate Chinese characters on laptop for composing paragraphs (Mandarin)</p> <p>CULTURE: Mandarin: Trip to San Francisco Chinatown; Spanish: murals of San Francisco Mission district, flags of Spanish-speaking countries and their symbols, traditional cuisine, salsa dancing, exposure to cultures of various countries in the Spanish-speaking world</p> </div>	<div>  </div> <div> <p>World Language</p> <p>LISTENING AND SPEAKING: Begin to demonstrate low to mid level proficiency in comprehension of the target language; continue to increase recognition and comprehension of past and future tenses in writing and speech; speak primarily in the target language in class; present and summarize simple ideas with clarity; respond to questions in non-scripted format; develop improved pronunciation; demonstrate beginning level of proficiency with pronunciation and the four tones (Mandarin); begin to produce variations in pronunciation from the Spanish-speaking world</p> <p>READING AND WRITING: Discern meaning using contextual clues (as well as cognates for Spanish); comprehend more complex content from a variety of written materials; read at low to mid level with increasing ease; begin to recognize past and future tenses in writing; write paragraphs and short essays in the target language; demonstrate low to mid level comprehension of student and teacher presentations; create and summarize stories</p> <p>CULTURE: Mandarin: Chinese pop songs, movies, cuisine, crafts, Chinese New Year; Spanish: Mayas, traditional Latin American dances, cuisine, Day of the Dead, how present-day Latinos impact our society; exposure to culturally specific behaviors and practices of various countries</p> </div>
<div>  </div> <div> <p>PE</p> <p>FOCUS AREAS: Team sports (soccer, flag football, basketball, volleyball); individual sports (track and field, gymnastics); dance; fitness</p> <p>SKILLS: Develop eye-hand coordination, eye-foot coordination, dance skills, fitness skills, and skills for individual and team sports; improve balance; acquire spatial awareness; demonstrate sportsmanship</p> </div>	<div>  </div> <div> <p>PE</p> <p>FOCUS AREAS: Team sports (soccer, flag football, basketball, volleyball); individual sports (track and field, gymnastics); dance; fitness</p> <p>SKILLS: Demonstrate sportsmanship; expand locomotor skills and non-locomotor skills; expand ball handling skills and dance skills; combine ball handling skills; understand the importance of fitness; improve fitness levels</p> </div>	<div>  </div> <div> <p>PE</p> <p>FOCUS AREAS: Team sports (soccer, flag football, basketball, volleyball); individual sports (track and field, gymnastics); dance; fitness</p> <p>SKILLS: Demonstrate sportsmanship; develop body awareness, skills for individual and team sports, and strategic thinking in sports; extend dance skills; understand the importance of fitness; practice fitness skills; develop leadership skills</p> </div>
<div>  </div> <div> <p>Visual and Performing Arts</p> <p>DRAMA FOCUS AREAS: Group improvisation; neutral and character mask work; trickster tales; masked headpieces with visual arts; collaborative dramatic adaptation of prose text; specific acting concepts of Given Circumstances; Magic If; playing an objective; tactics</p> <p>DRAMA SKILLS: Utilize acting skills to promote collaboration through spontaneity and/or advance planning; deepen performance skills; directing, scriptwriting, and technical design; increase physical, vocal, emotional awareness, and commitment to imaginary circumstances; understand multi-cultural perspectives; connect and adapt other forms of media to dramatic structure</p> <p>MUSIC FOCUS AREAS: Rhythm; Kodály handsigns and solfege; recorder; boomwhackers; xylophone; Gold Rush songs; composer of the year</p> <p>MUSIC SKILLS: Improve feel of the steady beat on the body and instruments; sing with proper vocal technique; read music on the treble clef staff; learn notes of the C scale and play them on the recorder; develop performance skills; learn about composers and their work</p> <p>VISUAL ART FOCUS AREAS: Painting (tempera, watercolor, acrylic); sculpture (masks); ceramics; drawing (charcoal, Sharpie)</p> <p>VISUAL ART SKILLS: Explore shape, design, pattern, and composition; create a sustained wash covering the negative space created from a multiple shape design; draw contour lines of a form; explore tempera and acrylic paint; create a 3D form by manipulating common materials; explore the properties of charcoal; draw self-portrait with attention to proportion and expression; use skill of blending, pattern, and texture in drawing</p> </div>	<div>  </div> <div> <p>Visual and Performing Arts</p> <p>DRAMA FOCUS AREAS: "Paintings come to life" tableaux; classroom integration with colonial studies; poetry; performance</p> <p>DRAMA SKILLS: Develop competencies and creative skills in problem solving, communication, and time management; become a production team to brainstorm, research, analyze, playwright, rehearse, and perform an original scene of an historical event (media literacy); interpret poetry for performance; develop vocal articulation, projection, and choral expression</p> <p>MUSIC FOCUS AREAS: Kodály handsigns and solfege; tone chimes; ukulele; recorder; xylophone; part singing</p> <p>MUSIC SKILLS: Work and perform as an ensemble; improve rehearsal and performance skills; read notes on the treble clef; learn and perform chords on the ukulele; sing in tune while blending with classmates; proper vocal technique; gain an appreciation of composers and their work</p> <p>VISUAL ART FOCUS AREAS: Painting (tempera, watercolor, acrylic); sculpture (plaster masks); ceramics; drawing (oil pastels, Sharpie, markers), Book Arts</p> <p>VISUAL ART SKILLS: Create handmade drawing journal; draw from observation; create a large-scale painting incorporating proportion, variety of tones, and color value; employ opaque and transparent colors; create monochromatic landscape; work in plaster to create masks; design and implement image representing self; create self-portraits that demonstrate increasing visual sophistication; blend skin tones; create image with pattern</p> </div>	<div>  </div> <div> <p>Visual and Performing Arts</p> <p>DRAMA FOCUS AREAS: Solo public speaking; student-scripted adaptations of Greek myths (ex. Hades and Persephone) for small group site specific performances; radio commercials</p> <p>DRAMA SKILLS: Strengthen and expand performance skills, especially in arena of formal public speaking; develop collaboration skills; explore other performance media (audio, video)</p> <p>MUSIC FOCUS AREAS: Ukulele; xylophone; recorder; opera; classic rock; composer of the year</p> <p>MUSIC SKILLS: Count and perform 3, 5, and 7 beat body percussion patterns simultaneously while singing; perform polyrhythms; practice changing chords and learning melodies on the ukulele; learn multicultural drum ensembles; perform classic rock songs; integrate skills on instruments to perform in ensemble; study music and story of an opera; study the history, form, and music of classic rock songs</p> <p>VISUAL ART FOCUS AREAS: Painting (dye, Gutta-resist); sculpture; ceramics; drawing (ebony pencil, Sharpie); paper arts</p> <p>VISUAL ART SKILLS: Practice pinch, coil, and scoring techniques; manipulate simple materials into a 3D scene; create and follow blueprints as part of the design process; study proportion and form for sculptures; explore use of ebony pencils to create value tones; manipulate graphite for shading, cross hatching, and stippling; draw cubes, cones, cylinders; create shapes using small designs in Sharpie; practice using pattern, balance, scale, and design in drawing; create symmetrical/asymmetrical designs using cut paper; create a stop-motion movie using charcoal drawings</p> </div>



7th & 8th GRADES (Designed as a two-year program)



Language Arts/
English

READING: Read, explore, comprehend and analyze a variety of literary texts (fiction, nonfiction, conservation-themed fiction, social-justice themed fiction, dystopian fiction, historical fiction, memoir, speeches and poetry); develop skill selecting literature; build reading stamina; interpret devices of figurative language (metaphor, simile, alliteration, and personification); analyze the relationship among character, plot, and theme in a literary text; create responses to literary texts (reflection, discussion, written works, oral presentations, and the visual and performing arts); analyze and evaluate how literary elements and literary devices contribute to the unity and effectiveness of a work

WRITTEN AND VISUAL COMMUNICATION: Develop effective and powerful communication through writing for a range of purposes and audiences; create analytical, persuasive, narrative and argumentative pieces; incorporate pre-writing, self-editing, peer editing, teacher feedback, revising and publishing to produce written work; apply correct grammar and punctuation to written work and use proofreading skills to edit writing; build vocabulary and use word analysis; learn use and meaning of unfamiliar words; use context clues to determine the meaning of unfamiliar words; practice and use commonly misspelled and confused words

LISTENING AND ORAL COMMUNICATION: Build public speaking and group discussion skills; prepare for and participate in small and large group discussions about literature and related topics; develop, practice and deliver individual speeches at graduation to share their personal reflections (8th Grade)



Social Studies

7TH GRADE: Topics: West African Civilizations; The rise, spread, and Golden Age of Islamic Civilizations, Mesoamerican Civilizations, Europe in the Middles Ages, European Renaissance. **Skills:** Explain how major events are related to one another in time; Practice summarizing, identifying key ideas and synthesizing information in historical sources; Assess the credibility of primary and secondary and web-based sources and draw sound conclusions from them; Understand and distinguish cause, effect, sequence, and correlation in historical events;

8TH GRADE: Topics: American government, the effects of conquest and colonization, and the causes and consequences of Westward Expansion, the American Civil War, Reconstruction, and first wave feminism. **Skills:** 8th grade historical thinking skills mirror 7th grade skills, with special emphasis placed on 8th grade specific skills, such as effectively preparing for and participating in historical simulations and role plays, and Socratic Seminars.



Mathematics

NUMBER AND OPERATIONS: Work flexibly with fractions, decimals, and percents to solve problems; develop, analyze, and explain methods for solving problems involving proportions, such as scaling and finding equivalent ratios

ALGEBRA: Model, analyze, compare, and generalize a variety of patterns and functions with tables, graphs, words, and symbolic rules; explore relationships between symbolic expressions and graphs of lines and curves, paying particular attention to the meaning and effect of the parameters of the functions (e.g., slope, intercept, vertex, etc.); simplify and transform linear and nonlinear expressions and equations; model situations, involving one and two variables and solve problems using linear equations and inequalities (including systems), exponential equations, quadratic equations, radical equations, and rational equations

GEOMETRY AND MEASUREMENT: Use geometric models to represent and explain numerical and algebraic relationships; explore Pythagorean relationships; solve simple problems involving rates and derived measurements for such attributes as velocity

DATA ANALYSIS AND PROBABILITY: Formulate questions, design studies, and collect data about a characteristic shared by two or more populations or different characteristics within a single population; select, create, and use appropriate graphical representations of data, including histograms, pie charts, and scatter plots, amongst others; find, use, and interpret measures of central tendency (mean, median, mode); make conjectures about possible relationships between two characteristics of a sample on the basis of scatter plots of the data and approximate lines of fit; use conjectures to formulate new questions and plan new studies to answer them; understand and use appropriate terminology to describe complementary and mutually exclusive events; compute probabilities for simple compound events using such methods as organized lists, tree diagrams, and area models



Science

LIFE SCIENCE TOPICS: Life processes and characteristics; evolution and origin of life and its development on earth; microscopes and microscopic life; cellular structure and function; genetics; classification, populations, and ecosystems; scientific process and nature of science

PHYSICAL AND EARTH SCIENCE TOPICS: Forces (friction, gravity, motion, energy, energy sources); alternative sources; characteristics of matter; phases; water in all its forms; elements, atomic structure, and the periodic table; chemical reactions; scientific process and nature of science

PRACTICES: Plan and carry out investigations; obtain, evaluate, and communicate information; analyze and interpret data; develop and use models; use mathematics and computational thinking; construct explanations and design solutions; use measuring and other scientific equipment



World Language

LISTENING AND SPEAKING: Comprehend authentic language; understand different tenses in context; comprehend questions and respond in target language; continue to draw inferences based on context; engage in open-ended conversation; initiate discussions and interviews; provide and obtain information; problem solve, describe, and negotiate situations; begin to use communication strategies

READING AND WRITING: Study different forms of narrative style; use past, present, and future tenses in context; read at mid to high level; analyze narrative content and begin to draw inferences based on context; create and summarize stories; identify the different radicals (Mandarin); acquire authentic language patterns and use appropriate style; address a variety of topics in writing using linking vocabulary, conjunctions, and detail

CULTURE: Mandarin: Chinese community festivals, cuisine, discuss differences between various Chinese communities as well as within families, China and Beijing No. 2 Experimental School; Spanish: Immigration, artists of Spain's Golden Age, murals of Diego Rivera, endangered species in the Spanish-speaking world, Costa Rica and Pan American School, Mexican-American War and modern Mexico, history of Spanish Civil War



PE

FOCUS AREAS: Team sports (soccer, flag football, basketball, volleyball); individual sports (track and field, gymnastics); dance; fitness

SKILLS: Demonstrate sportsmanship; strengthen body awareness; develop skills for individual and team sports and strategic thinking in sports; extend skills for dance; understand the importance of fitness; practice fitness activities; understand the benefits of a healthy and active lifestyle; develop leadership skills



Upper Division students learn about coding while playing a strategic board game.



Visual and Performing Arts

7th & 8th GRADE ELECTIVE PROGRAM: Our 7th and 8th grade students participate in an elective program. Electives give students choice and allow them to follow a passion or branch out and try something new. By design, the electives are heavily skewed toward the arts to ensure that arts education is still an active component of the curriculum. Electives change each trimester and have previously included sculpture, guitar, African drumming, singing, improvisation, iOS game programming, graphic novels, photography, line dancing, 3D modeling, and coding--in addition to new classes frequently added.

7th & 8th Grade Sample Courses

Commedia Dell'Arte

What do sketch comedy, cartoon sitcoms, and improvisation have in common? They all spring from a popular entertainment that began in 17th Century Italy. Commedia dell'arte uses half-masks, stock character types, and ridiculous plot setups to create crazy scenes about love, money, food, and more. Students work with Commedia techniques, traditional half masks, and movement training to come up with some zany scenes.

Classic Hobby Exploration

Students get a glimpse into the world of hobby miniature-making and balsa-wood airplane building. In an open format that allows for a lot of personal choice around the projects students pursue, this class teaches valuable design and tinkering skills. Each student builds a scale miniature replica of a piece of furniture, build a working airplane, and complete a small personal project.

Photography and Printing

Students continue building on creative design with a focus on aesthetics, such as creating selective color photographs where a single object stands out in color on a black and white photograph. Photography techniques explored and practiced are based on what experience and interests students bring to class. Students either bring in their own digital cameras from home to practice with their own equipment, or use a class-supplied camera.



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