

# BLAKE

**The Blake Lower School**

**Curriculum Guide  
Pre-Kindergarten**

## **The Lower School Philosophy of Learning**

The staff believes Lower School students learn through personal involvement and active engagement with people, places, things and ideas. Hands-on exploration, interaction and dialogue with peers and adults, and reflection lead to an individual's construction of knowledge. Learning is a process that encourages children to play with, practice, connect, synthesize and apply new understandings. Ownership and choice are key elements in maximizing students' learning potential.

### **Implications for Teaching**

In response to these beliefs about children's learning, the Blake Lower School staff seeks to:

- Create a physically and emotionally safe, nurturing environment.
- Model ethical behavior and passion for learning.
- Provide authentic learning experiences that are intellectually stimulating and developmentally and age appropriate.
- Validate and respond to each individual's personal needs, interests, culture, beliefs and experiences.
- Build an excellent foundation of skills and conceptual understandings within all the students.
- Respond to children's natural curiosity, building a love of learning that will last a lifetime.
- Support a growing sense of competence and self-confidence by gently, yet continually, stretching each child as a learner.
- Address, simultaneously, the individual and the group, considering developmental, social, emotional, physical and cognitive needs.
- Develop in all students an understanding of their own approach to learning, leading to an acceptance of their strengths and challenges while developing compensatory strategies.
- Assess students' progress in authentic and meaningful ways, utilizing the results to inform and shape instructional decisions.
- Accept mistakes and conflicts, utilizing them as learning opportunities.
- Develop open-ended educational pursuits that have many "right" answers, or multiple pathways toward an accurate solution, and that require problem solving, risk taking, initiative and perseverance.
- Celebrate originality, creativity and outside-of-the-box thinking.
- Immerse students in a rich, literate environment of thematic and interdisciplinary studies.
- Respond to the teaching and learning opportunities that present themselves, being flexible with time and plans.
- Actively involve itself with students in the role of facilitator and coach.
- Work collaboratively to design and implement the Lower School curricula.

### **Commitment of Community**

The Blake Lower School community is committed to:

- Developing a sense of community among the students, staff and parents where the safety, respect and welcome rules extend beyond the school experience.
- Communicating openly and honestly.
- Fostering an acceptance and understanding of oneself and others.
- Creating and sustaining a dynamic learning environment.
- Expanding children's knowledge of and involvement with the broader community.
- Empowering children to recognize and maximize their intellectual, artistic, interpersonal and physical capabilities.
- Working in partnership with parents to support and enhance the development of each student while educating them about current educational trends, best practices and children's developmental stages.
- Encouraging, supporting and providing professional development experiences for all staff members.

**The Blake Lower School**  
**Language Arts Curriculum for Pre-Kindergarten**  
**Teachers: Perry Andrews, Joanne Esser, Dennis Gilsdorf, Patti Loftus**

<b>Skills Development</b>		<b>Literature</b>
<p><b>Reading</b></p> <p><u>Attitudes and Behaviors</u></p> <ul style="list-style-type: none"> <li>•Love books and reading</li> <li>•Enjoy books alone and with others</li> <li>•Play with sounds and language</li> </ul> <p><u>Book Knowledge</u></p> <ul style="list-style-type: none"> <li>•Cover/title</li> <li>•Author/illustrator</li> <li>•Beginning/middle/end</li> </ul> <p><u>Strategies/Skills</u></p> <ul style="list-style-type: none"> <li>•Recognize name in print</li> <li>•Recognize environmental print</li> <li>•Develop phonemic awareness: sequence of sounds; rhyming; words as distinct units</li> <li>•Use picture cues</li> <li>•Act out stories</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>•Share ideas, feelings, jokes and stories</li> <li>•Practice effective self-expression during play</li> <li>•Develop a clear, confident voice</li> </ul>	<p><b>Writing</b></p> <p><u>Attitudes and Behaviors</u></p> <ul style="list-style-type: none"> <li>•View self as having ideas to share</li> <li>•See print as a means of communication</li> <li>•Write for authentic purposes</li> </ul> <p><u>Strategies/Skills</u></p> <ul style="list-style-type: none"> <li>•Is exposed to efficient pencil grip(s)</li> <li>•Is developing graphomotor skills, able to manipulate tools needed to express ideas concretely</li> <li>•Track left to right, top to bottom, front to back</li> <li>•Build a foundation for handwriting from early mark making to letter formation</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>•Use drawings, scribbling and letters to communicate ideas, thoughts, knowledge and feelings</li> <li>•Dictate stories and ideas</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>•Develop active listening skills, asking self: <ul style="list-style-type: none"> <li>Does this make sense?</li> <li>Does it sound right?</li> <li>Is this new information?</li> <li>How does this fit into what I know or have experienced already?</li> </ul> </li> </ul>	<p>A wide variety of literature is available in the classroom. Attention is given to having a balance of fiction and non-fiction books, publications and other printed material containing a broad representation of diversity.</p>
<p><b>Philosophy:</b> Early readers and writers grow best from exposure to books, stories, writing, drawing and by having access to a variety of material through which to explore these things: by studying other readers and writers; talking about their craft; spending time listening to stories, reading and writing; making thoughtful choices about the text they read and write; speaking articulately, writing to convey meaning, engaging with books for enjoyment. These are attributes of readers and writers in our school.</p> <p><b>Overview:</b> We utilize a child-centered and integrated approach to language arts. Language is explored in authentic ways for authentic purposes. Instruction responds to an individual’s readiness to learn. Books and stories are shared daily. Children utilize the written and spoken word to interact with their environment in purposeful, meaning-making ways.</p> <p><b>Cultural/Global Competency:</b> Developmentally appropriate approaches to Blake’s pluralism and equity initiatives are integrated throughout the program with children’s literature and self-expression through writing and sharing.</p> <p><b>Assessments:</b> Phonemic awareness—individual assessment, writing samples, teacher observation/anecdotal records</p> <p><b>Community Service/Service Learning:</b> In this curricular area, learning is integrated within evolving Community Service and Service Learning Projects. For example: corresponding with children in a Kenyan orphanage.</p> <p><b>Technology:</b> Used as a resource in this curricular area for the reflection and documentation of children’s learning. iPads are used by the children as a tool in “story workshop.”</p>		

**The Blake Lower School**  
**Mathematics Curriculum for Pre-Kindergarten**  
**Teachers: Perry Andrews, Joanne Esser, Dennis Gilsdorf, Patti Loftus**

Content Strands	Units with Concepts and Skills Emphasized	
<b>Introducing Mathematical Thinking</b>	<ul style="list-style-type: none"> <li>•Use a variety of materials and tools</li> <li>•Count, compare, and combine</li> <li>•Collect, sort and classify objects</li> </ul>	
<b>Developing Number Sense</b>	<ul style="list-style-type: none"> <li>•Think about what, when, why and how people count and use numbers</li> <li>•Develop strategies for counting and keeping track of quantities</li> <li>•Represent quantities with objects, pictures, numerals or words</li> </ul>	<ul style="list-style-type: none"> <li>•Explore measurement</li> <li>•Use terms to describe and compare amounts (less, least, fewer, more, most, same, equal)</li> <li>*Recognize quantities (<i>subitizing</i>)</li> <li>•Recognize numerals to 10 and their meanings</li> </ul>
<b>Number System</b>	<ul style="list-style-type: none"> <li>•Count a set of objects</li> <li>•Use strategies to count and compare</li> <li>•Use pictures, numbers, words to record solutions</li> <li>•Use nonstandard units to find length</li> </ul>	<ul style="list-style-type: none"> <li>•Record measurements with pictures, numbers, words</li> <li>•Combine two amounts</li> <li>•Work with combinations up to 10</li> </ul>
<b>Working with Patterns and Data</b>	<ul style="list-style-type: none"> <li>•Observe and describe attributes (i.e., size, color, shape, quantity)</li> <li>•Describe, copy, extend and construct patterns</li> <li>•Discriminate between patterns and random arrangements or designs</li> </ul>	<ul style="list-style-type: none"> <li>•Create, represent, and interpret patterns using physical movements (clapping, jumping, etc.)</li> <li>•Collect, record, represent, and explain data</li> </ul>
<b>Geometry: 2-D and 3-D</b>	<b>Building Experiences with</b> <ul style="list-style-type: none"> <li>•Blocks</li> <li>•3-D Building Sets</li> <li>•Clay</li> <li>•Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>•Experiences with shapes: circle, oval, square, rectangle, hexagon, triangle, rhombus, trapezoid</li> <li>•Pattern block challenges</li> </ul>
<p><b>Philosophy:</b> We believe that children engaged in mathematics can be confident risk-takers, who see problems as opportunities instead of obstacles, and persevere in their solutions. We believe that children can enjoy and appreciate the beauty of math. To that end, we offer a mathematics program that allows children to build their own knowledge relying on a variety of experiences by observing, making sense of, and creating patterns. Children communicate their ideas mathematically and work in collaboration with their peers in a non-competitive atmosphere to solve real life, meaningful problems. We believe that creating this kind of environment for students will build a strong foundation for spatial and algebraic mathematics and will give them a rich foundation for further exploration of mathematics.</p> <p><b>Overview:</b> Curriculum based on developmentally appropriate activities and responsive to children's interests.</p> <p><b>Cultural/Global Competency:</b> Experiences with games and materials from different parts of the world; multicultural books are used.</p> <p><b>Assessments:</b> Anecdotal observations; teacher-created oral and written tasks and demonstrations.</p> <p><b>Community Service/Service Learning:</b> As opportunities arise. One example is a Penny Drive to raise money to buy bears for children who have experienced fires.</p> <p><b>Technology:</b> Technology is used as a tool for reflection and documentation of learning.</p>		

**The Blake Lower School**  
**Science Curriculum for Pre-Kindergarten**  
**Teachers: Perry Andrews, Joanne Esser, Dennis Gilsdorf, Patti Loftus**

<b>Content Strands</b>	<b>Units with Concepts and Skills Emphasized</b>	
<b>Science as Inquiry</b>	<b>The I Wonder Circle (Science Companion)</b> •I Wonder: notice, ask questions, and state problems •I Think: consider, gather information, and predict •I Try: experiment, model test ideas, and repeat	•I Observe: watch, examine, and measure •I Record: record data, organize, describe, classify, graph, and draw •I Discover: look for patterns, interpret, reflect, conclude, and communicate discoveries
<b>Physical, Life and Earth</b>	<b>Follow Children’s Interests and Develop Curriculum Based on those Interests</b> <b>Observation and Exploration of the Natural World</b> •Study of Plants and Animals •Introduce students to the concept of life cycle	<b>Explore States of Matter</b> <b>Explore Seasons and Seasonal Changes</b> <b>The Human Body</b>
<p><b>Philosophy:</b> In Pre-K science engages students in a variety of challenging, developmentally appropriate experiences that build confidence, nurture curiosity, encourage problem solving and accommodate different learning styles. Student knowledge and skills are strengthened through self-directed study (independent or small group). Through use of the I Wonder Circle students and teachers explore a wide variety of topics from the natural world.</p> <p><b>Overview:</b> Science is woven throughout the curriculum during the course of the school year. In the fall the students each begin an independent animal investigation that runs through the year.</p> <p><b>Cultural/Global Competency:</b> Woven throughout the year in literature, exploration of difference and self-expression.</p> <p><b>Engineering:</b> Young children are engineers when they modify the world to satisfy their own interests and ideas. Exploring inventions with recycled materials and building intricate block structures nurture their developing abilities in engineering and design.</p> <p><b>Assessments:</b> Teacher observation, anecdotal records, documentary drawings, and class participation</p> <p><b>Technology:</b> Pre-K students may use tools such as Google and are supported in using specific web searches as topics arise. Technology is often used as a resource for the reflection and documentation of children’s learning.</p> <p><b>Field Trips:</b> Trips to a particular place during three different seasons; the Bell Museum of Natural History; the Raptor Center; outdoor exploration.</p>		

**The Blake Lower School**  
**Social Studies Curriculum for Pre-Kindergarten**  
 Teachers: Perry Andrews, Joanne Esser, Dennis Gilsdorf, Patti Loftus

<b>Content/Skill Strands: Cultural Universal of Community</b>	
<p><i>National Council for Social Studies</i></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>•Culture</li> <li>•Time, continuity, and change</li> <li>•People, places, and environments</li> <li>•Individual development and identity</li> <li>•Individuals, groups, and institutions</li> <li>•Production, distribution, and consumption</li> <li>•Global connections</li> <li>•Civic ideals and practice</li> </ul>	<p><b>Classroom As Community:</b></p> <ul style="list-style-type: none"> <li>•Introduce and practice the Welcome, Respect and Safety Rules</li> <li>•Support the development of friendships as the children become a community of learners</li> <li>•Make decisions and problem-solve as a group whenever possible</li> <li>•View the classroom as <i>part</i> of the larger school culture – extend relationships to others</li> </ul> <p><b>Equity and Pluralism</b></p> <ul style="list-style-type: none"> <li>•Practice the Lower School Respect and Welcome Rule</li> <li>•Study ways people are alike and different, including conversations about skin color, hair, eyes, etc.</li> <li>•Support positive racial identity</li> <li>•Share family cultural traditions</li> <li>•Introduce the work of Dr. Martin Luther King Jr., Rosa Parks and other civil rights leaders and change makers</li> <li>•Represent the diversity in the world through classroom materials (including books, poems, music) so that students will see people that are like themselves</li> <li>•Talk about similarities and differences</li> <li>•Resolve disagreements respectfully</li> </ul> <p><b>Citizenship and Community Building:</b></p> <p>The social and emotional curriculum teaches children empathy skills, impulse control and problem solving, and anger management by helping teachers and students create a healthy community and culture of care and respect. Students learn a common language for calming down and problem solving, and practice social skills in role plays. Skills learned are used in all areas of school life.</p> <p><b>Global Awareness/Geography Skills</b></p> <ul style="list-style-type: none"> <li>•Introduce and use maps, globes, and atlases</li> <li>•Explore similarities and differences among people in the world</li> <li>•Encourage families to share their traditions and culture</li> <li>•Connect the children to the broader Twin Cities community via first hand experiences (field trips and invited guests)</li> </ul>
<p><b>Attitudes/Values</b></p> <ul style="list-style-type: none"> <li>•Self-awareness</li> <li>•Multiple perspectives</li> <li>•Empathy</li> <li>•Sense of community</li> <li>•Cultural curiosity</li> <li>•Global competency</li> <li>•Respect for self and others</li> <li>•Positive racial identity</li> </ul>	
<p><b>Philosophy:</b> Our integrated study of the social sciences and humanities helps children develop the attitudes, values and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world. We believe social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, active and child-centered.</p> <p><b>Cultural/Global Competency:</b> Integrated throughout the program with children’s literature, invited guests, family sharing and field trips.</p> <p><b>Assessments:</b> Observation, participation, class discussions, anecdotal notes, role-playing, drawing experiences, dictations</p> <p><b>Community Service/Service Learning:</b> For example, baking thank you treats for the members of our school community who support us. Service learning example: Participating in, for example, Pennies for Patients/leukemia research.</p> <p><b>Field Trips/Guest Speakers:</b> Minneapolis Farmers Market and explorations in our community</p> <p><b>Technology:</b> Support specific web searches as topics arise</p>	

**The Blake Lower School**  
**Integrated Arts Curriculum for Pre-Kindergarten**  
**Teachers: Dennis Gilsdorf, Kimberly Lane, Patti Loftus, Sara Lukkasson**

Themes and Concepts	Skill Development
<b>Motivations:</b> Literature, visual art, music, dance, natural objects, movement & sound, performing/communicating, and the media/processes themselves.	<ul style="list-style-type: none"> <li>•Listening</li> <li>•Non-verbal &amp; verbal expression</li> <li>•Focusing upon work</li> <li>•Self-motivation</li> <li>•Using and caring for materials</li> <li>•Using and caring for art work</li> <li>•Imagination</li> </ul>
<b>Media/Processes:</b> Finger painting, watercolor and tempera painting, mural painting, collage, sculptural construction, clay modeling, pin-punch, puppetry, story-telling, acting, dance, vocalization, percussion, pitched instruments.	<ul style="list-style-type: none"> <li>•Using and recognizing media/processes</li> </ul>
<b>Subject Matter:</b> Media and our senses, birds, mammals, weather, trees, leaves and flowers, natural phenomena, stories/books, music.	<ul style="list-style-type: none"> <li>•Using and recognizing varied subject matter</li> </ul>
<b>Elements and Principles:</b> Line, shape, color, value, texture, form, space, repetition, pattern, balance, variety, harmony, unity, time, shape, space, motion, character, story arc, setting, dialog, pitch, volume, rhythm, timbre.	<ul style="list-style-type: none"> <li>•Using and recognizing elements/principles of design</li> <li>•Control</li> <li>•Storyboarding</li> <li>•Vocal quality</li> </ul>
<b>Artists/Cultures:</b> Emergent to fit class interests	<ul style="list-style-type: none"> <li>•Recognizing and drawing inspiration from artists and cultural styles</li> </ul>
<p><b>Philosophy:</b> Study of the Arts fuses the intellect – critical thinking and problem solving – with self-expression. Visual art develops the student’s awareness and understanding of the world and the human experience while incorporating multiple perspectives. The arts program affords the student many rich opportunities to learn by observing, investigating, imagining, exploring, working and communicating.</p> <p><b>Overview:</b> Arts integration with larger PK themes occurs daily, guided by classroom teachers and Arts specialists.</p> <p><b>Cultural/Global Competency:</b> Viewing /Experiencing works of artists, musicians, authors and performers from diverse cultures; learning folk crafts, songs, dances and other forms</p> <p><b>Assessment:</b> By observation of students engaged in their work, one-on-one conversations and class discussions, self-assessment and by informal student sharing</p>	

# The Blake Lower School

## Physical Education Curriculum for Pre-Kindergarten

Teachers: Charles Cracraft, John Shelp, Alanna Wahl

Enduring Understandings	Locomotor Skills	Manipulative Skills	Stability Skills	Social Development Skills
<ul style="list-style-type: none"> <li>•Movement patterns and motor skills needed to perform a variety of activities</li> <li>•Movement concepts, principles and strategies that apply to learning and performance of physical activity</li> <li>•Psychological and sociological concepts that apply to learning and performing physical activity</li> <li>•Maintaining physical fitness to improve health and performance</li> <li>•Physical fitness concepts, principles, and strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Running</li> <li>•Leaping</li> <li>•Hopping</li> <li>•Jumping</li> <li>•Galloping</li> <li>•Skipping</li> <li>•Sliding</li> <li>•Body control</li> </ul>	<ul style="list-style-type: none"> <li>•Throwing</li> <li>•Catching</li> <li>•Kicking</li> <li>•Striking</li> <li>•Ball rolling &amp; bouncing</li> <li>•Scarf floating</li> </ul>	<ul style="list-style-type: none"> <li>•Balance</li> <li>•Body rolling</li> <li>•Dodging</li> <li>•Rhythms</li> <li>•Tumbling</li> <li>•Go &amp; Freeze</li> <li>•Falling</li> <li>•Partnering</li> </ul>	<ul style="list-style-type: none"> <li>•Play cooperatively</li> <li>•Listen attentively</li> <li>•Follow directions</li> <li>•Take turns and share</li> <li>•Demonstrate teamwork</li> <li>•Tag safely</li> <li>•Strive for personal best</li> <li>•creative activities</li> </ul>
<p><b>Philosophy:</b> Physical Education is an active, challenging process that encourages students to develop physical skills, social skills, and healthy habits. The program values participation, cooperation and citizenship through games and activities that are fun and motivate students to live active, healthy lives.</p> <p><b>Overview:</b> Each classroom meets for 2 sessions per week for 30 minutes with a movement specialist and additional sessions with classroom teacher.</p> <p><b>Assessment:</b> Observation, self-evaluation, hands on activities, and role modeling</p>				

**The Blake Lower School**  
**Spanish Curriculum for Pre-Kindergarten**  
 Teachers: Lisselin Díaz, Zvi Geffen, Erica Ryan, and Claudia Urbina

Content Strands	Skills
<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Hello, how are you?</li> <li>• What's the weather like today?</li> <li>• The colors of the rainbow</li> <li>• Families</li> <li>• Our bodies</li> <li>• I eat, we eat</li> <li>• Animals are fun</li> </ul>	<p>Spanish is an <b>exploratory program</b> in the Pre-K class with the following goals:</p> <ul style="list-style-type: none"> <li>• Developing some degree of comfort while immersed in an initially unfamiliar Spanish language environment.</li> <li>• Exploring introductory listening comprehension and interpersonal speaking language skills with very basic Spanish words and phrases.</li> <li>• Discovering stories, songs, and rhymes from a variety of cultures and countries.</li> <li>• Fostering classroom connections: shapes, numbers, same/different, etc.</li> <li>• Nurturing enthusiasm and joy for language learning.</li> </ul>

**Philosophy:** The Lower School Spanish Language Program identifies essential content, progression, and skills for each level of language learning at Blake. This Program of Studies has been designed to reflect not only the latest research in language learning but also the best practices of world language instruction that enhance language development. Aligned with the National Standards for World Languages, Blake's language programs emphasize real world communication. The American Council on the Teaching of Foreign Languages (ACTFL) has established proficiency guidelines which help define linguistic performance levels of language learners.

In the world language curriculum, students will not only learn to communicate with native speakers and non-native speakers of the language, but they will do so with the cultural knowledge necessary to interact in an appropriate way. The goals for the Lower School Spanish program are:

- Developing Spanish language proficiency
- Initiating a long sequence of language learning beginning in the early grades
- Learning a language at a critical age for language acquisition
- Helping students make connections with other content areas and languages
- Opening the door to learning multiple languages later on
- Growing a lifelong love for language learning
- Cultivating global and cultural competence
- Nurturing empathy
- Preparing students to contribute to the fullness of a diverse and global community

**The Blake Lower School**  
**Strings Curriculum for Pre-Kindergarten**  
 Teachers: Jennifer Kalika and Ann Letsinger

Content Strands	Skills Emphasized
<b>Individual Instrumental Music Playing</b>	<b>Music Language</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Form</li> <li>• Dynamics</li> <li>• Tone</li> </ul> <b>Playing Technique</b> <ul style="list-style-type: none"> <li>• Instrumental Setup</li> <li>• Bow Control</li> <li>• Fingering</li> </ul>
<b>Small Group Instrumental Music Playing</b>	<b>Partner Playing and Listening Skills</b> <ul style="list-style-type: none"> <li>• Watching and matching a leader</li> </ul>
<p><b>Philosophy:</b> The String program stresses step-by-step learning in which each student develops at his/her own pace. This helps students to develop fully by allowing each student the time needed to fully master technique and also have creative exploration that is part of playing music.</p> <p><b>Overview:</b> Students may enroll in the string program any year at the Lower School. Instruction is offered on violin, viola and cello. Pre-kindergarten students receive one half hour small group lessons per week.</p> <p><b>Cultural/Global Competency:</b> Repertoire taught includes pieces from the Suzuki repertoire.</p> <p><b>Assessment:</b> Teacher observation</p>	

**The Blake Lower School**  
**Student Services for Pre-Kindergarten**  
 School Counselor: Jon Halpern  
 Learning Specialists: Jane Johnson (LSHC) and Deb Maurer (LSBC)

Learning Differences	Counseling
<ul style="list-style-type: none"> <li>•Observes for possible learning issues/concerns</li> <li>•Consults with teachers and parents when learning issues are observed</li> </ul>	<ul style="list-style-type: none"> <li>•Consults with teaching staff and parents regarding developmental issues in and out of school</li> <li>•Meets with children to address specific issues</li> <li>•Observes students to help assess placement</li> </ul>
<p><b>Philosophy:</b> The Lower School Student Services Department is committed to the promotion and management of a school community that is nurturing, supportive, and safe for all. The counseling and learning support staff believes that an environment which fosters personal growth, resilience, responsibility, emotional well-being, and integrity ultimately leads to individual academic success and responsible citizenship. To ensure this commitment to students, the Student Services Staff provides opportunities for self-awareness and offers support necessary to students to reach their full potential. The counselor and learning specialists coordinate extensively to assess, monitor and support student growth.</p>	

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**Curriculum Guide  
Kindergarten**

# The Blake Lower School

## Language Arts Curriculum for Kindergarten

Teachers: Vince Goeddeke, Kathryn Kaatz, Christy Spencer, Anne VanderVorste

Skills Development		Literature
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>•Develop familiarity with rhyming, songs, poems</li> <li>•Expand vocabulary</li> <li>•Predict outcomes</li> <li>•Begin to distinguish fiction from non-fiction</li> <li>•Sequence events</li> <li>•Read environmental print</li> <li>•Develop beginning sight vocabulary</li> <li>•Retell stories</li> <li>•Use picture clues and context</li> <li>•Track from left to right</li> <li>•Develop and sustain an interest in independent reading</li> <li>•Word Study through Foundations               <ul style="list-style-type: none"> <li>•Recognize letters</li> <li>•Associate letters with sounds</li> <li>•Develop phonemic awareness</li> <li>•Blend sounds</li> </ul> </li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>•Follow multi-step instructions</li> <li>•Ask questions</li> <li>•Look at speaker</li> <li>•Respond to questions</li> </ul>	<p><b>Writers Workshop:</b></p> <ul style="list-style-type: none"> <li>•Tell stories in illustrations</li> <li>•Label pictures</li> <li>•Use writing tools</li> <li>•Develop a willingness to use phonetic spelling</li> <li>•Write for real purposes</li> <li>•Develop independence as a writer</li> <li>•Self select topics</li> <li>•Edit</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>•Use clear voice and appropriate volume</li> <li>•Participate in group discussions</li> <li>•Wait turn</li> <li>•Stay on topic</li> <li>•Build vocabulary</li> <li>•Discuss and share writing</li> </ul>	<p>Literature to support social studies and science areas of study</p> <p>Genre studies</p> <p>Book Look time</p> <p>Self Selection</p>
<p><b>Philosophy:</b> Readers and writers grow best by studying other readers and writers, talking about their craft, spending time reading and writing, and making thoughtful choices about the texts they read and write. Speaking articulately, writing with voice, reading for enjoyment — these are attributes of readers and writers in our school.</p> <p><b>Overview:</b> We utilize a child-centered, individually paced, integrated approach to reading and writing with a strong emphasis on phonemic awareness. Students are read to daily. They reflect and respond to literature. They select stories to read and write on topics of interest.</p> <p><b>Cultural/Global Competency:</b> Selection of media reflects diversity in authors, illustrators, story characters and literary themes.</p> <p><b>Assessments:</b> Observation, individual assessment, writing samples, phonemic awareness assessment</p> <p><b>Technology:</b> Audio books are used to supplement the curriculum.</p>		

# The Blake Lower School

## Mathematics Curriculum for Kindergarten

Teachers: Vince Goeddeke, Kathryn Kaatz, Christy Spencer, Anne VanderVorste

Content Strands	Unit with Concepts and Skills Emphasized
<b>Number and Operations</b>	<p><b>Whole Numbers</b></p> <ul style="list-style-type: none"> <li>•Count objects in a set, read and write numerals to 10</li> <li>•Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other</li> <li>•Compare two sets of objects up to 10 and determine how many more or less are in one set than the other</li> <li>•Count objects in a set, read, and write numerals to 20</li> <li>•Count and identify 1 more than or 1 less than a number within 20</li> <li>•Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers</li> </ul> <p><b>Addition and Subtraction of Whole Numbers</b></p> <ul style="list-style-type: none"> <li>•Understand number bonds and part-whole concept</li> <li>•Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories)</li> <li>•Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories)</li> <li>•Use concrete objects to determine the answer to addition and subtraction problems for two numbers within 10</li> <li>•Count by 10's within 100</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>•Explore 2-dimensional and 3-dimensional objects and shapes, including the faces of 3-dimensional objects</li> <li>•Describe and extend repeating patterns involving objects, colors, or shapes.</li> </ul>
<b>Measurement</b>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>•Understand sequence of events</li> <li>•Demonstrate an understanding of the concept of time (morning, afternoon, evening, today, yesterday, tomorrow, week, and year)</li> <li>•Name the days of the week</li> <li>•Understand the calendar as a tool for measuring time</li> </ul> <p><b>Explore concepts of Length, Weight, Mass, and Capacity through play</b></p>
<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>•Identify, sort, and classify objects by common attributes (e.g., appearance, size, shape, color, pattern, functions)</li> </ul>
<p><b>Philosophy:</b> We believe that children engaged in mathematics can be confident risk-takers, who see problems as opportunities instead of obstacles, and persevere in their solutions. We believe in a mathematics program that allows children to build their own knowledge relying on a variety of methods, by observing, making sense of, and creating patterns. Children communicate their ideas mathematically and work in collaboration with their peers to solve real life, meaningful problems. We believe children construct number sense by moving from concrete, to pictorial to abstract representations of quantity.</p> <p><b>Overview:</b> Curriculum based on <i>Earlybird Math</i></p> <p><b>Cultural/Global Competency:</b> Embedded in the program through the use of children's literature and investigations based on the students' lives.</p> <p><b>Assessments:</b> Initial Screening <i>Teaching Number in the Classroom</i> by Robert J. Wright, Garry Stanger, Ann K. Stafford and James Martland. anecdotal observations; assessment tasks from <i>Math in Focus</i> text, supplemented by teacher-created oral and written tasks and demonstrations.</p> <p><b>Community Service/Service Learning:</b> Collect and sort personal products to donate to a local charity.</p> <p><b>Technology:</b> See Media Tech Curriculum for Kindergarten.</p>	

# The Blake Lower School

## Science Curriculum for Kindergarten

Teachers: Vince Goeddeke, Kathryn Kaatz, Christy Spencer, Anne VanderVorste

Content Strands	Concepts and Skills Emphasized	
<b>Physical, Life and Earth Science</b>	<b>Constructions (Science Companion)</b> <ul style="list-style-type: none"> <li>•Kindergarteners have multiple opportunities to design and create a variety of structures</li> <li>•Use two-dimensional pictures to create three-dimensional objects or represent three-dimensional objects we have created</li> <li>•Early Structures</li> </ul> Using books, pictures and other media look at buildings around the world and consider why they are appropriate for the climate, culture – form and function.	<b>Exploring the Natural World</b> <ul style="list-style-type: none"> <li>•Collect and sort natural objects</li> <li>•Ask questions</li> <li>•Observe collected items</li> <li>•Make accurate descriptions</li> <li>•Use scientific tools to aid in observation: balances, magnifiers, and measuring tools</li> </ul>
<b>Science as Inquiry</b>	<b>The I Wonder Circle</b> <ul style="list-style-type: none"> <li>•I Wonder: notice, ask questions, and state problems</li> <li>•I Think: consider, gather information, and predict</li> <li>•I Try: experiment, model test ideas, and repeat</li> <li>•I Observe: watch, examine, and measure</li> </ul>	<ul style="list-style-type: none"> <li>•I Record: record data, organize, describe, classify, graph, and draw</li> <li>•I Discover: look for patterns, interpret, reflect, conclude, and communicate discoveries</li> </ul>
<p><b>Philosophy:</b> The Lower School science program engages students in a variety of challenging, developmentally appropriate experiences that build confidence, nurture curiosity, encourage problem solving and accommodate different learning styles. Student knowledge and skills are strengthened through self-directed study (independent or small group). Students are encouraged to investigate, experiment and take risks, apply technology and become aware of the impact of human activity on the environment.</p> <p><b>Overview:</b> Much of kindergarten science makes use of the teachable moment and the varying interests of students. Scientific concepts are explored informally every day. Additional formal units are chosen by individual teachers according to the interest of the children each year.</p> <p><b>Assessments:</b> Teacher observation, anecdotal records, and class participation</p> <p><b>Technology:</b> See Media Tech Curriculum for Kindergarten.</p> <p><b>Field Trips:</b> (Vary from year to year) Arboretum; Westwood Nature Center</p>		

# The Blake Lower School

## Social Studies Curriculum for Kindergarten

Teachers: Vince Goeddeke, Kathryn Kaatz, Christy Spencer, Anne VanderVorste

Content/Skill Strands: Cultural Universal of Shelter	
<p><b>National Council for Social Studies Themes:</b></p> <ul style="list-style-type: none"> <li>•Culture</li> <li>•Time, continuity, and change</li> <li>•People, places, and environments</li> <li>•Individual development and identity</li> <li>•Individuals, groups, and institutions</li> <li>•Production, distribution, and consumption</li> <li>•Science, technology, and society</li> <li>•Global connections</li> <li>•Civic ideals and practice</li> <li>•Power, authority, and governance</li> </ul>	<p><b>Shelter Essential Questions:</b></p> <ul style="list-style-type: none"> <li>•What is shelter?</li> <li>•Why do people need shelter?</li> <li>•How do weather and seasons affect our choices of shelter?</li> <li>•Why do people have different types of housing?</li> <li>•How are shelters in my community and around the world the same and different?</li> <li>•Why do people move and change housing?</li> <li>•How do people keep traditions in their home?</li> </ul> <p><b>Global Awareness/Geography Skills:</b></p> <ul style="list-style-type: none"> <li>• Explore maps and globes</li> <li>•Exposure to differences between oceans, continents, countries, and U.S. states</li> </ul> <p><b>Kindergarten –Grade 5 Buddies:</b></p> <ul style="list-style-type: none"> <li>•Develop a friendship with an older student</li> <li>•Learn to collaborate/problem solve with an older friend</li> <li>•Experience taking risks in relationships</li> <li>•Experience being the recipient of a mentor in a nurturing relationship</li> </ul> <p><b>Traditions:</b></p> <ul style="list-style-type: none"> <li>•Become familiar with traditions/holidays that families in our classroom celebrate</li> <li>•Understand and develop a respect for differences and similarities in people</li> </ul> <p><b>Citizenship and Community Building:</b></p> <ul style="list-style-type: none"> <li>•Social and Emotional Learning using Second Step and Responsive Classroom</li> </ul> <p>Social and emotional curriculum teaches children empathy skills, self-regulation, problem solving. Students learn a common language for calming down and problem solving, and practice social skills in role plays and other controlled settings. Skills learned are used in all areas of school life.</p>
<p><b>Attitudes/Values</b></p> <ul style="list-style-type: none"> <li>•Self-awareness</li> <li>•Multiple perspectives</li> <li>•Empathy</li> <li>•Sense of community</li> <li>•Cultural curiosity</li> <li>•Global Competency</li> <li>•Respect for self and others</li> </ul>	
<p><b>Philosophy:</b> Our integrated study of the social sciences and humanities helps children develop the attitudes, values and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world. We believe social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, active and child-centered.</p> <p><b>Overview:</b> Students work toward an understanding of self, and they develop an awareness of personal responsibility to others. We study the immediate environment as well as the extended community. Students become involved in the community through community service/service learning projects. We study culture to develop an increased awareness of our individual heritages and to celebrate diversity.</p> <p><b>Cultural/Global Competency:</b> Integrated throughout the program with children’s literature and self-expression through sharing. Shelter is a basic need or "cultural universal" of people in all parts of the world; yet, shelters exist in a variety of forms due to climate, geography, economics, and culture. Investigating "cultural universals" empowers young learners to connect their everyday lives to the rich diversity of cultural practices around the world. The PK through 2nd grade sequence will foster exploration, curiosity, multiple perspectives and modalities, spatial awareness, and an understanding of the relationships between humans and the environment.</p> <p><b>Assessments:</b> Observation and participation</p> <p><b>Community Service/Service Learning:</b> Examples: sorting lost and found clothes; collecting personal care items/sorting donated personal care items and donating to a community service organization</p> <p><b>Technology:</b> See Media Tech Curriculum for Kindergarten</p> <p><b>Field Trips/Guest Speakers:</b> Varies year to year</p>	

**The Blake Lower School**  
**Information Literacy/Technology Curriculum for Kindergarten**  
**Teachers: Joe Druskin, Elaine Hove, Paula Huddy, William Watkins**

Information Management Strategies	Technology Skills and Strategies
<ul style="list-style-type: none"> <li>•Identify parts of a book (spine, call #, author, illustrator, title)</li> <li>•Understand fiction/nonfiction</li> <li>•Learn arrangement of library and library checkout procedures</li> <li>•Appreciate literature</li> <li>•Evaluate and select materials</li> <li>•Listen to and discuss stories</li> <li>•Be introduced to a variety of authors and illustrators</li> </ul>	<ul style="list-style-type: none"> <li>•Become familiar with the computer lab</li> <li>•Learn basic computer terminology</li> <li>•Learn computer lab rules</li> <li>•Learn to locate programs and properly quit</li> <li>•Learn mouse operations</li> <li>•Learn some letter locations on the keyboard</li> <li>•Learn to find menu bar options</li> <li>•Become familiar with Valiant Roamer as beginning programming tool</li> <li>•Become familiar with Logo programming language</li> <li>•Become familiar with LEGO building techniques</li> <li>•Be introduced to Scratch</li> </ul>
<p><b>Philosophy:</b> Through the use of resources within and beyond the School, students and teaching staff should be able to gather, evaluate and communicate information in a variety of formats, embracing a diversity of perspectives.</p> <p><b>Overview:</b> 30 minutes per week per student in media center and computer lab</p> <p><b>Cultural/Global Competency:</b> Selected materials according to curriculum units</p> <p><b>Assessment:</b> LEGO Engineering, Project based on Valiant Roamers and Scratch, WeDo Robotics</p>	

**The Blake Lower School**  
**Music Curriculum for Kindergarten**  
 Teachers: Sara Lukkasson, Woody Woodward

Concepts	Skills
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>·Beat/no beat</li> <li>·Tempo (faster/slower)</li> <li>·Duration (longer/shorter)</li> <li>·Rhythm patterns</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>·Higher/lower</li> <li>·Melodic contour</li> <li>·Melodic direction</li> <li>·Tonal patterns</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>·Same/ different</li> <li>·Echo imitation</li> <li>·Sectional form (A B)</li> </ul> <p><b>Expressive Elements</b></p> <ul style="list-style-type: none"> <li>·Loud /soft; getting louder/softer</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>·Voice types (sing, speak, whisper, call)</li> <li>·Body percussion: pat, clap, stamp</li> <li>·Unpitched and pitched percussion exploration</li> <li>·Piano, guitar, drum, xylophone</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>·Solo and unison in speech or song</li> <li>·Beat-based ostinato accompaniment</li> <li>·Speech or song with instrumental color</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>·Use voice types expressively</li> <li>·Improvise melodies to given text using la-so-mi</li> <li>·Perform melodies with movement or instrumental accompaniment</li> <li>·Echo sing tonal patterns individually and in unison</li> <li>·Echo sing melodic phrases in unison</li> <li>·Identify and create melodic phrases based on contour</li> </ul> <p><b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>·Perform rhythm patterns or phrases by imitation</li> <li>·Use appropriate dynamic levels</li> <li>·Create non-rhythmic sound accompaniments</li> <li>·Explore variety of techniques for playing classroom instruments</li> <li>·Use a variety of sound sources expressively</li> <li>·Perform beat-based accompaniment using body percussion</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>·Perform traditional finger plays and singing games</li> <li>·Use basic locomotor movements (walk, run, skip, gallop, hop, jump)</li> <li>·Perform non-rhythmic expressive movement</li> <li>·Perform beat-based accompaniment using body percussion</li> <li>·Coordinate axial gestures with external beat</li> <li>·Create rhythmic or expressive movement to accompany poems, rhymes, songs, or recorded music</li> </ul>
<p><b>Philosophy:</b> The foundation of the Blake School Lower School music program is the Orff Schulwerk approach, based on the teaching philosophy of the German composer, Carl Orff. The approach utilizes singing, speaking, movement and instrument playing to experience music in an active way. Music and movement are integrated, allowing students to explore expressive elements in a physical way. The process follows the natural development of children. First, students experience music through imitating sounds made by the teacher, other students, instruments and recordings. Eventually, the sounds are notated using a variety of symbols. What has been imitated is further explored, bringing to consciousness musical ideas and concepts. Students manipulate short rhythmic or melodic ideas and utilize them to accompany songs or create their own musical and movement material. Gradually, students are encouraged to offer their own creative suggestions and ultimately improvise their own musical and movement ideas. The creative process is the heart of the Orff Schulwerk approach.</p> <p><b>Overview:</b> Classrooms meet for two 30-minute sessions per week.</p> <p><b>Cultural/Global Competency:</b> Repertoire explored includes traditional music from the U.S. and other international cultures.</p> <p><b>Assessment:</b> Observation of group or individual participation documented using audio/video recording, checklist or anecdotal data</p> <p><b>Field Trips:</b> Attendance at Minnesota Orchestra Young People's Concerts</p>	

**The Blake Lower School**  
**Physical Education Curriculum for K**  
**Teachers: Charles Cracraft, John Shelp, Alanna Wahl**

Enduring Understandings	Locomotor Skills	Manipulative Skills	Stability Skills	Social Development Skills
<ul style="list-style-type: none"> <li>•Movement patterns and motor skills needed to perform a variety of activities</li> <li>•Movement concepts, principles and strategies that apply to learning and performance of physical activity</li> <li>•Psychological and sociological concepts that apply to learning and performing physical activity</li> <li>•Maintaining physical fitness to improve health and performance</li> <li>•Physical fitness concepts, principles, and strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Running</li> <li>•Leaping</li> <li>•Hopping</li> <li>•Jumping</li> <li>•Galloping</li> <li>•Skipping</li> <li>•Sliding</li> <li>•Skating</li> <li>•Jogging</li> </ul>	<ul style="list-style-type: none"> <li>•Throwing</li> <li>•Catching</li> <li>•Kicking</li> <li>•Trapping</li> <li>•Dribbling/Feet</li> <li>•Dribbling/Hands</li> <li>•Striking</li> <li>•Ball rolling</li> <li>•Jumping rope</li> <li>•Parachute movement</li> </ul>	<ul style="list-style-type: none"> <li>•Balance</li> <li>•Body rolling</li> <li>•Partner stunts</li> <li>•Dodging</li> <li>•Rhythms and dance</li> <li>•Tumbling positions</li> <li>•Body control</li> </ul>	<ul style="list-style-type: none"> <li>•Play cooperatively</li> <li>•Listen attentively</li> <li>•Follow directions</li> <li>•Take turns and share</li> <li>•Demonstrate teamwork</li> <li>•Tag safely</li> <li>•Respect boundaries</li> <li>•Welcoming and including others</li> <li>•Creative activities</li> </ul>

**Philosophy:** Physical Education is an active, challenging process that encourages students to develop physical skills, social skills, and healthy habits. The program values participation, cooperation and citizenship through games and activities that are fun and motivate students to live active, healthy lives.

**Overview:** Each classroom meets 2 times a week for 30 minutes. Students participate in Olympic Day the last week in May and a skating party for students and parents at the end of the four-week skate unit.

**Cultural/Global Competency:** Learn and value similarities and differences through a variety of activities

**Assessment:** Observation and rubrics

**Community Service/Service Learning:** Read books about nutrition, make thank you cards for ice rink maintenance, study nutrition and make school lunch menus, friendship teasing and bullying study, clean up playground and read books about environment, read and discuss four books about disabilities. encourage participation in Race for the Cure

**The Blake Lower School**  
**Spanish Curriculum for Kindergarten**  
 Teachers: Lisselin Díaz and Claudia Urbina

Content Strands	Skills
<b>Themes:</b> <ul style="list-style-type: none"> <li>• My family and I</li> <li>• Different clothing for different weather</li> <li>• At home</li> <li>• The foods we eat</li> <li>• Animals, animals</li> <li>• Theater</li> </ul>	<b>Language Proficiency Targets:</b>  <i>Listening - Novice Mid</i> <ul style="list-style-type: none"> <li>• Understand predictable questions, statements, and commands in familiar topic areas (with strong context without prompting support.)</li> <li>• Requires slower than normal rate of speech and/or with repetition.</li> </ul> <i>Speaking – Novice Mid</i> <ul style="list-style-type: none"> <li>• Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>• Frequent searching for words is common.</li> <li>• May use native language or gestures when attempting to create with language beyond what is known.</li> <li>• Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.</li> </ul>

**Philosophy:** The Lower School Spanish Language Program identifies essential content, progression, and skills for each level of language learning at Blake. This Program of Studies has been designed to reflect not only the latest research in language learning but also the best practices of world language instruction that enhance language development. Aligned with the National Standards for World Languages, Blake’s language programs emphasize real world communication. The American Council on the Teaching of Foreign Languages (ACTFL) has established proficiency guidelines which help define linguistic performance levels of language learners.

In the world language curriculum, students will not only learn to communicate with native speakers and non-native speakers of the language, but they will do so with the cultural knowledge necessary to interact in an appropriate way. The goals for the Lower School Spanish program are:

- Developing Spanish language proficiency
- Initiating a long sequence of language learning beginning in the early grades
- Learning a language at a critical age for language acquisition
- Helping students make connections with other content areas and languages
- Opening the door to learning multiple languages later on
- Growing a lifelong love for language learning
- Cultivating global and cultural competence
- Nurturing empathy
- Preparing students to contribute to the fullness of a diverse and global community

**The Blake Lower School**  
**Strings Curriculum for Kindergarten**  
**Teachers: Jennifer Kalika and Ann Marie Letsinger**

Content Strands	Skills Emphasized
<b>Individual Instrumental Music Playing</b>	<b>Music Language</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Form</li> <li>• Dynamics</li> <li>• Tone</li> </ul> <b>Playing Technique</b> <ul style="list-style-type: none"> <li>• Instrumental Setup</li> <li>• Bow Control</li> <li>• Fingering</li> </ul>
<b>Small Group Instrumental Music Playing</b>	<b>Partner Playing and Listening Skills</b> <ul style="list-style-type: none"> <li>• Watching and matching a leader</li> </ul>
<p><b>Philosophy:</b> The String program stresses step-by-step learning in which each student develops at his/her own pace. This helps students to develop fully by allowing each student the time needed to fully master technique and also have creative exploration that is part of playing music.</p> <p><b>Overview:</b> Students may enroll in the string program any year at the Lower School. Instruction is offered on violin, viola and cello. Kindergarten students receive one half hour small group lesson per week.</p> <p><b>Cultural/Global Competency:</b> Repertoire taught includes pieces from the Suzuki Repertoire.</p> <p><b>Assessment:</b> Teacher Observation</p>	

**The Blake Lower School**  
**Student Services for Kindergarten**  
**School Counselor: Jon Halpern**  
**Learning Specialists: Jane Johnson, Deb Maurer**

Learning Differences	Counseling
<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding learning issues</li> <li>• Phonemic awareness screening of all students</li> <li>• Small group early literacy support (remediation and enrichment) and, handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding developmental issues in and out of school</li> <li>• Meet with children to address specific issues</li> <li>• Observe students to help assess placement</li> <li>• Facilitate classroom and individual discussions on emotions</li> </ul>
<p><b>Philosophy:</b> The Lower School Student Services Department is committed to the promotion and management of a school community that is nurturing, supportive, and safe for all. The counseling and learning support staff believes that an environment which fosters personal growth, resilience, responsibility, emotional well-being, and integrity ultimately leads to individual academic success and responsible citizenship. To ensure this commitment to students, the Student Services Staff provides opportunities for self-awareness and offers support necessary to students to reach their full potential. The counselor and learning specialists coordinate extensively to assess, monitor and support student growth.</p> <p><b>Cultural/Global Competency:</b> Our goal is to help children understand there is a diversity of learners, and develop an awareness of differences across personal attributes, history, culture and lived experiences.</p> <p><b>Assessments include:</b> Anecdotal notes, phonemic awareness screening (DIBELS), running records (if applicable), and sound/symbol relationship assessment</p>	

**The Blake Lower School**  
**Theatre Curriculum for Kindergarten**  
 Teachers: Cynthia Hechter, Lori Opsal

Themes	Skills
<ul style="list-style-type: none"> <li>•Three tools of acting (body, voice and imagination)</li> <li>•Character exploration through physical and vocal expression</li> <li>•Building cooperative group dynamics</li> <li>•Children’s literature used to explore character and story sequence</li> <li>•Inventing stories and creating dialogue</li> <li>•Identifying and exploring emotions</li> </ul>	<ul style="list-style-type: none"> <li>•Cooperate and solve problem in small groups</li> <li>•Actively engage in make believe</li> <li>•Learn and apply basic theatre vocabulary (audience, characters, personal space, playing space, settings, beginning, middle and end)</li> <li>•Use body, voice and imagination to create characters</li> <li>•Practice ensemble behaviors including listening, following directions and staying on task</li> </ul>
<p><b>Philosophy:</b> The mission of the theatre program at The Blake School is to inform, enhance and acknowledge for our students what it means to be part of the human experience. Theatre engages students in a process of expression through artistic form, a process which involves study, dialogue, exploration, performance and assessment. Students are called to develop a language of the creative spirit and a facility for critical thinking.</p> <p><b>Overview:</b> In kindergarten theatre class, we stretch imaginations and have cooperative fun. Students act out short stories and activities, which encourage physical and vocal expressiveness. Students meet in half groups for 45 minutes for a seven-class series.</p> <p><b>Cultural/Global Competency:</b> We practice gender fair casting and strive to use materials (stories, props, artwork) that reflect a variety of perspectives.</p> <p><b>Assessment:</b> Students are assessed on an ongoing basis on their participation and their willingness to take risks with vocal and physical expression, working within the guidelines of the activity, cooperation and listening.</p>	

**The Blake Lower School**  
**Visual Arts Curriculum for Kindergarten**  
 Teachers: Kimberly Lane, Jackie Quinn

Themes and Concepts	Skill Development
<b>Motivations:</b> Literature, music, viewing other artists’ work, seasonal subjects, the world around us, service learning, correlations to classroom subjects, and may include, but are not limited to, autumn, winter, Australian Aboriginal art, Australian animals	<ul style="list-style-type: none"> <li>•Listening</li> <li>•Focusing upon work</li> <li>•Self-motivation</li> <li>•Using and caring for materials</li> <li>•Using and caring for art work</li> </ul>
<b>Media/Processes:</b> Drawing, painting, collage, modeling, construction, printing, additive sculpture, color mixing	<ul style="list-style-type: none"> <li>•Using and recognizing media/processes</li> </ul>
<b>Subject Matter:</b> Landscape, still life, figures, animals, abstract design and shelters	<ul style="list-style-type: none"> <li>•Using and recognizing varied subject matter</li> </ul>
<b>Elements of Art:</b> Line, shape, color, value, texture, form, space	<ul style="list-style-type: none"> <li>•Using and recognizing elements/principles of design</li> </ul>
<b>Artists/Cultures:</b> Special focus on French artists as well as various artists and cultures	<ul style="list-style-type: none"> <li>•Use and recognize artists and cultural styles</li> </ul>
<p><b>Philosophy:</b> Visual Art study fuses the intellect, critical thinking, and problem solving with self-expression, directly supporting the School’s goal of “Challenging the mind, engaging the heart.” Visual art develops the student’s awareness and understanding of the world and the human experience while incorporating multiple perspectives. The art program affords the student many rich opportunities to learn by observing, investigating, imagining, exploring, working and communicating.</p> <p><b>Overview:</b> HC: 30-minute half groups once per week. BC: 60-minute full group once per week.</p> <p><b>Cultural/Global Competency:</b> Viewing reproduction of diverse artists, using literature representing multiculturalism, folk crafts of cultures</p> <p><b>Assessment:</b> 1.) Observation of students engaged in their work, one-on-one conversations and class discussions 2.) Informal student sharing 3.) Rubrics, which articulate objectives 4.) Formal student sharing (critiques) 5.) Reviewing games pertaining to terms and concepts and 6.) Written reports sent home once per year which assess skills in listening, focusing upon work, self-motivation, objectives from one rubric-based project, and application of general art concepts</p> <p><b>Technology:</b> See Information Literacy/Technology curriculum for Kindergarten.</p> <p><b>Field Trips:</b> Minneapolis Institute of Arts as a part of a parent led initiative and/or as other curricular connections to cultural institutions.</p>	

# BLAKE

**The Blake Lower School**

**Curriculum Guide  
Grade 1**

**The Blake Lower School**  
**Language Arts Curriculum for Grade 1**  
 Teachers: **Zambie Franchot, Petra Johnson, Dericka McCaleb Tessa Resta-Flarer**

<b>Skills Development</b>		<b>Literature</b>
<p><b>Reading</b></p> <p><u>Comprehension/Metacognition</u></p> <ul style="list-style-type: none"> <li>•Use background knowledge/schema</li> <li>•Make predictions</li> <li>•Monitor comprehension</li> <li>•Infer</li> <li>•Visualize</li> <li>•Determine importance</li> <li>•Synthesize</li> <li>•Use sensory images</li> <li>•Ask questions</li> <li>•Retell</li> <li>•Self-select books at appropriate level</li> </ul> <p><u>Accuracy</u></p> <ul style="list-style-type: none"> <li>•Create and use trick word vocabulary</li> <li>•Use picture clues</li> <li>•Skip the word and keep going</li> <li>•Guess and go on</li> <li>•Use the words around it</li> <li>•Think of a word that makes sense</li> <li>•Put another word in its place</li> <li>•Go back and reread</li> <li>•Word Study through Foundations               <ul style="list-style-type: none"> <li>•Develop phonemic awareness</li> <li>•Use the sounds of the first letter</li> <li>•Sound it out</li> <li>•Look at the word parts</li> </ul> </li> </ul> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>•Applying word strategies</li> <li>•Recognizing punctuation</li> <li>•Reading high frequency words in a snap</li> <li>•Reading with expression</li> </ul> <p><b>Listening</b></p> <p><u>Active Listening</u></p> <ul style="list-style-type: none"> <li>•Make eye contact/focus on speaker</li> <li>•Demonstrate self-control</li> <li>•Follow directions</li> <li>•Ask related questions</li> <li>•Recall what has been said</li> </ul>	<p><b>Writing</b></p> <p><u>Behaviors</u></p> <ul style="list-style-type: none"> <li>•Initiate writing</li> <li>•Publish and share writing</li> <li>•Persist with written work</li> <li>•Experiment with different types of writing</li> <li>•Brainstorm, draft, revise, edit</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Small Moments: Personal narrative</li> <li>•Writing for Readers/Revision</li> <li>•Realistic Fiction</li> <li>•Persuasive</li> <li>•Authors as Mentors</li> <li>•Respond in writing to literature</li> <li>•Informational Writing: Inquiry, Non-fiction and Procedural</li> </ul> <p><u>Conventions</u></p> <ul style="list-style-type: none"> <li>•Use Foundations method for printing</li> <li>•Use spelling strategies</li> <li>•Use skills: punctuation, capitalization, spelling (phonetic spelling leading to conventional spelling)</li> </ul> <p><b>Speaking</b></p> <p><u>Oral Presentations</u></p> <ul style="list-style-type: none"> <li>•Use eye contact</li> <li>•Use audible and clear voice</li> <li>•Express complete thoughts</li> <li>•Participate in discussions</li> <li>•Respond to questions</li> <li>•Explain thinking</li> </ul>	<p>Research materials</p> <p>Literature to support content area learning:</p> <ul style="list-style-type: none"> <li>•plants</li> <li>•weather</li> <li>•families</li> <li>•Math Concepts</li> </ul>
<p><b>Philosophy:</b> Readers and writers grow best by studying other readers and writers, talking about their craft, spending time reading and writing, and making thoughtful choices about the texts they read and write. Speaking articulately, writing with voice, reading for enjoyment, proofreading, as naturally as breathing—these are attributes of readers and writers in our school.</p> <p><b>Overview:</b> Our balanced daily literacy program, which includes read aloud, direct instruction, independent reading and writing, guided reading and writing, and analytical discussion, is working toward building independent readers and writers. Children are reading texts daily that are appropriate for their level.</p> <p><b>Resources:</b> Fountas &amp; Pinnell <i>Guided Reading</i> and <i>Interactive Writing</i>, Writer’s Workshop units of study by Lucy Calkins and Leah Mermelstein, <i>Growing Readers</i> by Kathy Collins, Gail Boushey and Joan Moser <i>The Daily Five</i>, Gail Boushey and Joan Moser <i>The Café Book</i>, Tanny McGregor <i>Comprehension Connections</i>, <i>Foundations</i>, Reader’s Workshop by Lucy Caulkins.</p> <p><b>Cultural/Global Competency:</b> Teachers consciously select texts written and illustrated by authors of diverse backgrounds and on diverse topics.</p> <p><b>Assessments:</b> Reading Recovery (initial screening), running record, text samples, writing samples, daily observations, conferencing and anecdotal records, continuums, Gentry Spelling, Word Wall check-ins, Self-Assessment surveys</p> <p><b>Technology:</b> See Media Technology curriculum for Grade 1.</p>		

# The Blake Lower School

## Mathematics Curriculum for Grade 1

Teachers: **Zambie Franchot, Petra Johnson, Dericka McCaleb Tessa Resta-Flarer**

Content Strands	Unit with Concepts and Skills Emphasized
<b>Number and Operations</b>	<p><b>Sets and Numbers</b></p> <ul style="list-style-type: none"> <li>•Use concrete and pictorial models to create a set with a given number of objects (up to 100)</li> <li>•Group objects and numbers up to 100 in tens and ones</li> <li>•Use cardinal numbers up to 100 and ordinal numbers up to 10<sup>th</sup></li> </ul> <p><b>Number representation</b></p> <ul style="list-style-type: none"> <li>•Use number bonds to represent number combinations</li> <li>•Represent numbers to 100 on a number line</li> </ul> <p><b>Count</b></p> <ul style="list-style-type: none"> <li>•Count by 1s, 2s, 5s, and 10s forward and backward to 100</li> </ul> <p><b>Compare and Order</b></p> <ul style="list-style-type: none"> <li>•Compare and order whole numbers to 100</li> <li>•Compare and order using the terms same, more, fewer, greater than, less than, equal to, greatest, and least</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>•Use place value models and place value charts to represent numbers to 100</li> <li>•Express numbers to 100 in standard and word forms</li> </ul> <p><b>Whole Number Computation: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>•Model addition and subtraction situations</li> <li>•Use models, numbers, and symbols for addition and subtraction facts to 20</li> <li>•Use the order, grouping, and zero properties to develop addition and subtraction fact strategies</li> <li>•Add and subtract up to 2-digit numbers with and without regrouping</li> </ul> <p><b>Whole Number Computation: Addition and Subtraction Real-World Problems</b></p> <ul style="list-style-type: none"> <li>•Formulate addition and subtraction stories.</li> <li>•Solve addition and subtraction problems using basic facts</li> </ul> <p><b>Estimation and Mental Math</b></p> <ul style="list-style-type: none"> <li>•Use mental math strategies to add and subtract</li> <li>•Estimate quantity by using referents</li> </ul>
<b>Algebra</b>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>•Identify, describe, and extend two- and three-dimensional shape patterns</li> <li>•Skip count by 2s, 5s, and 10s</li> <li>•Identify a rule for sorting objects</li> <li>•Identify and extend growing and repeating patterns</li> <li>•Find missing terms in growing and repeating patterns</li> </ul> <p><b>Properties</b></p> <ul style="list-style-type: none"> <li>•Identify 0 as the identity element for addition and subtraction</li> <li>•Use the Associative and Commutative Properties of Addition</li> </ul> <p><b>Functional Relationships</b></p> <ul style="list-style-type: none"> <li>•Understand the relationships between the numbers in fact families</li> </ul> <p><b>Expressions/Models</b></p> <ul style="list-style-type: none"> <li>•Use a variety of concrete, pictorial, and symbolic models for addition and subtraction</li> </ul> <p><b>Number Sentences and Equations</b></p> <ul style="list-style-type: none"> <li>•Model addition and subtraction situations by writing addition and subtraction number sentences</li> </ul> <p><b>Equality and Inequality</b></p> <ul style="list-style-type: none"> <li>•Understand the difference between equality and inequality</li> </ul>
<b>Geometry</b>	<p><b>Size and Position</b></p> <ul style="list-style-type: none"> <li>•Describe position with left and right</li> <li>•Use positional words to describe location</li> </ul> <p><b>Two-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>•Describe position with left and right</li> <li>•Use positional words to describe location</li> </ul> <p><b>Two-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>•Identify real-world two-dimensional shapes</li> <li>•Identify and describe attributes and properties of two-dimensional shapes</li> <li>•Sort and classify two-dimensional shapes</li> </ul>

- Compose and decompose two-dimensional shapes
- Three-Dimensional Shapes**
- Identify real-world three-dimensional shapes
- Identify two-dimensional shapes in three-dimensional shapes
- Sort and classify three-dimensional shapes
- Recognize shapes from different perspectives
- Compose and decompose three-dimensional shapes
- Congruence and Symmetry**
- Develop initial understanding of congruence and symmetry

**Measurement**

- Length and Distance**
- Compare two lengths by comparing each with a third length (transitivity)
- Use a start line to measure length
- Measure lengths, using non-standard units
- Explain the need for equal-length units to measure
- Count length units in groups of 10s and 1s
- Compare measurements made using different units
- Understand the inverse relationship between the size of a unit and the number of units
- Weight / Mass**
- Compare and measure weights using non-standard units
- Compare two masses by comparing each with a third mass (transitivity)
- Solve weight problems
- Time**
- Read a calendar to identify the days of the week, months, and seasons of the year
- Recognize the correct way to write the date
- Tell time to the hour and half hour
- Area**
- Compose and decompose two-dimensional shapes (foundation for understanding area)

**Data Analysis**

- Classifying and Sorting**
- Sort and classify geometric shapes
- Sorting and classifying data in order to make graphs
- Collect and Organize Data**
- Collect and organize data in different ways
- Represent Data**
- Represent measurements and data in picture graphs, tally charts, and bar graphs
- Interpret/Analyze Data**
- Interpret data in picture graphs, tally charts, and bar graphs
- Read bar graphs with scales
- Solve problems involving data

**Philosophy:** We believe that children engaged in mathematics can be confident risk-takers, who see problems as opportunities instead of obstacles, and persevere in their solutions. We believe that children can enjoy and appreciate the beauty of math. To that end, we believe in a mathematics program that allows children to build their own knowledge relying on a variety of methods, by observing, making sense of, and creating patterns. Children communicate their ideas mathematically and work in collaboration with their peers in a non-competitive atmosphere to solve real life, meaningful problems. We believe that creating this kind of environment for students will build a strong foundation for spatial and algebraic mathematics and will give them a rich foundation for further exploration of mathematics.

**Overview:** Curriculum based on *Math in Focus*

**Cultural/Global Competency:** Embedded in the program through the use of children’s literature and investigations based on the students’ lives.

**Assessments:** Initial Screening *Teaching Number in the Classroom* by Robert J. Wright, Garry Stanger, Ann K. Stafford and James Martland. anecdotal observations; assessment tasks from *Math in Focus* text, supplemented by teacher-created oral and written tasks and demonstrations.

**Community Service/Service Learning:** Collect and sort personal products to donate to a local charity

**Technology:** See Media Tech Curriculum for Grade 1.

# The Blake Lower School

## Science Curriculum for Grade 1

Teachers: Tessa Resta-Flarer, Zambie Franchot, Petra Johnson, Dericka McCaleb

Content Strands	Units with Concepts and Skills Emphasized
<b>Life</b>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>•Identify growing conditions</li> <li>•Recognize functions/uses of plants</li> <li>•Recognize functions of plant parts</li> <li>•Grow plants</li> <li>•Recognize life cycle</li> <li>•Experiment with variables</li> </ul>
<b>Earth</b>	<p><b>Earth: Weather (Science Companion)</b></p> <ul style="list-style-type: none"> <li>•Define weather</li> <li>•Describe weather</li> <li>•Identify different types of weather</li> <li>•Describe the role of a meteorologist</li> <li>•Record daily weather observations</li> <li>•Measure temperatures using a thermometer (and color scale)</li> <li>•Explore the role of the sun in making weather</li> <li>•Graph and examine weather patterns</li> <li>•Identify different cloud types</li> <li>•Explore how water can exist in different forms</li> <li>•Explore how water, in its many forms plays a role in weather</li> <li>•Explore how air plays a role in weather</li> </ul>
<b>Science as Inquiry</b>	<p><b>The I Wonder Circle</b></p> <ul style="list-style-type: none"> <li>•I Wonder: notice, ask questions, and state problems</li> <li>•I Think: consider, gather information, and predict</li> <li>•I Try: experiment, model test ideas, and repeat</li> <li>•I Observe: watch, examine, and measure</li> <li>•I Record: record data, organize, describe, classify, graph, and draw</li> <li>•I Discover: look for patterns, interpret, reflect, conclude, and communicate discoveries</li> </ul>
<p><b>Philosophy:</b> The Lower School science program engages students in a variety of challenging, developmentally appropriate experiences that build confidence, nurture curiosity, encourage problem solving and accommodate different learning styles. Student knowledge and skills are strengthened through self-directed study (independent or small group). Students are encouraged to investigate, experiment and take risks, apply technology and become aware of the impact of human activity on the environment.</p> <p><b>Overview:</b> Science is incorporated throughout the year on almost a daily basis. A self-directed learning center which encourages scientific thinking, exploration and discovery is available.</p> <p><b>Cultural/Global Competency:</b> Woven throughout the year in literature, exploration of difference and self-expression</p> <p><b>Assessments:</b> Student journals (selections and drawings from observations), direct observations, and class participation</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 1.</p> <p><b>Field Trips:</b> MN Landscape Arboretum</p> <p><b>Engineering:</b> Engineering projects emerge from the curriculum throughout the year.</p>	

# The Blake Lower School

## Social Studies Curriculum for Grade 1

Teachers: **Zambie Franchot, Petra Johnson, Dericka McCaleb Tessa Resta-Flarer**

<b>Content/Skill Strands: Cultural Universal of Family</b>	
<p><b>National Council for Social Studies</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>•Culture</li> <li>•Time, continuity, and change</li> <li>•People, places, and environments</li> <li>•Individual development and identity</li> <li>•Individuals, groups, and institutions</li> <li>•Production, distribution, and consumption</li> <li>•Science, technology, and society</li> <li>•Global connections</li> <li>•Civic ideals and practice</li> <li>•Power, authority, and governance</li> </ul>	<p><b>Family Essential Questions:</b></p> <p>What is a family?            How do you learn about your family?            Why do most people live in families?            How are families similar and different?            How do families help meet individual wants and needs?            How do families change over time?            How are families in my community and around the world similar and different to my own?            What are the universal Rights of Children?</p> <p><b>Current Events</b></p> <ul style="list-style-type: none"> <li>•Morning Meeting</li> </ul> <p><b>Citizenship and Community Building:</b></p> <ul style="list-style-type: none"> <li>•Social and Emotional Learning using Second Step and Responsive Classroom</li> </ul> <p>The social and emotional curriculum teaches children empathy skills, impulse control and problem solving, and anger management by helping teachers and students create a healthy community and culture of care and respect. Students learn a common language for calming down and problem solving, and practice social skills in role plays and other controlled settings. Skills learned are used in all areas of school life.</p> <p>Cross Campus Pen Pals:</p> <ul style="list-style-type: none"> <li>•Develop through letter writing and cross campus visits a friendship with a first grade student from our sister campus</li> <li>•To foster a sense of community for students of same grade level who will eventually come together as a Middle School class</li> <li>•To develop an awareness of similarities and differences between campuses</li> </ul> <p>Optional Unit: 1<sup>st</sup> Grade – 4<sup>th</sup> Grade Buddies–BC, 3<sup>rd</sup> Grade Buddies-HC</p> <ul style="list-style-type: none"> <li>•Develop a friendship with an older student</li> <li>•Learn to collaborate/problem solve with an older student/ friend</li> <li>•Experience taking risks in relationships</li> <li>•Experience being the recipient of a mentor in a nurturing relationship</li> </ul>
<p><b>Philosophy:</b> Our integrated study of the social sciences and humanities helps children develop the attitudes, values and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world. We believe social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, active and child-centered.</p> <p><b>Overview:</b> Though not written into a daily time slot, normal social interactions cause social study skills and the habits of a social scientist to be taught numerous times daily. The study of family is a yearlong thread.</p> <p><b>Cultural/Global Competency:</b> Integrated throughout the program with children’s literature and self-expression through writing and sharing. Families are the most common form of social organization across the world. In all cultures, the family unit is a key aspect of the social fabric of the community; yet, the organization, size, and significance of the family unit exists in a variety of forms due to climate, geography, economics, politics, and culture. Investigating "cultural universals" empowers young learners to connect their every day lives to the rich diversity of cultural practices around the world. The PK through 2nd grade sequence will foster exploration, curiosity, multiple perspectives and modalities, spatial awareness, and an understanding of the relationships between humans and the environment.</p> <p><b>Assessments:</b> Observation, oral participation</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 1.</p>	

**The Blake Lower School**  
**Information Literacy/Technology Curriculum for Grade 1**  
 Teachers: Joe Druskin, Elaine Hove, Paula Huddy, William Watkins

Information Management Strategies	Technology Skills and Strategies
<ul style="list-style-type: none"> <li>•Understand fiction/nonfiction</li> <li>•Know arrangement of library and library checkout procedures</li> <li>•Use nonfiction materials to acquire information through reading</li> <li>•Use nonfiction features</li> <li>•Appreciate literature</li> <li>•Evaluate and select materials</li> <li>•Listen to and discuss stories; be introduced to a variety of authors, illustrators and literary forms</li> <li>•Read a variety of books for information and pleasure</li> <li>•Engage in the inquiry/research process</li> </ul>	<ul style="list-style-type: none"> <li>•Learn basic computer terminology</li> <li>•Learn computer lab rules</li> <li>•Learn to locate programs and properly quit</li> <li>•Learn some letter locations on the keyboard</li> <li>•Learn to find menu bar options</li> <li>•Use content area software to support learning</li> <li>•Use Valiant Roamer as beginning programming tool</li> <li>•Become familiar with programming</li> <li>•Become familiar with LEGO building techniques</li> <li>•Expand use of skills in Scratch</li> </ul>
<p><b>Philosophy:</b> Through the use of resources within and beyond the School, students and teaching staff should be able to gather, evaluate and communicate information in a variety of formats, embracing a diversity of perspectives.</p> <p><b>Overview:</b> 30-45 minutes per week on average in each setting.</p> <p><b>Cultural/Global Competency:</b> Selected materials according to curriculum units</p> <p><b>Assessment:</b> LEGO Engineering, Project based with Scratch and Valiant Roamers</p>	

**The Blake Lower School**  
**Music Curriculum for Grade 1**  
**Teachers: Sara Lukkasson, Woody Woodward**

Concepts	Skills
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>·Beat versus rhythm patterns</li> <li>·Quarter note, quarter rest</li> <li>·Paired 8th notes</li> <li>·Tempo (faster, slower)</li> <li>·Rhythmic and arrhythmic (gestures and music)</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>·Melodic contour</li> <li>·Higher and lower</li> <li>·So-mi and so-mi-la patterns</li> <li>·Iconic notation of pitch patterns</li> <li>·La so mi re do patterns using syllables</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>·Same and different (a b)</li> <li>·Sectional form (A A , A B)</li> <li>·Ostinato (repeat sign)</li> </ul> <p><b>Expressive Elements</b></p> <ul style="list-style-type: none"> <li>·Dynamic levels (loud/soft)</li> <li>·Getting louder/softer</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>·Singing voice</li> <li>·Drums</li> <li>·Selected unpitched percussion</li> <li>·Barred instrument exploration and types</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>·Solo and unison (speech or song)</li> <li>·Beat-based ostinato accompaniment</li> <li>·Speech or song with instrumental color</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>·Echo sing unison phrases and songs</li> <li>·Sing clearly through vocal range D - d'</li> <li>·Perform melodies with movement or instrumental ostinato accompaniment</li> <li>·Explore and improvise tonal patterns and phrases</li> <li>·Echo sing tonal patterns individually, matching pitch in head voice range</li> <li>·Perform pitch patterns or phrases and identify matching notation</li> </ul> <p><b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>·Perform rhythmic patterns or phrases by rote, from memory, or using notation</li> <li>·Use appropriate dynamic levels</li> <li>·Improvise 4-beat rhythmic patterns</li> <li>·Use appropriate technique for hand drum and xylophone</li> <li>·Explore sound possibilities of classroom instruments</li> <li>·Perform beat-based ostinato accompaniment using unpitched percussion or xylophones</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>·Perform traditional singing games</li> <li>·Use basic locomotor movements (walk, run, skip, gallop, hop, jump)</li> <li>·Perform beat based accompaniment using body percussion</li> <li>·Coordinate axial gestures with beat, metric, or rhythmic patterns</li> <li>·Create rhythmic or expressive movement to accompany poems, rhymes, songs, or recorded music</li> <li>·Respond with movement to sound and silence, changes in dynamics or tempo, and musical structure</li> </ul>
<p><b>Philosophy:</b> The foundation of the Blake School Lower School music program is the Orff Schulwerk approach, based on the teaching philosophy of the German composer, Carl Orff. The approach utilizes singing, speaking, movement and instrument playing to experience music in an active way. Music and movement are integrated, allowing students to explore expressive elements in a physical way. The process follows the natural development of children. First, students experience music through imitating sounds made by the teacher, other students, instruments and recordings. Eventually, the sounds are notated using a variety of symbols. What has been imitated is further explored, bringing to consciousness musical ideas and concepts. Students manipulate short rhythmic or melodic ideas and utilize them to accompany songs or create their own musical and movement material. Gradually, students are encouraged to offer their own creative suggestions and ultimately improvise their own musical and movement ideas. The creative process is the heart of the Orff Schulwerk approach.</p> <p><b>Overview:</b> Classrooms meet for three 30-minute sessions per week.</p> <p><b>Cultural/Global Competency:</b> Repertoire explored includes traditional music from the U.S., and other international cultures.</p> <p><b>Assessment:</b> Observation of group or individual performance documented using checklist or anecdotal data</p> <p><b>Field Trips:</b> Attendance at Minnesota Orchestra Young People's Concerts</p>	

**The Blake Lower School**  
**Physical Education Curriculum for Grade 1**  
**Teachers: Charles Cracraft, John Shelp, Alanna Wahl**

Enduring Understandings	Locomotor Skills	Manipulative Skills	Stability Skills	Social Development Skills
<ul style="list-style-type: none"> <li>•Movement patterns and motor skills needed to perform a variety of activities</li> <li>•Movement concepts, principles and strategies that apply to learning and performance of physical activity</li> <li>•Psychological and sociological concepts that apply to learning and performing physical activity</li> <li>•Maintaining physical fitness to improve health and performance</li> <li>•Physical fitness concepts, principles, and strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Running</li> <li>•Leaping</li> <li>•Hopping</li> <li>•Jumping</li> <li>•Galloping</li> <li>•Skipping</li> <li>•Sliding</li> <li>•Skating</li> <li>•Jogging</li> </ul>	<ul style="list-style-type: none"> <li>•Throwing</li> <li>•Catching</li> <li>•Kicking</li> <li>•Trapping</li> <li>•Dribbling/Feet</li> <li>•Dribbling/Hands</li> <li>•Striking</li> <li>•Ball rolling</li> <li>•Jumping rope</li> <li>•Parachute</li> </ul>	<ul style="list-style-type: none"> <li>•Balance</li> <li>•Headstand</li> <li>•Body rolling</li> <li>•Partner stunts</li> <li>•Dodging</li> <li>•Rhythms and dance</li> <li>•Tumbling</li> <li>•Freeze</li> <li>•Body control</li> </ul>	<ul style="list-style-type: none"> <li>•Play cooperatively</li> <li>•Listen attentively</li> <li>•Follow directions</li> <li>•Take turns and share</li> <li>•Demonstrate teamwork</li> <li>•Tag safely</li> <li>•Respect boundaries</li> </ul>

**Philosophy:** Physical Education is a daily, active, challenging process that encourages students to develop physical skills, social skills, and healthy habits. The program values participation, cooperation and citizenship through games and activities that are fun and motivate students to live active, healthy lives.

**Overview:** Each classroom meets four days a week for 30 minutes. Students participate in Olympic Day the last week in May and a skating party for students and parents at the end of the four-week skate unit.

**Cultural/Global Competency:** Learn and value similarities and differences through a variety of activities

**Assessment:** Observation and rubrics

**Community Service/Service Learning:** Read books about nutrition, make thank you cards for ice rink maintenance, study nutrition and make school lunch menus, friendship teasing and bullying study, clean up playground and read books about environment, read and discuss four books about disabilities. encourage participation in Race for the Cure

**The Blake Lower School**  
**Spanish Curriculum for Grade 1**  
 Teachers: Lisselin Díaz and Claudia Urbina

Content Strands	Skills
<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• School time</li> <li>• Our community</li> <li>• Getting around</li> <li>• All kinds of activities</li> <li>• Animals: insects and reptiles</li> </ul>	<p><b>Language Proficiency Targets:</b></p> <p><i>Listening - Novice Mid +</i></p> <ul style="list-style-type: none"> <li>• Understand predictable questions, statements, and commands in familiar topic areas (with strong context without prompting support.)</li> <li>• Requires slower than normal rate of speech and/or with repetition.</li> </ul> <p><i>Speaking – Novice Mid +</i></p> <ul style="list-style-type: none"> <li>• Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>• Frequent searching for words is common.</li> <li>• May use native language or gestures when attempting to create with language beyond what is known.</li> <li>• Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.</li> </ul> <p><i>Reading – Novice Low</i></p> <ul style="list-style-type: none"> <li>• Able to recognize a limited number of letters.</li> <li>• Occasionally able to identify high-frequency words and/or phrases with strongly supported by context.</li> </ul> <p><i>Writing – Novice Low</i></p> <ul style="list-style-type: none"> <li>• Copies or transcribes familiar words or phrases.</li> <li>• Forms letters of the alphabet.</li> <li>• Produces a very limited number of isolated words or familiar phrases from memory.</li> </ul>

**Philosophy:** The Lower School Spanish Language Program identifies essential content, progression, and skills for each level of language learning at Blake. This Program of Studies has been designed to reflect not only the latest research in language learning but also the best practices of world language instruction that enhance language development. Aligned with the National Standards for World Languages, Blake’s language programs emphasize real world communication. The American Council on the Teaching of Foreign Languages (ACTFL) has established proficiency guidelines which help define linguistic performance levels of language learners.

In the world language curriculum, students will not only learn to communicate with native speakers and non-native speakers of the language, but they will do so with the cultural knowledge necessary to interact in an appropriate way. The goals for the Lower School Spanish program are:

- Developing Spanish language proficiency
- Initiating a long sequence of language learning beginning in the early grades
- Learning a language at a critical age for language acquisition
- Helping students make connections with other content areas and languages
- Opening the door to learning multiple languages later on
- Growing a lifelong love for language learning
- Cultivating global and cultural competence
- Nurturing empathy
- Preparing students to contribute to the fullness of a diverse and global community

**The Blake Lower School**  
**String Curriculum for Grade 1**  
 Teachers: Jennifer Kalika and Ann Letsinger

Content Strands	Skills Emphasized
<b>Individual Instrumental Music Playing</b>	<b>Music Language</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Meter</li> <li>• Form</li> <li>• Dynamics</li> <li>• Tone</li> </ul> <b>Playing Technique</b> <ul style="list-style-type: none"> <li>• Instrumental Setup</li> <li>• Bow Control</li> <li>• Fingering</li> </ul>
<b>Reading, Playing and Writing Music</b>	<b>Reading/Playing</b> <ul style="list-style-type: none"> <li>• Decode symbols into sounds</li> <li>• Track place in music</li> <li>• Hand-Eye Coordination</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write symbols accurately to portray a desired sound</li> </ul>
<b>Small Group Instrumental Playing</b>	<b>Ensemble Skills</b> <ul style="list-style-type: none"> <li>• Watching and following a leader</li> <li>• Awareness of group sound</li> </ul> <b>Community Collaboration</b> <ul style="list-style-type: none"> <li>• Contributing to the success of the whole</li> </ul>
<p><b>Philosophy:</b> The String program encompasses comprehensive, literacy-based instruction to develop executive, aural and ensemble skills.</p> <p><b>Overview:</b> Students may enroll in the string program at any year at the Lower School. Instruction is offered on violin, viola and cello. First grade students receive one half-hour small group lesson per week. Students begin music reading toward the end of their first grade year. Large Group experiences are introduced in the latter half of the year. First grade Ensemble performs at the May String Assembly.</p> <p><b>Cultural/Global Competency:</b> Repertoire taught includes Suzuki pieces, and the <i>Essential Elements</i> method book. The materials used offer a wide range of genres and folk tunes from various cultures.</p> <p><b>Assessment:</b> Assessments are made in the following ways: Teacher observation of group and individual performance, student self-assessment using video, completed assignments from music notebook.</p> <p><b>Field Trips:</b> Minnesota Orchestra Young People’s Concert</p>	

**The Blake Lower School**  
**Student Services for Grade 1**  
 School Counselor: Jon Halpern  
 Learning Specialists: Jane Johnson, Deb Maurer

Learning Differences	Counseling
<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding learning issues</li> <li>• Academic screening for reading skills</li> <li>• Small group early literacy support</li> <li>• Small group academic support for students with accommodation plans</li> </ul>	<ul style="list-style-type: none"> <li>•Consult with teaching staff and parents regarding developmental issues in and out of school</li> <li>•Meet with children to address specific issues</li> <li>•Observe students to help assess placement</li> <li>•Facilitate discussions on emotions</li> <li>•Offer unit to parents on Parent-to-Parent Communication</li> </ul>
<p><b>Philosophy:</b> The Lower School Student Services Department is committed to the promotion and management of a school community that is nurturing, supportive, and safe for all. The counseling and learning support staff believes that an environment which fosters personal growth, resilience, responsibility, emotional well-being, and integrity ultimately leads to individual academic success and responsible citizenship. To ensure this commitment to students, the Student Services Staff provides opportunities for self-awareness and offers support necessary to students to reach their full potential. The counselor and learning specialists coordinate extensively to assess, monitor and support student growth.</p> <p><b>Diversity/multiculturalism:</b> Our goal is to help children understand there is a diversity of learners, and develop an awareness of differences across personal attributes, history, culture and lived experiences.</p> <p><b>Assessments include:</b> Weekly anecdotal notes, Developmental Reading Assessment (DRA), Fountas and Pinnell reading assessment, Individual Reading Inventory, phonological assessment, and weekly running records, DIBELS screening tool</p>	

**The Blake Lower School**  
**Theatre Curriculum for Grade 1**  
 Teachers: Cynthia Hechter, Lori Opsal

Themes	Skills
<ul style="list-style-type: none"> <li>•Explore pantomime</li> <li>•Character development through physical and vocal expression</li> <li>•Story-making skills including characterization, dialogue and story sequencing using puppetry</li> <li>•Beginning performance techniques</li> </ul>	<ul style="list-style-type: none"> <li>•Beginning collaborative skills</li> <li>•Specific physical expression in relationship to pantomime</li> <li>•Vocal variety in characterization</li> <li>•Practice ensemble behaviors including listening, following directions and staying on task</li> <li>•Learn and apply basic theatre vocabulary, i.e., playing space, audience, characters, personal space, settings, beginning, middle and end</li> <li>•Learn and apply responsible audience skills</li> </ul>
<p><b>Philosophy:</b> The mission of the theatre program at The Blake School is to inform, enhance and acknowledge for our students what it means to be part of the human experience. Theatre engages students in a process of expression through artistic form, a process which involves study, dialogue, exploration, performance and assessment. Students are called to develop a language of the creative spirit and a facility for critical thinking.</p> <p><b>Overview:</b> In first grade theatre class, students begin to explore pantomime (actions without words). Focus shifts to include characterization and dialog. Story-making with hand puppets gives an opportunity to experiment with story sequencing. Theatre activities connect with classroom themes of cooperation. Students meet in half groups once a week, for 50 minutes, for one semester.</p> <p><b>Cultural/Global Competency:</b> The materials used in theatre classes (stories, props, artwork) reflect a variety of perspectives and often tie into classroom cultural studies. We practice gender fair casting and encourage students to share family heritage traditions.</p> <p><b>Assessment:</b> Students are assessed on an ongoing basis on their participation and their willingness to take risks with vocal and physical expression, working within the guidelines of the activity, cooperation and listening.</p>	

**The Blake Lower School**  
**Visual Arts Curriculum for Grade 1**  
**Teachers: Kimberly Lane, Jackie Quinn**

Themes and Concepts	Skill Development
<b>Motivations:</b> Literature, music, viewing other artists' work, seasonal subjects, the world around us, service learning, correlations to classroom subjects, and may include, but are not limited to, winter, homes, spring and plants	<ul style="list-style-type: none"> <li>•Listening</li> <li>•Focusing upon work</li> <li>•Self-motivation</li> <li>•Using and caring for materials</li> <li>•Using and caring for art work</li> </ul>
<b>Media/Processes:</b> Drawing, painting, collage, modeling, construction, pottery, assemblage, printmaking, masks, bookmaking, block printing	<ul style="list-style-type: none"> <li>•Using and recognizing media/processes</li> </ul>
<b>Subject Matter:</b> Landscape, still life, figures, animals, abstract design, imaginary worlds, portraits, symbols and families	<ul style="list-style-type: none"> <li>•Using and recognizing varied subject matter</li> </ul>
<b>Elements and Principles of Design:</b> Line, shape, color, value, texture, form, space, repetition, pattern, balance, variety, contrast	<ul style="list-style-type: none"> <li>•Using and recognizing elements/principles of design</li> </ul>
<b>Artists/Cultures:</b> French Impressionists and other French speaking countries along with the study of various cultures of student interest	<ul style="list-style-type: none"> <li>•Using and recognizing artists and cultural styles</li> </ul>
<p><b>Philosophy:</b> Visual Art study fuses the intellect – critical thinking and problem solving – with self-expression, directly supporting the School's goal of "Challenging the mind, engaging the heart." Visual art develops the student's awareness and understanding of the world and the human experience while incorporating multiple perspectives. The art program affords the student many rich opportunities to learn by observing, investigating, imagining, exploring, working and communicating.</p> <p><b>Overview:</b> Students meet as a full group for 45 minutes each week and 50 minutes every other week in half groups.</p> <p><b>Cultural/Global Competency:</b> Viewing reproduction of diverse artists, using literature representing multiculturalism, folk crafts of cultures.</p> <p><b>Assessment:</b> 1.) Observation of students engaged in their work, one-on-one conversations and class discussions 2.) Informal student sharing 3.) Rubrics, which articulate objectives 4.) Formal student sharing (critiques) 5.) Reviewing games pertaining to terms and concepts and 6.) Written reports which are sent home twice per year which assess skills in listening, focusing upon work, self-motivation, objectives from one rubric-based project, and application of general art concepts.</p> <p><b>Community Service/Service Learning:</b> Depending on current need</p> <p><b>Technology:</b> See Information Literacy/Technology curriculum for Grade 1.</p> <p><b>Field Trips:</b> Minneapolis Institute of Arts as a part of a parent led initiative and/or as other curricular connections to cultural institutions.</p>	

# BLAKE

**The Blake Lower School**

**Curriculum Guide  
Grade 2**

**The Blake Lower School**  
**Language Arts Curriculum for Grade 2**  
**Teachers: David Burton, Sara Derus, Kamie Page, Lori Thoraldson**

<b>Skills Development</b>		<b>Literature</b>
<p><b>Reading</b></p> <p><u>Behaviors</u></p> <ul style="list-style-type: none"> <li>•Self-select books at appropriate level (just right, challenging, no problem)</li> <li>•Choose from a variety of genres of books for independent reading</li> </ul> <p><u>Decoding Strategies</u></p> <ul style="list-style-type: none"> <li>•Use context clues</li> <li>•Use onsets</li> <li>•Use word families</li> <li>•Use word wall vocabulary</li> </ul> <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> <li>•Use background knowledge</li> <li>•Make predictions</li> <li>•Monitor comprehension</li> <li>•Infer</li> <li>•Visualize</li> <li>•Determine importance</li> <li>•Synthesize</li> <li>•Use sensory images</li> <li>•Ask questions</li> </ul> <p><u>Word Strategies</u></p> <ul style="list-style-type: none"> <li>•Make a word wall</li> <li>•Use picture clues</li> <li>•Think about the story</li> <li>•Back track</li> <li>•Read on</li> <li>•Use what you know about the topic</li> <li>•Word Study through Foundations               <ul style="list-style-type: none"> <li>•Develop phonemic awareness</li> <li>•Use beginning and ending sounds</li> <li>•Chunk the word</li> <li>•Think about what would sound right</li> </ul> </li> </ul>	<p><b>Writing</b></p> <p><u>Behaviors</u></p> <ul style="list-style-type: none"> <li>•Initiate writing</li> <li>•Persist with written works</li> <li>•Plan, revise, edit written work</li> <li>•Experiment with different types of writing</li> <li>•Use writing process: brainstorming, drafting, revising, editing, and publishing</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>•Create written response to literature</li> <li>•Understand that story contains beginning, middle, end</li> <li>•Understand that story contains problem with resolution</li> <li>•Understand that details are used to elaborate ideas</li> </ul> <p><u>Conventions</u></p> <ul style="list-style-type: none"> <li>•Spell word wall words, words in studied word families, and frequently used words correctly</li> <li>•Write with legibility</li> <li>•Capitalize beginning of sentence, “I”</li> <li>•Punctuate end of sentence</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>•Participate daily</li> <li>•Ask questions</li> <li>•Use eye contact</li> <li>•Organize thoughts before speaking</li> <li>•Use appropriate volume</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>•Maintain eye contact with speaker</li> <li>•Follow directions</li> <li>•Paraphrase</li> </ul>	<p>Literature to support content area learning:</p> <ul style="list-style-type: none"> <li>•rocks</li> <li>•sound</li> <li>•math</li> <li>•Japan</li> <li>•insects/butterflies</li> </ul> <p>Genre studies</p> <p>Author studies</p> <p>Research materials</p> <p>Non-Fiction</p>
<p><b>Philosophy:</b> Readers and writers grow best by studying other readers and writers, talking about their craft, spending time reading and writing, and making thoughtful choices about the texts they read and write. Speaking articulately, writing with voice, reading for enjoyment, proofreading, as naturally as breathing—these are attributes of readers and writers in our school.</p> <p><b>Overview:</b> Second grade students read in a variety of settings with classmates and teachers: read alouds, one-on-one, partner reading, choral reading, and small groups. Self-directed reading time is scheduled for at least twenty minutes each day. Students practice writing many genres, including personal narrative, fiction, non-fiction, poetry, and literature response.</p> <p><b>Cultural/Global Competency:</b> Literature selections include and affirm both male and female perspectives from a variety of cultures, family structures, socio-economic backgrounds and spiritual beliefs.</p> <p><b>Assessments:</b> Observation, individual assessment, writing samples, running records, conferencing</p> <p><b>Technology:</b> See Media Tech curriculum for Grade 2.</p> <p><b>Field Trip:</b> Minnesota Center for the Book Arts</p>		

**The Blake Lower School**  
**Mathematics Curriculum for Grade 2**  
 Teachers: David Burton, Sara Derus, Kamie Page, Lori Thoraldson

Content Strands	Unit with Concepts and Skills Emphasized
<b>Number and Operations</b>	<p><b>Sets and Numbers</b></p> <ul style="list-style-type: none"> <li>•Use concrete and pictorial models to create a set with a given number of objects up to 1,000</li> <li>•Group objects and numbers up to 1,000 into hundreds, tens, and ones</li> <li>•Group objects into equal sized groups</li> </ul> <p><b>Number representation</b></p> <ul style="list-style-type: none"> <li>•Use place value models to create equivalent representations of numbers</li> <li>•Represent numbers to 1,000 on a number line</li> </ul> <p><b>Count</b></p> <ul style="list-style-type: none"> <li>•Count to 1,000</li> <li>•Count by multiples of ones, tens, and hundreds</li> </ul> <p><b>Compare and Order</b></p> <ul style="list-style-type: none"> <li>•Compare and order whole numbers to 1,000</li> <li>•Use <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to compare whole numbers</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>•Use base-ten models and place value charts to represent numbers to 1,000</li> <li>•Express numbers to 1,000 in terms of place value</li> <li>•Compose and decompose multi-digit numbers (including expanded form).</li> </ul> <p><b>Fraction Concepts</b></p> <ul style="list-style-type: none"> <li>•Connect geometric concepts with unit fractions—halves, thirds, and fourths</li> <li>•Understand the relationship between a fraction and a whole</li> <li>•Compare and order halves, thirds, and fourths using bar models</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>•Identify \$1, \$5, \$10, \$20, and \$20 bills</li> <li>•Count and make combinations of coins and bills</li> <li>•Compare money amounts</li> </ul> <p><b>Decimal Concepts</b></p> <ul style="list-style-type: none"> <li>•Use the dollar sign and decimal point</li> </ul> <p><b>Whole Number Computation: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>•Model addition and subtraction with place value</li> <li>•Recall addition and subtraction facts</li> <li>•Use different methods to develop fluency in adding and subtracting multi-digit numbers</li> <li>•Add and subtract whole numbers to 1,000</li> </ul> <p><b>Whole Number Computation: Addition and Subtraction Real-World Problems</b></p> <ul style="list-style-type: none"> <li>•Solve multi-digit addition and subtraction problems by using a bar model</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Concepts</b></p> <ul style="list-style-type: none"> <li>•Multiply and divide with 2, 3, 4, 5, and 10</li> <li>•Represent multiplication as repeated addition</li> <li>•Represent division as repeated subtraction</li> <li>•Use the <math>\times</math>, <math>\div</math>, and <math>=</math> symbols to represent multiplication and division situations</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Real-World Problems</b></p> <ul style="list-style-type: none"> <li>•Use bar models to represent multiplication and division situations</li> <li>•Solve multiplication and division fact problems</li> </ul> <p><b>Fraction Computation</b></p> <ul style="list-style-type: none"> <li>•Add and subtract like fractions (halves, thirds, fourths)</li> </ul> <p><b>Decimal Computation</b></p> <ul style="list-style-type: none"> <li>•Solve addition and subtraction money problems</li> </ul> <p><b>Estimation and Mental Math</b></p> <ul style="list-style-type: none"> <li>•Use mental math strategies to add and subtract</li> <li>•Round to the nearest ten to estimate sums and differences</li> </ul>
<b>Algebra</b>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>•Describe, extend, and create two-dimensional shape patterns</li> <li>•Skip count by 2s, 3s, 4s, 5s, and 10s</li> <li>•Identify rules for number patterns</li> <li>•Find missing terms in table patterns</li> </ul> <p><b>Properties</b></p> <ul style="list-style-type: none"> <li>•Understand that addition and subtraction are inverse operations</li> <li>•Apply properties of addition</li> <li>•Use the Distributive Property as a multiplication strategy</li> </ul> <p><b>Functional Relationships</b></p> <ul style="list-style-type: none"> <li>•Recognize how bar models show relationships between numbers and unknowns in number sentences</li> </ul> <p><b>Expressions/Models</b></p>

	<ul style="list-style-type: none"> <li>•Use a variety of concrete, pictorial, and symbolic models for addition, subtraction, multiplication, and division</li> </ul> <p><b>Number Sentences and Equations</b></p> <ul style="list-style-type: none"> <li>•Model multiplication and division situations by writing multiplication and division number sentences</li> <li>•Use bar models and number sentences to represent real-world problems</li> <li>•Determine the value of missing quantities in number sentences</li> </ul> <p><b>Equality and Inequality</b></p> <ul style="list-style-type: none"> <li>•Use and create models that demonstrate equality or inequality</li> <li>•Use <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to write number sentences</li> </ul>
<b>Geometry</b>	<p><b>Lines and Angles</b></p> <ul style="list-style-type: none"> <li>•Identify parts of lines and curves</li> </ul> <p><b>Two-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>•Identify, describe, sort, and classify two-dimensional shapes</li> <li>•Identify parts of lines and curves</li> <li>•Compose and decompose two-dimensional shapes</li> <li>•Develop foundations for understanding area</li> </ul> <p><b>Three-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>•Identify, describe, sort, and classify three dimensional shapes</li> <li>•Identify surfaces that slide, stack, and roll</li> </ul>
<b>Measurement</b>	<p><b>Length and Distance</b></p> <ul style="list-style-type: none"> <li>•Demonstrate linear measure as an iteration of units</li> <li>•Use rulers to measure length</li> <li>•Measure lengths in meters, centimeters, feet, and inches</li> <li>•Compare and measure lengths using customary and metric units</li> <li>•Demonstrate partitioning and transitivity in relation to length</li> <li>•Solve problems involving estimating, measuring and computing length</li> </ul> <p><b>Weight / Mass</b></p> <ul style="list-style-type: none"> <li>•Compare and measure masses</li> <li>•Solve mass problems</li> </ul> <p><b>Capacity / Volume</b></p> <ul style="list-style-type: none"> <li>•Measure volume (capacity) in liters</li> <li>•Solve volume problems</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>•Use A.M. and P.M. to write time</li> <li>•Tell time to five minutes</li> <li>•Find elapsed time</li> </ul> <p><b>Area</b></p> <ul style="list-style-type: none"> <li>•Develop foundations for understanding area</li> </ul>
<b>Data Analysis</b>	<p><b>Classifying and Sorting</b></p> <ul style="list-style-type: none"> <li>•Sort and classify two- and three-dimensional shapes by properties</li> <li>•Collect and organize data in picture graphs</li> </ul> <p><b>Collect and Organize Data</b></p> <ul style="list-style-type: none"> <li>•Collect and organize data in different ways</li> </ul> <p><b>Represent Data</b></p> <ul style="list-style-type: none"> <li>•Represent data in picture graphs</li> </ul> <p><b>Interpret/Analyze Data</b></p> <ul style="list-style-type: none"> <li>•Interpret picture graphs with scales</li> <li>•Solve real world problems using picture graphs</li> </ul>
<p><b>Philosophy:</b> We believe that children engaged in mathematics can be confident risk-takers, who see problems as opportunities instead of obstacles, and persevere in their solutions. We believe that children can enjoy and appreciate the beauty of math. To that end, we believe in a mathematics program that allows children to build their own knowledge relying on a variety of methods, by observing, making sense of, and creating patterns. Children communicate their ideas mathematically and work in collaboration with their peers in a non-competitive atmosphere to solve real life, meaningful problems. We believe that creating this kind of environment for students will build a strong foundation for spatial and algebraic mathematics and will give them a rich foundation for further exploration of mathematics.</p> <p><b>Overview:</b> Curriculum based on <i>Math in Focus</i></p> <p><b>Cultural/Global Competency:</b> Embedded in the program through the use of children’s literature and investigations based on the students’ lives</p> <p><b>Assessments:</b> Anecdotal observations; assessment tasks from <i>Math in Focus</i> text, supplemented by teacher-created oral and written tasks and demonstrations</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 2.</p>	

# The Blake Lower School

## Science Curriculum for Grade 2

Teachers: David Burton, Kamie Page, Sara Derus, Lori Thoraldson

Content Strands	Units with Concepts and Skills Emphasized	
<b>Physical</b>	<b>Sound (Science Companion)</b> <ul style="list-style-type: none"> <li>•Sound is produced by vibration</li> <li>•Changing vibration changes volume</li> <li>•Changing vibration changes pitch</li> <li>•Sound travels through air or other materials from the source to the ear</li> <li>•Sound travels by causing vibration in materials</li> <li>•Sound vibrations move through the ear</li> </ul>	
<b>Life</b>	<b>Insects: Butterflies, Bees, Mealworms, Milkweed Bugs</b> <ul style="list-style-type: none"> <li>•Metamorphosis</li> <li>•Life cycle</li> <li>•Habitat</li> <li>•Migration</li> <li>•Body parts/function</li> </ul>	<ul style="list-style-type: none"> <li>•Insect characteristics</li> <li>•Raise, tag, and release</li> <li>•Track migration</li> <li>•Compare/contrast butterflies and moths</li> <li>•Protective coloring</li> </ul>
<b>Science as Inquiry</b>	<b>The I Wonder Circle</b> <ul style="list-style-type: none"> <li>•I Wonder: notice, ask questions, and state problems</li> <li>•I Think: consider, gather information, and predict</li> <li>•I Try: experiment, model test ideas, and repeat</li> <li>•I Observe: watch, examine, and measure</li> </ul>	<ul style="list-style-type: none"> <li>•I Record: record data, organize, describe, classify, graph, and draw</li> <li>•I Discover: look for patterns, interpret, reflect, conclude, and communicate discoveries</li> </ul>
<b>Habits of Mind</b>	<ul style="list-style-type: none"> <li>•Inquisitiveness</li> <li>•Sense of wonder</li> <li>•Responsibility to the future</li> <li>•Awareness of the community of all living things</li> </ul>	<ul style="list-style-type: none"> <li>•Confidence</li> <li>•Awareness of consequences</li> <li>•Responsibility to nurture life</li> </ul>
<p><b>Philosophy:</b> The Lower School science program engages students in a variety of challenging, developmentally appropriate experiences that build confidence, nurture curiosity, encourage problem solving and accommodate different learning styles. Students are engineers when they modify the world to satisfy their own interests and ideas. They are encouraged to investigate, experiment and take risks, apply technology and become aware of the impact of human activity on the environment.</p> <p><b>Overview:</b> Curriculum is based on Foss and Science Companion.</p> <p><b>Cultural/Global Competency:</b> Students explore contributions to scientific fields by people of different cultures, they explore how insects are sources of nutrition throughout the world, they track the monarch migration to Mexico and complete a symbolic migration (with students from Mexico)</p> <p><b>Assessments:</b> Butterfly book project and science journal observations; Science Companion assessments and journal observations; square moth life cycle assessment</p> <p><b>Community Service/Service Learning:</b> Focus on recycling, composting, reducing and reusing waste, as well as public service announcements about how the community can help save the monarch butterfly and honeybee populations.</p>		

# The Blake Lower School

## Social Studies Curriculum for Grade 2

Teachers: David Burton, Kamie Page, Mary Peterson, Lori Thoraldson

<b>Content/Skill Strands: Cultural Universals &amp; Investigating Japanese Culture</b>	
<p><b>National Council for Social Studies Themes:</b></p> <ul style="list-style-type: none"> <li>•Culture</li> <li>•Time, continuity, and change</li> <li>•People, places, and environments</li> <li>•Individual development and identity</li> <li>•Individuals, groups, and institutions</li> <li>•Production, distribution, and consumption</li> <li>•Science, technology, and society</li> <li>•Global connections</li> <li>•Civic ideals and practice</li> <li>•Power, authority, and governance</li> </ul>	<p><b>Essential Questions:</b></p> <p>What is culture?            How do a region's geography, climate, and natural resources affect the way people live and work?            What is language?            What does religion, art, literature &amp; symbols tell us about a culture?            How do people interact with their surroundings?            How does living on an island impact culture?            What can we learn about the world from the perspective of another culture?</p> <p><b>Citizenship and Community Building:</b></p> <ul style="list-style-type: none"> <li>•Social and Emotional Learning using Second Step and Responsive Classroom</li> </ul> <p>The social and emotional curriculum teaches children empathy skills, impulse control and problem solving, and anger management by helping teachers and students create a healthy community and culture of care and respect. Students learn a common language for calming down and problem solving, and practice social skills in role plays and other controlled settings. Skills learned are used in all areas of school life.</p>
<p><b>Attitudes/Values</b></p> <ul style="list-style-type: none"> <li>•Self-awareness</li> <li>•Multiple perspectives</li> <li>•Empathy</li> <li>•Sense of community</li> <li>•Cultural curiosity</li> <li>•Global Competency</li> <li>•Respect for self and others</li> <li>•Positive Racial Identity</li> </ul>	
<p><b>Philosophy:</b> Our integrated study of the social sciences and humanities helps children develop the attitudes, values and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world. We believe social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, active and child-centered.</p> <p><b>Overview:</b> The second grade social studies program serves as the culmination of a Pre-K through 2nd grade arc of investigating the cultural universals of community, food, shelter, and family.</p> <p><b>Cultural/Global Competency:</b> Integrated throughout the program with children's literature and self-expression through writing and sharing. Investigating "cultural universals" empowers young learners to connect their everyday lives to the rich diversity of cultural practices around the world. The PK through 2nd grade sequence will foster exploration, curiosity, multiple perspectives and modalities, spatial awareness, and an understanding of the relationships between humans and the environment.</p> <p><b>Assessments:</b> Observation, participation, Geography assessment</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 2.</p> <p><b>Field Trips/Guest Speakers:</b></p>	

**The Blake Lower School**  
**Information Literacy/Technology Curriculum for Grade 2**  
**Teachers: Joe Druskin, Elaine Hove, Paula Huddy, William Watkins**

Information Management Strategies	Technology Skills and Strategies
<ul style="list-style-type: none"> <li>•Use nonfiction material to learn table of contents, print index, and guide words</li> <li>•Use a variety of media to locate information, including library OPAC and online encyclopedia</li> <li>•Record information; decide what is important</li> <li>•Evaluate and select materials</li> <li>•Listen to and discuss stories</li> <li>•Be introduced to a variety of authors, illustrators and literary forms</li> <li>•Read a variety of books for information and pleasure</li> <li>•Generate questions and keywords for an area of study</li> <li>•Record information and decide what is important</li> <li>•Engage in the inquiry/research process</li> </ul>	<ul style="list-style-type: none"> <li>•Use basic computer terminology</li> <li>•Apply basic computer lab rules</li> <li>•Locate programs and properly quit</li> <li>•Use menu bar options within programs</li> <li>•Save files to file server – Google Drive</li> <li>•Open saved work</li> <li>•Use content area software to support learning</li> <li>•Use programming</li> <li>•Introduction to LEGO Engineering</li> </ul>
<p><b>Philosophy:</b> Through the use of resources within and beyond the School, students and teaching staff should be able to gather, evaluate and communicate information in a variety of formats, embracing a diversity of perspectives.</p> <p><b>Overview:</b> Approximately 45 minutes per week in each setting.</p> <p><b>Cultural/Global Competency:</b> Selected materials according to curriculum units</p> <p><b>Assessment:</b> Project based work with Scratch, LEGO Engineering, WeDo Robotics</p>	

**The Blake Lower School**  
**Music Curriculum for Grade 2**  
**Teachers: Sara Lukkasson, Woody Woodward**

Concepts	Skills
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>·Tie</li> <li>·Half note, half rest</li> <li>·2/4 meter, 4/4 meter</li> <li>·Crisis/anacrusis</li> <li>·Barline, measure</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>·Melodic motion (repeat, step, skip)</li> <li>·Staff notation, treble clef</li> <li>·la so mi re do pentatone</li> <li>·Tonal center</li> <li>·High do'</li> <li>·Octave</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>·Motive and phrases, (a b, a a b a)</li> <li>·Sectional form (A A, A B, A B A)</li> <li>·Introduction</li> <li>·Cadence</li> </ul> <p><b>Expressive Elements</b></p> <ul style="list-style-type: none"> <li>·Dynamic levels (forte/piano)</li> <li>·Crescendo/decrescendo</li> <li>·Legato/staccato</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>·Various unpitched percussion, including hand drum</li> <li>·Instrument families (strings, wind, percussion, electronic)</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>·Speech or song with single ostinato accompaniment</li> <li>·2-part canon</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>·Perform melodic phrases accurately in unison and as solo</li> <li>·Sing clearly through vocal range C - e'</li> <li>·Perform melodies with movement or instrumental ostinato accompaniment</li> <li>·Improvise melodic motives or phrases in response to rhythmic or melodic cues</li> <li>·Echo sing melodic phrases, matching pitch throughout vocal range</li> <li>·Perform pitch patterns or phrases using notation for reading or recall</li> </ul> <p><b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>·Learn rhythmic or melodic phrases by rote or from notation</li> <li>·Use alternating mallet technique</li> <li>·Perform ostinato accompaniment while speaking or singing</li> <li>·Perform multi-part ensembles accurately</li> <li>·Improvise 6- or 8-beat rhythmic or melodic phrases</li> <li>·Perform 8 - 16 measure melodies from memory</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>·Perform ostinato accompaniment using body percussion</li> <li>·Create and perform rhythmic gestures and sequences of gestures</li> <li>·Perform traditional singing games and folk dances</li> <li>·Perform metric movement in 2/4 and 4/4</li> <li>·Use gesture to learn instrumental parts</li> <li>·Create rhythmic movement accompaniments to singing, instrumental pieces, or recorded music</li> </ul>
<p><b>Philosophy:</b> The foundation of the Blake School Lower School music program is the Orff Schulwerk approach, based on the teaching philosophy of the German composer, Carl Orff. The approach utilizes singing, speaking, movement and instrument playing to experience music in an active way. Music and movement are integrated, allowing students to explore expressive elements in a physical way. The process follows the natural development of children. First, students experience music through imitating sounds made by the teacher, other students, instruments and recordings. Eventually, the sounds are notated using a variety of symbols. What has been imitated is further explored, bringing to consciousness musical ideas and concepts. Students manipulate short rhythmic or melodic ideas and utilize them to accompany songs or create their own musical and movement material. Gradually, students are encouraged to offer their own creative suggestions and ultimately improvise their own musical and movement ideas. The creative process is the heart of the Orff Schulwerk approach.</p> <p><b>Overview:</b> Classrooms meet for three 30-minute sessions per week.</p> <p><b>Cultural/Global Competency:</b> Repertoire explored includes traditional music from the U.S., Japan and other international cultures.</p> <p><b>Assessment:</b> Observation of group or individual performance documented using video recording, rubric, checklist or anecdotal data</p> <p><b>Field Trips:</b> Attendance at Minnesota Orchestra Young People's Concerts</p>	

**The Blake Lower School**  
**Physical Education Curriculum for Grade 2**  
 Teachers: Charlie Cracraft, John Shelp, Alanna Wahl

Enduring Understandings	Locomotor Skills	Manipulative Skills	Stability Skills	Social Development Skills
<ul style="list-style-type: none"> <li>•Movement patterns and motor skills needed to perform a variety of activities</li> <li>•Movement concepts, principles and strategies that apply to learning and performance of physical activity</li> <li>•Psychological and sociological concepts that apply to learning and performing physical activity</li> <li>•Maintaining physical fitness to improve health and performance</li> <li>•Physical fitness concepts, principles, and strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Running</li> <li>•Leaping</li> <li>•Hopping</li> <li>•Jumping</li> <li>•Galloping</li> <li>•Skipping</li> <li>•Sliding</li> <li>•Skating</li> <li>•Swimming</li> <li>•Jogging</li> </ul>	<ul style="list-style-type: none"> <li>•Throwing</li> <li>•Catching</li> <li>•Kicking</li> <li>•Trapping</li> <li>•Dribbling/Feet</li> <li>•Dribbling/Hands</li> <li>•Striking</li> <li>•Ball rolling</li> <li>•Jumping rope</li> <li>•Parachute movement</li> </ul>	<ul style="list-style-type: none"> <li>•Balance</li> <li>•Headstand</li> <li>•Body rolling</li> <li>•Partner stunts</li> <li>•Dodging</li> <li>•Rhythms and dance</li> <li>•Falls</li> <li>•Tumbling positions</li> <li>•Body control</li> </ul>	<ul style="list-style-type: none"> <li>•Play cooperatively</li> <li>•Listen attentively</li> <li>•Follow directions</li> <li>•Take turns and share</li> <li>•Demonstrate teamwork</li> <li>•Tag safely</li> <li>•Respect boundaries</li> <li>•Welcoming and including others</li> </ul>
<p><b>Philosophy:</b> Physical Education is a daily, active, challenging process that encourages students to develop physical skills, social skills, and healthy habits. The program values participation, cooperation and citizenship through games and activities that are fun and motivate students to live active, healthy lives.</p> <p><b>Overview:</b> Each classroom meets four days a week for 30 minutes. Students participate in Olympic Day the last week in May and a skating party for students and parents at the end of the four-week skate unit.</p> <p><b>Cultural/Global Competency:</b> Learn and value similarities and differences through a variety of activities</p> <p><b>Assessment:</b> Observation, self testing, hands-on activities, role modeling, rubrics, and positive values</p> <p><b>Community Service/Service Learning:</b> Past learning activities include: cleaning up Blake fields; reading books about environment; sending thank you cards to rink maintenance man; studying nutrition and making school lunch menus; studying friendship; teasing and bullying; reading and discussing books about disabilities; encourage participation in Race for the Cure</p>				

**The Blake Lower School**  
**Spanish Curriculum for Grade 2**  
 Teachers: Lisselin Díaz and Claudia Urbina

Content Strands	Skills
<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• School time</li> <li>• Our community</li> <li>• Getting around</li> <li>• All kinds of activities</li> <li>• Animals: insects and reptiles</li> </ul>	<p><b>Language Proficiency Targets:</b></p> <p><i>Listening - Novice Mid +</i></p> <ul style="list-style-type: none"> <li>• Understand predictable questions, statements, and commands in familiar topic areas (with strong context without prompting support.)</li> <li>• Requires slower than normal rate of speech and/or with repetition.</li> </ul> <p><i>Speaking – Novice Mid +</i></p> <ul style="list-style-type: none"> <li>• Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>• Frequent searching for words is common.</li> <li>• May use native language or gestures when attempting to create with language beyond what is known.</li> <li>• Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.</li> </ul> <p><i>Reading - Novice Mid +</i></p> <ul style="list-style-type: none"> <li>• Able to recognize words and some phrases</li> <li>• Can identify a number of highly contextualized words and phrases, including cognates and borrowed words, but rarely understands material that exceeds a single phrase.</li> <li>• Rereading is often required</li> </ul> <p><i>Writing - Novice Mid +</i></p> <ul style="list-style-type: none"> <li>• Writes a modest number of words or phrases in context.</li> <li>• Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</li> <li>• Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>• On less familiar topics, shows a marked decrease in accuracy</li> <li>• Writing may be difficult to understand even by sympathetic readers</li> </ul>

**Philosophy:** The Lower School Spanish Language Program identifies essential content, progression, and skills for each level of language learning at Blake. This Program of Studies has been designed to reflect not only the latest research in language learning but also the best practices of world language instruction that enhance language development. Aligned with the National Standards for World Languages, Blake’s language programs emphasize real world communication. The American Council on the Teaching of Foreign Languages (ACTFL) has established proficiency guidelines which help define linguistic performance levels of language learners.

In the world language curriculum, students will not only learn to communicate with native speakers and non-native speakers of the language, but they will do so with the cultural knowledge necessary to interact in an appropriate way. The goals for the Lower School Spanish program are:

- Developing Spanish language proficiency
- Initiating a long sequence of language learning beginning in the early grades
- Learning a language at a critical age for language acquisition
- Helping students make connections with other content areas and languages
- Opening the door to learning multiple languages later on
- Growing a lifelong love for language learning
- Cultivating global and cultural competence
- Nurturing empathy
- Preparing students to contribute to the fullness of a diverse and global community

**The Blake Lower School**  
**Strings Curriculum for Grade 2**  
**Teachers: Jennifer Kalika and Ann Letsinger**

Content Strands	Skills Emphasized
<b>Individual Instrumental Music Playing</b>	<p><b>Music Language</b></p> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Meter</li> <li>• Form</li> <li>• Dynamics</li> <li>• Tone</li> </ul> <p><b>Playing Technique</b></p> <ul style="list-style-type: none"> <li>• Instrumental Setup</li> <li>• Bow Control</li> <li>• Fingering</li> </ul>
<b>Reading, Playing and Writing Music</b>	<p><b>Reading/Playing</b></p> <ul style="list-style-type: none"> <li>• Decode symbols into sounds</li> <li>• Track place in music</li> <li>• Hand-Eye Coordination</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write symbols accurately to portray a desired sound</li> </ul>
<b>Orchestral Music Playing</b>	<p><b>Ensemble Skills</b></p> <ul style="list-style-type: none"> <li>• Watching and following a leader</li> <li>• Awareness of group sound</li> </ul> <p><b>Community Collaboration</b></p> <ul style="list-style-type: none"> <li>• Contributing to the success of the whole</li> </ul>
<p><b>Philosophy:</b> The String program encompasses comprehensive, literacy-based instruction to develop executive, aural and ensemble skills.</p> <p><b>Overview:</b> Students may enroll in the string program at any year at the Lower School. Instruction is offered on violin, viola and cello. Second grade students receive one half-hour small group lesson per week. Students continue learning music-reading skills. Large Group/Orchestra experiences occur throughout the year. Second grade Orchestra performs at the May String Assembly.</p> <p><b>Cultural/Global Competency:</b> Repertoire taught includes Suzuki pieces, the <i>Essential Elements</i> method book, and selected orchestra pieces. The materials used offer a wide range of genres and folk tunes from various cultures.</p> <p><b>Assessment:</b> Assessments are made in the following ways: Teacher observation of group and individual performance, student self-assessment using video, completed assignments from music notebook.</p> <p><b>Field Trips:</b> Minnesota Orchestra Young People's Concert</p>	

**The Blake Lower School**  
**Student Services Curriculum for Grade 2**  
**School Counselor: Jon Halpern**  
**Learning Specialists: Jane Johnson (LSHC) and Deb Maurer (LSBC)**

Learning Differences	Counseling
<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding learning issues</li> <li>• Academic screening for reading skills for all students</li> <li>• Small group early literacy support</li> <li>• Small group academic support for students with accommodation plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding developmental issues in and out of school</li> <li>• Meet with children to address specific issues</li> <li>• Meet with groups of students to mediate arising situations</li> </ul>
<p><b>Philosophy:</b> The Lower School Student Services Department is committed to the promotion and management of a school community that is nurturing, supportive, and safe for all. The counseling and learning support staff believes that an environment which fosters personal growth, resilience, responsibility, emotional well-being, and integrity ultimately leads to individual academic success and responsible citizenship. To ensure this commitment to students, the Student Services Staff provides opportunities for self-awareness and offers support necessary to students to reach their full potential. The counselor and learning specialists coordinate extensively to assess, monitor and support student growth.</p> <p><b>Cultural/Global Competency:</b> Our goal is to help children understand there is a diversity of learners, and develop an awareness of differences across personal attributes, history, culture and lived experiences.</p> <p><b>Assessments include:</b> Weekly anecdotal notes, Developmental Reading Assessment (DRA), Fountas and Pinnell reading assessment, Individual Reading Inventory, phonological assessment, Running Records, standardized testing (Woodcock Reading Mastery, WIAT, Gray Oral Reading Test, etc.), DIBELS screening tool and writing samples to reinforce correct spelling and conventions of writing.</p>	

**The Blake Lower School**  
**Theatre Curriculum for Grade 2**  
**Teachers: Cynthia Hechter, Lori Opsal**

Themes	Skills
<ul style="list-style-type: none"> <li>•Exploration of five W's (Who, What, Where, When, Why)</li> <li>•Character development through more specific physical and vocal expression</li> <li>•Story-making skills including characterization, dialogue and story sequencing using scenes</li> <li>•Connect with classroom themes</li> <li>•Beginning performance techniques including concentration, body awareness, memorization and vocal production</li> </ul>	<ul style="list-style-type: none"> <li>•Collaboration skills including choosing ideas, cooperation with partners, staying on task and listening respectfully</li> <li>•Continue exploration of physical expression (pantomime, characterization and imaginative physicality)</li> <li>•Vocal variety in characterization</li> <li>•Learn and apply basic theatre vocabulary (playing space, audience, characters, personal space, settings, three tools of acting, and cheating out)</li> <li>•Learn and apply responsible audience skills</li> </ul>
<p><b>Philosophy:</b> The mission of the theatre program at The Blake School is to inform, enhance and acknowledge for our students what it means to be part of the human experience. Theatre engages students in a process of expression through artistic form, a process which involves study, dialogue, exploration, performance and assessment. Students are called to develop a language of the creative spirit and a facility for critical thinking.</p> <p><b>Overview:</b> In second grade theatre class, students explore and learn story-making skills through characterization, dialogue and sequencing. Exploration of the 5 W's aid in the creation of stories. Students meet in half groups for 60 minutes each week during the fall semester.</p> <p><b>Cultural/Global Competency:</b> We practice gender fair casting and strive to use materials (stories, props, artwork) that reflect a variety of perspectives.</p> <p><b>Assessment:</b> Students are assessed on an ongoing basis on their participation and their willingness to take risks with vocal and physical expression, working within the guidelines of the activity, cooperation and listening.</p>	

**The Blake Lower School**  
**Visual Arts Curriculum for Grade 2**  
**Teachers: Kimberly Lane, Jackie Quinn**

Themes and Concepts	Skill Development
<b>Motivations:</b> Literature, music, viewing other artists' work, seasonal subjects, the world around us, service learning, correlations to classroom subjects, and may include, but are not limited to, autumn, the art of Japan, China and other parts of Asia, butterflies, dragons, scrolls	<ul style="list-style-type: none"> <li>•Listening</li> <li>•Focusing upon work</li> <li>•Self-motivation</li> <li>•Using and caring for materials</li> <li>•Using and caring for art work</li> </ul>
<b>Media/Processes:</b> Drawing, painting, collage, modeling, construction, computer graphics, pottery, assemblage, printmaking, masks, jewelry, kites, block printing	<ul style="list-style-type: none"> <li>•Using and recognizing media/processes</li> </ul>
<b>Subject Matter:</b> Landscape, still life, figures, animals, abstract design, portraits, symbols, print making, architecture	<ul style="list-style-type: none"> <li>•Using and recognizing varied subject matter</li> </ul>
<b>Elements and Principles of Design:</b> Line, shape, color, value, texture, form, space, repetition, pattern, balance, variety, harmony, rhythm, unity, emphasis, contrast	<ul style="list-style-type: none"> <li>•Using and recognizing elements/principles of design</li> </ul>
<b>Artists/Cultures:</b> Arts of Asia	<ul style="list-style-type: none"> <li>•Using and recognizing artists and cultural styles</li> </ul>
<p><b>Philosophy:</b> Visual Art study fuses the intellect – critical thinking and problem solving – with self-expression, directly supporting the School's goal of "Challenging the mind, engaging the heart." Visual art develops the student's awareness and understanding of the world and the human experience while incorporating multiple perspectives. The art program affords the student many rich opportunities to learn by observing, investigating, imagining, exploring, working and communicating.</p> <p><b>Overview:</b> Students meet for 45 minutes as a full group once a week and for 60 minutes in half groups every other week.</p> <p><b>Cultural/Global Competency:</b> Viewing reproductions of diverse artists, using literature representing multiculturalism, folk crafts of cultures</p> <p><b>Assessment:</b> 1.) Observation of students engaged in their work, one-on-one conversations and class discussions 2.) Informal student sharing 3.) Rubrics, which articulate objectives 4.) Formal student sharing (critiques) 5.) Reviewing games pertaining to terms and concepts and 6.) Written reports which are sent home twice per year which assess skills in listening, focusing upon work, self-motivation, objectives from one rubric-based project, and application of general art concepts.</p> <p><b>Community Service/Service Learning:</b> Depending on current need</p> <p><b>Technology:</b> Butterfly unit reinforcing concepts of symmetry and warm/cool colors. See Information Literacy/Technology curriculum for Grade 2.</p> <p><b>Field Trips:</b> Minneapolis Institute of Arts as a part of a parent led initiative and/or as other curricular connections to cultural institutions.</p>	

# BLAKE

**The Blake Lower School**

**Curriculum Guide  
Grade 3**

## **The Lower School Philosophy of Learning**

The staff believes Lower School students learn through personal involvement and active engagement with people, places, things and ideas. Hands-on exploration, interaction and dialogue with peers and adults, and reflection lead to an individual's construction of knowledge. Learning is a process that encourages children to play with, practice, connect, synthesize and apply new understandings. Ownership and choice are key elements in maximizing students' learning potential.

### **Implications for Teaching**

In response to these beliefs about children's learning, the Blake Lower School staff seeks to:

- Create a physically and emotionally safe, nurturing environment.
- Model ethical behavior and passion for learning.
- Provide authentic learning experiences that are intellectually stimulating and developmentally and age appropriate.
- Validate and respond to each individual's personal needs, interests, culture, beliefs and experiences.
- Build an excellent foundation of skills and conceptual understandings within all the students.
- Respond to children's natural curiosity, building a love of learning that will last a lifetime.
- Support a growing sense of competence and self-confidence by gently, yet continually, stretching each child as a learner.
- Address, simultaneously, the individual and the group, considering developmental, social, emotional, physical and cognitive needs.
- Develop in all students an understanding of their own approach to learning, leading to an acceptance of their strengths and challenges while developing compensatory strategies.
- Assess students' progress in authentic and meaningful ways, utilizing the results to inform and shape instructional decisions.
- Accept mistakes and conflicts, utilizing them as learning opportunities.
- Develop open-ended educational pursuits that have many "right" answers, or multiple pathways toward an accurate solution, and that require problem solving, risk taking, initiative and perseverance.
- Celebrate originality, creativity and outside-of-the-box thinking.
- Immerse students in a rich, literate environment of thematic and interdisciplinary studies.
- Respond to the teaching and learning opportunities that present themselves, being flexible with time and plans.
- Actively involve itself with students in the role of facilitator and coach.
- Work collaboratively to design and implement the Lower School curricula.

### **Commitment of Community**

The Blake Lower School community is committed to:

- Developing a sense of community among the students, staff and parents where the safety, respect and welcome rules extend beyond the school experience.
- Communicating openly and honestly.
- Fostering an acceptance and understanding of oneself and others.
- Creating and sustaining a dynamic learning environment.
- Expanding children's knowledge of and involvement with the broader community.
- Empowering children to recognize and maximize their intellectual, artistic, interpersonal and physical capabilities.
- Working in partnership with parents to support and enhance the development of each student while educating them about current educational trends, best practices and children's developmental stages.
- Encouraging, supporting and providing professional development experiences for all staff members.

**The Blake Lower School**  
**Language Arts Curriculum for Grade 3**  
**Teachers: Samara Estroff, Laura Larson, Chris Passi, KC West**

Content Strands		
<b>Reading</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Select “just right” books</li> <li>• Read independently for increasingly longer periods</li> <li>• Read fluently and with expression</li> <li>• Read for information and for pleasure</li> <li>• Read a variety of genres</li> <li>• Make connections</li> <li>• Visualize while reading</li> <li>• Monitor for understanding</li> <li>• Consider different points of view</li> <li>• Interpret figurative language</li> <li>• Draw inferences and conclusions</li> <li>• Make predictions</li> <li>• Summarize</li> <li>• Compare/contrast</li> <li>• Identify features of non-fiction text</li> <li>• Recall facts from non-fiction text</li> </ul>	<b>Types of Texts:</b> <ul style="list-style-type: none"> <li>• Picture books</li> <li>• Short stories</li> <li>• Chapter books (novels)</li> <li>• Non-fiction magazines</li> <li>• Non-fiction books</li> <li>• Poetry</li> <li>• Messages and instructions</li> </ul>
<b>Writing</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Generate ideas</li> <li>• Plan writing</li> <li>• Draft</li> <li>• Revise written work</li> <li>• Edit written work</li> <li>• Publish and share written work</li> <li>• Use appropriate grammar and syntax</li> <li>• Apply punctuation</li> <li>• Investigate word construction</li> <li>• Practice using spelling rules and patterns</li> <li>• Handwriting</li> <li>• Keyboarding</li> </ul>	<b>Types of writing:</b> <ul style="list-style-type: none"> <li>• Letters</li> <li>• Personal narrative</li> <li>• Poems</li> <li>• Short non-fiction pieces</li> <li>• Short fiction stories</li> <li>• Responding to reading</li> </ul>
<b>Speaking and Listening</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Participate in reading and writing conferences, partner conversations, small group and large group discussions</li> <li>• Present ideas clearly in an audible voice</li> <li>• Demonstrate active listening</li> </ul>	
<p><b>Philosophy:</b> We believe that children learn best by doing. Students are engaged in reading, writing, speaking and listening opportunities throughout the day. We believe children will fall in love with literature, especially when given the opportunity to explore a variety of texts and make their own choices. We believe in a Language Arts program that introduces children to the writer’s craft and allows children to appreciate and practice these techniques as readers and writers.</p> <p><b>Overview:</b> Reading and writing skills are taught using the workshop model: mini-lesson, modeling, independent practice, conferring, sharing.</p> <p><b>Cultural/Global Competency:</b> Embedded in texts and materials</p> <p><b>Assessments:</b> Teacher observations and anecdotal records, reading inventories and assessments, written responses to reading, writing samples, group discussions, and student self-assessments</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 3</p>		

**The Blake Lower School**  
**Mathematics Curriculum for Grade 3**  
 Teachers: Samara Estroff, Laura Larson, Chris Passi, KC West

Content Strands	Unit with Concepts and Skills Emphasized
<b>Number and Operations</b>	<p><b>Number representation</b></p> <ul style="list-style-type: none"> <li>•Represent numbers to 10,000 in different equivalent forms</li> </ul> <p><b>Count</b></p> <ul style="list-style-type: none"> <li>•Count to 10,000</li> <li>•Count by hundreds and thousands</li> </ul> <p><b>Compare and Order</b></p> <ul style="list-style-type: none"> <li>•Compare and order whole numbers to 10,000</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>•Use place value models to read, write, and represent numbers to 10,000</li> </ul> <p><b>Fraction Concepts</b></p> <ul style="list-style-type: none"> <li>•Understand the meanings and uses of fractions including fraction of a set</li> <li>•Understand that the size of a fractional part is relative to the size of the whole</li> <li>•Compare fractions using models and number lines</li> <li>•Identify equivalent fractions through the use of models, multiplication, division, and number lines</li> <li>•Add and subtract like fractions</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>•Add and subtract money</li> <li>•Solve real-world problems involving addition and subtraction of money</li> </ul> <p><b>Decimal Concepts</b></p> <ul style="list-style-type: none"> <li>•Use the dollar sign and decimal point in money amounts</li> </ul> <p><b>Whole Number Computation: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>•Model regrouping in addition and subtraction with place value</li> <li>•Add and subtract whole numbers to 10,000</li> </ul> <p><b>Whole Number Computation: Addition and Subtraction Real-World Problems</b></p> <ul style="list-style-type: none"> <li>•Solve addition and subtraction problems with greater numbers by using a bar model</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Concepts</b></p> <ul style="list-style-type: none"> <li>•Multiply and divide with 6, 7, 8, and 9</li> <li>•Represent multiplication in different ways</li> <li>•Represent division in different ways</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Algorithms</b></p> <ul style="list-style-type: none"> <li>•Multiply 1s, 10s, and 100s with and without regrouping</li> <li>•Use addition and multiplication properties to multiply</li> <li>•Divide 10s and 1s with and without regrouping, no remainder</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Real-World Problems</b></p> <ul style="list-style-type: none"> <li>•Use bar models to represent multiplication and division situations</li> <li>•Solve one- and two-step multiplication and division problems</li> </ul> <p><b>Fraction Computation</b></p> <ul style="list-style-type: none"> <li>•Add and subtract like fractions</li> </ul> <p><b>Decimal Computation</b></p> <ul style="list-style-type: none"> <li>•Add and subtract money amounts</li> </ul> <p><b>Estimation and Mental Math</b></p> <ul style="list-style-type: none"> <li>•Use mental math strategies to add and subtract, multiply, and divide</li> <li>•Use front-end estimation and rounding to estimate sums and differences</li> </ul>
<b>Algebra</b>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>•Create and analyze multiplication and division patterns</li> <li>•Skip count by 6s, 7s, 8s, and 9s</li> <li>•Analyze number and counting patterns</li> </ul> <p><b>Properties</b></p> <ul style="list-style-type: none"> <li>•Understand that multiplication and division are related</li> <li>•Create and analyze multiplication and division patterns</li> <li>•Model, define, and explain properties of multiplication</li> </ul> <p><b>Number Theory</b></p> <ul style="list-style-type: none"> <li>•Identify odd and even numbers</li> </ul> <p><b>Functional Relationships</b></p> <ul style="list-style-type: none"> <li>•Understand the relationships between the numbers in multiplication and division fact families</li> </ul>

- Describe number relationships in context

**Expressions/Models**

- Use a variety of concrete, pictorial, and symbolic models for multi-digit addition, subtraction, multiplication, and division

**Number Sentences and Equations**

- Write multiplication and division number sentences
- Write and solve number sentences for one- and two-step real-world problems
- Determine the missing parts (quantities or symbols) in number sentences

**Equality and Inequality**

- Understand equality and inequality
- Write and solve inequalities

**Geometry**

**Lines and Angles**

- Identify perpendicular and parallel lines
- Identify right angles and compare angles to right angles

**Two-Dimensional Shapes**

- Describe, analyze, compare, and classify two-dimensional shapes by their sides and angles
- Classify and sort polygons and quadrilaterals by attributes and properties
- Investigate composing and decomposing two-dimensional shapes
- Use attributes and properties to solve problems
- Find and compare the area of plane figures in different square units

**Congruence and Symmetry**

- Identify symmetrical figures and one line of symmetry
- Solve problems involving congruency

**Transformations**

- Identify pairs of shapes that show a flip, slide, and turn
- Demonstrate that figures and their flip, slide, and turn images are congruent

**Measurement**

**Length and Distance**

- Select appropriate units and tools to estimate and measure length
- Use meter sticks, 12-inch rulers, and yardsticks to measure length
- Measure length to the nearest half inch and inch
- Use referents to estimate distance
- Estimate and measure length, distance, and height in meters, centimeters, and kilometers
- Convert among metric units of length
- Solve one- and two-step real-world problems in measurement

**Weight / Mass**

- Select appropriate units and tools to estimate and measure weight
- Use referents to estimate weight
- Estimate and find masses of objects
- Convert among units of mass

**Capacity / Volume**

- Select appropriate tools and units to estimate and measure volume and capacity
- Determine the volume and capacity of a container
- Relate the units of customary capacity to one another
- Use referents to estimate capacity
- Estimate and measure capacity in liters and milliliters
- Convert among metric units of capacity

**Time**

- Read time on a digital clock
- Convert between hours and minutes
- Determine elapsed time
- Add and subtract units of time

**Temperature**

- Read a Fahrenheit thermometer
- Choose the appropriate tool and unit to measure temperature
- Use referents to estimate temperature

**Angles**

- Compare angles to right angles

**Perimeter**

- Measure perimeter of plane figures
- Choose the appropriate tool, unit, and strategy to measure perimeter
- Estimate the perimeter of surfaces and objects

**Area**

- Find and compare the area of plane figures in different square units
- Make different plane figures with the same area
- Estimate area of small and large surfaces
- Compare the area and perimeter of two plane figures
- Find the area of rectangles and composite figures

**Surface Area and Volume**

- Decompose solid figures to find the surface area
- Estimate and measure volume in cubic units

**Data Analysis****Classifying and Sorting**

- Classify and sort polygons and quadrilaterals by attributes and properties
- Collect and organize data in bar graphs and line plots

**Interpret/Analyze Data**

- Interpret picture and bar graphs with scales
- Use frequency tables, bar graphs, picture graphs and line plots to solve real world problems

**Philosophy:** We believe that children engaged in mathematics can be confident risk-takers, who see problems as opportunities instead of obstacles, and persevere in their solutions. We believe that children can enjoy and appreciate the beauty of math. To that end, we believe in a mathematics program that allows children to build their own knowledge relying on a variety of methods, by observing, making sense of, and creating patterns. Children communicate their ideas mathematically and work in collaboration with their peers in a non-competitive atmosphere to solve real life, meaningful problems. We believe that creating this kind of environment for students will build a strong foundation for spatial and algebraic mathematics and will give them a rich foundation for further exploration of mathematics.

**Overview:** Curriculum based on *Math in Focus*

**Cultural/Global Competency:** Embedded in *Math in Focus* text and materials

**Assessments:** Anecdotal observations; assessment tasks from *Investigations* text, supplemented by teacher-created oral and written tasks and demonstrations

**Technology:** See Media Tech Curriculum for Grade 3

# The Blake Lower School

## Science Curriculum for Grade 3

Teachers: Samara Estroff, Laura Larson, Chris Passi, KC West

Content Strands	Units with Concepts and Skills Emphasized	
<b>Physical</b>	<b>Light (Science Companion):</b> <ul style="list-style-type: none"> <li>•Light is all around us.</li> <li>•Light travels in straight lines.</li> <li>•Light bounces.</li> <li>•Light reacts differently when it hits different materials.</li> </ul>	
<b>Life</b>	<b>Habitats (Science Companion):</b> <ul style="list-style-type: none"> <li>•A habitat is a place where an organism meets all of its needs.</li> </ul>	<ul style="list-style-type: none"> <li>•Organisms have behavioral and physical characteristics that make it possible for them to survive in their habitat.</li> </ul>
<b>Earth</b>	<b>Our Solar System (Science Companion):</b> <ul style="list-style-type: none"> <li>•Our Earth is part of a solar system that is made up of many planets, moons, comets and asteroids that orbit the sun, which is at the center of the solar system.</li> <li>•The Earth’s relationship to the sun can be seen in the day-and-night cycle and also in the annual cycle.</li> <li>•The sun appears to travel through the sky in a predictable daily pattern.</li> <li>•Our moon follows an observable and predictable cycle as it orbits the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>•The sun’s path across the sky appears to change throughout the year in a predictable pattern.</li> <li>•The length of daylight changes throughout the year in a predictable pattern.</li> <li>•Earth’s orbit around the sun causes the changes in the length of daylight and changes in the apparent path of the sun.</li> <li>•The changing seasons are caused by the tilt of the Earth on its axis as it revolves around the sun.</li> </ul>
<b>Habits of Mind</b>	<ul style="list-style-type: none"> <li>•Wondering and thinking about the natural and physical world</li> <li>•Seeking answers through exploration and investigation</li> <li>•Pursuing ideas in depth</li> </ul>	<ul style="list-style-type: none"> <li>•Observing carefully</li> <li>•Communicating clearly</li> <li>•Collaborating and sharing</li> <li>•Developing critical response skills</li> </ul>
<b>Scientific Communication</b>	<ul style="list-style-type: none"> <li>•Display data using graphs, tables, illustrations, 3 dimensional, and pictorial models</li> <li>•Read informational text critically</li> <li>•Draw and write about predictions, questions, ideas and observations in science journals</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to the thoughts of others and exchange ideas in reflective discussion</li> <li>•Use scientific vocabulary</li> </ul>
<p><b>Philosophy:</b> Children are naturally equipped with the basic qualities that make a good scientist. It is the goal of our science studies to encourage and nurture that natural curiosity and desire to explore by actively engaging students in hands-on, inquiry-based learning activities. <i>The Habits of Mind</i> of a scientist are the foundation of our studies – <i>to wonder and question, to gather information and predict, to model and test ideas, to observe and examine, to record data, to look for patterns and interpret discoveries.</i></p> <p><b>Overview:</b> The Lower School science program engages students in a variety of challenging, developmentally appropriate experiences that build confidence, nurture curiosity, encourage problem solving and accommodate different learning styles. Student knowledge and skills are strengthened through self-directed study (independent or small group). Students are encouraged to investigate, experiment and take risks, apply technology and become aware of the impact of human activity on the environment. The topics are also integrated into language arts literature selections and reappear frequently during teachable moments.</p> <p><b>Cultural/Global Competency:</b> Woven throughout the year in literature, exploration of difference and self-expression.</p> <p><b>Assessments:</b> Children are assessed “in the act” of being scientists: questioning, observing, describing, predicting, developing ideas and explanations, keeping records, using models, and more.</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 3</p>		

**The Blake Lower School**  
**Social Studies Curriculum for Grade 3**  
 Teachers: Samara Estroff, Laura Larson, Chris Passi, KC West

<b>Content/Skill Strands: Human and Environment Interaction &amp; Movement of Ideas, People and Goods</b>	
<p><i>National Council for Social Studies</i></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>•Culture</li> <li>•Time, continuity, and change</li> <li>•People, places, and environments</li> <li>•Individual development and identity</li> <li>•Individuals, groups, and institutions</li> <li>•Production, distribution, and consumption</li> <li>•Science, technology, and society</li> <li>•Global connections</li> <li>•Civic ideals and practice</li> <li>•Power, authority, and governance</li> </ul> <p><b>Attitudes/Values</b></p> <ul style="list-style-type: none"> <li>•Self-awareness</li> <li>•Multiple perspectives</li> <li>•Empathy</li> <li>•Sense of community</li> <li>•Cultural curiosity</li> <li>•Global Competency</li> <li>•Respect for self and others</li> <li>•Positive Racial Identity</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>•How does a community meet its people’s needs and wants?</li> <li>•Why do people move?</li> <li>•How does the physical geography of a place affect the way its people live and work?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>•Communities form and evolve in response to the needs and wants of their people.</li> <li>•Many factors push people from a place while others pull them to a new place. These push/pull factors depend on individual, family, or community needs and wants, as well as the physical geography of that place.</li> <li>•People who move from community to community may face challenges in their new community.</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Anishinaabe history and culture</li> <li>• Needs and wants of a community</li> <li>• Immigration</li> <li>• City Development: Rural, Urban, Suburban</li> <li>• Global Awareness/Geography skills</li> <li>• Japanese culture and language</li> </ul> <p><b>Citizenship and Community Building:</b></p> <ul style="list-style-type: none"> <li>•Social and Emotional Learning using Second Step and Responsive Classroom</li> </ul> <p>The social and emotional curriculum teaches children empathy skills, impulse control and problem solving, and anger management by helping teachers and students create a healthy community and culture of care and respect. Students learn a common language for calming down and problem solving, and practice social skills in role plays and other controlled settings. Skills learned are used in all areas of school life.</p>
<p><b>Philosophy:</b> Our integrated study of the social sciences and humanities helps children develop the attitudes, values and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world. We believe social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, active and child-centered.</p> <p><b>Overview:</b> Social studies and science units are generally taught alternately in three 45 minute periods a week. The topics are also integrated into language arts literature selections and reappear frequently during teachable moments.</p> <p><b>Cultural/Global Competency:</b> Integrated throughout the program with literature and self-expression through writing and sharing. The exploration of the global geographic theme of Movement of Ideas, People and Goods from historical and modern perspectives empowers young learners to investigate historic and modern examples of global connections. Key aspects of the "human experience" such as migration and the challenges of urban, rural, and suburban development are explored at this grade level. The exploration of the global geographic theme of Human and Environment Interaction from historical and modern perspectives empowers young learners to investigate the relationships and impact of humans on the land and climate while understanding the impact of the environment on humans.</p> <p><b>Assessments:</b> Observation, journals, inquiry, projects, reflections and presentations</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 3.</p> <p><b>Field Trips/Guest Speakers:</b> Downtown Minneapolis; Mill City Museum, Lowry Nature Center</p>	

**The Blake Lower School**  
**Information Literacy/Technology Curriculum for Grade 3**

Teachers: Joe Druskin, Elaine Hove, Paula Huddy, William Watkins

Information Management Strategies	Technology Skills and Strategies
<ul style="list-style-type: none"> <li>•Use table of contents, print index, guide words, and search strategies in nonfiction materials</li> <li>•Use a variety of media to locate information</li> <li>•Use online resources and search techniques</li> <li>•Record information; decide what is important</li> <li>•Evaluate and select materials</li> <li>•Listen to and discuss stories</li> <li>•Be introduced to a variety of authors, illustrators and literary forms</li> <li>•Read a variety of books for information and pleasure</li> <li>•Engage in the inquiry/research process</li> </ul>	<ul style="list-style-type: none"> <li>•Use basic computer terminology</li> <li>•Apply basic computer lab rules</li> <li>•Demonstrate responsible and appropriate uses of technology</li> <li>•Use keyboards and other common input and output devices</li> <li>•Locate programs and properly quit</li> <li>•Demonstrate touch typing at 10 wpm with 90% accuracy</li> <li>•Use menu bar options within programs</li> <li>•Save files from/to file server</li> <li>•Open saved work</li> <li>•Begin to develop multimedia projects</li> <li>•Begin to apply presentation design skills</li> <li>•Begin to print files appropriately</li> <li>•Use content area software to support learning</li> <li>•Access the World Wide Web – curated web sites</li> <li>•Begin independent word processing</li> <li>•Use and care for iBooks</li> <li>•Use basic email skills</li> <li>•Use email appropriately</li> <li>•Use internet and email ethically</li> <li>•Use programming language</li> <li>•Demonstrate basic building in LEGO Engineered project</li> </ul>
<p><b>Philosophy:</b> Through the use of resources within and beyond the School, students and teaching staff should be able to gather, evaluate and communicate information in a variety of formats, embracing a diversity of perspectives.</p> <p><b>Overview:</b> Keyboarding 30 minutes per day through September, then 30 minutes per week; also 45 minutes per week on average for classroom instruction.</p> <p><b>Cultural/Global Competency:</b> Selected materials according to curriculum units</p> <p><b>Assessment:</b> The teaching and assessment of information and technology skills are integrated into the overall school curriculum. Projects assessed: classroom inquiry projects, keyboarding, LEGO Engineering, and Scratch</p>	

**The Blake Lower School**  
**Music Curriculum for Grade 3**  
**Teachers: Sara Lukkasson, Woody Woodward**

Concepts	Skills
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>·Dotted half note</li> <li>·Syncopation (ti ta ti)</li> <li>·Single eighth note and rest</li> <li>·3/4 meter</li> <li>·Crusis/anacrusis</li> <li>·16th notes (tikatika)</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>·Low so, la and high do in pentatonic melodies</li> <li>·Fa in pentachordal and hexachordal melodies</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>·Similar phrases (a a' a'')</li> <li>·Rondo (ABACA)</li> <li>·Coda</li> </ul> <p><b>Expressive Elements</b></p> <ul style="list-style-type: none"> <li>·Accent</li> <li>·Dynamic levels (pp mp mf ff)</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>·Percussion (conga, bongo, temple blocks)</li> <li>·Band instruments (flute, clarinet, sax, trumpet, trombone, tuba)</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>·2-part ostinato accompaniment</li> <li>·2-4 part canon</li> <li>·Thick/thin texture</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>·Perform solo and unison melodies accurately, maintaining tonality</li> <li>·Use vocal range C-e'</li> <li>·Perform vocal ostinato accompaniment; improvise melodic phrases in given tonal context</li> <li>·Use consistent breath control and posture</li> <li>·Perform vocal phrases or melodies using notation for reading or recall</li> </ul> <p><b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>·Learn rhythmic or melodic phrases by rote or from notation</li> <li>·Use alternating mallet technique with moving 8th and repeated 16ths</li> <li>·Perform ostinato accompaniment while speaking or singing</li> <li>·Perform multi-part ensembles accurately</li> <li>·Improvise 6- or 8-beat rhythmic or melodic phrases</li> <li>·Perform 8 to 16 measure melodies from memory</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>·Perform movement pattern while singing or playing a complementary musical idea</li> <li>·Perform traditional folk dances and play parties</li> <li>·Perform metric movement in 2/4 and 3/4</li> <li>·Create dances to fit musical form</li> </ul>
<p><b>Philosophy:</b> The foundation of the Blake School Lower School music program is the Orff Schulwerk approach, based on the teaching philosophy of the German composer, Carl Orff. The approach utilizes singing, speaking, movement and instrument playing to experience music in an active way. Music and movement are integrated, allowing students to explore expressive elements in a physical way. The process follows the natural development of children. First, students experience music through imitating sounds made by the teacher, other students, instruments and recordings. Eventually, the sounds are notated using a variety of symbols. What has been imitated is further explored, bringing to consciousness musical ideas and concepts. Students manipulate short rhythmic or melodic ideas and utilize them to accompany songs or create their own musical and movement material. Gradually, students are encouraged to offer their own creative suggestions and ultimately improvise their own musical and movement ideas. The creative process is the heart of the Orff Schulwerk approach.</p> <p><b>Overview:</b> Classrooms meet for three 30-minute sessions per week.</p> <p><b>Cultural/Global Competency:</b> Repertoire explored includes traditional music from the U.S. and other international cultures.</p> <p><b>Assessment:</b> Observation of group or individual performance documented using audio/video recording, checklist, rubric, or anecdotal data</p> <p><b>Field Trips:</b> Attendance at Minnesota Orchestra Young People's Concerts</p>	

**The Blake Lower School**  
**Physical Education Curriculum for Grade 3**  
**Teachers: Charlie Cracraft, John Shelp, Alanna Wahl**

Enduring Understandings	Skills Emphasized	Concepts
<ul style="list-style-type: none"> <li>•Movement patterns and motor skills needed to perform a variety of activities</li> <li>•Movement concepts, principles and strategies that apply to learning and performance of physical activity</li> <li>•Psychological and sociological concepts that apply to learning and performing physical activity</li> <li>•Maintaining physical fitness to improve health and performance</li> <li>•Physical fitness concepts, principles, and strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Throwing, catching</li> <li>•Dribbling, passing, trapping</li> <li>•Passing, setting, serving</li> <li>•Dribbling, passing, shooting</li> <li>•Striking, pitching, base running</li> <li>•Pushing, gliding, balancing, stopping, doing crossovers, skating backwards</li> <li>•Creative movement</li> <li>•Performing stunts (individual and partner), stretching, being aware of body, basic positions</li> <li>•Entering water: shallow, deep, stroke and diving skills</li> <li>•Basic Aquaskills</li> <li>•Lifting, stretching, forming shapes</li> <li>•Jumping with long and short rope, front and back doors, backward</li> <li>•Serving, returning</li> <li>•Jumping hurdles, handing off baton (Olympic Day)</li> <li>•Taking pulse, being active, nutrition, rest, personal hygiene, personal safety, stress management</li> <li>•Sharing, taking turns, positive attitude, encouragement, taking a risk, playing cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>•Offense, defense</li> <li>•Field awareness</li> <li>•Rotation, score keeping</li> <li>•Teamwork, sportsmanship</li> <li>•Strategies</li> <li>•Lifetime sport, winter dress</li> <li>•Safety, lifesaving, locker room behavior</li> <li>•Cooperation</li> <li>•Twirling, coordination</li> <li>•Hand, eye coordination</li> <li>•Fun</li> <li>•Respect and value our diverse communities</li> </ul>

**Philosophy:** Physical Education is a daily, active, challenging process that encourages students to develop physical skills, social skills, and healthy habits. The program values participation, cooperation and citizenship through games and activities that are fun and motivate students to live active, healthy lives.

**Overview:** Each classroom meets four days a week for 30 minutes. Students participate in Olympic Day the last week in May and a skating party for students and parents at the end of the four-week skate unit. The content is organized into units.

**Cultural/Global Competency:** Learn and value similarities and differences through a variety of activities.

**Assessment:** Observation, timed/measured tests, and rubrics

**Community Service/Service Learning:** Collect food for Interfaith food shelf, study nutrition; Race for the Cure; study and discuss disabilities

# The Blake Lower School

## Spanish Curriculum for Grade 3

Teachers: Zvi Geffen and Erica Ryan

Content Strands	Skills
<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• My family and I</li> <li>• Different clothing for different weather</li> <li>• At home</li> <li>• The foods we eat</li> <li>• Animals, animals</li> <li>• Theater</li> </ul>	<p><b>Language Proficiency Targets:</b></p> <p><i>Listening - Novice Mid</i></p> <ul style="list-style-type: none"> <li>• Understand predictable questions, statements, and commands in familiar topic areas (with strong context without prompting support.)</li> <li>• Requires slower than normal rate of speech and/or with repetition.</li> </ul> <p><i>Speaking – Novice Mid</i></p> <ul style="list-style-type: none"> <li>• Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>• Frequent searching for words is common.</li> <li>• May use native language or gestures when attempting to create with language beyond what is known.</li> <li>• Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.</li> </ul> <p><i>Reading - Novice Mid</i></p> <ul style="list-style-type: none"> <li>• Able to recognize the letters or symbols</li> <li>• Can identify a number of highly contextualized words and phrases, including cognates and borrowed words, but rarely understands material that exceeds a single phrase.</li> <li>• Rereading is often required</li> </ul> <p><i>Writing - Novice Mid</i></p> <ul style="list-style-type: none"> <li>• Writes a modes number of words or phrases in context.</li> <li>• Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</li> <li>• Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>• On less familiar topics, shows a marked decrease in accuracy</li> <li>• Writing may be difficult to understand even by sympathetic readers</li> </ul>
<p><b>Philosophy:</b> The Lower School Spanish Language Program identifies essential content, progression, and skills for each level of language learning at Blake. This Program of Studies has been designed to reflect not only the latest research in language learning but also the best practices of world language instruction that enhance language development. Aligned with the National Standards for World Languages, Blake’s language programs emphasize real world communication. The American Council on the Teaching of Foreign Languages (ACTFL) has established proficiency guidelines which help define linguistic performance levels of language learners.</p> <p>In the world language curriculum, students will not only learn to communicate with native speakers and non-native speakers of the language, but they will do so with the cultural knowledge necessary to interact in an appropriate way. The goals for the Lower School Spanish program are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing Spanish language proficiency</li> <li><input type="checkbox"/> Initiating a long sequence of language learning beginning in the early grades</li> <li><input type="checkbox"/> Learning a language at a critical age for language acquisition</li> <li><input type="checkbox"/> Helping students make connections with other content areas and languages</li> <li><input type="checkbox"/> Opening the door to learning multiple languages later on</li> <li><input type="checkbox"/> Growing a lifelong love for language learning</li> <li><input type="checkbox"/> Cultivating global and cultural competence</li> <li><input type="checkbox"/> Nurturing empathy</li> <li><input type="checkbox"/> Preparing students to contribute to the fullness of a diverse and global community</li> </ul>	

**The Blake Lower School**  
**Strings Curriculum for Grade 3**  
**Teachers: Jennifer Kalika and Ann Letsinger**

Content Strands	Skills Emphasized
<b>Individual Instrumental Music Playing</b>	<b>Music Language</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Meter</li> <li>• Form</li> <li>• Dynamics</li> <li>• Tone</li> </ul> <b>Playing Technique</b> <ul style="list-style-type: none"> <li>• Instrumental Setup</li> <li>• Bow Control</li> <li>• Fingering</li> </ul>
<b>Reading, Playing and Writing Music</b>	<b>Reading/Playing</b> <ul style="list-style-type: none"> <li>• Decode symbols into sounds</li> <li>• Track place in music</li> <li>• Hand-Eye Coordination</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write symbols accurately to portray a desired sound</li> </ul>
<b>Orchestral Music Playing</b>	<b>Ensemble Skills</b> <ul style="list-style-type: none"> <li>• Watching and following a leader</li> <li>• Awareness of group sound</li> </ul> <b>Community Collaboration</b> <ul style="list-style-type: none"> <li>• Contributing to the success of the whole</li> </ul>
<p><b>Philosophy:</b> The String program encompasses comprehensive, literacy-based instruction to develop executive, aural and ensemble skills.</p> <p><b>Overview:</b> Students may enroll in the string program at any year at the Lower School. Instruction is offered on violin, viola and cello. Third grade students receive one half-hour small group lesson per week. Students continue learning music-reading skills. Large Group/Orchestra experiences occur throughout the year. Third grade Orchestra performs at the May String Assembly.</p> <p><b>Cultural/Global Competency:</b> Repertoire taught includes Suzuki pieces, the <i>Essential Elements</i> method book, and selected orchestra pieces. The materials used offer a wide range of genres and folk tunes from various cultures.</p> <p><b>Assessment:</b> Assessments are made in the following ways: Teacher observation of group and individual performance, student self-assessment using video, completed assignments from music notebook.</p> <p><b>Field Trips:</b> Minnesota Orchestra Young People's Concert</p>	

**The Blake Lower School**  
**Student Services Curriculum for Grade 3**  
**School Counselor: Jon Halpern**  
**Learning Specialists: Jane Johnson (LSHC) and Deb Maurer (LSBC)**

Learning Differences	Counseling
<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding learning issues</li> <li>• Academic screening for reading skills</li> <li>• Small group academic support for students with accommodation plans</li> <li>• Small group math enrichment instruction for identified students</li> </ul>	<ul style="list-style-type: none"> <li>•Consult with teaching staff and parents regarding developmental issues in and out of school</li> <li>•Meet with children to address specific issues</li> <li>•Meet with groups of students to mediate arising situations</li> <li>•Offer session to parents on Parent to Parent Communication</li> </ul>
<p><b>Philosophy:</b> The Lower School Student Services Department is committed to the promotion and management of a school community that is nurturing, supportive, and safe for all. The counseling and learning support staff believes that an environment which fosters personal growth, resilience, responsibility, emotional well-being, and integrity ultimately leads to individual academic success and responsible citizenship. To ensure this commitment to students, the Student Services Staff provides opportunities for self-awareness and offers support necessary to students to reach their full potential. The counselor and learning specialists coordinate extensively to assess, monitor and support student growth.</p> <p><b>Cultural/Global Competency:</b> Our goal is to help children understand there is a diversity of learners, and develop an awareness of differences across personal attributes, history, culture and lived experiences. We also seek to support students in their own individual and social identity development.</p> <p><b>Assessments include:</b> Fountas and Pinnell Reading Assessment and DIBELS screening</p>	

**The Blake Lower School**  
**Theatre Curriculum for Grade 3**  
**Teachers: Cynthia Hechter, Lori Opsal**

Themes	Skills
<ul style="list-style-type: none"> <li>•Character development through more specific physical and vocal expression and dialogue in small group scenes</li> <li>•Introduction of scripted material</li> <li>•Performance and acting techniques</li> <li>•Beginning improvisation</li> <li>•Dramatize Japanese folktale</li> </ul>	<ul style="list-style-type: none"> <li>•Activate actor choices (physical characteristics, vocal expression and emotional content) in characterizations based on the script</li> <li>•Add stage directions to theatre vocabulary</li> <li>•Add technical elements (lighting cues, music cues, prop and set change assignments)</li> <li>•Learn and apply responsible audience skills and practice constructive feedback</li> <li>•Collaboration skills (choosing ideas, cooperation with partners, staying on task and listening respectfully)</li> <li>•Improvisation skills (risk taking, fast thinking, listening and cooperative creating)</li> </ul>
<p><b>Philosophy:</b> The mission of the theatre program at The Blake School is to inform, enhance and acknowledge for our students what it means to be part of the human experience. Theatre engages students in a process of expression through artistic form, a process which involves study, dialogue, exploration, performance and assessment. Students are called to develop a language of the creative spirit and a facility for critical thinking.</p> <p><b>Overview:</b> In third grade theatre class, students play within improvisational structures. Scripted material is then introduced and students begin to build on their prior theatre class skills with acting and performance techniques. Students meet in half groups for 60 minutes each week during the spring semester.</p> <p><b>Cultural/Global Competency:</b> We practice gender fair casting and strive to use materials (stories, props, artwork) that reflect a variety of perspectives.</p> <p><b>Assessment:</b> Students are assessed on an ongoing basis on their participation and their willingness to take risks with vocal and physical expression, working within the guidelines of the activity, cooperation and listening.</p>	

**The Blake Lower School**  
**Visual Arts Curriculum for Grade 3**  
**Teachers: Kimberly Lane, Jackie Quinn**

Themes and Concepts	Skill Development
<p><b>Motivations:</b> Literature, music, view other artists' work, seasonal subjects, the world around us, service learning, correlations to classroom subjects, and may include, but are not limited to, art of North America, the art of Native Americans, weather, autumn, trees, leaves, birds, peace, animal totems, doves, architecture of the city, Art of Japan</p>	<ul style="list-style-type: none"> <li>•Listening</li> <li>•Focus upon work</li> <li>•Self-motivation</li> <li>•Using and caring for materials</li> <li>•Using and caring for art work</li> </ul>
<p><b>Media/Processes:</b> Drawing, painting, collage, modeling, construction, computer graphics, pottery, assemblage, printmaking, masks, weaving</p>	<ul style="list-style-type: none"> <li>•Using and recognizing media/processes</li> </ul>
<p><b>Subject Matter:</b> Landscape, still life, figures, animals, abstract design, worlds, portraits, symbols</p>	<ul style="list-style-type: none"> <li>•Using and recognizing varied subject matter</li> </ul>
<p><b>Elements and Principles of Design:</b> Line, shape, color, value, texture, form, space, pattern, balance, variety, harmony, rhythm, unity, emphasis, contrast</p>	<ul style="list-style-type: none"> <li>•Using and recognizing elements/principles of design</li> </ul>
<p><b>Artists/Cultures:</b> Native American and Japanese Cultures as well as continued study of other cultures</p>	<ul style="list-style-type: none"> <li>•Using and recognizing artists and cultural styles</li> </ul>
<p><b>Philosophy:</b> Visual Art study fuses the intellect – critical thinking and problem solving – with self-expression, directly supporting the School's goal of "Challenging the mind, engaging the heart." Visual art develops the student's awareness and understanding of the world and the human experience while incorporating multiple perspectives. The art program affords the student many rich opportunities to learn by observing, investigating, imagining, exploring, working and communicating.</p> <p><b>Overview:</b> Students meet for 45 minutes as a full group once a week and for 60 minutes in half groups every other week.</p> <p><b>Cultural/Global Competency:</b> Viewing reproduction of diverse artists, using literature representing multiculturalism, folk crafts of cultures</p> <p><b>Assessment:</b> 1.) Observation of students engaged in their work, one-on-one conversations and class discussions 2.) Informal student sharing 3.) Rubrics, which articulate objectives 4.) Formal student sharing (critiques) 5.) Reviewing games pertaining to terms and concepts and 6.) Written reports which are sent home twice per year which assess skills in listening, focusing upon work, self-motivation, objectives from one rubric-based project, and application of general art concepts</p> <p><b>Community Service/Service Learning:</b> Service/Art connections that are generated as needs and opportunities arise</p> <p><b>Technology:</b> See Information Literacy/Technology curriculum for Grade 3.</p> <p><b>Field Trips:</b> Minneapolis Institute of Arts as a part of a parent led initiative and/or as other curricular connections to cultural institutions.</p>	

# BLAKE

**The Blake Lower School**

**Curriculum Guide  
Grade 4**

**The Blake Lower School**  
**Language Arts Curriculum for Grade 4**  
**Teachers: Susie Jessop, Don Quinn, Nicholas Seme, Kris Westberg**

<b>Skills Development</b>		<b>Literature</b>
<p><b>Reading</b></p> <p><u>Behaviors</u></p> <ul style="list-style-type: none"> <li>•Read for pleasure and for information</li> <li>•Summarize</li> <li>•Reflect on and respond to literature</li> </ul> <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> <li>•Consider different points of view</li> <li>•Interpret figurative language</li> <li>•Predict events, outcomes and behaviors</li> <li>•Identify main ideas/events and details</li> <li>•Connect reading with personal experiences</li> <li>•Discover links between different books</li> <li>•Recall facts from informational books</li> <li>•Use context to predict and confirm words</li> <li>•Draw inferences and conclusions</li> <li>•Reread to increase comprehension</li> <li>•Read fluently</li> <li>•Skim text for important information</li> <li>•Ask clarifying questions</li> </ul> <p><u>Book Knowledge</u></p> <ul style="list-style-type: none"> <li>•Distinguish fiction from non-fiction</li> <li>•Identify table of contents and index</li> <li>•Explain/compare genre and elements of literature</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>•Participate in discussions</li> <li>•Present ideas clearly</li> <li>•Use a clear, audible voice</li> <li>•Use eye contact</li> </ul>	<p><b>Writing</b></p> <p><u>Behaviors</u></p> <ul style="list-style-type: none"> <li>•Initiate writing</li> <li>•Publish and share writing</li> <li>•Plan, revise and edit written work</li> <li>•Persist with written work</li> <li>•Edit the work of others</li> <li>•Use conferences to revise and edit</li> <li>•Experiment with different types of writing</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>•Write stories, paragraphs, reflections, poems, essays, letters, and journals</li> <li>•Write for specific audience or purpose</li> <li>•Write personal experiences/responses</li> <li>•Write using clear lead, middle, conclusion</li> <li>•Develop characters, actions, and place</li> <li>•Use descriptive words</li> <li>•Use dialogue correctly</li> <li>•Experiment with point of view</li> <li>•Take notes when doing research</li> </ul> <p><u>Conventions</u></p> <ul style="list-style-type: none"> <li>•Begin to distinguish parts of speech (noun, verb, adjective, adverb)</li> <li>•Use appropriate grammar and sentence structure</li> <li>•Access resources to check spelling</li> <li>•Spelling skills, sound patterns, syllabication</li> <li>•Use capitals and appropriate punctuation</li> <li>•Use appropriate homonyms</li> <li>•Use word processor efficiently</li> <li>•Use legible handwriting</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>•Demonstrate active listening</li> <li>•Paraphrase information</li> <li>•Give feedback</li> </ul>	<p>Current events material</p> <p>Research materials</p> <p>Literature to support social studies themes and science</p> <p>Genre studies</p> <p>Self-selected literature</p> <p>Teacher-selected literature to support reading and writing skills</p> <p>Literature Circle chapter books</p>
<p><b>Philosophy:</b> Readers and writers grow best by studying other readers and writers, talking about their craft, spending time reading and writing, and making thoughtful choices about the texts they read and write. Speaking articulately, writing with voice, reading for enjoyment, proofreading, as naturally as breathing—these are attributes of readers and writers in our school.</p> <p><b>Overview:</b> In the fourth grade language arts program, students read daily from a wide variety of literary genres, which includes novels, short stories, poetry, historical fiction, reference books, and periodicals. Students are provided opportunities to read independently from material of their own choosing. Teachers read to students daily. Children are given writing opportunities with special focus on narrative, fiction and non-fiction writing. Reading comprehension strategies, writing skills, vocabulary development, working with words, and writing mechanics are the main components of the program. The goals are for students to develop an appreciation for books as literature, to read with comprehension, and to write with fluency and clarity.</p> <p><b>Cultural/Global Competency:</b> Integrated throughout the program with children’s literature and self-expression through writing and sharing</p> <p><b>Assessments:</b> Journals, teacher observation/anecdotal records, writing samples, conferences, informal reading inventories, group discussions, research projects, rubrics and running records</p> <p><b>Community Service/Service Learning:</b> Student initiated projects</p> <p><b>Technology:</b> See Media Tech curriculum for Grade 4.</p>		

**The Blake Lower School**  
**Mathematics Curriculum for Grade 4**  
 Teachers: Susie Jessop, Don Quinn, Nicholas Seme, Kris Westberg

Content Strands	Unit with Concepts and Skills Emphasized
<b>Number and Operations</b>	<p><b>Number representation</b></p> <ul style="list-style-type: none"> <li>•Represent numbers to 100,000 in various contexts</li> </ul> <p><b>Count</b></p> <ul style="list-style-type: none"> <li>•Count by thousands and ten thousands</li> </ul> <p><b>Compare and Order</b></p> <ul style="list-style-type: none"> <li>•Compare and order whole numbers to 100,000</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>•Express numbers to 100,000 in standard, expanded, and word forms</li> </ul> <p><b>Fraction Concepts</b></p> <ul style="list-style-type: none"> <li>•Recognize, write, name, and illustrate mixed numbers and improper fractions</li> <li>•Find a fraction of a set</li> <li>•Generate equivalent fractions</li> <li>•Convert among mixed numbers and improper fractions</li> </ul> <p><b>Decimal Concepts</b></p> <ul style="list-style-type: none"> <li>•Model decimals using tenths and hundredths</li> <li>•Understand decimal notation through hundredths as an extension of the base-ten system</li> <li>•Read and write decimals that are greater than or less than 1</li> <li>•Compare and order decimals</li> <li>•Identify equivalent decimals</li> <li>•Connect equivalent fractions and decimals</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Concepts</b></p> <ul style="list-style-type: none"> <li>•Apply understanding of models for multiplication and division</li> <li>•Recall multiplication facts and related division facts</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Algorithms</b></p> <ul style="list-style-type: none"> <li>•Develop fluency in multiplying multi-digit numbers</li> <li>•Divide by a 1-digit number, with a remainder</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Real-World Problems</b></p> <ul style="list-style-type: none"> <li>•Solve multi-digit multiplication and division problems</li> </ul> <p><b>Fraction Computation</b></p> <ul style="list-style-type: none"> <li>•Add and subtract unlike fractions</li> </ul> <p><b>Decimal Computation</b></p> <ul style="list-style-type: none"> <li>•Add and subtract decimals</li> <li>•Solve problems with addition and subtraction of decimals</li> </ul> <p><b>Estimation and Mental Math</b></p> <ul style="list-style-type: none"> <li>•Use mental math and estimation strategies to find sums, differences, products, and quotients</li> <li>•Decide whether an estimate or exact answer is needed</li> <li>•Use estimation in determining relative sizes of amounts or distances</li> <li>•Round and estimate with decimals</li> </ul>
<b>Algebra</b>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>•Identify, describe, and extend numeric and non-numeric patterns</li> <li>•Use a rule to describe a sequence of numbers or objects</li> </ul> <p><b>Properties</b></p> <ul style="list-style-type: none"> <li>•Represent division as the inverse of multiplication</li> </ul> <p><b>Number Theory</b></p> <ul style="list-style-type: none"> <li>•Find the greatest common factor and least common multiple</li> <li>•Identify prime and composite numbers</li> </ul> <p><b>Functional Relationships</b></p> <ul style="list-style-type: none"> <li>•Understand the relationships between the numbers and symbols in formulas for area and perimeter</li> <li>•Describe number relationships in context</li> </ul> <p><b>Expressions/Models</b></p> <ul style="list-style-type: none"> <li>•Use a variety of concrete, pictorial, and symbolic models for multiplication and division; and addition and subtraction and fractions and decimals</li> </ul> <p><b>Number Sentences and Equations</b></p> <ul style="list-style-type: none"> <li>•Write and solve number sentences for one-, two-, and three-step real-world problems</li> <li>•Use bar models and number sentences for one-, two-, and three-step real-world problems</li> </ul>

	<ul style="list-style-type: none"> <li>•Determine the missing parts (quantities or symbols) in number sentences</li> </ul> <p><b>Equality and Inequality</b></p> <ul style="list-style-type: none"> <li>•Understand equality and inequality</li> </ul>
<b>Geometry</b>	<p><b>Lines and Angles</b></p> <ul style="list-style-type: none"> <li>•Draw perpendicular and parallel lines</li> <li>•Construct and measure angles</li> </ul> <p><b>Two-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>•Apply the properties of squares and rectangles</li> <li>•Find unknown angle measures and side lengths of squares and rectangles</li> <li>•Identify figures that form tessellations</li> <li>•Understand the relationships between the numbers and symbols in formulas for area and perimeter</li> </ul> <p><b>Congruence and Symmetry</b></p> <ul style="list-style-type: none"> <li>•Identify line and rotational symmetry</li> <li>•Relate rotational symmetry to turns and congruency</li> </ul> <p><b>Transformations</b></p> <ul style="list-style-type: none"> <li>•Use transformations to form tessellations</li> </ul> <p><b>Coordinate Geometry</b></p> <ul style="list-style-type: none"> <li>•Develop coordinate readiness with tables and line graphs</li> </ul>
<b>Measurement</b>	<p><b>Angles</b></p> <ul style="list-style-type: none"> <li>•Estimate and measure angles with a protractor</li> <li>•Classify angles by angle measure</li> <li>•Rotate <math>\frac{1}{4}</math>-, <math>\frac{1}{2}</math>-, <math>\frac{3}{4}</math>-, and full turns to the number of right angles</li> </ul> <p><b>Perimeter</b></p> <ul style="list-style-type: none"> <li>•Find the perimeter of composite figures</li> <li>•Solve problems involving the perimeter of squares, rectangles, and composite figures</li> </ul> <p><b>Area</b></p> <ul style="list-style-type: none"> <li>•Explain area as an attribute of two-dimensional figures</li> <li>•Connect area measure to the area model for multiplication; use it to justify the formula for the area of a rectangle</li> <li>•Estimate and measure area in square units</li> <li>•Select appropriate units, strategies, and tools to solve area problems</li> <li>•Explain the relationships among area formulas of different polygons</li> </ul>
<b>Data Analysis</b>	<p><b>Classifying and Sorting</b></p> <ul style="list-style-type: none"> <li>•Construct line plots, stem-and-leaf plots, tables, and line graphs</li> </ul> <p><b>Interpret/Analyze Data</b></p> <ul style="list-style-type: none"> <li>•Interpret tally charts, bar graphs, picture graphs, tables, and line graphs</li> <li>•Find the mean (average), median, mode, and range of a data set</li> </ul>
<b>Probability</b>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>•Decide whether an outcome is certain, more likely, equally likely, less likely, or impossible</li> </ul> <p><b>Expressing Probability</b></p> <ul style="list-style-type: none"> <li>•Express the probability of an event as a fraction</li> </ul>
<p><b>Philosophy:</b> We believe that children engaged in mathematics can be confident risk-takers, who see problems as opportunities instead of obstacles, and persevere in their solutions. We believe that children can enjoy and appreciate the beauty of math. To that end, we believe in a mathematics program that allows children to build their own knowledge relying on a variety of methods, by observing, making sense of, and creating patterns. Children communicate their ideas mathematically and work in collaboration with their peers in a non-competitive atmosphere to solve real life, meaningful problems. We believe that creating this kind of environment for students will build a strong foundation for spatial and algebraic mathematics and will give them a rich foundation for further exploration of mathematics.</p> <p><b>Overview:</b> Curriculum based on <i>Math in Focus</i></p> <p><b>Cultural/Global Competency:</b> Embedded in <i>Math in Focus</i> text and materials</p> <p><b>Assessments:</b> Teacher observation; participation; tests; daily work; homework; embedded assessment; math fact tests timed and untimed</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 4.</p>	

# The Blake Lower School

## Science Curriculum for Grade 4

Teachers: Susie Jessop, Don Quinn, Nicholas Seme, Kris Westberg

Content Strands	Units with Concepts and Skills Emphasized	
<b>Physical</b>	<b>Lego Dacta: Gears / Lego LOGO Robotics</b> <ul style="list-style-type: none"> <li>•Explore principles of gearing</li> <li>•Design and construct amusement park ride with stability, motion, lights, a motor and a workable gear mechanism with Mindstorms Programming language</li> <li>•Solve problems and program with LOGO computer languages</li> </ul>	<b>Matter (Science Companion)</b> <ul style="list-style-type: none"> <li>•Measure volume using graduated cylinders</li> <li>•Design and conduct an experiment that tests a single variable</li> <li>•Understand how and why matter changes state and how matter is conserved</li> </ul>
<b>Earth</b>	<b>Earth's Changing Surface (Science Companion)</b> <ul style="list-style-type: none"> <li>•Compare hardness of different types of rocks</li> <li>•Identify evidence of changes in the earth's surface</li> <li>•Explain causes and effects of weathering, erosion, deposition, plate movement and other processes that shape the earth's surface</li> <li>•Construct models of rivers, glaciers, volcanoes and wind storms</li> <li>•Make connections between above topics and Minnesota's geological history</li> </ul>	<b>Watery Earth (Science Companion)</b> <ul style="list-style-type: none"> <li>•Understand that water is a natural resource that is essential for life</li> <li>•Analyze the distribution of water on Earth</li> <li>•Explain how the Earth's water circulates around the water cycle through the processes of evaporation, condensation, precipitation, percolation and human consumption</li> <li>•Identify sources of water pollution and water waste</li> <li>•Suggest actions that humans can take to conserve and protect water</li> <li>•Design and carry out a project that involves taking one of these actions</li> </ul>
<b>Science as Inquiry</b>	<b>The I Wonder Circle</b> <ul style="list-style-type: none"> <li>•I Wonder: notice, ask questions, and state problems</li> <li>•I Think: consider, gather information, and predict</li> <li>•I Try: experiment, model test ideas, and repeat</li> <li>•I Observe: watch, examine, and measure</li> </ul>	<ul style="list-style-type: none"> <li>•I Record: record data, organize, describe, classify, graph, and draw</li> <li>•I Discover: look for patterns, interpret, reflect, conclude, and communicate discoveries</li> </ul>
<b>Habits of Mind</b>	<ul style="list-style-type: none"> <li>•Think reflectively</li> <li>•Think flexibly</li> <li>•Think logically</li> <li>•Express a sense of wonder and an inquisitive attitude</li> <li>•Display confidence</li> </ul>	<ul style="list-style-type: none"> <li>•Apply prior knowledge</li> <li>•Persevere</li> <li>•Show awareness of and responsibility for the environment and nature</li> </ul>
<b>Scientific Communication</b>	<ul style="list-style-type: none"> <li>•Display data using graphs, tables, illustrations and pictorial models</li> <li>•Give informed oral presentations</li> <li>•Write research project report</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to presentations</li> <li>•Discuss current events</li> <li>•Read text for main idea</li> <li>•Use scientific vocabulary accurately</li> </ul>
<p><b>Philosophy:</b> The Lower School science program engages students in a variety of challenging, developmentally appropriate experiences that build confidence, nurture curiosity, encourage problem solving and accommodate different learning styles. Student knowledge and skills are strengthened through self-directed study (independent or small group). Children are engineers when they modify the world to satisfy their own interests and ideas. Students are encouraged to investigate, experiment and take risks, apply technology and become aware of the impact of human activity on the environment.</p> <p><b>Overview:</b> Science units alternate with Social Studies units throughout the year, and are taught in approximately three 60 minute periods per week.</p> <p><b>Cultural/Global Competency:</b> Students share water stories and explore human relationships with water around the world. Students learn about how the environment affects the way people live and work around world.</p> <p><b>Assessments:</b> Teacher observation and conferencing; student notebooks; performance tasks; quick check items; projects; presentations; participation</p> <p><b>Service Learning:</b> Educate members of school community about water use and conservation through a variety of student-selected means, including announcements, posters, and presentations.</p> <p><b>Field Trips:</b> Big River Journey on Mississippi River; water treatment plant – Eden Prairie; environmental education at Camp Widjiwagan</p>		

**The Blake Lower School**  
**Social Studies Curriculum for Grade 4**  
**Teachers: Susie Jessop, Don Quinn, Nicholas Seme, Kris Westberg**

<b>Content/Skill Strands: Human and Environment Interaction &amp; Movement of Ideas, People and Goods</b>	
<p><i>National Council for Social Studies</i></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>•Culture</li> <li>•Time, continuity, and change</li> <li>•People, places, and environments</li> <li>•Individual development and identity</li> <li>•Individuals, groups, and institutions</li> <li>•Production, distribution, and consumption</li> <li>•Science, technology, and society</li> <li>•Global connections</li> </ul> <p><b>Attitudes/Values</b></p> <ul style="list-style-type: none"> <li>•Self-awareness</li> <li>•Multiple perspectives</li> <li>•Empathy</li> <li>•Sense of community</li> <li>•Cultural curiosity</li> <li>•Global Competency</li> <li>•Positive Racial Identity</li> <li>•Respect for self and others</li> </ul>	<p><b>Minnesota History:</b></p> <ul style="list-style-type: none"> <li>• Cultural Contact, Conflict, and Convergence</li> <li>• Voyageur &amp; Native American life</li> <li>• Early Minnesotans</li> <li>• Trade Routes</li> <li>• Social structure of fur trade</li> <li>• Economics of trade</li> </ul> <p><b>Global Awareness/Geography Skills:</b>            See Science <i>Earth Changing Surface</i></p> <ul style="list-style-type: none"> <li>•Read, interpret, and use political, physical, and thematic maps</li> <li>•Latitude/longitude concepts</li> <li>•See Spanish Curriculum</li> </ul> <p><b>Current events:</b>  <i>Time for Kids</i></p> <p><b>Conflict Resolution Training:</b></p> <ul style="list-style-type: none"> <li>•Conflict</li> <li>•Communication basics</li> <li>•Mediation</li> </ul>
<p><b>Social and Emotional Learning:</b>            Responsive Classroom/<i>Second Step</i>            The social and emotional curriculum teaches children empathy skills, impulse control and problem solving, and anger management by helping teachers and students create a healthy community and culture of care and respect. Students learn a common language for calming down and problem solving, and practice social skills in role plays and other controlled settings. Skills learned are used in all areas of school life.</p> <p><b>Optional Unit:</b>  <b>1<sup>st</sup> Grade–4<sup>th</sup> Grade Buddies (BC)</b>  <b>2<sup>nd</sup> Grade–4<sup>th</sup> Grade Buddies (HC)</b></p> <ul style="list-style-type: none"> <li>•Experience taking risks in relationships</li> </ul>	
<p><b>Philosophy:</b> Our integrated study of the social sciences and humanities helps children develop the attitudes, values and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world. We believe social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, active and child-centered.</p> <p><b>Overview:</b> Fourth grade social studies builds upon the Science curriculum to further investigate the questions: How does the environment shape people and how do people shape the environment? Further, how and why do people, goods, and ideas move throughout the world? These questions allow fourth graders to inquire deeply into two of the most significant themes in geography. Social Studies units alternate with Science units throughout the year, and are taught two 60 minute periods per week. Science and Social Studies units culminate with class trip experience at Camp Widgiwagan in Ely, Minnesota.</p> <p><b>Resources:</b> <i>Glaciers to Fur Trade Northern Lights</i> chapters 6,7; <i>Nystrom Atlas Series- "Geothemes"; Trouble at Fort LaPointe</i></p> <p><b>Cultural/Global Competency:</b> Integrated throughout the program with self-expression through writing and sharing. The exploration of the global geographic theme of Movement of Ideas, People and Goods from historical and modern perspectives empowers young learners to investigate historic and modern examples of global connections. Key aspects of the "human experience" such as migration, trade, cultural convergence, and conflict resolution are explored at this grade level. The exploration of the global geographic theme of Human and Environment Interaction from historical and modern perspectives empowers young learners to investigate the relationships and impact of humans on the land and climate while understanding the impact of the environment on humans. These themes are furthered by an integrated study of Human and Environment Interaction &amp; Movement of Ideas, People and Goods with MCL Spanish curriculum.</p> <p><b>Assessments:</b> Projects, observation, lab packets, participation, role playing, journaling, art, writing, and quizzes</p> <p><b>Community Service/Service Learning:</b> Clearing in dining room; First/Second Grade Buddies; Student-initiated service projects</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 4.</p> <p><b>Field Trips/Guest Speakers:</b> Pine City: N.W. Fur Trading Post; Camp Widgiwagan, plays with connections to subject matter; Jacques the Voyageur presentation; Big River Journey</p>	

**The Blake Lower School**  
**Information Literacy/Technology Curriculum for Grade 4**  
**Teachers: Joe Druskin, Elaine Hove, Paula Huddy, William Watkins**

Information Management Strategies	Technology Skills and Strategies
<ul style="list-style-type: none"> <li>•Use search strategies in nonfiction materials</li> <li>•Use online resources and search techniques</li> <li>•Identify steps in the research process</li> <li>•Record information, decide what is important, and cite resources</li> <li>•Evaluate and select materials</li> <li>•Listen to and discuss stories</li> <li>•Read widely from various genres for information and pleasure</li> <li>•Engage in the inquiry/research process</li> </ul>	<ul style="list-style-type: none"> <li>•Use basic computer terminology</li> <li>•Apply basic computer lab rules</li> <li>•Demonstrate responsible and appropriate uses of technology</li> <li>•Use keyboards and other common input and output devices</li> <li>•Locate programs and properly quit</li> <li>•Demonstrate touch typing at 15 wpm</li> <li>•Use menu bar options within programs</li> <li>•Open and save files from/to file server</li> <li>•Develop presentation design skills (PowerPoint)</li> <li>•Print files appropriately</li> <li>•Use content area software to support learning</li> <li>•Access the World Wide Web – curated web sites</li> <li>•Use word processing independently (spell check, copy, cut, paste, text wrap, graphics insertion, alignment, fonts, and tab)</li> <li>•Use and care for iBook</li> <li>•Use programming language effectively (procedures, text box, button, and sound)</li> <li>•Use email appropriately</li> <li>•Use internet and email ethically</li> <li>•Demonstrate basic building and gearing principles in LEGO Engineered project</li> </ul>
<p><b>Philosophy:</b> Through the use of resources within and beyond the school, students and teaching staff should be able to gather, evaluate and communicate information in a variety of formats, embracing a diversity of perspectives.</p> <p><b>Overview:</b> 30 minutes daily through September for keyboarding; approximately 45 minutes per week for other projects throughout the year</p> <p><b>Cultural/Global Competency:</b> Selected materials according to curriculum units</p> <p><b>Assessment:</b> The teaching and assessment of information and technology skills are integrated into the overall school curriculum. Projects assessed: Lego NXT Robotics (accessible on our school web site), classroom-based inquiry projects, and Scratch programming.</p>	

**The Blake Lower School**  
**Music Curriculum for Grade 4**  
**Teachers: Sara Lukkasson, Woody Woodward**

Concepts	Skills
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>·Sixteenth patterns (tikati, titika, ti i i ka)</li> <li>·Dotted rhythms</li> <li>·6/8 meter and common patterns</li> <li>·Anacrusis, crusis</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>·Fa, then ti in do hexachordal and diatonic melodies</li> <li>·Major/minor melodies and triads</li> <li>· I – ii and I–V chords</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>·Rondo (ABACA)</li> <li>·Coda</li> <li>·Ground</li> </ul> <p><b>Expressive Elements</b></p> <ul style="list-style-type: none"> <li>·Recorder articulation</li> <li>·Slur, legato, staccato</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>·Soprano recorder</li> <li>·Orchestral instruments (violin, viola, cello, bass, oboe, bassoon, harp)</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>·3- 4 part canon</li> <li>·3-part ostinato accompaniment</li> <li>·Tonic – dominant chord root and triad</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>·Perform solo and unison melodies accurately with harmony implied or sounded</li> <li>·Use vocal range A - e’</li> <li>·Monitor vocal intonation</li> <li>·Perform vocal ostinato accompaniment</li> <li>·Improvise melodies in given tonal context</li> <li>·Develop breath control</li> <li>·Use notation to recall and perform vocal phrases or melodies</li> </ul> <p><b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>·Learn or rehearse pieces independently using notation</li> <li>·Listen for and assess pitch accuracy and intonation</li> <li>·Use alternating mallet technique</li> <li>·Perform pieces with extended structure</li> <li>·Perform and improvise melodic phrases with recorder pitched percussion</li> <li>·Use appropriate posture, breathe control, and tonguing for recorder</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>·Improvise rhythmic and expressive gestures and dances</li> <li>·Use gesture to explore musical style and expressive nuance</li> <li>·Perform rhythmic movement in 6/8</li> <li>·Compose and improvise dances to fit musical form</li> </ul>
<p><b>Philosophy:</b> The foundation of the Blake School Lower School music program is the Orff Schulwerk approach, based on the teaching philosophy of the German composer, Carl Orff. The approach utilizes singing, speaking, movement and instrument playing to experience music in an active way. Music and movement are integrated, allowing students to explore expressive elements in a physical way. The process follows the natural development of children. First, students experience music through imitating sounds made by the teacher, other students, instruments and recordings. Eventually, the sounds are notated using a variety of symbols. What has been imitated is further explored, bringing to consciousness musical ideas and concepts. Students manipulate short rhythmic or melodic ideas and utilize them to accompany songs or create their own musical and movement material. Gradually, students are encouraged to offer their own creative suggestions and ultimately improvise their own musical and movement ideas. The creative process is the heart of the Orff Schulwerk approach.</p> <p><b>Overview:</b> Classrooms meet for three 30-minute sessions per week.</p> <p><b>Cultural/Global Competency:</b> Repertoire explored includes traditional music from the U.S., Europe, Hispanic, and other international cultures.</p> <p><b>Assessment:</b> Group or individual performance documented using audio/video recording, checklist, rubric, student journaling, or anecdotal data</p> <p><b>Field Trips:</b> Attendance at Minnesota Orchestra Young People’s Concerts</p>	

**The Blake Lower School**  
**Physical Education Curriculum for Grade 4**  
**Teachers: Charlie Cracraft, John Shelp, Alanna Wahl**

Content	Skills Emphasized	Concepts
<ul style="list-style-type: none"> <li>•Movement patterns and motor skills needed to perform a variety of activities</li> <li>•Movement concepts, principles and strategies that apply to learning and performance of physical activity</li> <li>•Psychological and sociological concepts that apply to learning and performing physical activity</li> <li>•Maintaining physical fitness to improve health and performance</li> <li>•Physical fitness concepts, principles, and strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Throwing, catching</li> <li>•Dribbling, passing, trapping</li> <li>•Passing, setting, serving</li> <li>•Dribbling, passing, shooting, lay-ups</li> <li>•Striking, pitching, base running</li> <li>•Exploring stretching, cooling down, warming-up, and agility</li> <li>•Pushing, gliding, balancing, stopping, doing crossovers, backward skating</li> <li>•Understanding use of pattern, structure, group, partner, individual, circle, line, square, rhythm, creative choreography</li> <li>•Performing stunts (individual and partner), stretching, body awareness, body positions</li> <li>•Demonstrate safe aqua skills</li> <li>•Short and long rope skills</li> <li>•Serving, returning</li> <li>•Jumping hurdles, exchanging batons</li> <li>•Moving under control, performing water rescue and safe use of equipment, rescue breathing</li> <li>•Taking pulse, being active, understanding nutrition, rest, personal hygiene, personal safety, and stress management</li> <li>•Playing cooperatively, sharing equipment and space</li> <li>•Team Work</li> <li>•Taking turns, showing a positive attitude and encouragement, taking risks</li> </ul>	<ul style="list-style-type: none"> <li>•Offense, defense</li> <li>•Field awareness</li> <li>•Rotation, score keeping</li> <li>•Teamwork, sportsmanship</li> <li>•Strategies</li> <li>•Health awareness, pacing</li> <li>•Lifetime sport, winter dress</li> <li>•Relaxation</li> <li>•Twirling</li> <li>•Hand, eye coordination</li> <li>•Fun</li> <li>•Respect and value our diverse community</li> </ul>
<p><b>Philosophy:</b> Physical Education is a daily, active, challenging process that encourages students to develop physical skills, social skills, and healthy habits. The program values participation, cooperation and citizenship through games and activities that are fun and motivate students to live active, healthy lives.</p> <p><b>Overview:</b> Each classroom meets four days a week for 30 minutes. Students participate in Olympic Day the last week in May and a skating party for students and parents at the end of the four-week skate unit.</p> <p><b>Cultural/Global Competency:</b> Learn and value similarities and differences through a variety of activities.</p> <p><b>Assessment:</b> Observation, timed/measured tests, rubrics, and Blake Standard Fitness Tests in fall and spring</p> <p><b>Community Service/Service Learning:</b> Study and discuss disabilities; Race for the Cure</p>		

# The Blake Lower School

## Spanish Curriculum for Grade 4

Teachers: Zvi Geffen and Erica Ryan

Content Strands	Skills
<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• My family and I</li> <li>• Different clothing for different weather</li> <li>• At home</li> <li>• The foods we eat</li> <li>• Animals, animals</li> <li>• Theater</li> </ul>	<p><b>Language Proficiency Targets:</b></p> <p><i>Listening - Novice Mid</i></p> <ul style="list-style-type: none"> <li>• Understand predictable questions, statements, and commands in familiar topic areas (with strong context without prompting support.)</li> <li>• Requires slower than normal rate of speech and/or with repetition.</li> </ul> <p><i>Speaking – Novice Mid</i></p> <ul style="list-style-type: none"> <li>• Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>• Frequent searching for words is common.</li> <li>• May use native language or gestures when attempting to create with language beyond what is known.</li> <li>• Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.</li> </ul> <p><i>Reading - Novice Mid</i></p> <ul style="list-style-type: none"> <li>• Able to recognize the letters or symbols</li> <li>• Can identify a number of highly contextualized words and phrases, including cognates and borrowed words, but rarely understands material that exceeds a single phrase.</li> <li>• Rereading is often required</li> </ul> <p><i>Writing - Novice Mid</i></p> <ul style="list-style-type: none"> <li>• Writes a modes number of words or phrases in context.</li> <li>• Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for</li> <li>• Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</li> <li>• On less familiar topics, shows a marked decrease in accuracy</li> <li>• Writing may be difficult to understand even by sympathetic readers</li> </ul>
<p><b>Philosophy:</b> The Lower School Spanish Language Program identifies essential content, progression, and skills for each level of language learning at Blake. This Program of Studies has been designed to reflect not only the latest research in language learning but also the best practices of world language instruction that enhance language development. Aligned with the National Standards for World Languages, Blake’s language programs emphasize real world communication. The American Council on the Teaching of Foreign Languages (ACTFL) has established proficiency guidelines which help define linguistic performance levels of language learners.</p> <p>In the world language curriculum, students will not only learn to communicate with native speakers and non-native speakers of the language, but they will do so with the cultural knowledge necessary to interact in an appropriate way. The goals for the Lower School Spanish program are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing Spanish language proficiency</li> <li><input type="checkbox"/> Initiating a long sequence of language learning beginning in the early grades</li> <li><input type="checkbox"/> Learning a language at a critical age for language acquisition</li> <li><input type="checkbox"/> Helping students make connections with other content areas and languages</li> <li><input type="checkbox"/> Opening the door to learning multiple languages later on</li> <li><input type="checkbox"/> Growing a lifelong love for language learning</li> <li><input type="checkbox"/> Cultivating global and cultural competence</li> <li><input type="checkbox"/> Nurturing empathy</li> <li><input type="checkbox"/> Preparing students to contribute to the fullness of a diverse and global community</li> </ul>	

**The Blake Lower School**  
**Strings Curriculum for Grade 4**  
**Teachers: Jennifer Kalika and Ann Letsinger**

Content Strands	Skills Emphasized
<b>Individual Instrumental Music Playing</b>	<p><b>Music Language</b></p> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Meter</li> <li>• Form</li> <li>• Dynamics</li> <li>• Tone</li> </ul> <p><b>Playing Technique</b></p> <ul style="list-style-type: none"> <li>• Instrumental Setup</li> <li>• Bow Control</li> <li>• Fingering</li> </ul>
<b>Reading, Playing and Writing Music</b>	<p><b>Reading/Playing</b></p> <ul style="list-style-type: none"> <li>• Decode symbols into sounds</li> <li>• Track place in music</li> <li>• Hand-Eye Coordination</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write symbols accurately to portray a desired sound</li> </ul>
<b>Orchestra Music Playing</b>	<p><b>Ensemble Skills</b></p> <ul style="list-style-type: none"> <li>• Watching and following a leader</li> <li>• Awareness of group sound</li> </ul> <p><b>Community Collaboration</b></p> <ul style="list-style-type: none"> <li>• Contributing to the success of the whole</li> </ul>
<p><b>Philosophy:</b> The String program encompasses comprehensive, literacy-based instruction to develop executive, aural and ensemble skills.</p> <p><b>Overview:</b> Students may enroll in the string program at any year at the Lower School. Instruction is offered on violin, viola and cello. Fourth grade students receive one half-hour small group lesson per week. Students continue learning music-reading skills, and solidify their reading fluency. Large Group/Orchestra experiences occur throughout the year. Fourth grade Orchestra performs at the January and May String Assemblies.</p> <p><b>Cultural/Global Competency:</b> Repertoire taught includes Suzuki pieces, the <i>Essential Elements</i> method book, and selected orchestra pieces. The materials used offer a wide range of genres and folk tunes from various cultures.</p> <p><b>Assessment:</b> Assessments are made in the following ways: Teacher observation of group and individual performance, student self-assessment using video, completed assignments from music notebook.</p> <p><b>Field Trips:</b> Minnesota Orchestra Young People's Concert</p>	

## The Blake Lower School Student Services Curriculum for Grade 4

School Counselor: Jon Halpern

Learning Specialists: Jane Johnson (LSHC) and Deb Maurer (LSBC)

Learning Differences	Counseling
<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding learning issues</li> <li>• Organizational and self-advocacy skill support for students with accommodation plans</li> <li>• Support academic instruction for students with accommodation plans within the classroom setting and/or in small group settings</li> <li>• Small group math enrichment instruction for identified students</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding developmental issues in and out of school</li> <li>• Meet with children to address specific issues</li> <li>• Meet with groups of students to mediate arising situations</li> <li>• Present units to students on conflict resolution</li> <li>• Participate in whole class activities: community building and read-aloud</li> </ul>
<p><b>Philosophy:</b> The Lower School Student Services Department is committed to the promotion and management of a school community that is nurturing, supportive, and safe for all. The counseling and learning support staff believes that an environment which fosters personal growth, resilience, responsibility, emotional well-being, and integrity ultimately leads to individual academic success and responsible citizenship. To ensure this commitment to students, the Student Services Staff provides opportunities for self-awareness and offers support necessary to students to reach their full potential. The counselor and learning specialists coordinate extensively to assess, monitor and support student growth.</p> <p><b>Cultural/Global Competency:</b> Our goal is to help children understand there is a diversity of learners, and develop an awareness of differences across personal attributes, history, culture and lived experiences. We also seek to support students in their own individual and social identity development.</p> <p><b>Assessments include:</b> Fountas and Pinnell Reading Assessment, Gray Oral Reading Test</p>	

## The Blake Lower School Theatre Curriculum for Grade 4

Teachers: Cynthia Hechter, Lori Opsal

Themes	Skills
<ul style="list-style-type: none"> <li>•Improvisation</li> <li>•Detailed character development through more specific physical and vocal expression in scenes</li> <li>•Script analysis</li> <li>•Performance and acting techniques</li> </ul>	<ul style="list-style-type: none"> <li>•Develop a well-rounded character based on the script (physical characteristics, vocal expression, emotional content, creating character histories and building character relationships)</li> <li>•Stage directions and increased theatre vocabulary</li> <li>•Technical responsibilities (lighting cues, music cues, prop and set change assignments, and costuming)</li> <li>•Learn and apply responsible audience skills and practice constructive feedback</li> <li>•Improvisation skills (risk taking, fast thinking, creating cooperative ideas and listening)</li> </ul>
<p><b>Philosophy:</b> The mission of the theatre program at The Blake School is to inform, enhance and acknowledge for our students what it means to be part of the human experience. Theatre engages students in a process of expression through artistic form, a process which involves study, dialogue, exploration, performance and assessment. Students are called to develop a language of the creative spirit and a facility for critical thinking.</p> <p><b>Overview:</b> In fourth grade theatre class, students begin with improvisation activities, which help build acting skills and a strong ensemble. Scripted material is introduced, cast and rehearsed for an in-depth study of play production. Parents are invited for a classroom performance at the end of the semester. Students meet in half groups for 60 minutes each week during the fall semester.</p> <p><b>Cultural/Global Competency:</b> We practice gender fair casting and strive to use materials (stories, props, artwork) that reflect a variety of perspectives.</p> <p><b>Assessment:</b> Students are assessed on an ongoing basis on their participation and their willingness to take risks with vocal and physical expression, working within the guidelines of the activity, cooperation and listening.</p>	

**The Blake Lower School**  
**Visual Arts Curriculum for Grade 4**  
**Teachers: Kimberly Lane, Jackie Quinn**

Themes and Concepts	Skill Development
<b>Motivations:</b> Literature, music, viewing other artists' work, seasonal subjects, the world around us, service learning, language, visiting authors and artists, Central and South American cultures, Mexico, geometry, service learning	<ul style="list-style-type: none"> <li>•Listening</li> <li>•Focus upon work</li> <li>•Self-motivation</li> <li>•Using and caring for materials</li> <li>•Using and caring for art work</li> </ul>
<b>Media/Processes:</b> Drawing, painting, collage, modeling, construction, ceramics, assemblage, masks, subtractive sculpture, weaving, wire sculpture	<ul style="list-style-type: none"> <li>•Using and recognizing media/processes</li> </ul>
<b>Subject Matter:</b> Landscape, still life, figures, animals, abstract design, imaginary worlds, portraits, symbols	<ul style="list-style-type: none"> <li>•Using and recognizing varied subject matter</li> </ul>
<b>Elements and Principles of Design:</b> Line, shape, color, value, texture, form, space, repetition, pattern, balance, variety, harmony, unity	<ul style="list-style-type: none"> <li>•Using and recognizing elements/principles of design</li> </ul>
<b>Artists/Cultures:</b> Spanish speaking cultures as well as continued study of various cultures	<ul style="list-style-type: none"> <li>•Using and recognizing artists and cultural styles</li> </ul>
<p><b>Philosophy:</b> Visual Art study fuses the intellect – critical thinking and problem solving – with self-expression, directly supporting the School's goal of "Challenging the mind, engaging the heart." Visual art develops the student's awareness and understanding of the world and the human experience while incorporating multiple perspectives. The art program affords the student many rich opportunities to learn by observing, investigating, imagining, exploring, working and communicating.</p> <p><b>Overview:</b> Students meet for 45 minutes as a full group once a week and for 60 minutes in half groups every other week.</p> <p><b>Cultural/Global Competency:</b> Viewing reproduction of diverse artists, use literature representing multiculturalism, folk crafts of cultures.</p> <p><b>Assessment:</b> 1.) Observation of students engaged in their work, one-on-one conversations and class discussions 2.) Informal student sharing 3.) Rubrics, which articulate objectives 4.) Formal student sharing (critiques) 5.) Reviewing games pertaining to terms and concepts and 6.) Written reports which are sent home twice per year which assess skills in listening, focusing upon work, self-motivation, objectives from one rubric-based project, and application of general art concepts</p> <p><b>Community Service/Service Learning:</b> Foster Service/Art connections that are generated as needs and opportunities arise.</p> <p><b>Technology:</b> Translation of drawing skills to computer drawing. See Information Literacy/Technology curriculum for Grade 4.</p> <p><b>Field Trips:</b> Minneapolis Institute of Arts as a part of a parent led initiative and/or as other curricular connections to cultural institutions.</p>	

# BLAKE

**The Blake Lower School**

**Curriculum Guide  
Grade 5**

**The Blake Lower School**  
**Language Arts Curriculum for Grade 5**  
**Teachers: Beth Daniel, Martha Long, Pam Olds, Jacqueline Robie**

<b>Skills Development</b>		<b>Literature</b>
<p><b>Reading</b></p> <p><u>Behaviors</u></p> <ul style="list-style-type: none"> <li>• Reflect on and respond to literature</li> <li>• Read for pleasure and for information</li> </ul> <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> <li>• Consider different points of view</li> <li>• Interpret figurative language</li> <li>• Predict events, outcomes and behaviors</li> <li>• Identify main ideas/events and details</li> <li>• Connect personal experiences to reading</li> <li>• Relate situations in different books</li> <li>• Recall facts from informational books</li> <li>• Make comparisons among texts</li> <li>• Use context to predict and confirm words</li> <li>• Draw inferences and conclusions</li> <li>• Synthesize information</li> <li>• Read fluently aloud</li> <li>• Read with expression</li> <li>• Skim text for important information</li> <li>• Take notes</li> <li>• Ask clarifying questions</li> </ul> <p><u>Book Knowledge</u></p> <ul style="list-style-type: none"> <li>• Identify table of contents and index</li> <li>• Explain/compare genres and elements of literature</li> <li>• Utilize dictionary and reference materials</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Demonstrate active listening</li> <li>• Develop critical listening skills</li> </ul>	<p><b>Writing</b></p> <p><u>Behaviors</u></p> <ul style="list-style-type: none"> <li>• Initiate writing</li> <li>• Publish and share writing</li> <li>• Plan, revise and edit written work</li> <li>• Persist with written work</li> <li>• Edit the work of others</li> <li>• Revise and edit</li> <li>• Experiment with different types of writing</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>• Write paragraphs, stories, reflections, poems, essays, and letters</li> <li>• Write for specific audience or purpose</li> <li>• Use beginning, middle, ending</li> <li>• Use descriptive words</li> <li>• Use dialogue correctly</li> <li>• Experiment with point of view</li> </ul> <p><u>Conventions</u></p> <ul style="list-style-type: none"> <li>• Understand parts of speech (noun, verb, adjective, adverb)</li> <li>• Access resources to check spelling</li> <li>• Use appropriate capitals and punctuation</li> <li>• Use appropriate homonyms</li> <li>• Use word processor effectively</li> <li>• Word analysis</li> <li>• Spelling skills</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Present ideas clearly</li> <li>• Use a clear, audible voice</li> <li>• Use eye contact</li> </ul>	<p>Book Club</p> <p>Literature to support social studies and science themes</p> <p>Research materials</p> <p>Self-selected reading materials</p>
<p><b>Philosophy:</b> Readers and writers grow best by spending time studying other readers and writers, talking about their craft, reading and writing, and making thoughtful choices about the texts they read and write. Speaking articulately, writing with voice, reading for enjoyment.</p> <p><b>Overview:</b> In the fifth grade language arts program, students read from a wide variety of fiction and nonfiction texts. Students are provided opportunities to read independently. Reading comprehension strategies, writing skills, vocabulary development, spelling, and writing mechanics are the main components of the program.</p> <p><b>Cultural/Global Competency:</b> Embedded in the literature choices, class discussions and self-expression</p> <p><b>Assessments:</b> Reading and Writing notebooks, teacher observation/anecdotal records, drafts and published pieces, conferences, informal reading inventories, group discussions, inquiry projects and rubrics, and literary essays</p> <p><b>Community Service/Service Learning:</b> K-5 Buddies.</p> <p><b>Technology:</b> See Media Technology curriculum for Grade 5.</p>		

**The Blake Lower School**  
**Mathematics Curriculum for Grade 5**  
 Teachers: Beth Daniel, Martha Long, Pam Olds, Jacqueline Robie

Content Strands	Unit with Concepts and Skills Emphasized
<b>Number and Operations</b>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>•Express numbers to 10,000,000 in various forms</li> </ul> <p><b>Compare and Order</b></p> <ul style="list-style-type: none"> <li>•Compare and order whole numbers to 10,000,000</li> </ul> <p><b>Estimation and Mental Math</b></p> <ul style="list-style-type: none"> <li>•Use estimation and mental math to estimate sums, differences, products, and quotients</li> <li>•Estimate sums and differences with fractions and decimals</li> <li>•Estimate products and quotients with decimals</li> </ul> <p><b>Fraction Concepts</b></p> <ul style="list-style-type: none"> <li>•Convert fractions to decimals</li> <li>•Relate fractions and division expressions</li> </ul> <p><b>Decimal Computation</b></p> <ul style="list-style-type: none"> <li>•Add and subtract decimals</li> <li>•Multiply and divide decimals by whole numbers</li> <li>•Solve problems with multiplication and division of decimals</li> </ul> <p><b>Fraction Computation</b></p> <ul style="list-style-type: none"> <li>•Add and subtract unlike fractions and mixed numbers</li> <li>•Multiply proper fractions, improper fractions, mixed numbers, and whole numbers</li> <li>•Divide fractions by whole numbers</li> <li>•Solve word problems with addition, subtraction, multiplication, and division of fractions</li> </ul> <p><b>Decimal Concepts</b></p> <ul style="list-style-type: none"> <li>•Model decimals using thousandths</li> <li>•Understand place value concepts through thousandths</li> <li>•Convert decimals to fractions</li> </ul> <p><b>Ratio, Proportion, and Percent</b></p> <ul style="list-style-type: none"> <li>•Use ratios to solve problems</li> <li>•Find equivalent ratios</li> <li>•Solve problems with percent</li> <li>•Convert fractions to percents</li> <li>•Find a percent of a number</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Algorithms</b></p> <ul style="list-style-type: none"> <li>•Multiply multi-digit numbers</li> <li>•Find quotients involving multi-digit dividends</li> </ul> <p><b>Whole Number Computation: Multiplication and Division Real-World Problems</b></p> <ul style="list-style-type: none"> <li>•Solve multiplication and division problems</li> <li>•Select the most useful form of the quotient and interpret the remainder</li> </ul>
<b>Algebra</b>	<p><b>Expressions/Models</b></p> <ul style="list-style-type: none"> <li>•Use letters as variables</li> <li>•Simplify algebraic expressions</li> <li>•Use the order of operations in numeric expressions with two or more operations</li> </ul>
<b>Geometry</b>	<p><b>Area of Triangles</b></p> <p><b>Lines and Angles</b></p> <ul style="list-style-type: none"> <li>•Work with angles on a straight line</li> <li>•Work with angles at a point</li> </ul> <p><b>Two-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>•Apply the properties of right, isosceles, and equilateral triangles</li> <li>•Apply the sum of the angle measures of a triangle</li> <li>•Apply the properties of a parallelogram, rhombus, and trapezoid</li> <li>•Demonstrate that the sum of any two side lengths of a triangle is greater than the length of the third side</li> <li>•Find the area of a triangle</li> </ul> <p><b>Three-Dimensional Shapes</b></p> <ul style="list-style-type: none"> <li>•Identify and classify prisms and pyramids</li> <li>•Identify the solid that can be made from a net</li> <li>•Identify cylinders, spheres, and cones</li> </ul>

	<ul style="list-style-type: none"> <li>•Describe cylinders, spheres, and cones by the number of and types of faces, and the number of edges and vertices</li> <li>•Build solids using unit cubes</li> </ul> <p><b>Coordinate Geometry</b></p> <ul style="list-style-type: none"> <li>•Plot points on a coordinate grid</li> </ul>
<b>Measurement</b>	<p><b>Angles</b></p> <ul style="list-style-type: none"> <li>•Apply the idea that the sum of angles on a straight line is <math>180^\circ</math>.</li> <li>•Apply the idea that vertical angles are equal in measure</li> <li>•Apply the idea that the sum of angles at a point is <math>360^\circ</math>.</li> </ul> <p><b>Area</b></p> <ul style="list-style-type: none"> <li>•Find the area of triangles</li> </ul>
<b>Data Analysis</b>	<p><b>Classifying and Sorting</b></p> <ul style="list-style-type: none"> <li>•Represent data in a double bar graph</li> </ul> <p><b>Interpret/Analyze Data</b></p> <ul style="list-style-type: none"> <li>• Analyze data in a double bar graph</li> </ul>
<b>Probability</b>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>•Determine experimental probability of an outcome</li> </ul> <p><b>Expressing Probability</b></p> <ul style="list-style-type: none"> <li>•Compare the results of an experiment with theoretical probability</li> <li>•Find all possible combinations by listing, making a tree diagram, and multiplying</li> </ul>
<p><b>Philosophy:</b> We believe that children engaged in mathematics can be confident risk-takers, who see problems as opportunities instead of obstacles, and persevere in their solutions. We believe that children can enjoy and appreciate the beauty of math. To that end, we believe in a mathematics program that allows children to build their own knowledge relying on a variety of methods, by observing, making sense of, and creating patterns. Children communicate their ideas mathematically and work in collaboration with their peers in a non-competitive atmosphere to solve real life, meaningful problems. We believe that creating this kind of environment for students will build a strong foundation for spatial and algebraic mathematics and will give them a rich foundation for further exploration of mathematics.</p> <p><b>Overview:</b> Curriculum based on <i>Math in Focus</i></p> <p><b>Cultural/Global Competency:</b> Embedded in the <i>Math in Focus</i></p> <p><b>Assessments:</b> Daily observations, participation, project rubrics, homework, check-ups, partner quizzes and unit tests</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 5.</p>	

**The Blake Lower School**  
**Science Curriculum for Grade 5**  
**Teachers: Beth Daniel, Martha Long, Pam Olds, Jacqueline Robie**

<b>Content Strands</b>	<b>Units with Concepts and Skills Emphasized</b>	
<b>Physical</b>	<b>NXT Robotics</b> •Design and construct machines •Problem solve and program using Labview language <b>Energy (Science Companion)</b> •What is energy? •Energy transfers •Heat energy transfers •Applying energy concepts	
<b>Life</b>	<b>Human Body in Motion (Science Companion)</b> •Mechanics of movement •Body basics •Supporting active bone and muscle cells	<b>Human Development</b> •Reproductive organs and their functions •Maturation/puberty •Fertilization and fetal development
<b>Science as Inquiry</b>	<b>The I Wonder Circle</b> •I Wonder: notice, ask questions, and state problems •I Think: consider, gather information, and predict •I Try: experiment, model test ideas, and repeat •I Observe: watch, examine, and measure	•I Record: record data, organize, describe, classify, graph, and draw •I Discover: look for patterns, interpret, reflect, conclude, and communicate discoveries
<b>Habits of Mind</b>	•Think reflectively •Think flexibly •Think logically •Express a sense of wonder and an inquisitive attitude •Display confidence	•Apply prior knowledge •Persevere •Show awareness of and responsibility for the environment and nature
<p><b>Philosophy:</b> The Lower School science program engages students in a variety of challenging, developmentally appropriate experiences that build confidence, nurture curiosity, encourage problem solving and accommodate different learning styles. Students are encouraged to investigate, experiment, take risks, and apply technology.</p> <p><b>Overview:</b> Units are presented in 2-6 week blocks of study. Fifth grade language arts and math skills as related to science are incorporated with course content.</p> <p><b>Cultural/Global Competency:</b> The human development unit includes literature and discussions acknowledging all sexual identities and relationships.</p> <p><b>Assessments:</b> Quizzes, diagrams, information posters, 3D models, science notebooks, technology-related projects, research projects, art projects, teacher observations, rubrics and written reflections</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 5.</p> <p><b>Field Trips:</b> Physics Force and/or Chemistry Lab (U of M)</p> <p><b>Engineering:</b> Building working bone models; building a boat that transfers energy; building solar ovens</p>		

**The Blake Lower School**  
**Social Studies Curriculum for Grade 5**  
**Teachers: Beth Daniel, Martha Long, Pam Olds, Jacqueline Robie**

Content/Skill Strands: Human Needs, Rights, Responsibilities, and Governance	
<p><i>National Council for Social Studies</i></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>•Culture</li> <li>•Time, continuity, and change</li> <li>•People, places, and environments</li> <li>•Individual development and identity</li> <li>•Power, authority, and governance</li> <li>•Production, distribution, and consumption</li> <li>•Global connections</li> <li>•Civic ideals and practice</li> </ul>	<p><b>Civics and Government:</b></p> <ul style="list-style-type: none"> <li>• Power and its forms</li> <li>• Basic values, principles, and organization of American democracy using the <i>We The People</i> series and iCivics.org</li> <li>• Roles of the American citizen</li> </ul> <p><b>Global Awareness/Geography Skills:</b></p> <ul style="list-style-type: none"> <li>• Reading and interpreting physical, political and thematic maps</li> </ul> <p><b>History</b></p> <p><b>Economics:</b></p> <ul style="list-style-type: none"> <li>• Trade and investigation distribution</li> </ul>
<p><b>Attitudes/Values</b></p> <ul style="list-style-type: none"> <li>•Self-awareness</li> <li>•Multiple perspectives</li> <li>•Empathy</li> <li>•Sense of community</li> <li>•Cultural curiosity</li> <li>•Global Competency</li> <li>•Positive Racial Identity</li> <li>•Respect for self and others</li> </ul>	<p><b>Current Events</b></p> <p>CNN Student News</p> <p><b>Kindergarten –Grade 5 Buddies:</b></p> <ul style="list-style-type: none"> <li>•Develop a friendship with a younger student</li> <li>•Learn to collaborate/solve problems with a younger friend</li> <li>•Experience taking risks in relationships</li> <li>•Experience being a mentor in a nurturing relationship</li> </ul> <p><b>Citizenship and Community Building:</b></p> <ul style="list-style-type: none"> <li>•Social and Emotional Learning using Responsive Classroom techniques.</li> </ul> <p>The social and emotional curriculum teaches children empathy skills, self-regulation and problem solving, by helping teachers and students create a healthy community and culture of care and respect.</p>
<p><b>Philosophy:</b> Our integrated study of the social sciences and humanities helps children develop the attitudes, values and skills necessary to make informed and reasoned decisions as responsible citizens of a culturally diverse, democratic society in an interdependent world. We believe social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, active and child-centered.</p> <p><b>Overview:</b> Fifth grade social studies investigates the historical and modern world through an exploration of rights, responsibilities, and governance. Fifth grade language arts skills of reading, listening, writing and speaking are integrated with course content.</p> <p><b>Cultural/Global Competency:</b> Embedded in the concepts, content and bibliography.</p> <p><b>Assessments:</b> Observation, presentations, research projects</p> <p><b>Community Service/Service Learning:</b> Varies by year and is an outgrowth of student interest, inquiry and current events; K-5 Buddies; UNICEF, Friendship Village</p> <p><b>Technology:</b> See Media Tech Curriculum for Grade 5.</p>	

**The Blake Lower School**  
**Information Literacy/Technology Curriculum for Grade 5**  
**Teachers: Joe Druskin, Elaine Hove, Paula Huddy, William Watkins**

Information Management Strategies	Technology Skills and Strategies
<ul style="list-style-type: none"> <li>•Use search strategies in nonfiction material</li> <li>•Use online resources, search techniques and web site evaluation</li> <li>•Identify steps in the research process</li> <li>•Record information, decide what is important, and cite resources</li> <li>•Evaluate and select materials</li> <li>•Listen to and discuss stories (Book talks)</li> <li>•Develop and refine a range of questions to frame the search for new understanding</li> <li>•Engage in the inquiry/research process</li> </ul>	<ul style="list-style-type: none"> <li>•Use basic computer terminology</li> <li>•Apply basic computer lab rules</li> <li>•Demonstrate responsible and appropriate uses of technology</li> <li>•Use keyboards and other common input and output devices</li> <li>•Locate programs and properly quit</li> <li>•Demonstrate touch typing at 20 wpm</li> <li>•Use menu bar options within programs</li> <li>•Open and save files from/to file server</li> <li>•Create multimedia projects (text box, transitions, graphics, and page layout)</li> <li>•Use presentation design skills</li> <li>•Print files appropriately</li> <li>•Use content area software to support learning</li> <li>•Access the World Wide Web</li> <li>•Use word processing independently (spell check, copy, cut, paste, text wrap, graphics insertion, alignment, fonts, and tab)</li> <li>•Use and care for iBooks</li> <li>•Use programming language effectively (procedures, text box, button, and sound)</li> <li>•Use email appropriately</li> <li>•First build a LEGO vehicle according to 2-D plan and then adapt model to meet team's criteria</li> </ul>
<p><b>Philosophy:</b> Through the use of resources within and beyond the School, students and teaching staff should be able to gather, evaluate and communicate information in a variety of formats, embracing a diversity of perspectives.</p> <p><b>Overview:</b> 30 minutes daily through September for keyboarding; minimum 45 minutes per week for other projects throughout the year.</p> <p><b>Cultural/Global Competency:</b> Selected materials according to curriculum units</p> <p><b>Assessment:</b> The teaching and assessment of information and technology skills are integrated into the overall school curriculum. Projects assessed: Lego NXT Robotics (accessible on our school web site), and classroom based inquiry projects, and Scratch programming.</p> <p><b>Service Learning:</b> School news (BC on Video, HC in newspaper)</p>	

**The Blake Lower School**  
**Music Curriculum for Grade 5**  
**Teachers: Sara Lukkasson, Woody Woodward**

Concepts	Skills
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>· Syncopation</li> <li>· Diminution/augmentation of known patterns</li> <li>· Uneven meters (5/4, 7/8), irregular meters</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>· Major/minor melodies</li> <li>· Scales and triads</li> <li>· I-IV-V chords</li> <li>· Modal melodies: Dorian, Mixolydian</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>· Expanded sectional forms</li> <li>· 12-bar blues</li> <li>· Theme and variation</li> </ul> <p><b>Expressive Elements</b></p> <ul style="list-style-type: none"> <li>· Performer interpretation</li> <li>· Musical style</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>· Voices: S A T B</li> <li>· Vocal quality/register</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>· 4-part canon</li> <li>· Melody + chordal accompaniment</li> <li>· Countermelody</li> <li>· Rhythm complex</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>· Perform solo, small group, and unison melodies accurately with countermelody or chordal accompaniment</li> <li>· Use vocal range G- f'</li> <li>· Monitor and adjust vocal intonation</li> <li>· Develop breath support for sustained, projected singing</li> <li>· Perform countermelody or chordal accompaniment</li> <li>· Create melodies in given tonal or harmonic context</li> <li>· Use notation to read, recall, and perform vocal melodies or accompaniments</li> </ul> <p><b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>· Learn or rehearse pieces independently using notation</li> <li>· Create instrumental pieces and accompaniments using recorder and percussion instruments.</li> <li>· Monitor and assess unison and ensemble accuracy and expressiveness</li> <li>· Perform pieces with extended structure from memory</li> <li>· Use two mallets in one hand with barred percussion</li> <li>· Create and perform embellishments and variations on a given melody</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>· Create rhythmic and expressive gestures and dances</li> <li>· Use gesture to explore musical style and expressive nuance</li> <li>· Perform rhythmic movement in uneven or irregular meters</li> <li>· Compose and improvise dances to fit musical form</li> </ul>
<p><b>Philosophy:</b> The foundation of the Blake School Lower School music program is the Orff Schulwerk approach, based on the teaching philosophy of the German composer, Carl Orff. The approach utilizes singing, speaking, movement and instrument playing to experience music in an active way. Music and movement are integrated, allowing students to explore expressive elements in a physical way. The process follows the natural development of children. First, students experience music through imitating sounds made by the teacher, other students, instruments and recordings. Eventually, the sounds are notated using a variety of symbols. What has been imitated is further explored, bringing to consciousness musical ideas and concepts. Students manipulate short rhythmic or melodic ideas and utilize them to accompany songs or create their own musical and movement material. Gradually, students are encouraged to offer their own creative suggestions and ultimately improvise their own musical and movement ideas. The creative process is the heart of the Orff Schulwerk approach.</p> <p><b>Overview:</b> Classrooms meet for two 30-minute sessions per week and there is one 40-minute session of the 5<sup>th</sup> grade choir at each campus. The choir performs at school assemblies and on field trips. All students perform vocal and instrumental music, as well as improvised and choreographed movement as part of the 5<sup>th</sup> grade play.</p> <p><b>Cultural/Global Competency:</b> Repertoire explored includes traditional music from the U.S., Europe, Africa, African-American, Hebrew, Hispanic, and other international cultures.</p> <p><b>Assessment:</b> Group or individual performance documented using audio/video recording, checklist, rubric, student journaling, or anecdotal data</p> <p><b>Community Service/Service Learning:</b> Choir trip to sing at Senior residences</p> <p><b>Field Trips:</b> Attendance at Minnesota Orchestra Young People's Concerts</p>	

**The Blake Lower School**  
**Physical Education Curriculum for Grade 5**  
**Teachers: Charlie Cracraft, John Shelp, Alanna Wahl**

Content	Skills Emphasized	Concepts
<ul style="list-style-type: none"> <li>•Movement patterns and motor skills needed to perform a variety of activities</li> <li>•Movement concepts, principles and strategies that apply to learning and performance of physical activity</li> <li>•Psychological and sociological concepts that apply to learning and performing physical activity</li> <li>•Maintaining physical fitness to improve health and performance</li> <li>•Physical fitness concepts, principles, and strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Throwing, catching</li> <li>•Dribbling, passing, trapping</li> <li>•Passing, setting, serving</li> <li>•Dribbling, passing, shooting, lay-ups</li> <li>•Striking, pitching, base running</li> <li>•Increasing agility, stretching, warming-up, cooling down</li> <li>•Pushing, gliding, balancing, stopping, crossovers, skating backwards</li> <li>•Understanding use of pattern, structure, group, partner, individual, circle, line, square, rhythm, creative choreography</li> <li>•Performing stunts (individual and partner), stretching, being aware of body, positions</li> <li>•Demonstrate safe swim skills</li> <li>•Short and long rope skills</li> <li>•Serving, returning</li> <li>•Jumping hurdles, exchanging baton</li> <li>•Moving under control, water rescue, safe use of equipment</li> <li>•Taking pulse, being active, understanding nutrition, rest, personal hygiene, personal safety and stress management</li> <li>•Playing cooperatively, sharing equipment and space, player role</li> <li>•Team work</li> <li>•Sharing, taking turns, showing positive attitude, encouragement, taking risks</li> </ul>	<ul style="list-style-type: none"> <li>•Offense, defense</li> <li>•Field awareness</li> <li>•Rotation, score keeping</li> <li>•Teamwork, sportsmanship</li> <li>•Health awareness, pacing</li> <li>•Lifetime sport, winter dress</li> <li>•International, cultural, cooperation, manners</li> <li>•Relaxation</li> <li>•Twirling</li> <li>•Hand, eye coordination</li> <li>•Fun</li> <li>•Respect and value our diverse community</li> </ul>

**Philosophy:** Physical Education is a daily, active, challenging process that encourages students to develop physical skills, social skills, and healthy habits. The program values participation, cooperation, and citizenship through games and activities that are fun and motivate students to live active, healthy lives.

**Overview:** Fifth graders meet every day for 30 minutes. Students participate in Olympic Day the last week in May and a skating party for students and parents at the end of the four-week skate unit.

**Cultural/Global Competency:** Learn and value similarities and differences through a variety of activities.

**Assessment:** Observation, timed/measured tests, rubrics, and Blake Standard Fitness Tests in fall and spring

**Community Service/Service Learning:** Work at K-2 Olympic Day; CPR; Heimlich Maneuver; Race for the Cure; lead all school food collection (write letters home, speak at assembly)-Blake Campus only; study nutrition; study and discuss disabilities

# The Blake Lower School

## Spanish Curriculum for Grade 5

Teachers: Zvi Geffen and Erica Ryan

Content Strands	Skills
<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• School time</li> <li>• Our community</li> <li>• Getting around</li> <li>• All kinds of activities</li> <li>• Animals: insects and reptiles</li> </ul>	<p><b>Language Proficiency Targets:</b></p> <p><i>Listening - Novice Mid +</i></p> <ul style="list-style-type: none"> <li>• Understand predictable questions, statements, and commands in familiar topic areas (with strong context without prompting support.)</li> <li>• Requires slower than normal rate of speech and/or with repetition.</li> </ul> <p><i>Speaking – Novice Mid +</i></p> <ul style="list-style-type: none"> <li>• Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</li> <li>• Frequent searching for words is common.</li> <li>• May use native language or gestures when attempting to create with language beyond what is known.</li> <li>• Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.</li> </ul> <p><i>Reading – Novice High</i></p> <ul style="list-style-type: none"> <li>• Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.</li> <li>• Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.</li> <li>• Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</li> </ul> <p><i>Writing – Novice High</i></p> <ul style="list-style-type: none"> <li>• Partial ability to:               <ul style="list-style-type: none"> <li>○ Create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</li> <li>○ Ask and answer questions</li> </ul> </li> <li>• Meets limited basic practical writing needs using lists, short messages, and simple notes.</li> <li>• Writing is focused on common elements of daily school life.</li> <li>• Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time.</li> <li>• Writing is often comprehensible by natives used to the writing of non-natives</li> </ul>

**Philosophy:** The Lower School Spanish Language Program identifies essential content, progression, and skills for each level of language learning at Blake. This Program of Studies has been designed to reflect not only the latest research in language learning but also the best practices of world language instruction that enhance language development. Aligned with the National Standards for World Languages, Blake’s language programs emphasize real world communication. The American Council on the Teaching of Foreign Languages (ACTFL) has established proficiency guidelines which help define linguistic performance levels of language learners.

In the world language curriculum, students will not only learn to communicate with native speakers and non-native speakers of the language, but they will do so with the cultural knowledge necessary to interact in an appropriate way. The goals for the Lower School Spanish program are:

- Developing Spanish language proficiency
- Initiating a long sequence of language learning beginning in the early grades
- Learning a language at a critical age for language acquisition
- Helping students make connections with other content areas and languages
- Opening the door to learning multiple languages later on
- Growing a lifelong love for language learning
- Cultivating global and cultural competence
- Nurturing empathy
- Preparing students to contribute to the fullness of a diverse and global community

**The Blake Lower School**  
**Strings Curriculum for Grade 5**  
**Teachers: Jennifer Kalika and Ann Letsinger**

Content Strands	Skills Emphasized
<b>Individual Instrumental Music Playing</b>	<p><b>Music Language</b></p> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Meter</li> <li>• Form</li> <li>• Dynamics</li> <li>• Tone</li> </ul> <p><b>Playing Technique</b></p> <ul style="list-style-type: none"> <li>• Instrumental Setup</li> <li>• Bow Control</li> <li>• Fingering</li> </ul>
<b>Reading, Playing and Writing Music</b>	<p><b>Reading/Playing</b></p> <ul style="list-style-type: none"> <li>• Decode symbols into sounds</li> <li>• Track place in music</li> <li>• Hand-Eye Coordination</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write symbols accurately to portray a desired sound</li> </ul>
<b>Orchestral Music Playing</b>	<p><b>Ensemble Skills</b></p> <ul style="list-style-type: none"> <li>• Watching and following a leader</li> <li>• Awareness of group sound</li> </ul> <p><b>Community Collaboration</b></p> <ul style="list-style-type: none"> <li>• Contributing to the success of the whole</li> </ul>
<p><b>Philosophy:</b> The String program encompasses comprehensive, literacy-based instruction to develop executive, aural and ensemble skills.</p> <p><b>Overview:</b> Students may enroll in the string program at any year at the Lower School. Instruction is offered on violin, viola and cello. Fifth grade students receive one half-hour small group lesson per week. Students continue learning music-reading skills, and solidify their reading fluency. Large Group/Orchestra experiences occur throughout the year. Fifth grade Orchestra participates in and performs at the January and May String Assemblies.</p> <p><b>Cultural/Global Competency:</b> Repertoire taught includes Suzuki pieces, the <i>Essential Elements</i> method book, and selected orchestra pieces. The materials used offer a wide range of genres and folk tunes from various cultures.</p> <p><b>Assessment:</b> Assessments are made in the following ways: Teacher observation of group and individual performance, student self-assessment using video, completed assignments from music notebook.</p> <p><b>Field Trips:</b> Minnesota Orchestra Young People’s Concert, Fifth Grade Orchestra Day at the Middle School</p>	

**The Blake Lower School**  
**Student Services Curriculum for Grade 5**  
 School Counselor: Jon Halpern  
 Learning Specialists: Jane Johnson (LSHC) and Deb Maurer (LSBC)

Learning Differences	Counseling
<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding learning issues</li> <li>• Organizational and self-advocacy skill support for students with accommodation plans</li> <li>• Support academic instruction for students with accommodation plans within the classroom setting and/or in small group settings</li> <li>• Small group math enrichment instruction for identified students</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with teaching staff and parents regarding developmental issues in and out of school</li> <li>• Meet with children to address specific issues</li> <li>• Meet with groups of students to mediate arising situations Present community building activities</li> <li>• Present unit to parents on Parent to Parent Communications</li> <li>• Assist in the transition of students to Middle School</li> </ul>
<p><b>Philosophy:</b> The Lower School Student Services Department is committed to the promotion and management of a school community that is nurturing, supportive, and safe for all. The counseling and learning support staff believes that an environment which fosters personal growth, resilience, responsibility, emotional well-being, and integrity ultimately leads to individual academic success and responsible citizenship. To ensure this commitment to students, the Student Services Staff provides opportunities for self-awareness and offers support necessary to students to reach their full potential. The counselor and learning specialists coordinate extensively to assess, monitor and support student growth.</p> <p><b>Cultural/Global Competency:</b> Our goal is to help children understand there is a diversity of learners, and develop an awareness of differences across personal attributes, history, culture and lived experiences. We also seek to support students in their own individual and social identity development.</p> <p><b>Assessments include:</b> Fountas and Pinnell Reading Assessment, Gray Oral Reading Test</p>	

**The Blake Lower School**  
**Theatre Curriculum for Grade 5**  
 Teachers: Cynthia Hechter, Lori Opsal

Themes	Skills
<ul style="list-style-type: none"> <li>•Acting, rehearsal and performance techniques</li> <li>•Detailed character development for the fifth grade play</li> <li>•Improvisation</li> <li>•Script analysis</li> </ul>	<ul style="list-style-type: none"> <li>•Develop a well-rounded character based on the fifth grade play (physical characteristics, vocal expression, emotional content and building character relationships in written stories generated in classroom)</li> <li>•Rehearsal techniques (being prepared, accepting direction, managing transitions, making improvements and developing a willingness to accept responsibilities that support the ensemble effort)</li> <li>•Technical responsibilities (music responsibilities, prop and set change assignments, make-up application and costuming)</li> <li>•Improvisation skills (risk-taking, fast thinking, creating cooperative ideas and listening)</li> <li>•Vocal training for stage performances</li> </ul>
<p><b>Philosophy:</b> The mission of the theatre program at The Blake School is to inform, enhance and acknowledge for our students what it means to be part of the human experience. Theatre engages students in a process of expression through artistic form, a process which involves study, dialogue, exploration, performance and assessment. Students are called to develop a language of the creative spirit and a facility for critical thinking.</p> <p><b>Overview:</b> In fifth grade theatre class, students continue to build skills with improvisation. Theatre curriculum includes three weeks of full time rehearsal of a fully staged, musical production, (a collaboration between the Lower School theatre and music departments) which performs for the entire community. In addition to their individual character work, students participate in all areas of play production including: makeup, costume, backstage assignments, and provide musical accompaniment in the orchestra pit. Students meet in half groups for 60 minutes each week during the spring semester, in addition to the dedicated play rehearsal schedule.</p> <p><b>Cultural/Global Competency:</b> We practice gender fair casting and strive to use materials (stories, props, artwork) that reflect a variety of perspectives.</p> <p><b>Assessment:</b> Students are assessed on an ongoing basis on their participation and their willingness to take risks with vocal and physical expression, working within the guidelines of the activity, cooperation and listening.</p>	

**The Blake Lower School**  
**Visual Arts Curriculum for Grade 5**  
**Teachers: Kimberly Lane, Jackie Quinn**

Themes and Concepts	Skill Development
<b>Motivations:</b> Literature, music, viewing other artists' work, seasonal subjects, the world around us, service learning, visiting artists, art from various cultures	<ul style="list-style-type: none"> <li>•Listening</li> <li>•Focusing upon work</li> <li>•Self-motivation</li> <li>•Using and caring for materials</li> <li>•Using and caring of art work</li> </ul>
<b>Media/Processes:</b> Drawing, painting, collage, modeling, construction, ceramics, assemblage, weaving, masks	<ul style="list-style-type: none"> <li>•Using and recognizing media/processes</li> </ul>
<b>Subject Matter:</b> Landscape, still life, figures, animals, abstract design, imaginary worlds, portraits, symbols	<ul style="list-style-type: none"> <li>•Using and recognizing varied subject matter</li> </ul>
<b>Elements and Principles of Design:</b> Line, shape, color, value, texture, form, space, repetition, pattern, balance, variety, harmony, rhythm, unity, emphasis, contrast	<ul style="list-style-type: none"> <li>•Using and recognizing elements/principles of design</li> </ul>
<b>Artists/Cultures:</b> Contemporary artists and continued study of various cultures	<ul style="list-style-type: none"> <li>•Using and recognizing artists and cultural styles</li> </ul>
<p><b>Philosophy:</b> Visual Art study fuses the intellect – critical thinking and problem solving – with self-expression, directly supporting the School's goal of "Challenging the mind, engaging the heart." Visual art develops the student's awareness and understanding of the world and the human experience while incorporating multiple perspectives. The art program affords the student many rich opportunities to learn by observing, investigating, imagining, exploring, working and communicating.</p> <p><b>Overview:</b> Students meet for one 45-minute class, and one half-group 60-minute class period every other week.</p> <p><b>Cultural/Global Competency:</b> Viewing reproduction of diverse artists, use literature representing multiculturalism, folk crafts of cultures</p> <p><b>Assessment:</b> 1.) Observation of students engaged in their work, one-on-one conversations and class discussions 2.) Informal student sharing 3.) Rubrics, which articulate objectives 4.) Formal student sharing (critiques) 5.) Reviewing games pertaining to terms and concepts and 6.) Written reports which are sent home twice per year which assess skills in listening, focusing upon work, self-motivation, objectives from one rubric-based project, and application of general art concepts</p> <p><b>Community Service/Service Learning:</b> Service/Art connections that are generated as needs and opportunities arise</p> <p><b>Technology:</b> Preliminary pattern exploration - See Information Literacy/Technology curriculum for Grade 5.</p> <p><b>Field Trips:</b> Minneapolis Institute of Arts and other local museums as a part of a parent led initiative and/or as other curricular connections to cultural institutions.</p>	