



MEDIA - PROVIDENCE
Friends School

Preschool-8th Grade Program Guide

Meaningful Learning, Purposeful Life

Program by Subject

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Middle School Advisory

The Middle School Advisory classes provide unique opportunities for students to build community within their grade cohort, develop conflict-resolution and self-advocacy skills, grow perspectives around issues related to personal health, relationships, future educational and professional endeavors, and leadership skills. It is imperative we prepare our students academically, socially, and emotionally, as each of these aspects of their lives inform future choices and personal pursuits. The more students know about how they learn, their personal passions, their strengths and growing edges, and are provided opportunities to think critically about all matter of content, the better prepared they are as they enter high school and beyond.

6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> ● Mindfulness and Learning to Breathe (L2B) curriculum ● Explore and cultivate our social and academic well-being ● Explore healthy social and academic practices ● Incorporate specific Executive Functioning skills in school ● Community ● Preparation for annual camping trip and setting of personal goals ● Organizational skills 	<ul style="list-style-type: none"> ● Nurture a sense of belonging and community ● Group games and community building ● Develop key life skills including empathetic listening ● Metacognitive skills ● Habits of learning and recharging our “mental batteries” ● Develop character traits 	<ul style="list-style-type: none"> ● Leaders in our community (socially, academically, emotionally) ● Looking forward to high school ● Mock Interviews ● Philanthropy ● Seven Social Skills: cooperation, communication, assertion, responsibility, engagement, empathy, and self control.
Resources: <ul style="list-style-type: none"> ● <i>The Advisory Book</i>, by Linda Crawford 	Resources: <ul style="list-style-type: none"> ● <i>Team-Building Activities</i>, by Alanna Jones ● <i>Lifeworks: Behavioral Health in the Classroom</i>, by Nancy DiNatale & Hennie Shore 	

ART

The Visual Arts Program at MPFS combines the rigor of intense learning in and through the arts with a focus on individuality and personal expression. Students work in six areas of study through the course of the year, with the intention of understanding the art world, learning about art history and current practices. The areas of study include drawing, painting, printmaking, collage, sculpture, and ceramics. Students are exposed to an extensive variety of media and techniques. Over time, students build on skills and increase their level of experience and proficiency.

	Kindergarten-2 nd Grade	3 rd - 5 th Grades	6 th - 8 th Grades
Concepts	<ul style="list-style-type: none"> Identify and use elements of art: line, shape, color, texture, pattern Use of line direction, organic and geometric shape, three dimensional form Real and implied texture Spacing and observation Story elements taken from works of art and literature Abstraction Inventing characters Proper use of tools 	<ul style="list-style-type: none"> Color theory Art History Elements of art and their applications Introduction to principles of design Use of scale, horizon, depth, overlapping, shape, texture, and form Proportion and value Collaboration Critical thinking 	<ul style="list-style-type: none"> Elements and principles of design Color theory Critical thinking Creative problem solving Real world design applications Collaboration Cross-curricular study Critiquing of student work and historical works of art
Skills	<ul style="list-style-type: none"> Developmental drawing Painting - color mixing and identification of primary and secondary colors Cutting/pasting/collage Using clay and other materials to create three dimensional objects Elementary printmaking Talking about works of art 	<ul style="list-style-type: none"> Developmental drawing Painting and color mixing, primary and secondary Printmaking Collage Three dimensional sculptural techniques Bookmaking Writing about art and artists Discussing works of art 	<ul style="list-style-type: none"> Drawing including perspective and three dimensional objects Architectural drawing Still life drawing Painting using acrylic/watercolor with advanced applications Portraiture Printmaking using a variety of methods Graphic design Ceramics: handbuilding and throwing Collage techniques Design process Keeping a sketchbook Writing about art
Resources	<ul style="list-style-type: none"> Various children's literature <i>Art is Elementary</i> Variety of collections and exhibitions 	<ul style="list-style-type: none"> <i>Drawing on the Right Side of the Brain</i> <i>Art is Elementary</i> Variety of Art Collections and Exhibitions 	<ul style="list-style-type: none"> <i>Studio Thinking</i> <i>Drawing on the Right Side of the Brain</i> Crystal productions Elements of Art and Principles of Design Art collections and exhibitions

HEALTH

The school counselor comes to the Preschool through 5th grade classrooms alternate weeks to teach valuable social and emotional skills, providing a rich opportunity for character development. Through lessons using games, stories, hands-on activities and guided discussions we strive to stimulate creative inquiry and critical judgment, while fostering an appreciation of the balance between individual achievements and the growth of others in the classroom. We cultivate respectful interaction within the classroom and broader community. Topics include labeling and showing feelings, defining conflict, and steps to resolve conflict. For examples, trained and certified Peer Facilitators help students manage conflicts or skill development across a variety of ages and need, and 4th and 5th graders practice leadership skills when they develop and plan a variety of recess games for the younger classes.

	Preschool - Kindergarten	1 st - 3 rd Grades	4 th - 5 th Grades
Group Guidance	<ul style="list-style-type: none"> • Healthy Communication Skills • Friendship Skills • Decision Making & Social Problem Solving • Peacebuilding/Resolving Conflicts • Safety • Mindfulness and Yoga • Wellness/Nutrition • Career Development • Community Involvement 	<ul style="list-style-type: none"> • Continue to build upon the skills learned in Preschool and Kindergarten • Care for community • Character traits • Coping Skills for Life • Academic habits • Self-Regulation 	<ul style="list-style-type: none"> • Continue to build upon those skills learned in 1st - 3rd grades • Leaders for Lower School (socially, academically, emotionally) • Motivation • Study Habits • Educational Planning • Peer Facilitation Project • Metacognitive skills • Personal Health & Human Sexuality
Resources	<ul style="list-style-type: none"> • <i>Being the Best Me Series</i> and <i>Learning to Get Along Series</i> by Cheri J. Meiners • <i>Working It Out Curriculum</i> • <i>Wanna Play Friendship Skills</i> by Ruth Herron Ross & Beth Roberts-Pacchione 	<ul style="list-style-type: none"> • <i>Conflict Resolution Activities that Work!</i> by Kathleen M. Hollenbeck • <i>Teaching Kids to Care & Cooperate</i> by K. Pike, J. Mumper, & A. Fiske • <i>What Do You Stand For? A Kid's Guide to Building Character</i> by Barbara A. Lewis • <i>The Coping Skills Workbook</i> by Lisa M. Schab <p>4th & 5th Grade Only:</p> <ul style="list-style-type: none"> • <i>Adding Assets Series</i> by A. Redpath, P. Espeland, & E. Verdick • <i>Being a Friendly Helper</i> by Robert D. Myrick & Robert P. Bowman • <i>Our Whole Lives: Lifespan Sexuality Education</i> 	

HEALTH

As students approach adolescence, we cover topics crucial for this period of life. Decision-making now has more life-impacting importance. Units of study include learning about changing bodies, human sexuality, stress management, healthy relationships, mental and emotional health, drugs and alcohol, peer refusal skills, and career interest and development.

	6 th Grade Nutrition & Mental Health	7 th Grade Neurobiology: The Brain & Addiction	8 th Grade Human Sexuality
Decision Making & Stress Management	<ul style="list-style-type: none"> Realistic Scenarios and Role Playing Setting Boundaries (body, brain, relationships) Model for Decision Making Coping Skills for Life Learning 2 Breathe (L2B)- Mindfulness Successful Relationship Building 	<ul style="list-style-type: none"> Realistic Scenarios and Role Playing Setting Boundaries (body, brain, relationships) Peer Pressure Refusal Skills 	<ul style="list-style-type: none"> Realistic Scenarios and Role Playing Setting Boundaries (body, brain, relationships) Peer Pressure Refusal Skills
Letting Values/Testimonies Guide You	<ul style="list-style-type: none"> Self Esteem (Confidence) Managing Emotions Personal Strengths 	<ul style="list-style-type: none"> Self-Care (Healthy Brain & Body) Integrity & Community Peer Pressure Refusal Skills Valuing 'that of God in everyone' 	<ul style="list-style-type: none"> Compassion and Empathy Equality & Honesty Responsibility & Restraint Assertiveness
Human Anatomy & Physiology	<ul style="list-style-type: none"> My Plate (The New Food Pyramid) Portion Distortion Feelings and Food (Cravings) Power Foods Physical, Mental, Emotional, and Social Effects of Stress Long Term Stress and Disease Research Mental Illness 	<ul style="list-style-type: none"> The Architecture of the Brain Brain Activity, PET Scans, Brain Function Parts of the brain & where drugs act Neurotransmission & Drug Alteration Pathways of Drugs to the Brain Drug Abuse vs. Addiction Environmental, Behavioral, Social Influences on Abuse & Addiction Treatment, Case Studies, Success Rates 	<ul style="list-style-type: none"> Reproductive Anatomy Physiology Relationship skills Conception Pregnancy and birth Contraception Responsible sexual behavior
Career Development	<ul style="list-style-type: none"> The Role of Nutritionists The Role of Counselors and Therapists Specialists in Eating Disorders 	<ul style="list-style-type: none"> The Role of Counselors and Therapists (Addiction Specialists) Neurobiologists Medical Technicians 	<ul style="list-style-type: none"> Career and Job Paths Exploration of one career in a field of interest Transferable Skills Requirements of student/employee Planning for school & job interviews Development of character traits

HUMANITIES

The Humanities Program at MPFS is a balance between building a solid foundation of traditional knowledge that includes grammar, vocabulary, and literary elements, while keeping in mind that everything we learn should be ultimately purposed for developing our voice as thinkers and caretakers of this world. At the end of their 8th grade year, students should feel confident in their ability to voice their opinions, defend a stance using textual evidence, and understand global diplomacy both in written and oral form.

	6 th Grade Humanities	7 th Grade Humanities	8 th Grade Humanities
Literature	<ul style="list-style-type: none"> Identifying theme and how it develops within a story using textual evidence Understanding how characters develop throughout a story and what factors affect them 	<ul style="list-style-type: none"> Identifying theme and how other literary elements are developed to support it using textual evidence Understanding how characters develop throughout a story by identifying specific external and internal dialogue that suggest this development 	<ul style="list-style-type: none"> Identifying thematic elements by citing textual evidence that blends into a personal analysis of the story Analyzing the complex layers of characterization in a story by deconstructing key dialogue and the development of literary elements that add to the dimension of the characters
Writing	<ul style="list-style-type: none"> Paragraph Structure (Topic Sentence, Evidence, Explanation, Conclusion/Link) Argument Essay Research-based Essay Personal Narratives Short Stories 	<ul style="list-style-type: none"> Paragraph Structure Argument Essay Historical/Scientific Research Papers Personal Narratives Short Stories 	<ul style="list-style-type: none"> Paragraph Structure Argument Essay Scientific Research Paper Literary Analysis Essay Position Paper (Model UN)
Grammar and Vocabulary	<ul style="list-style-type: none"> The eight parts of speech Identifying Fragments and Run-on Sentences Learning 200 vocabulary words 	<ul style="list-style-type: none"> The eight parts of speech Identifying Fragments, Run-on Sentences Comma usage Learning 200 vocabulary words 	<ul style="list-style-type: none"> The eight parts of speech Identifying and using dependent and independent clauses Comma usage Learning 200 vocabulary words
Social Studies	<ul style="list-style-type: none"> Geography Comparing and contrasting cultures Historical Research 	<ul style="list-style-type: none"> Geopolitical relationships How hierarchy develops and dissolves Historical Research 	<ul style="list-style-type: none"> Diplomacy Global movements Revolutions and Alliances
Rhetoric	<ul style="list-style-type: none"> Middle School Arts Night Classroom debates Historical reenactments/roleplays 	<ul style="list-style-type: none"> Middle School Arts Night Classroom debates Historical reenactments/roleplays 	<ul style="list-style-type: none"> Middle School Arts Night Jr. Model UN
Resources	<ul style="list-style-type: none"> <i>Vocabulary Workshop A</i> Example texts: <i>The Watsons Go To Birmingham</i>; <i>The Red Pencil</i>; <i>The Night Diary</i>; <i>Chasing Lincoln's Killer</i> 	<ul style="list-style-type: none"> <i>Vocabulary Workshop B</i> Example texts: <i>The Absolutely True Diary of a Part-Time Indian</i>; <i>Kaffir Boy</i>; <i>Copper Sun</i>; <i>Love, Hate, and Other Filters</i> 	<ul style="list-style-type: none"> <i>Vocabulary Workshop C</i> Example texts: <i>Spud</i>; <i>To Kill a Mockingbird</i>; <i>Mariam Sharma Hits the Road</i>

LITERACY AND INFORMATION TECHNOLOGY

Our Information Technology classes are indicators of the intentional 21st century skills we foster in our students. Our Information Technology teacher, informed by the International Society for Technology in Education (ISTE) standards listed below, combines important skills that once lived solely in the library, with the work she does in each technology class (Kindergarten through 8th grade). The library curriculum includes reading appreciation, book care, organization, searching, critical evaluation of texts, and more advanced research skills. There is intentional cross-curricula work between the library classroom and the technology lab, where students can physically occupy both spaces during a single class time, moving between printed and online texts as they conduct research, think critically about online sources, compare and contrast a variety of sources for their research. Additionally, students are accessing technology including 3D printers, Virtual Reality, and Arduino and Circuit Playground.

	Preschool-Kindergarten	1 st -2 nd Grades
Inquire	<ul style="list-style-type: none"> • Develop questions about a topic • Connect previous knowledge to what is being taught in the classroom 	<ul style="list-style-type: none"> • Develop questions about a topic • Connecting previous knowledge to what is being taught in the classroom
Include	<ul style="list-style-type: none"> • Learn about other cultures and diversity 	<ul style="list-style-type: none"> • Learn about other cultures and diversity
Collaborate	<ul style="list-style-type: none"> • Problem solve within a group 	<ul style="list-style-type: none"> • Problem solve within a group
Curate		<ul style="list-style-type: none"> • Begin to learn how to do research and discern which sources are most useful
Explore	<ul style="list-style-type: none"> • Reflect upon literature and develop new questions 	<ul style="list-style-type: none"> • Reflect upon literature and develop new ideas and questions • Discern which resources help answer questions
Engage		<ul style="list-style-type: none"> • Develop an understanding of safe practices on the Internet
Resources	<ul style="list-style-type: none"> • Fiction and non-fiction books, <i>Typing Club</i>, Dot and Dash, Scratch Jr., Code.org 	<ul style="list-style-type: none"> • Fiction and non-fiction books, <i>Typing Club</i>, <i>Scratch Jr.</i>, <i>Teaching Tolerance</i>, <i>Common Sense Education</i>, Culturegrams, Code.org

LITERACY AND INFORMATION TECHNOLOGY

	3 rd -4 th Grades	5 th -8 th Grades
Empowered Learner	<ul style="list-style-type: none"> Learn a variety of technology tools 	<ul style="list-style-type: none"> Learn a variety of technology tools Select best tools for learning
Digital Citizen	<ul style="list-style-type: none"> Learn safe, ethical, and legal ways of using the Internet 	<ul style="list-style-type: none"> Learn safe, ethical, and legal ways of using the Internet Develop awareness of social media and how to use it appropriately
Knowledge Constructor	<ul style="list-style-type: none"> Research skills Database searches 	<ul style="list-style-type: none"> Website evaluation Research skills
Innovative Designer	<ul style="list-style-type: none"> Use different digital tools to manage a design process 	<ul style="list-style-type: none"> Use different digital tools to manage a design process
Computational Thinker	<ul style="list-style-type: none"> Learn to leverage technology to help in problem solving 	<ul style="list-style-type: none"> Learn to leverage technology to help in problem solving
Creative Communicator	<ul style="list-style-type: none"> Learn to use the best technology tools for different forms of communication 	<ul style="list-style-type: none"> Learn to use the best technology tools for different forms of communication
Global Collaborator		<ul style="list-style-type: none"> Explore local and global issues, using technology to investigate solutions
Resources	<ul style="list-style-type: none"> Scratch, 3D printing, Google Apps, <i>Common Sense Education</i> and <i>Teaching Tolerance</i>, Virtual Reality, CultureGrams, various databases 	<ul style="list-style-type: none"> Code.org, 3D printing, Google Apps, Arduino and Circuit Playground, <i>Common Sense Education</i> and <i>Teaching Tolerance</i>, Virtual Reality, NoodleTools, various databases

LANGUAGE ARTS

The Language Arts program at MPFS provides much overlap between these highlighted areas of study, as well as between other content areas such as research, science, technology, and social studies. Starting in Preschool, all the way through the Middle School years, students are exposed to similar language, allowing for skill development to be sequential and intentional, as well as cohesive and meaningful. In this way, independent thinking and self-reliance are fostered as we consistently build background knowledge for our students' future years as readers, writers, speakers, and researchers at MPFS and beyond.

	Preschool	Kindergarten
Word Study: <i>Phonics, Spelling, Vocabulary</i>	<ul style="list-style-type: none"> Recognize and name uppercase alphabet letters Associates names of letters with shapes and sounds Notifies the beginning letters in familiar words "Sounds out" words when reading Recognizes own first and last names Recognizes frequently viewed words (e.g., days of the week, parts of the daily schedule) Identifies words from thematic word walls 	<ul style="list-style-type: none"> Multisensory learning Letter and picture sorts for emergent spellers Phonological awareness picture sorts- rhyming picture sorts, initial consonant sound picture sorts, same vowel word family sorts, Introduced to syllabification by clapping out the number of syllables in one, two and three syllable words Introduced to word wall words- sight words Inventive spelling
Listening & Speaking	<ul style="list-style-type: none"> Follows verbal instructions Listens actively during stories and group discussions Uses verbal and nonverbal language to communicate for a variety of purposes Participates in saying rhymes, poems, and singing songs Speaks clearly enough to be understood by most listeners; modulates voice, volume and intonation 	<ul style="list-style-type: none"> Show and Share time Share predictions, thoughts about characters, and story development during read aloud stories Make and name text-to-life and text-to-text connections about the books they are experiencing
Reading	<ul style="list-style-type: none"> Develops and expands awareness of concepts of print Differentiates between words & pictures; orients book cover-side up, turns pages Recognizes printed material in the environment including logos, signs & names Creates or retells a story from memory and/or using picture or other context clues Begins to recognize familiar words (e.g., from the job chart or alphabet books) Begins to read text by decoding ("sounding out") the printed words 	<ul style="list-style-type: none"> Use pictures and language to read emergent storybooks Use pictures and patterns to read using one-to-one match, solve problems they encounter along the way, and think & talk about texts Author studies Story mapping and anchor charts to examine setting, characters, problems, solutions, and reoccurring themes Venn diagrams to compare and contrast information between two stories Making text-to-self and text-to-text connections Making story predictions and applying inferencing skills during read aloud stories
Writer's Workshop	<ul style="list-style-type: none"> Understands that writing is a way of communicating for a variety of purposes Uses different forms of writing (drawing, scribbles, letter like form, and developmental spelling) Uses letter(s) to represent words for journal entries, photo captions, stories 	<ul style="list-style-type: none"> We are all writers: putting ideas on paper with pictures and words Stretching out words to write them Asking and answering questions to add more Stretching out words to hear beginning and ending sounds Planning stories page by page & stretching stories across multiple pages Adding more details and pictures to stories and editing
Handwriting	<ul style="list-style-type: none"> Strengthens upper body (core) strength and finger dexterity Holds writing and drawing instruments using a pincher grip Writes own first name Prints uppercase letters with appropriate stroke, direction, or circular motion 	<ul style="list-style-type: none"> Posture for writing, placing the paper, and grasping pencil grip Starting letters at the top Writing capital letters- Wet, Dry, Try Writing lowercase letters Numbers
Resources	<ul style="list-style-type: none"> <i>Words Their Way</i> <i>Shared Reading Strategies</i> 	<ul style="list-style-type: none"> <i>Words Their Way</i> <i>Units of Study</i> Lucy Calkins <i>Units of Study: Oakland Schools Literacy Team</i> <i>Guided Reading</i> by Irene Fountas Gay Sue Pinnell <i>The Daily Five</i> by Gail Boushey and Joan Moser

LANGUAGE ARTS

	1 st Grade	2 nd Grade	3 rd Grade
Word Study: <i>Phonics, Spelling, Vocabulary</i>	<ul style="list-style-type: none"> • Multi sensory learning • Short and long vowel spelling patterns • Word endings (-ed, -ing, -er, -est, -s, -es, -y, -ies) • Differentiated weekly spelling lists • Cross curriculum with math and social studies 	<ul style="list-style-type: none"> • Initial, medial, and final consonant blends, digraphs, and clusters • Short and long vowels • Spell high frequency words in everyday writing • Apply simple spelling rules to make words plural and add a suffix that begins with a vowel • Continue to expand and develop sight vocabulary • Recognize and explain common idioms • Analyze compound words and predict meaning (e.g. waterfall, firefighter, seashell, houseboat) • Use context clues to interpret vocabulary • Identify simple multiple meaning words • Increase knowledge of vocabulary through independent reading 	<ul style="list-style-type: none"> • Tailored spelling lists • Mastery of various phonetic features • Active whole-class word wall • Vocabulary from Social Studies literature • Vocabulary from Literature Circle Groups • Word Wizard: finding vocabulary words at individual level to share with literature circle group members
Listening & Speaking	<ul style="list-style-type: none"> • Phonemic awareness • Segmenting and blending the letters in words • Class discussions • Listening to others and shared decision making • Presentations • Dramatic skits • Class play performances • Following directions 	<ul style="list-style-type: none"> • Traits of a good listener: tuning in by looking at speaker, listening to key words, listening for directions, asking questions • Morning meeting sharing and peer greetings • Answer specific queries, share questions and ideas, offer suggestions • Lend diverse perspectives during literature, math, writing workshop, and social studies discussions • Share and explain strategies and ideas with partners, whole-class and small groups, formally and informally • Share writing drafts and published pieces • Share specific projects and research with a wider audience 	<ul style="list-style-type: none"> • Maintaining eye contact, mindful listening, and sophisticated articulation • Thoughtful discussions • Engage in debates/argumentation work to inform their writing through the argumentation curriculum <ul style="list-style-type: none"> ◦ Students consider a question while taking notes on both sides of the argument ◦ Debate to thoughtfully and clearly support their claims, caucus, and craft rebuttals • Students are involved in a class play around the Social Studies Cycle*
Reading	<ul style="list-style-type: none"> • Reader's Workshop • Small groups • Preview, predict, infer, and summarize • Written comprehension questions and answers • Recall details and sequence • Variety of genres • State opinions • Identify features of informational texts • Identify qualities and devices used by authors • Cross curricular with Social Studies Cycle* 	<ul style="list-style-type: none"> • Increase metacognition: learn to read and think at the same time • Set a purpose for reading • Activate prior knowledge • Create mental pictures and movies • Determine the important ideas the author wants readers to know • Approach reading from multiple perspectives • Write and draw about reading • Identify question-answer relationships • Search for evidence from the text • Make predictions and connections • Identify important story elements • Identify genre and think about how to prepare for specific kinds of reading • Identify and use non-fiction text features 	<ul style="list-style-type: none"> • Utilizing fiction and nonfiction texts • Formal Literature Circle discussion groups • Use graphic organizers to support their learning • Identify key features of the assigned texts • Summarize the text • Identify vocabulary words • Craft discussion questions • Make a variety of text connections & predictions • Use story maps to collect key features of a story • Expand upon their growing knowledge of story elements • Focus on secondary characters and character development • Continue the more nuanced work of making inferences.

LANGUAGE ARTS

	1 st Grade	2 nd Grade	3 rd Grade
Writer's Workshop	<ul style="list-style-type: none"> • Autobiographical writing • Focusing on small moments by including details, using dialog, etc. • Informational texts: using features to teach the reader • Poetry • Responding to texts • Journals 	<ul style="list-style-type: none"> • Writing with a reader's eye • Use sensory details, think about leads, consider word choices, consider how to engage audience • Use literature to examine strategies of master writers, and consider those that personally resonate • Descriptive, narrative, persuasive, and expository pieces • Respond to literature • Write to a written or visual prompt • Research writing • Poetry • Journal writing • Use graphic organizers 	<ul style="list-style-type: none"> • The foundation of Writer's Workshop continues to support the third grade writing program • Develop skills through journaling and narrative writing • Write historical fiction • "Arguing" to learn (Argumentation) • Teachers College argumentation curriculum grows persuasive and essay writing skills, and continues to develop <i>voice</i> as writers • Exposed to a variety of media around a particular subject • Develop a position in an argument and draft oral and written arguments. • Introduced to Google Classroom and Google Docs with streamlined access to the writing process and individualized feedback
Writing Conventions	<ul style="list-style-type: none"> • Punctuation • Nouns, verbs, adjectives • Contractions • Grammar • Telling and asking sentences 	<ul style="list-style-type: none"> • Punctuation, mechanics, grammar • Parts of speech • Capital letters, plurals, abbreviations, spelling, homophones, antonyms, synonyms, contractions • Types and parts of sentences • Sentence fluency 	<ul style="list-style-type: none"> • Punctuation • Verbs, nouns, pronouns, adverbs • Note taking • Draft writing vs. published writing
Handwriting	<ul style="list-style-type: none"> • Stroke order and direction • Small, tall, and fall letters • Alphabet and numbers 	<ul style="list-style-type: none"> • Practice upper and lowercase manuscript writing through <i>Handwriting Without Tears</i> program: <ul style="list-style-type: none"> ○ Proper size and formation including placement of letters on line, correct letter size and spacing between letters and words ○ Write using a consistent slant tailored to the preference of the writer 	<ul style="list-style-type: none"> • Mastery of manuscript • Introduction to cursive
Resources	<ul style="list-style-type: none"> • <i>Wordly Wise, Words Their Way</i> • <i>Primary Phonics, MCP Plaid Phonics, Explode the Code</i> • Fiction and nonfiction book sets • <i>Units of Study</i> (Lucy Calkins) • <i>Handwriting Without Tears</i> • <i>The Write Source</i> 		

LANGUAGE ARTS

	4 th Grade	5 th Grade
Word Study: <i>Phonics, Spelling, Vocabulary</i>	<ul style="list-style-type: none"> Start word sorts for Within Word Patterns then move to Syllables and Affixes, Derivational Relations, and the most advanced level, Roots and Stems Incorporate <i>Wordly Wise</i> vocabulary exercises and personal word walls during literature circle groups in order to continue to build each student's vocabulary and unlock comprehension Apply knowledge of phonics and word analysis (root words, prefixes, suffixes, word families, and syllables) to decode unfamiliar text Use glossary and dictionary skills, such as: guide words, alphabetizing, appropriate meaning choice, and parts of speech Read familiar materials with ease (appropriate pacing, intonation, and expression) 	<ul style="list-style-type: none"> Continue work with tailored word lists to differentiate the following: Within Word Patterns, Syllables and Affixes, Derivational Relations, and Roots and Stems. Incorporate <i>Wordly Wise</i> vocabulary exercises and personal word walls during literature circle groups in order to continue to build each student's vocabulary and unlock comprehension
Listening & Speaking	<ul style="list-style-type: none"> Craft written journal entries, essays, short stories, poetry, and Google slide shows with an audience in mind Practice presenting original written work to partners and a group Participate in active listening, finding connections, asking questions, and giving and receiving constructive feedback Take turns leading discussions in Literature Circles by assuming roles of Discussion Director, Connector, Literary Luminary, and Illustrator in order to delve further into novels and share different perspective. 	<ul style="list-style-type: none"> Craft oral presentations of research findings, utilizing a medium that connects to their research as well as their passions Practice how to share ideas in a group or with a partner, as well as "listening like gold", asking follow up questions, and sharing connections Weekly Meeting For Community conversations require students to hear others' perspectives and occasionally come to class consensus
Reading	<ul style="list-style-type: none"> Use context clues to aid comprehension, and seek additional information Understand, interpret, and begin to articulate in oral, written, and/or visual forms fiction and informational text themes Ask multi-dimensional and open-ended questions, and make more sophisticated inferences Clarify and summarize major ideas and themes Draw on personal, literary, and cultural understandings Differentiate fact from opinion & demonstrate knowledge of cause and effect Identify the author's purpose Use and interpret simple graphics to support comprehension Identify character, setting, plot, and point of view Define figurative language (personification, simile, metaphor, hyperbole) Demonstrate appropriate strategies when reading independently Read purposefully (for enjoyment, entertainment, and information) Think critically about reading materials, sharing thoughts and insights 	<ul style="list-style-type: none"> Continue to build skill sets reading both fiction and nonfiction texts Use a variety of strategies that may differ depending on genre, including two and three part Post-it Notes, and UNRAAVEL (Underline the title, Now predict the passage, Run through and number the paragraphs, Are you reading the questions?, Are the important words circled?, Venture through the passage, Eliminate incorrect answers, Let the questions be answered) In Literature Circle groups, students continue to practice and develop skills: asking big questions, illuminating important parts of the text, using text evidence to support opinions, and making text-to-self, -world and -text connections Reading and writing assignments completed more independently than in previous years, coming to each Literature Circle conversation with authentic questions, and managing their time so that their reading, thinking, and writing can be thoughtful and complete

LANGUAGE ARTS

	4 th Grade	5 th Grade
Writer's Workshop	<ul style="list-style-type: none"> ● Use prewriting strategies to generate writing ideas (brainstorming, mapping, listing, graphic organizers, and discussing) ● Write clear, coherent, and complete sentences ● Develop outlines and other organizational techniques to support and develop a central idea in paragraphs and essays ● Write paragraphs and multiple paragraph essays that develop a central idea ● Revise writing for content (to improve organization, word choice, and sentence structure) ● Edit writing using the conventions of language ● Edit for mechanics and grammar (spelling, capitalization, punctuation, parts of speech, and word usage) ● Present written work for publication in a variety of ways ● Write and identify different types of poetry ● Write creatively using elements of myths, fables, fairy tales ● Write using detailed descriptions when appropriate ● Write narratives with a strong lead, setting, developed plot, and point of view ● Write informational/expository pieces ● Write persuasive pieces with a clearly stated position or opinion and supporting evidence 	<ul style="list-style-type: none"> ● Students spend time steeping themselves in the genre in which they will write. For example, spending five weeks reading and “dissecting” historical fiction prior to writing in that same genre. ● The writing process continues as it has in Kindergarten through 4th grade, but moves at a different pace with the increased use of Google Classroom and Docs. ● Students become more independent as writers, revisers, and editors across genre (historical fiction, informational, poetry, narrative, and persuasive). ● They continue to build their writing stamina, encouraged to fill the page with words, and work towards writing independently for longer stretches of time. ● Time is spent brainstorming and building ideas before beginning a draft while thinking about leads, endings, and transitions. ● Explicit instruction about weaving action, reaction, and dialogue fosters writing that is more sophisticated and fluid. ● Using rubrics, students edit and revise their work independently and with peers.
Writing Conventions	<ul style="list-style-type: none"> ● Spell common, frequently-used words correctly ● Punctuate correctly (periods, exclamation points, question marks, quotation marks, apostrophes, colons, hyphens, and commas) ● Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative) ● Understand and identify parts of speech in a sentence ● Identify the subject and predicate in a sentence ● Recognize and correctly choose homophones ● Understand the difference between synonyms and antonyms 	<ul style="list-style-type: none"> ● Writing reflects understanding of genre ● Correct capitalization and punctuation ● Paragraph structure and essay format ● Continue to identify various parts of speech ● Continue to work on the mechanics of writing (punctuation, spelling, grammar, sentence structure) ● Incorporate meaningful dialogue and punctuating dialogue, giving attention to commas and indentations ● Language is looked at through a grammatical lens, noticing parts of speech, pronunciation, accents and syllables, and derivation.
Handwriting	<ul style="list-style-type: none"> ● Mastery of manuscript ● Continue to practice reading and writing cursive 	<ul style="list-style-type: none"> ● Continue to practice reading and writing cursive
Resources	<ul style="list-style-type: none"> ● <i>Wordly Wise and Words Their Way</i> ● <i>Primary Phonics, MCP Plaid Phonics, Explode the Code</i> ● Fiction and nonfiction book sets ● <i>Units of Study</i> (Lucy Calkins) ● <i>Handwriting Without Tears</i> ● <i>The Write Source</i> 	<ul style="list-style-type: none"> ● <i>Wordly Wise and Words Their Way</i> ● Fiction and nonfiction book sets ● <i>Units of Study</i> (Lucy Calkins) ● <i>Handwriting Without Tears</i> ● <i>The Write Source</i>

MATHEMATICS

The mathematics program at MPFS is designed to promote intellectual curiosity and abstract thinking skills, while each student learns to apply basic operations to increasingly complex problem solving. We work to foster an appreciation for and enjoyment of the mathematical problem solving process, the ability to articulate mathematical concepts in writing and orally, fluency and automaticity with mathematical algorithms and facts, and an understanding of both the simplicity and complexity of math. The table gives an overview of the topics and skills taught in Kindergarten through 8th grade. The exact time at which we cover the topics in each year and the exact content in each area may shift and are influenced by students' interests and areas of curiosity.

	Preschool	Kindergarten	1 st Grade	2 nd Grade
Concepts	<ul style="list-style-type: none"> • Single digit numbers • Describing amounts (more, less) • Recognizing basic shapes • Graphing • Patterns 	<ul style="list-style-type: none"> • Place value to hundreds • Renaming when adding and subtracting two-digit numbers • Pre-algebra, missing addends, etc. • Introducing multiplication and division • Patterns of odd and even numbers when adding and subtracting • Estimating quantities and time • Graphing • Measurement: time, length, perimeter, area (metric and imperial) • Geometric shapes and features • Coins: value, identification, counting money • Probability 	<ul style="list-style-type: none"> • Place value to hundreds • Renaming when adding and subtracting two-digit numbers • Pre-algebra, missing addends, etc. • Introducing multiplication and division • Patterns of odd and even numbers when adding and subtracting • Estimating quantities and time • Graphing • Measurement: time, length, perimeter, area (metric and imperial) • Geometric shapes and features • Coins: value, identification, counting money • Probability 	<ul style="list-style-type: none"> • Number sense • Comparing and ordering numbers and sets • Place Value to thousands • Two and three digit addition and subtraction with regrouping • Multiplication Arrays • Introduction to Division • Geometry and Fractions • Time, Money, and Measurement • Data Collection • Graphs, Charts, and Tables
Skills (automaticity)	<ul style="list-style-type: none"> • Rote counting to 10 (for pre-K 3s) 25 (for 4s) • Counting using one-to-one correspondence to 5 (for 3s) 15 (for 4s) • Number recognition to 5 (for 3s) 10, including zero (for 4s) 	<ul style="list-style-type: none"> • Count using one to one correspondence • Number recognition 1-20 • Identify and create simple patterns • Skip counting by 2, 5 and 10 	<ul style="list-style-type: none"> • Fact families for sums up to 10 • Doubles facts up to 20 • Computation • Odd and even numbers 	<ul style="list-style-type: none"> • Math Facts • Computation • Hundreds Chart • Mental Math
Problem Solving		<ul style="list-style-type: none"> • Open ended problems • Problem solving strategies • Using concrete objects to solve problems 	<ul style="list-style-type: none"> • Logical problem solving, including process of elimination • Solve and create word problems 	<ul style="list-style-type: none"> • Problem Solving Strategies • Hands on problem solving with manipulatives
Extensions/Support		<ul style="list-style-type: none"> • Small groups & games • Developing mathematical language 	<ul style="list-style-type: none"> • Combined math and language arts activities • Games 	<ul style="list-style-type: none"> • Small Groups • Games • Enrichment and extra practice
Resources	<ul style="list-style-type: none"> • <i>Math Their Way</i> • <i>Everyday Math</i> • <i>Handwriting Without Tears, Get Set for School Math Program</i> 	<ul style="list-style-type: none"> • <i>Big Ideas Math</i> 	<ul style="list-style-type: none"> • <i>Big Ideas Math</i> • <i>Making Math Real</i> • <i>Mathland</i> • <i>Mathematics Their Way</i> • <i>Cuisenaire Learning Experiences</i> 	<ul style="list-style-type: none"> • <i>Big Ideas Math</i> • <i>Investigations</i> • <i>Bridges to Mathematics</i> • <i>Creative Press (Hands on Problem Solving)</i>

MATHEMATICS

	3 rd Grade	4 th Grade	5 th Grade
Concepts	<ul style="list-style-type: none"> • Number sense • Three and four-digit addition and subtraction • Multiplication • Division • Fractions • Data collection and analysis • Graphing • Measurement • Perimeter 	<ul style="list-style-type: none"> • Subtract three and four-digit numbers • Factors and Multiples • Exponents • Fractions and Decimals • Order of Operations (GEMDAS) • Graphing • Area, Perimeter, and Volume • Fundamental knowledge of geometry • Linear measurement and metric system • Concept of time (including elapsed time) • Ratio, percents, chance, and probability 	<ul style="list-style-type: none"> • Factors and multiples • Primes and Squares • Fractions and Decimals • Integers • Order of Operations (GEMDAS) with exponents • Coordinate Systems and Graphing • Linear and Non Linear Change • Area, Perimeter, and Volume • Geometry (2D and 3D) • Measurement (metric) • Function Boxes
Skills (automaticity)	<ul style="list-style-type: none"> • Math Facts • Computation- all operations • Math Minutes 	<ul style="list-style-type: none"> • Math Facts • Computation- all operations • 24 Game (applying GEMDAS) 	<ul style="list-style-type: none"> • Math Facts • Computation- all operations • 1,3,5,7 Chart • 24 Game (applying GEMDAS)
Problem Solving	<ul style="list-style-type: none"> • Open ended problems • Large Multiplication Array 	<ul style="list-style-type: none"> • Multi-step problems • Plan and solve word problems 	<ul style="list-style-type: none"> • HOT Math (Higher Order Thinking) • Ken Ken
Extensions/ Support	<ul style="list-style-type: none"> • Small Groups • Games • Challenge packets 	<ul style="list-style-type: none"> • Leveled Assignments, enrichment, extra practice • Chromebooks/interactive online games 	<ul style="list-style-type: none"> • Leveled assignments, enrichment, extra practice • Chromebooks/interactive online games
Resources	<ul style="list-style-type: none"> • <i>Big Ideas Math</i> • <i>Investigations</i> • <i>Circus Math</i> 	<ul style="list-style-type: none"> • <i>Big Ideas Math</i> • <i>Investigations</i> • <i>EnVision Math</i> 	<ul style="list-style-type: none"> • <i>Big Ideas Math</i> • <i>Investigations</i> • <i>Making Math Real</i>

MATHEMATICS

	6 th Grade Math I	7 th Grade Pre-Algebra	8 th Grade Algebra
Concepts	<ul style="list-style-type: none"> Numerical Expressions and Factors Fractions and Decimals Algebraic Expressions and Properties Areas of Polygons Ratios and Rates Integers and the Coordinate Plane 	<ul style="list-style-type: none"> Integers Rational Numbers Expressions and Equations Inequalities Ratios and Proportions Percents Circles and Area Surface Area and Volume Probability and Statistics 	<ul style="list-style-type: none"> Solving, graphing, and writing linear equations Solving Linear Inequalities Solving systems of linear equations Exponential equations and functions Polynomial equations and factoring
Skills (Automaticity)	<ul style="list-style-type: none"> Ladders (Facts) Sprints Games 	<ul style="list-style-type: none"> King of Math Sprints Games 	<ul style="list-style-type: none"> Sprints Math Mazes Games
Problem-Solving	<ul style="list-style-type: none"> Problem of the Week Real-World applications 		
Extensions/Support	<ul style="list-style-type: none"> Math Club/Math Counts Competition Leveled Assignments, enrichment, extra practice Khan Academy Flex/Study Hall support 		
Resources	<ul style="list-style-type: none"> <i>Big Ideas Math</i> <i>Singapore Math- Sprints</i> <i>Khan Academy</i> 	<ul style="list-style-type: none"> <i>Big Ideas Math</i> <i>Singapore Math- Sprints</i> <i>Khan Academy</i> 	<ul style="list-style-type: none"> <i>Big Ideas Math</i> <i>Singapore Math- Sprints</i> <i>Real World Algebra</i> <i>Khan Academy</i>

MUSIC

Throughout the grades, music is an integral part of the Arts at MPFS. From Preschool through 8th grade, music is taught in a sequential order so that when students graduate from MPFS they have a general knowledge of music theory, music appreciation, choral singing, world music, and, tying all modalities together, playing an instrument.

	Preschool to 2 nd Grade	3 rd - 5 th Grades	6 th - 8 th Grades
Theory/Composition	<ul style="list-style-type: none"> • Rhythm • Note values • Dynamics • Song writing • Bucket drumming compositions 	<ul style="list-style-type: none"> • Rhythm • Note values • Dynamics • Note reading • Musical form • Short recorder compositions 	<ul style="list-style-type: none"> • Rhythm • Note values • Sight reading • Note reading • Musical form • Dynamics
Vocal Music	<ul style="list-style-type: none"> • Familiar songs • Repetitive songs • Echo songs • Explore different sounds through vocal warm-ups • Winter/Spring concert preparation 	<ul style="list-style-type: none"> • Warm-ups • Popular music • Harmony • Winter/Spring concert preparation • Community singing opportunities 	<ul style="list-style-type: none"> • Musical • Community singing opportunities
Instrumental Music	Use a variety of instruments to practice basic theory while engaging in play: <ul style="list-style-type: none"> • Eggs, castanets, maracas, bongos, tom-tom & gathering drums • Cabasa, guiro, cymbals • Boomwhackers • Xylophone 	<ul style="list-style-type: none"> • Instruments of the orchestra • Recorder Karate Program • Recorder Express book 	<ul style="list-style-type: none"> • Ukulele: Chord reading & playing • Ocarina/Recorder • Ocarina/Recorder Karate
History	<ul style="list-style-type: none"> • Composer Units • Build upon whole school Social Studies and STEAM curricula 		
Technology	<ul style="list-style-type: none"> • Music Madness • Smart Board games and visuals 	<ul style="list-style-type: none"> • Music Madness • Recorder Rumble • Staff Reading Games 	<ul style="list-style-type: none"> • Soundtrap (Online Music Creation Program) • Google Slides

PHYSICAL EDUCATION

The P. E. curriculum connects to the work in the classrooms, presenting unique opportunities to address the **psychomotor** domain of learning along with the **academic, social, and emotional** domains. In Preschool and Kindergarten our students learn about personal space, body control, and how to be a good listener. 1st and 2nd grade activities, such as Treasure Hunt, build on students' experiences in Preschool and Kindergarten with the added elements of cooperation, teamwork, and sportsmanship. 3rd and 4th grade students continue their exploration of cooperation and teamwork through more complicated collaborative challenges that now include competition. As students move into 3rd and 4th grades, they learn to record their scores and discuss successful strategies that can be used in the future.

	Preschool & Kindergarten	1 st & 2 nd Grades	3 rd & 4 th Grades	5 th - 8 th Grades
Psychomotor	<ul style="list-style-type: none"> • Personal space • Body control • Locomotor movements • Dodging 	<ul style="list-style-type: none"> • Refine Locomotor movements • Tagging • Dodging • Chasing 	<ul style="list-style-type: none"> • Competition • Game Concepts • Racket games • Large group games 	<ul style="list-style-type: none"> • Archery • Soccer • Cross-training fitness • Basketball • Running • Large group games
Academic	<ul style="list-style-type: none"> • Communication • Listening • Following directions • Colors • Numbers • Letters 	<ul style="list-style-type: none"> • Communication • Listening • Following directions • Counting 	<ul style="list-style-type: none"> • Communication • Listening • Following directions • Strategy 	<ul style="list-style-type: none"> • Goal Setting • Communication • Listening • Following directions • Strategy
Social	<ul style="list-style-type: none"> • Cooperation • Teamwork • Community • Develop leadership • Conflict resolution • Personal character development 			
Emotional	<ul style="list-style-type: none"> • Sportsmanship • Perseverance • Self-confidence 			

QUAKER STUDIES AND WORLD RELIGIONS

The 6th and 7th Grade Quaker Studies course is a two year continuous course, exploring the major tenets of Quaker Faith and Practice. The goal of these studies is to further articulate and illustrate how Quakerism can serve as a window to appreciate and critically analyze what we encounter, and ultimately affirm, in the world and our lives. Alternate years will cover and incorporate different topics, readings, writings, and projects designed to hone skills of comparison and contrast, as well as going deeply and personally into learning. The hope and expectation is that these skills and habits will be transferable and encourage that which leads to lifelong learning. In 8th grade, students participate in an intensive program exploring five religions: Hinduism, Buddhism, Judaism, Christianity, Islam. Students use both primary and secondary sources, as well as first hand experience visiting various houses of worship, to gain a deeper understanding of world religions from historical, geographical, and cultural perspectives.

	6 th Grade Quaker Studies	7 th Grade Quaker Studies	8 th Grade World Religions
History	<ul style="list-style-type: none"> Roots and early history of Quakerism Early Quakers - George Fox, Margaret Fell, Mary Dyer, William Penn Penn's influence on the U.S. Constitution and system of government Activists influence on social and political change 	<ul style="list-style-type: none"> Quaker Schism Quakers, Slavery, and Racial Attitudes John Woolman, Levi Coffin, Underground Railroad Quakers and Women's Rights Non-Violence and Conscientious Objection Modern Quaker Activists 	<ul style="list-style-type: none"> Origins of Hinduism, Buddhism, Judaism, Christianity, Islam Hinduism gave rise to Buddhism Judaism gave rise to Christianity The Abrahamic religions Importance of Jerusalem to Jews, Christians, Muslims The lives of: Buddha; Ashoka, Moses, David, Solomon, Jesus, Paul, Muhammad
Beliefs and Practices	<ul style="list-style-type: none"> Biblical Roots of Quakerism, Parables, and Testimonies <i>Faith and Practice</i> The Meaning of "the Light" Meeting for Worship Queries Use of pronoun <i>thee</i> and other "Quakerisms" 	<ul style="list-style-type: none"> Testimonies Meeting for Business Quaker Decision Making Meeting for Clearness 	<ul style="list-style-type: none"> Why do religions exist? Polytheism and Monotheism Hinduism Buddhism Judaism Christianity Islam
Projects and Assessments	<ul style="list-style-type: none"> Homework Discussion Participation Service Projects Quizzes Multi-media Project(s) Research Project 	<ul style="list-style-type: none"> Homework Discussion Participation Service Projects Quizzes Multi-media Project(s) Research Project 	<ul style="list-style-type: none"> Homework and quizzes Participation in class discussion Research paper on Ashoka Participation during, and response after, class visits to houses of worship Research paper and/or presentation on a religion other than the five we study
Resources	<ul style="list-style-type: none"> <i>Friend: The Story of George Fox and the Quakers</i> <i>The Quaker Way</i> <i>The Good News Bible</i> <i>Quaker Profiles and Practices</i> <i>American Quakers</i> <i>Lives that Speak - Stories of Twentieth Century Quakers</i> <i>Quaker Speak</i> videos Current events/conversations/concerns <i>Friends Journal</i> 	<ul style="list-style-type: none"> <i>The Back Bench</i> <i>A Quaker Book of Wisdom</i> <i>Lives that Speak - Stories of Twentieth Century Quakers</i> <i>American Quakers</i> Members of Media, Providence, and other local Friends Meetings <i>Bayard Rustin: The Invisible Activist</i> <i>Friends Journal</i> 	<ul style="list-style-type: none"> The Hebrew Bible, New Testament, a translation of the Qur'an Visits to a Hindu temple, a synagogue, a mosque, and talks with members <i>Understanding Islam and the Muslims</i> Various handouts, documents, maps <i>The Ramayana</i> BBC documentary on 'The Life of the Buddha' <i>Great People of the Bible and How They Lived</i>, Reader's Digest Books Bart Ehrman, Biblical scholar (recorded lectures)

SCIENCE

The MPFS science program is challenging, innovative, and provides the fundamental knowledge and skills needed for students to succeed in middle school and highschool levels. Students delve into a wide variety of subjects, including plant growth and development, states of matter, food chemistry, electricity & magnetism, biology, environmental science, chemistry, and physics. Students experience these disciplines through exploration, active learning, inquiry, critical thinking, and reflection. The aim is for students to make connections with the world around them and solidify their conceptual understanding through experience and experimentation. The table below is designed to give a broad overview of the topics and skills taught. The exact time at which we cover the topics in each year and the exact content in each area may vary from year to year.

	1 st Grade	2 nd -3 rd Grade	4 th -5 th Grade
Concepts	<ul style="list-style-type: none"> Identifying living and non-living things and their needs Plant and Animal Kingdoms Vertebrates and Invertebrates Life cycles States of matter Effects of heat + time on matter Weather = air + temperature + water The water cycle Mixtures, separation, and filtration 	<ul style="list-style-type: none"> Discovering that position of a fulcrum and distribution of weight affects balance Learning about chemicals, their properties, uses, and indicators for identifying them Investigating plant parts, plant families, and recording plant growth and development Learning that sound is vibration, how it travels, and how different animals hear Rocks & Minerals: their formation, indicating properties, uses, and the rock cycle Recognizing soils, their composition and value 	<ul style="list-style-type: none"> Identifying parts of the body and their function in health and disease Promoting a healthy diet by learning how to interpret a food label and scientifically test fats, starches, proteins, and sugars Learning the parts of the microscope and its ability to examine microscopic worlds Learning about static electricity, batteries, lights, parallel and series circuits, and other electrical and magnetic components
Lab Skills	<ul style="list-style-type: none"> Critical Thinking Real world Connections Recording, organizing, and sharing data Observation Conducting experiments using the Scientific Method Creating repeatable results Data Analysis and forming defensible conclusions Using Stereo and Compound Microscopes 		
Projects	<ul style="list-style-type: none"> Scavenger hunt for living things Seed searches and sorts Animal family categorization games Recognizing and imitating different animal and plant behaviors Walks in the park through the seasons Growing salt crystals Separating mixtures Planting and charting growth of Wisconsin Fast Plants 	<ul style="list-style-type: none"> Balancing objects and our bodies on a beam Identifying five mystery powders through a series of chemical tests Growing Wisconsin Fast Plants through their life cycle Tuning forks, frequency, pitch, and volume Design and create your own musical instrument or sound making device Erosion and plant health in Glen Providence Park, planting trees and other stewardship activities 	<ul style="list-style-type: none"> Annual Mold Symposium presentations of original experimental findings - 4th grade How many batteries light a bulb? Conductor or Insulator challenge Electricity/Magnetism Festival Build a body Dissect a brain, eye, and heart <i>What's my disease?</i> presentation CSI: Who killed <i>Vanessa Cardui</i>? The Good, the Bad, & the Ugly fats search
STEAM Education - Whole School Programming	Windows Into Health: How do you find balance in your life? <ul style="list-style-type: none"> Obstacle courses Butterfly wings and peacock feathers Winter, the dolphin, and her prosthetic tail 	Green Theme: <ul style="list-style-type: none"> Engineers in action: types and workplace Bioplastics: creating and engineering uses Plastics vs. Bioplastics Properties of materials Bouncy Ball Challenge Imagineers 	Transformations: Water for STEAM <ul style="list-style-type: none"> Sustainable Agriculture: Aquaponics System Water Filtration & Desalination Techniques Earth Echo Challenge Repurposing plastics & salt byproducts for murals and photography Original Music compositions using water sounds UNLESS project winners! (2nd pl) One School, One Book, "Long Walk to Water"
Resources	NSTC's (National Science and Technology Council), STC (Science & Technology Concepts) curriculum, Children's Literature, Discovery Education Website		

SCIENCE

	6 th Grade Environmental Science	7 th -8 th Grade Biology/Chemistry	7 th -8 th Grade Physics
Concepts	<ul style="list-style-type: none"> Environmental Stewardship Populations/Communities Ecosystems/Biomes Photosynthesis Symbiotic Relationships Air and Water Quality/Cons. Energy Flow and Resources 	<ul style="list-style-type: none"> Cell Structure and Function Diffusion/Osmosis Cell Division Genetics and Heredity States of Matter Physical/Chemical changes Periodic Table Elements/Compounds/Mixtures 	<ul style="list-style-type: none"> Relative Motion Speed, Velocity, Acceleration Forces – contact and non-contact Balanced and Unbalanced Forces Gravity, free fall, projectile motion Newton's Laws of Motion Pressure Momentum Energy – kinetic and potential
Lab Skills	<ul style="list-style-type: none"> Organizing and writing lab reports Conducting experiments using the Scientific Method Creating repeatable results Recording, organizing, and sharing data Data Analysis and Forming Defensible Conclusions Critical Thinking Real World Connections 		
Projects	<ul style="list-style-type: none"> Biome Brochure/Webpage Designer Animal Water quality at Glen Providence Park and at home How much Fuel in Foods? Deer Overpopulation Debate 	<ul style="list-style-type: none"> Eggsperiment (various environment) Dropping your Genes Mitosis Dance DNA Necklace Controversial Topics in Genetics Element Scavenger Hunt/Webpage 	<ul style="list-style-type: none"> Speed a la Carte Newton Scooters Amusement Park Bridges Bernoulli Rules Staying Afloat with Penny Boats
STEAM Education - Whole School Programming	Bytes and Beats: <ul style="list-style-type: none"> Sound – frequency & amplitude Theremins (IR sensor use) Breadboards Arduino boards Electronic components in circuits Speaker oobleck Conductive art and sound 	Green Theme: <ul style="list-style-type: none"> Engineers in action: types and workplace Bioplastics: creating and engineering uses Plastics vs. Bioplastics Properties of materials Bouncy Ball Challenge Imagineers 	Transformations: Water for STEAM <ul style="list-style-type: none"> Sustainable Agriculture: Aquaponics System Water Filtration & Desalination Techniques Earth Echo Challenge Repurposing plastics & salt byproducts for murals and photography Original Music compositions using water sounds UNLESS project winners! (2nd pl) One School, One Book, "Long Walk to Water"
Resources	<ul style="list-style-type: none"> Prentice Hall Science Explorer: <i>Environmental Science</i> Scholastic Science World magazine 	<ul style="list-style-type: none"> Prentice Hall Science Explorer: <i>Cells and Heredity, Chemical Building Blocks</i> Scholastic Science World magazine 	<ul style="list-style-type: none"> Prentice Hall Science Explorer: <i>Physical Science</i> Scholastic Science World magazine

SOCIAL STUDIES

Social Studies involves the “various aspects or branches of the study of human society”. In essence, it is everything humans do in society. We choose to highlight four primary subcategories within our Five Year Social Studies Cycle*. Our students gain a deeper understanding of themselves, their beliefs and values. We enable students to gain a sense of their place in history. Students learn to see themselves as individuals living within a larger community context. Debate and conversation foster critical thinking, reading, and writing skills, while growing their perspectives as global citizens.

***Five Year Social Studies Cycle Kindergarten - 5th Grade**

	Self & Others	Ancient History	US History	Modern World Cultures
Year 1	Community	Middle Ages/Renaissance	Exploration/Colonies	Europe
Year 2	Independence/Self Image	Egypt/Africa	1700's	Africa
Year 3	Conflict Resolution	Ancient Asia	1800's	Asia
Year 4	Economics	Native American Cultures of all the Americas	1900 - 1950's	The Americas
Year 5	Health Issues	Greece/Rome	1960-Post WWII	Australia/Arctic

SOCIAL STUDIES

	Preschool	Kindergarten
Geography	<ul style="list-style-type: none"> • Use of location vocabulary such as “near” or “very far away” when discussing trips and where relatives live • Learn about different places/climates when we study the Earth (deserts, forests, waterfalls, the arctic) • Town/city and Pennsylvania when we study our addresses 	<ul style="list-style-type: none"> • Learn home addresses- discuss what an address is and why we need them • Introduce map skills • Learn about the town of Media • Introduce the concept of distance and location of states and countries
History	<ul style="list-style-type: none"> • Sharing holidays, such as the Passover story, why we celebrate Thanksgiving • During our electricity unit, we talk about “long ago” in terms of pre-technology such as telephones, cameras, or computers. 	<ul style="list-style-type: none"> • Thanksgiving- concept of past and present • Mayflower voyage, pilgrim and wampanoag daily life, first Thanksgiving feast • MLK and civil rights movement • Messages of nonviolent protests, helping the country change laws to make life more fair for everyone
Culture	<ul style="list-style-type: none"> • Family, relatives, and holiday traditions • Invite families to share special presentations about their cultures and countries of origin* • “Study” a certain country/part of the world* 	<ul style="list-style-type: none"> • Multicultural fairy tales unit- compare and contrast stories using Venn Diagrams. • Jan Brett Author Study, examine the different countries used in her stories based on her life travels • Spanish Class- thematic unit on Puerto Rico including songs, games, food and special holidays • Bilingual lunchtime with Spanish teacher once a week • Different countries or Native American tribes of PA and Northeastern US* • Folktales from around the world
Research	<ul style="list-style-type: none"> • Preschoolers are exposed to the idea of interviewing people for information and going on “hunts” for shapes, signs of winter, etc. • “Book-o-rama”- kids browse through 8-10 different books on a specific theme (arctic animals, friends, spring, e.g.) for one minute per book, then discuss similar things seen in each book to create a class list of “facts” about that topic 	<ul style="list-style-type: none"> • Introduce the difference between fiction and non-fiction books • Introduce text structure of non-fiction books- table of contents, glossaries, realistic drawings or photos with captions • Introduce historical fiction genre, recognize true facts that are woven into make believe stories • Differentiating between facts and opinion
Trips	<ul style="list-style-type: none"> • Neighborhood walking trips • Philadelphia Art Museum 	<ul style="list-style-type: none"> • Media Community Unit, walking field trips to local businesses and town public works departments- police station, Media firehouse, local library • Field trip to Philadelphia Art Museum, and annual trip to Arden Theatre in the Spring to watch a live performance.
Resources	<ul style="list-style-type: none"> • Early childhood appropriate maps and globes • Picture and word wall sets for Native Americans, China, Greece, Rome, etc. 	<ul style="list-style-type: none"> • Videos, • Scholastic virtual website • Scholastic Weekly Magazine - <i>Let's Find Out</i> • National Geographic books

SOCIAL STUDIES

	1 st Grade	2 nd Grade
Geography	<ul style="list-style-type: none"> • Globe and Map Skills • Continents • Pennsylvania: major cities and rivers • Geographical features of countries current to the strands of Ancient History and Modern World Cultures* • Comparing countries' land areas and populations 	<ul style="list-style-type: none"> • Globe and Map Skills • Landforms • Physical characteristics of places • How people adapt to their environment
History	<ul style="list-style-type: none"> • History of people and events current to the Ancient History strand of our Social Studies Cycle* • Important historical figures including Abraham Lincoln and Martin Luther King, Jr. 	<ul style="list-style-type: none"> • History of family and community • Basic organization and function of government • The first European settlements in North America/ 13 Colonies • Public or common good • Individuals who have shaped history • Slavery in the past and present
Culture	<ul style="list-style-type: none"> • Clothing, games, toys, and foods featured in Ancient History and Modern World Cultures* • Comparing and contrasting the culture of children • Holidays and important celebrations and events • English, Scottish, and American country dance traditions • Folk music 	<ul style="list-style-type: none"> • Economic wants, needs, goods and services • Roles of producers and consumers • Native American cultures, past and present • Holidays and important celebrations • Quaker studies • Female and male roles in various societies
Research	<ul style="list-style-type: none"> • Introduction to reference sources and research • Informational Text Features 	<ul style="list-style-type: none"> • Continuation with learning about reference sources and research • Fact and opinion • Nonfiction text features • Exploring/comparing local communities • State Facts Project
Trips	<ul style="list-style-type: none"> • UPenn Museum of Anthropology • Philadelphia Art Museum • Philadelphia Zoo • Glencairn Museum • Tyler Arboretum • Lankenau Health Education Center 	<ul style="list-style-type: none"> • UPenn Museum of Anthropology • Delaware County Institute of Science • Philadelphia Art Museum • Colonial Plantation • Historical Quaker Meetings • Lankenau Health Education Center
Resources	<ul style="list-style-type: none"> • Britannica School • Culture Grams • National Geographic Kids Atlas • Informational texts • Folklore 	<ul style="list-style-type: none"> • CultureGrams • Britannica School • Primary Source Documents • Federal Reserve Bank Economic Resources

SOCIAL STUDIES

	3 rd Grade	4 th Grade	5 th Grade
Geography	<ul style="list-style-type: none"> • Elements of a Map • Reading a map • Identifying a key • Geography vocabulary including: equator, latitude, longitude, globe, cardinal directions, country, state, continent • Identify major continents and oceans • Recognize fifty states 	<ul style="list-style-type: none"> • Map reading • Continent/country/state identification • Landform recognition • Geography/climate relationships 	<ul style="list-style-type: none"> • Map reading of the following elements: map key/legend, direction, scale and distance, latitude and longitude, the globe, grids, graphs, landforms, types of maps, time zones, and temperature zones • Continent/country/state identification
History	<ul style="list-style-type: none"> • Identify historical documents, artifacts, and places • History of people and events current to the Ancient History strand of our Social Studies Cycle* 	<ul style="list-style-type: none"> • Timeline • Identify historical documents, artifacts, and places • History of people and events current to the Ancient History strand of our Social Studies Cycle* 	<ul style="list-style-type: none"> • Identify historical documents, artifacts, and places • History of people and events current to the Ancient History strand of our Social Studies Cycle*
Culture	<ul style="list-style-type: none"> • Current events • Recognize aspects of cultural, social, and political characteristics related to our Social Studies Cycle* • Fair Trade and its economic impact 	<ul style="list-style-type: none"> • Differentiate social, political, cultural, and economic characteristics of cultures and continents from our Social Studies Cycle* • Recognize aspects of economy and society of colonial America • Current events 	<ul style="list-style-type: none"> • Differentiate social, political, cultural, and economic characteristics of the area of study determined by our Social Studies Cycle* • National and global current events
Research	<ul style="list-style-type: none"> • Argumentation • Text Evidence • Primary vs. Secondary Documents • Fact vs. Opinion 	<ul style="list-style-type: none"> • Persuasive Writing • Research paper • Five Paragraph Essay • Fact vs. Opinion • Bibliography • Plagiarism 	<ul style="list-style-type: none"> • Five paragraph Essay • Citations • Works Cited • Plagiarism
Trips	<ul style="list-style-type: none"> • Ashland (one night) • Museum of the American Revolution • University of Pennsylvania Museum of Archeology and Anthropology • Tenement Museum (NYC) • National Museum of American Jewish History 	<ul style="list-style-type: none"> • PEEC (two nights) • Valley Forge • Tenement Museum (NYC) 	<ul style="list-style-type: none"> • Echo Hill Outdoor School (three nights) • Tenement Museum (NYC) • UPenn Museum of Anthropology
Resources	<ul style="list-style-type: none"> • CultureGrams • Britannica School • Scholastic News • NewsELA.com 	<ul style="list-style-type: none"> • Noodle Tools • CultureGrams • Britannica School • Scholastic News 	<ul style="list-style-type: none"> • Noodle Tools • CultureGrams • Various databases from Power Library • <i>Time for Kids</i>

SPANISH

Students at MPFS should enter high school with the ability to read, write, and converse in a basic manner using the present, future, and past tenses. They also need to have an understanding of the Hispanic culture and a sense of the geography of Latin America and Spain. Students graduating from MPFS routinely place into level 2 and advanced Spanish classes in high school. The table below is designed to give an overview of the topics and skills taught in our Spanish Program. The exact time at which we cover the topics in each year and the exact content in each area may shift and are influenced by students' interests and areas of curiosity.

	Preschool - 1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Grammar	<ul style="list-style-type: none"> Embedded within each lesson 	<ul style="list-style-type: none"> Embedded within each lesson 	<ul style="list-style-type: none"> Embedded within each lesson 	<ul style="list-style-type: none"> Embedded within each lesson 	<ul style="list-style-type: none"> Feminine and masculine nouns Adjective agreement Present tense verbs in the first and third person Plural and singular forms
Conversation & Vocabulary	<ul style="list-style-type: none"> Thematic units are introduced with age appropriate vocabulary Vocabulary is presented within a meaningful context Sentences and phrases slowly build with more nouns and adjectives Songs and music 	<ul style="list-style-type: none"> Thematic units are introduced with age appropriate vocabulary and taught in increasingly more complex sentences 	<ul style="list-style-type: none"> Age appropriate vocabulary taught in increasingly more complex sentences Total Physical Response with Storytelling is introduced (TPRS) Students hear and learn to retell short stories in the third person & present tense. 	<ul style="list-style-type: none"> Age appropriate vocabulary taught in increasingly more complex sentences Have conversations and do skits based on thematic units Continue with TPRS in the second Gabi series. 	<ul style="list-style-type: none"> Thematic units are introduced with age appropriate vocabulary and taught in increasingly more complex sentences Have conversations and do skits based on thematic units Begin the last level of the Gabi series.
Reading	<ul style="list-style-type: none"> A variety of stories are read aloud to students 	<ul style="list-style-type: none"> A variety of stories are read aloud to students A variety of books dealing with Spanish vocabulary and writing 	<ul style="list-style-type: none"> A variety of stories are read aloud to students Students begin learn letter sounds, simple words, and short sentences. 	<ul style="list-style-type: none"> Read short stories in the Gabi Series <i>Gabi la Aventurera</i> Stories are read aloud to the class. 	<ul style="list-style-type: none"> Students begin reading short stories in the Gabi Series <i>Gabi la viajera</i> Stories are read aloud to the class. Readers: <i>Brandon Brown Quiere un Perro & El Mundo de Felipe</i>
Writing	<ul style="list-style-type: none"> Vowels Consonants without variation & vowels L, M, S, P, D, N, F, T 	<ul style="list-style-type: none"> Consonants with variation & vowels R-RR, B, V, G, J 	<ul style="list-style-type: none"> Consonants with variation & vowels C, Q, Z, Y, LL Thematic vocabulary Gabi stories (copying from the board) 	<ul style="list-style-type: none"> Begin writing in thematic vocabulary on their own Writing in Gabi stories one line at a time H, CH, K, X, W, ñ 	<ul style="list-style-type: none"> Write Gabi stories independently Write sentences using theme vocabulary and short descriptive paragraphs
Culture	<ul style="list-style-type: none"> Native songs, art projects, local customs, videos, games, and cooking and sharing of typical foods round out the preschool through elementary Spanish program 				
Resources	<ul style="list-style-type: none"> <i>Teach Them Spanish Series</i> <i>Hispanic Games and Rhymes</i> <i>Hablo Español (I Can Speak Spanish)</i> 	<ul style="list-style-type: none"> <i>Una Semana con Gabi</i> (Total Physical Response with Storytelling Program) <i>Games for the Spanish Class</i> Bingo and Songs (<i>Mi Casa es Tu Casa</i>) Say "Hola" to Spanish <i>Paco y la Bruja</i> 			

SPANISH

	6 th Grade Spanish	7 th Grade Spanish	8 th Grade Spanish
Grammar	<ul style="list-style-type: none"> • Cognates • Questions and Negatives • Subject Pronouns and Ser, Ir & Estar • Gustar with Infinitives • Definite and Indefinite Articles • Noun Adjective and Agreement • Verb Tener • Present Tense of –AR verbs 	<ul style="list-style-type: none"> • Gustar with nouns • Demonstrative Adjectives • Present Tense of –Er and –Ir verbs • Possessive Adjectives • Prepositions • Comparatives • Direct Object Pronouns • Stem Changing Verbs (pensar, poder) 	<ul style="list-style-type: none"> • Affirmative Commands • Verb Saber and Conocer and Jugar • Preterite of Regular –AR Verbs, -ER, IR verbs • Reflexive Verbs • Preterite/Imperfect Tense • Object Pronouns • Spell-Changing verbs • Future Tense • Conditional Tense
Conversation	<ul style="list-style-type: none"> • Daily queries and or conversation • Staged conversations • Questions and answers • Listening 	<ul style="list-style-type: none"> • Daily queries and or conversation • Questions and answers • Listening • Guided conversations 	<ul style="list-style-type: none"> • Daily queries and or conversation • Spontaneous conversations • Questions and answers • Listening to podcast, movies, etc.
Reading	<ul style="list-style-type: none"> • <i>Mi pobre Ana</i>, Level 1 Libro A • Lisa Ray Turner and Blaine Ray • Blaine Ray Workshops 	<ul style="list-style-type: none"> • <i>El viaje peridido</i> Level 2 Libro C • Lisa Ray Turner and Blaine Ray • Blaine Ray Workshops 	<ul style="list-style-type: none"> • <i>El viaje peridido</i> Level 2 Libro D • Lisa Ray Turner and Blaine Ray • Blaine Ray Workshops
Writing	<ul style="list-style-type: none"> • Short descriptive paragraphs • Basic conversations • Answering questions 	<ul style="list-style-type: none"> • Descriptive paragraphs • Conversations • Answering question 	<ul style="list-style-type: none"> • Fairy tales and personal narratives • Skits • Journaling in Costa Rica
Culture	<ul style="list-style-type: none"> • Basic Central American Geography • Day of the Dead • Cultural selections from textbook • Cooking 	<ul style="list-style-type: none"> • Central and South American Geography • Stories from many countries • Day of the Dead • Cooking 	<ul style="list-style-type: none"> • Latin American Geography with capital cities • Day of the dead • Selections from textbook • Teacher insights • Trip to Costa Rica
Resources	<ul style="list-style-type: none"> • <i>Spanish is Fun (Book 1)</i> • <i>Pobre Ana</i> • Duolingo • Studyspanish.com 	<ul style="list-style-type: none"> • <i>Spanish is Fun (Books 1 & 2)</i> • <i>Esperanza</i> • Duolingo • Studyspanish.com 	<ul style="list-style-type: none"> • <i>Spanish is Fun (BOOK 2)</i> • <i>Escalofrios</i> • Duolingo • Studyspanish.com