


Stevens



COOPERATIVE SCHOOL

Curriculum Guide



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Lower School Curriculum: Two-year-olds – 2nd Grade

The educational program at Stevens reflects an integrated curriculum where students are encouraged, as individuals and as groups, to think conceptually, solve problems creatively, take risks, and above all, learn to question the world around them. Our understanding and respect for multiple intelligences and their role in educating children along with the emphasis we place on collaboration among faculty and students creates a diverse community in which everyone learns from one another's knowledge and perspective. At Stevens, each child's voice is heard and effort is honored, both collectively and individually. Our holistic approach towards educating young children means that we strive to make learning exciting and relevant to all students. Our teachers strive to create a responsive and reflective curriculum with student input.

A carefully thought out concept-based, inquiry-driven and integrated curriculum also allows students to explore and understand different subjects through varied perspectives. Social studies, language arts, math, science, the arts, physical activity and technology are woven together into developmentally appropriate, planned investigations and exploratory experiences. Within each division and grade at Stevens, the curriculum supports our mission that fosters *students to investigate, question and communicate in ways that will inspire and shape the future*. The community and group identity that exists in every classroom, as well as across classrooms, is palpable throughout the school.

In the lower school, it is our belief that children enter school with different experiences and individual propensities, thus the curriculum is designed to meet the needs of individual learners while at the same time providing relevant and purposeful contexts for everyone to explore. Rooted in the progressive thinking of John Dewey, a significant educational thinker of his era, teachers act as guides and facilitators, and students learn to problem solve independently and to use their peers as resources and collaborators. Dewey's concept of education put a premium on meaningful activity in learning and participation in classroom democracy. It is our goal at Stevens to take students from "where they are" in a given area and, through classroom instruction, collaboration with peers, open-ended explorations and one-on-one conferencing with teachers, bring each student as far as they can reach.

Social Studies

The social studies curriculum works hand in hand with the block-building whereby young children use the blocks to explore and demonstrate their understanding of their immediate environment and the world around them. The blocks provide a foundational architecture for the lower school curriculum for the very young learners. It allows children to understand concepts and develop subject-specific skills in ways most suited to their development, through hands-on and minds-on experience, verbal and physical interaction and creative expression. The wooden blocks offer children the use of age-appropriate, challenging materials and provide a comprehensive study of community. The core study begins with a focus on the child and their family and moves outward to include extended family, the classroom and school community, the neighborhood, the town and finally, in the 2nd grade, the larger metropolitan area. Block building allows children to develop and demonstrate their understanding of the intricacies of communities to foster curiosity and appreciation for other people and their experiences, while also developing their understanding of mathematics and science through the properties of blocks. Younger students use their emerging literacy skills to create signage and other design elements for their structures, and 2nd grade students are ready to tackle research projects. The block-building program culminates with the construction of a "Permanent City" in 2nd grade, often including electric lights, roads and, public transportation as well as an historical study and classroom construction of the Brooklyn Bridge. Students learn to take and value multiple perspectives including their own and begin to communicate respectfully. These experiences help to prepare the students for the historical explorations they will encounter in their intermediate years.

Language Arts

Our language arts program is guided by the belief that a love of literature is built from positive experiences and interaction with written and verbal language in the early years. Children look forward to daily read-aloud of stories across genres, and all students have ample opportunities throughout the day to explore classroom libraries. Teachers closely observe students and intentionally plan for the development of emerging literacy skills in the younger years. As students gain confidence, develop sight vocabularies and experience joy in reading, teachers offer guided reading small group instruction, focusing on phonics, decoding and comprehension skills. Students learn to choose books that are “just right” for them, ensuring the children are challenged appropriately based on their specific needs. In writers’ workshop, children brainstorm story ideas, write independently or collaboratively while exploring the genres of fiction, non-fiction writing and poetry. Students take pride in the regular publication of their writing, and story dictation. They share their work with their peers during author’s Chair. Students learn to give and receive constructive feedback in order to improve upon their work and become more skilled writers.

Mathematics

Mathematical concepts are introduced and reinforced with the exploration of a wide variety of math manipulatives. When children are building in the block area, playing with sand or measuring ingredients for cooking, they are developing mathematical skills and concepts. Children use age-appropriate materials to work on concrete, meaningful math problems both cooperatively and individually as they develop a sound understanding of numbers. Students are encouraged to communicate their mathematical thinking using a variety of modes including pictures, numbers and words. Math concepts build on students’ previous knowledge and teachers differentiate lessons based on students’ competency levels. The math curriculum in the lower school is strongly influenced by the NCTM (National Council for the Teaching of Mathematics), and the benchmarks of the Common Core. The Singapore Math curriculum provides the scope and sequence for teaching and learning. With its approach of ‘concrete-pictorial-abstract’ students develop their understanding and skills of numbers and operations, geometry, measurement and data analysis as well as problem solving processes.

Science

Concepts are built upon throughout the lower school and are based on the belief that inquiry lies at the heart of scientific methodology. Scientific inquiry is an integral part of our program with students observing carefully, examining, practicing gathering and analyzing data, forming hypotheses and experimenting with materials through exploring senses, seasons, materials, electricity and forces. Children observe and record information on living organisms from butterflies and ladybugs, to chicks, snails, ants and seeds. Students interact with key engineering ideas using blocks, ask questions and explore, which translate to learning how to experiment, test and learn through trial and error. The curriculum is designed to help students observe, learn to use tools, collect data, and then to predict, to see patterns emerge, to draw conclusions and formulate new questions based on prior knowledge.

Foreign Language

The acquisition of another language greatly contributes to the development of cultural awareness and critical thinking skills. It equips students with multi-literacy skills and attitudes to enable them to communicate successfully in global contexts and build their intercultural understanding. All students begin Spanish study in PreK and continue throughout the lower school in an engaging learning environment where risk taking is encouraged and participation is of utmost importance. Students explore conversational and written aspects of the language as well as the richness and variety of Hispanic cultures. The objective at Stevens is to foster a love of language learning and a cultural understanding of the diversity in the Spanish-speaking world. We believe we can help to strengthen the motivation for language acquisition by helping students to transform their natural curiosity about other cultures.

“Friends and Feelings” and Community Building

The character education and social emotional curriculum in the lower school centers around developing the behaviors, actions and understandings that are key life skills and the foundations for successful acclimation to the social environment of school and the extended community. Topics explored focus on self-regulation, empathy, managing emotions, reflection and thinking about actions, interpersonal skills and safe solutions for challenging situations. Our goal is to develop children as citizens who are listening, imagining and advocating. Students also explore their authentic identities and recognize the identities of their peers to cultivate and nurture an inclusive community.

Technology

At Stevens, technology is used as a tool to help students develop as digital citizens and learn through its integration in the curriculum. Lower school students are introduced to various basic programs including coding and robotics and develop their understanding of the importance of technology as a meaningful tool for learning and creating. These programs assist children in developing skills to empower them to use technology comfortably, efficiently and appropriately and be citizens of the here and now.

Specialist Subjects

We believe that subjects such as art, music, creative movement and physical education are a core part of the curriculum. Within each of these disciplines, students are encouraged to expand their understanding and knowledge while they explore and gain mastery of basic skills in these domains.

The Arts - Learning about and through the arts is fundamental to the development of the whole child promoting critical thinking, problem solving, creativity and social interactions. The arts provide our children with a powerful mode of communication through which they can construct a sense of themselves and the world around them. They inquire and explore through making which promotes dispositions including appreciation and empathy, allowing children to see the uniqueness of each person as well as the commonalities that connect us.

Physical Education - Physical education is more than just participation in sports and games. It enables the promotion of personal, social and physical wellbeing. It includes the development of basic motor skills, games and the importance of manipulating space, identifying skills and developing appropriate strategies. Students begin to recognize the need for rules and work through challenges that require groups to work together to solve problems and accomplish a common goal, and learn the importance of maintaining a healthy lifestyle.

Lower School at a Glance: Two-year-olds – Three-year-olds

| | 2s | 3s |
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| Language and Social Skills | <p>Separate from caregiver and incorporate into a classroom community.</p> <p>Interact with peers through play, group activities and meetings.</p> <p>Sing songs, and respond to and ask questions during meeting times, individual, small and larger group activities.</p> <p>Build trust with teachers.</p> <p>Establish a routine and learn the daily schedule.</p> <p>Learn the guidelines of the classroom.</p> <p>Develop independence through management of materials and belongings.</p> <p>Complete weekly jobs.</p> | <p>Separate from caregiver and incorporate into a classroom community.</p> <p>Express ideas and opinions through play, group settings and meetings, and on an individual basis.</p> <p>Communicate in complete sentences with peers and adults.</p> <p>Express needs, feelings and emotions.</p> <p>Develop vocabulary through discussions, songs, working together and excursions.</p> <p>Increase knowledge through practice in asking questions and listening to answers.</p> <p>Create and dictate stories, rhymes and poems.</p> <p>Complete classroom jobs.</p> |
| Motor Skills | <p>Manipulate materials including Play-doh, paint, clay, crayons and paper.</p> <p>Increase competence and comfort level through the use of writing implements, paintbrushes, puzzles, scissors and other manipulatives.</p> <p>Develop fine and gross-motor skills through the use of materials including hollow blocks, scarves, balls, hula-hoops, sand and water.</p> <p>Develop gross-motor coordination during park time using equipment and running in open spaces.</p> <p>Develop balance skills.</p> <p>Develop awareness of self in space.</p> | <p>Develop fine muscle coordination with the use of small manipulatives including writing implements, paintbrushes, puzzles, scissors and other manipulatives.</p> <p>Develop gross-muscle coordination through outdoor activities including climbing, jumping, running, hopping, dancing, skipping, throwing, catching and the use of park equipment.</p> <p>Continue to develop balance skills and coordination.</p> <p>Continue to develop awareness of self in space.</p> |
| Blocks | <p>Experiment, create and discover through exploration and play.</p> <p>Practice realistic and imaginative building.</p> <p>Build responsibility through pick up of materials used during blocks.</p> | <p>Experiment, create and discover through exploration and play.</p> <p>Practice realistic and imaginative building.</p> <p>Build responsibility through pick up of materials used during blocks.</p> |
| Pre-Literacy | <p>Experience literature through oral stories, read-alouds and picture walks.</p> <p>Enrich vocabulary and other language skills through conversation and interaction with words, letters and sounds.</p> <p>Begin to build understanding that written text represents words and has meaning.</p> <p>Begin to understand book orientation.</p> <p>Begin to recognize their name and other sight words.</p> <p>Begin to categorize.</p> | <p>Experience literature through stories, poems, picture walks and plays.</p> <p>Enrich vocabulary and other language skills.</p> <p>Enjoy listening to and discussing literature in small and large groups.</p> <p>Understand the concept of narrative story.</p> <p>Create and dictate stories, poems and rhymes.</p> <p>Build understanding that written text represents words and has meaning.</p> <p>Understand book orientation.</p> <p>Recognize their name and other sight words.</p> |
| Receptive Language | <p>Develop ability to process information obtained orally.</p> <p>Listen to and follow simple directions.</p> <p>Carry out a sequence of two simple directions.</p> <p>Enjoy listening to stories, songs and poems.</p> <p>Learn about sound and music.</p> | <p>Develop ability to process information obtained orally.</p> <p>Continue to grow auditory discrimination skills.</p> <p>Listen to and follow simple directions.</p> <p>Carry out a sequence of two to three simple directions.</p> <p>Enjoy listening to stories, songs and poems.</p> |

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| Math | <p>Begin to develop vocabulary and concepts of size and color.</p> <p>Begin to learn number concepts.</p> <p>Develop problem-solving skills through exploration and experimentation.</p> <p>Begin to learn categorization and sorting.</p> | <p>Develop vocabulary and concepts of size, color, shape, patterns and quantity.</p> <p>Develop counting skills.</p> <p>Learn concept of number.</p> <p>Develop one-to-one correspondence.</p> <p>Develop sorting, classifying and matching skills.</p> <p>Develop problem-solving skills.</p> <p>Learn that many problems have multiple methods of solution.</p> |
| Science | <p>Begin to use observational skills.</p> <p>Learn to share observations and questions with others.</p> <p>Increase knowledge through sensory experiences.</p> <p>Stimulate curiosity, desire for exploration and discovery.</p> | <p>Continue to develop observational skills.</p> <p>Increase knowledge through sensory experiences.</p> <p>Stimulate curiosity, desire for exploration and discovery.</p> <p>Begin to make predictions.</p> |
| Social Studies | <p>Begin to develop a sense of self.</p> <p>Explore world around themselves and the class.</p> <p>Develop initiative and creative thought through dramatic play.</p> <p>Continue to develop self-care skills of dressing, cleaning up and toileting.</p> <p>Learn basic safety.</p> | <p>Develop a sense of self and appreciation of others.</p> <p>Explore the world around themselves and the class.</p> <p>Build positive self-image as a learner.</p> <p>Learn that something can be achieved in more than one way.</p> <p>Develop initiative and creative thought through dramatic play.</p> <p>Improve self-care skills of dressing, cleaning up and toileting.</p> <p>Learn basic safety.</p> |
| Art | <p>Explore art materials including paint, clay, glue and crayons.</p> <p>Share work with the school community with displays throughout the classroom.</p> <p>Work independently or with the support of a teacher to realize vision.</p> | <p>Develop imagination, creativity and resourcefulness.</p> <p>Explore stories and emotion through visual work.</p> <p>Experience a variety of art forms for physical manipulation.</p> <p>Practice describing work, giving insight into their own creation.</p> |
| Music and Movement | <p>Sing each day, and add small movements (i.e. clapping) to songs and dancing.</p> <p>Use instruments such as shakers and bells to begin to establish rhythm knowledge.</p> <p>Participate in activities that involve listening and moving.</p> | <p>Sing each day, and add small movements (i.e. clapping) to songs and dancing.</p> <p>Develop rhythm and rhyme.</p> <p>Explore emotion through movement.</p> <p>Use instruments such as shakers and bells.</p> <p>Participate in activities that involve listening and moving.</p> |

Lower School at a Glance: PreK – Kindergarten

| | PreK | Kindergarten |
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| Social Studies | <p>Participate in block building as an individual or within a small group.</p> <p>Discuss and experience how to ask questions, collaborate and listen.</p> <p>Explore the concepts of family, school/classroom, community, cultural diversity and traditions, family traditions and nearby neighborhoods.</p> | <p>Explore the concepts of family, school/classroom, community, cultural diversity and traditions, family traditions and nearby neighborhoods through local walks, meeting and interviewing different members of the community and books/pictures.</p> <p>Explore the local environment and discuss responsible citizenship.</p> <p>Participate in longer block building and studies.</p> <p>Work collaboratively to build either realistic or imagined structures.</p> |
| Reading | <p>Experience forms of communication including speaking and listening roles.</p> <p>Daily read aloud, oral storytelling, dictation of stories, rhyming and poetry.</p> <p>Have independent and shared reading times.</p> <p>Develop comprehension.</p> <p>Develop expressive/receptive language through play, story, song, drawing, writing, meeting, class discussion and games.</p> | <p>Experience forms of communication including speaking and listening roles.</p> <p>Daily read aloud, oral storytelling, dictation of stories, rhyming and poetry.</p> <p>Have independent and shared reading times.</p> <p>Develop comprehension.</p> <p>Develop expressive/receptive language through play, story, song, drawing, writing, meeting, class discussion and games.</p> <p>Begin to work on specific reading skills through guided reading groups with teacher guidance.</p> |
| Word Work | <p>Identify letters and sounds.</p> <p>Learn directionality of words and sentences.</p> <p>Begin to sound spell.</p> | <p>Identify letters and sounds.</p> <p>Begin to sound spell.</p> <p>Begin to develop a sight word vocabulary.</p> <p>Use learned spelling rules and phonics knowledge to create written stories.</p> |
| Writing | <p>Tell stories through illustration and exploration into handwriting or dictating a story.</p> <p>Free write individual and class books.</p> <p>Experience author's chair.</p> <p>Conference individually with a teacher who is focused on meeting the child's specific needs.</p> <p>Begin to learn writing conventions.</p> | <p>Tell stories through illustration and exploration into handwriting or dictating a story with the goal of independent writing with sound spelling.</p> <p>Explore genres including letter writing, personal narratives, non-fiction/fiction writing and poetry.</p> <p>Create journals and individual and class books.</p> <p>Experience author's chair and learn how to give and receive constructive feedback.</p> <p>Learn to work in the writers' workshop model.</p> <p>Conference individually with a teacher who is focused on meeting the child's specific needs.</p> <p>Begin to use Handwriting Without Tears program.</p> |
| Math | <p>Explore math manipulatives and unit blocks.</p> <p>Develop mathematical thinking, concepts and skills including number sense, sorting, classifying, sequencing, patterning, measurement and geometry.</p> <p>Practice defining and writing numbers.</p> | <p>Explore math manipulatives and unit blocks.</p> <p>Develop mathematical thinking, concepts and skills including number sense, sorting, classifying, sequencing, patterning, measurement, geometry, addition and subtraction.</p> <p>Practice defining, writing numbers and problem solving with numbers.</p> |
| Science | <p>Classify, compare, experiment and discuss.</p> <p>Explore topics including seasons, senses, the Hudson River, life cycle, habitats, environment, cooking.</p> | <p>Classify, compare, experiment and discuss.</p> <p>Explore topics including seasons, senses, the Hudson River, life cycle, habitats, environment, cooking.</p> |
| Art | <p>Explore three concepts: dimensional objects, assemblage and collage.</p> | <p>Study printmaking.</p> <p>Construct meaningful classroom tools.</p> |

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| | Use various materials including fabric, wood, paint, clay, glue and recycled materials. | Learn bookmaking, sewing and wood working. Learn watercolor and crayon-resist painting skills. |
| Music and Movement | Develop basic knowledge of rhythm, pitch and tempo. Work on gross motor and locomotion skills including skipping, galloping and running. Use dramatic play to develop creativity. | Develop basic music skills as well as rhythm values and notation. Apply music language to songs with movement. Keep a steady beat. Use dramatic play to develop creativity. Practice yoga and mindfulness, using the body to express feelings, share ideas and tell stories. |
| Spanish | Learn vocabulary including family, colors, shapes, food and animals. Learn and practice greetings and vocabulary. Explore Spanish culture. Sing and read in Spanish. | Learn vocabulary including family, colors, shapes, food and animals. Learn and practice greetings and vocabulary. Explore Spanish culture. Sing and read in Spanish. Identify Spanish letters and sounds. |
| Social and Emotional | Explore topics that include creating community, listening and paying attention, respectful behavior, following directions, being assertive, identifying others' perspectives, understanding empathy, managing emotions, managing frustration, anger and disappointment, identifying your feelings and calming down, respectful play behaviors, and problem solving skills that promote academic success and interpersonal growth. | Explore topics that include creating community, listening and paying attention, respectful behavior, following directions, being assertive, identifying others' perspectives, understanding empathy, demonstrating an interest in fairness,, identifying stereotypes, managing emotions, managing frustration, anger and disappointment, identifying your feelings and calming down, respectful play behaviors, and problem solving skills that promote academic success and interpersonal growth. |
| Trips | Go on local neighborhood trips to supplement block building. | Go on local neighborhood trips to supplement block building. |

Lower School at a Glance: 1st - 2nd Grade

| | 1st Grade | 2nd Grade |
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| Reading | <p>With guided reading support the needs of individuals within small groups.</p> <p>Learn to foster a love and appreciation for reading, increase independence, and make appropriate book choices by understanding the concept of a “just-right” book.</p> <p>Learn decoding strategies to identify unfamiliar words.</p> <p>Explore comprehension strategies through written and oral responses.</p> <p>Discuss readings, recall key events in sequence, reflect on the text, and/or complete simple book reviews individually or within small groups.</p> <p>Expand a sight vocabulary and knowledge of dictionary spellings through studies of irregular words.</p> <p>Return to favorite books and/or explore the different genres in the class library during independent reading times.</p> <p>Read from different anthologies, collections, and books to experience different types of poetry.</p> | <p>With guided reading support the needs of individuals within small groups.</p> <p>Continue to explore interests and appreciation for different genres.</p> <p>Consolidate independent reading abilities and knowledge of “just-right” books.</p> <p>Build upon decoding and comprehension strategies.</p> <p>Focus on concepts including summarizing, monitoring for comprehension, stamina building, predicting, synthesizing and inferencing.</p> <p>Conference with teachers and peers.</p> <p>Participate in readers’ theater, which supports fluency and usage of voice.</p> <p>Explore non-fiction readings, biographies, scientific texts, fantastical fiction books and poetry.</p> <p>Conduct research guided by student-generated questions.</p> <p>Read from different anthologies, collections, and books to experience different types of poetry.</p> |
| Writing | <p>Use writers workshop to explore different genres including letter writing, personal narratives, journal writing, non-fiction writing and fictional writing.</p> <p>Work independently and collaboratively to develop skills as fiction and non-fiction writers.</p> <p>Use an editor’s checklist to develop revision skills.</p> <p>Experience the processes of peer, self, and teacher editing.</p> <p>Participate in author's chair and develop ability to give and receive constructive feedback in order to revise writing pieces.</p> <p>Participate in a publishing party to demonstrate their achievements in writers’ workshop.</p> | <p>Use writers workshop to explore genres including letter writing, narratives, non-fiction report writing, journaling and poetry.</p> <p>Study story structure including characters, settings, problems, events and solutions.</p> <p>Write in journals independently about topics that are of interest to them.</p> <p>Receive feedback in the author’s chair.</p> <p>Explore the writers’ process, including brainstorming, first draft generation, peer review and revising and final draft completion.</p> <p>Complete Brooklyn Bridge research paper and learn how to question, find information, organize details and write about a specific topic at length.</p> |
| Word Work | <p>Learn and practice strategies and skills including the word wall, sight words, dictionary use, phonics, word families, spelling patterns, capitalization and punctuation.</p> <p>Expand a sight vocabulary.</p> | <p>Learn and practice strategies and skills including the word wall, sight words, dictionary skills, phonics, word families, spelling patterns, parts of speech, capitalization and punctuation.</p> <p>Expand a sight vocabulary.</p> |
| Handwriting | <p>Use the Handwriting Without Tears program to facilitate uppercase letters, lowercase letters and the correct use of spaces.</p> <p>Practice proper pencil grip and writing posture.</p> | <p>Use the Handwriting Without Tears notebooks.</p> <p>Write lines correctly and as neatly as possible.</p> <p>Practice proper pencil grip and writing posture.</p> |
| Science | <p>Practice questioning, predicting, experimenting, observing, recording, and drawing conclusions.</p> <p>Focus on the life cycle, nutrition, environment and weather study.</p> | <p>Experiment and analyze data.</p> <p>Develop hypothesis and information evaluation.</p> <p>Develop knowledge and understanding of different science concepts through topics such as materials, electricity, forces, tension and compression in structures, and meteorology.</p> |

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| Social Studies | <p>Explore the neighborhood and how students are an integral part of this small community. Focus on immediate localities.</p> <p>Explore the surrounding neighborhood, businesses and people and learn about needs and wants and how systems work. Learn about different environments.</p> <p>Develop mapping skills including bird's-eye views, and cardinal directions.</p> <p>Begin longer block studies.</p> <p>Research, interview and observe neighborhood businesses, people and structures to inform block building.</p> | <p>Explore the question, "What is a community?"</p> <p>Explore parts, purposes and complexities of a city. Develop an understanding of the interrelation of business and people in a community and the relationships of utilities, government, transportation, sustainability, and commerce.</p> <p>Continue to develop mapping skills, plotting coordinates and using cardinal points.</p> <p>Work as urban planners through focus on local community areas in Hoboken and Jersey City.</p> <p>Construct a Permanent City individual project as the culmination of study in the lower school.</p> <p>Study the Brooklyn Bridge, its construction, history and importance to a city.</p> <p>Reflect research in a nonfiction writing piece.</p> |
| Math | <p>Following the Singapore Math scope and sequence, continue to develop number sense and computational fluency.</p> <p>Explore measuring, fractions, money, place value, estimation, adding/subtracting, skip counting, patterns, sequencing, graphing and geometry.</p> <p>Devise problem-solving approaches with access to tools of their choice and articulate methods.</p> <p>Explain mathematical thinking and reasoning.</p> | <p>Following the Singapore Math scope and sequence, explore math manipulatives and unit blocks to learn mathematical thinking, concepts and skills including number sense, place value, multi-digit addition/subtraction with larger numbers, measurement, geometry, money, graphing and word problems.</p> <p>Explain mathematical thinking and reasoning.</p> |
| Physical Education | <p>Practice basic skills including throwing, catching, and kicking.</p> <p>Explore gross-motor and spatial-relation skills.</p> <p>Participate in drills, obstacle courses and games.</p> | <p>Practice basic skills and skills in cardiovascular games and physical conditioning.</p> <p>Participate in a strategic games-based approach.</p> <p>Participate in Fun and Fitness Day.</p> |
| Spanish | <p>Learn family, numbers and colors vocabulary.</p> <p>Use songs and picture books to develop language and recognize letter/sound association.</p> <p>Engage in choral responses.</p> | <p>Expand Spanish grammar and vocabulary related to the social studies units.</p> <p>Use songs and games.</p> <p>Develop grammar.</p> <p>Respond to questions using words and phrases.</p> |
| Music and Movement | <p>Use musical vocabulary.</p> <p>Discuss the meaning of songs.</p> <p>Learn lyrics.</p> <p>Practice rhythms.</p> | <p>Use musical vocabulary.</p> <p>Discuss the meaning of songs and learn lyrics.</p> <p>Learn about the glockenspiel.</p> <p>Learn to handle instruments and read notes.</p> |
| Technology | <p>Demonstrate digital citizenship through the safe and cooperative use of technology.</p> <p>Name the parts of the computer.</p> <p>Develop keyboarding skills.</p> <p>Develop programming skills through various coding programs.</p> | <p>Build upon knowledge of digital citizenship.</p> <p>Communicate using developmentally appropriate and accurate terminology.</p> <p>Illustrate and communicate original stories using digital tools and media-rich resources.</p> <p>Continue building programming skills.</p> |
| Art | <p>Construct with wood.</p> <p>Explore 3-D forms.</p> <p>Study papermaking.</p> <p>Use clay to convert drawings to 3-D objects.</p> <p>Assemble hardcover books for publishing party.</p> | <p>Explore two- and three-dimensional objects.</p> <p>Do mural work and weavings.</p> <p>Explore various watercolor techniques.</p> <p>Create kites and explore constructions.</p> |

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| Community Building | Explore topics that include: focusing attention and listening skills that promote healthy groups, following directions, school success, self-talk, socially responsible behavior, assertive communication, identifying and managing feelings, identity, appreciating differences, accepting responsibility and showing compassion. | Explore topics that include: focusing attention and listening skills that promote healthy groups, following directions, school success, self-talk, socially responsible behavior, assertive communication, solving conflicts, developing empathy, identifying and managing feelings, identity, appreciating differences, accepting responsibility and showing compassion. |
| Trips | Go on local community field trips such as Chelsea market, Alstede Farms to supplement the social studies curriculum. | Go on local community field trips such as Museum of the City of New York, Brooklyn Bridge to enhance the social studies curriculum. |
| Homework | Daily reading. | Establish skills for learning outside of school. Practice time management, sense of responsibility and working to the best of their ability. Support the knowledge gained in school. Daily reading. |

The intermediate school curriculum is designed to allow students to capitalize on their lower school skills development and explore significant and relevant content deeply, investigating subject areas that foster students' interest and curiosity. Intermediate school teachers involve students in units of study that accommodate students' questions and areas of interest while building on their prior knowledge and reinforcing core skills. Instead of simply memorizing facts, students examine the richness and diversity of people who populated our geographic areas during other time periods and examine rights and responsibilities of communities. 3rd and 4th grade students are in a mixed grade combined class, fostering the foundational character traits of mentorship and community. As 3rd graders enter into the more rigorous academic environment with higher expectations and more advanced concepts to master, the 4th graders take on the role of mentors. This reciprocal relationship fosters robust social and emotional growth on the part of both groups of students. The 3rd grade mentees learn what it means to be a dedicated and independent student and accountable community member, living up to and fulfilling one's responsibilities. The 4th graders further develop and explore the concept of fairness, justice and advocacy. Their understanding of what a responsible and accountable student and community member means, and are charged with modeling and guiding the 3rd graders through this process. Students are separated by grade for certain subjects such as math, Spanish and music. Students continue to collaborate in partnerships and small groups to enhance their knowledge and skills and apply them to new and novel contexts. Students engage in regular presentations and articulate their perspectives to authentic audiences, fostering a profound confidence and ability to convince others of a perspective. Additionally, the curriculum promotes academic success and opportunities for students to become life-long learners and responsible citizens with skills to succeed beyond the school's doors. Student progress is assessed through the use of formal and informal assessments.

Social Studies

As students move into the intermediate grades, they are able to explore outside their immediate experience and look at their geographic area in different time periods. Students examine the lives and communities of people who settled and live in New Jersey and New York, such as the Lenape, European colonists, African Americans who were forcibly brought to the United States, European and Chinese immigrants, and others. The focus is on deeply investigating and researching a particular group of people and understanding why they migrated and immigrated, how they survived, the injustices perpetuated against or by them and how groups resisted or reconciled these injustices. Students develop an awareness of the importance of social justice through their historical inquiry and recognize that the way groups of people have been treated in the past and are treated presently is a part of what makes them who they are. Students explore and analyze words, pictures, behaviors and laws to identify when people and groups are treated unfairly and harmed, and learn about the actions of people and groups who have worked to bring more justice and fairness to the world. Social studies concentrates on helping students construct meaning from historical facts and make connections between the past and the world in which they live today. It provides an opportunity to look at and think about human behavior objectively, realistically and with sensitivity. The more exposure students have to the way others lived in the past, the better understanding they have about the development of present day cultures and civilizations to become globally and interculturally competent. Social studies opens doors to key questions about life and learning, leading students to take action in the community. 3rd and 4th grade students hone their researching, critical thinking and synthesizing skills. Intermediate students attend a variety of day trips in the area, examine artifacts and discuss primary and secondary source documents. The area of study changes so that students cover two different themes in their two years in a 3rd/4th grade classroom.

Language Arts

During 3rd and 4th grades, students continue to broaden and deepen their writing and reading skills through readers' and writers' workshop activities. Stevens utilizes a balanced approach to literacy through literature circles, read-alouds, guided reading and independent reading. Students develop an understanding of the relationship between reading, thinking and reflection. Additionally, students focus on key comprehension skills such as inferring, summarizing, questioning, making connections and synthesizing. They understand that reading is extending their world and relish the process of reading. Writers' workshop bridges the skills explored in readers' workshop, such as independent and guided reading to create

students who are expert expository, narrative and persuasive writers, and who take on the responsibilities of authorship. Students continue to utilize the writing process and enhance their ability to draft, revise and edit their work. Additionally, students continue to practice grammar, handwriting, spelling, writing and vocabulary through the use of various resources.

Mathematics

In 3rd and 4th grades, students focus on further consolidation of computational skills, problem-solving and algebraic thinking as outlined by the NCTM and Common Core standards. They apply strategies learned to solve multi-digit addition and subtraction equations to understanding multiplication and division. Students continue to regularly employ strategies for solving multi-step word problems. In 3rd grade, students specifically focus on geometry, computational skills, thinking algebraically, addition and subtraction strategies, time, money, the foundation of multiplication and division, and work on a variety of inquiry-based projects. In 4th grade, students explore and investigate various strategies to create and solve word problems, graphing, multiplication, division, fractions, decimals, place value and geometry. Stevens uses the Singapore Math program as the backbone of the curriculum with supplementary activities and resources to ensure student mastery of concepts.

Science

Students continue to extend, refine and revise their skills as scientists by observing, predicting, categorizing and organizing the data they collect. Students engage in an integrated science approach studying the foundational roots of chemistry, physics and biology while devising hypotheses, collecting data and drawing conclusions. Scientific writing is a hallmark of the program where students synthesize their data and support their ideas with scientific evidence, devising testable claims and experiments. Students specifically study simple machines, magnetism, soil, rivers and streams, plants and biomes. Units of study will often integrate with the social studies curriculum, and this interdisciplinary approach allows a deeper understanding of the curriculum. The health curriculum focuses on adolescent changes, development and healthy nutritional choices.

Homework

3rd grade students are expected to spend approximately 40 minutes a day on homework, and 4th grade students spend 50 minutes completing homework assignments. These guidelines may vary by student and according to subject. Homework includes daily reading, word work, math assignments and occasional research and project work in social studies and science.

Music

Students begin the formal choral program in 3rd grade, spending time singing, reviewing rhythm and harmony, reading music and learning to use their voice as an instrument. In 4th grade, students continue with the choral program and study the recorder, preparing them for the instrumental program in 5th grade. Students in 3rd/4th grade also learn about working together and perform a musical.

School Jobs/Community Service

Students perform group jobs that are linked to their curriculum. The 3rd and 4th graders are reading buddies with PreK and Kindergarten classes.

Physical Education

The 3rd/4th grade physical education program emphasizes skill building, motor coordination, cooperation and teamwork, and meeting one's personal best potential through different physical activities and challenges. Students review their physical performance on various tasks and set goals for further development. Good sportsmanship is fostered as students participate in problem solving and group decision-making. Students are introduced to a variety of sports such as soccer, baseball, timed running activities, scooter hockey and basketball. 3rd and 4th graders have the opportunity to play in intramurals and be on the Stevens basketball team, which plays other local schools.

Spanish

Students focus on developing proficiency in speaking, listening, reading, and writing Spanish through summarizing Spanish legends, studying several Hispanic cultures and increasing their verbal and written vocabulary.

Technology

The goal of the technology program is to empower students to use technology comfortably, efficiently and appropriately. Stevens' philosophy is that students should use technology in meaningful ways and to reach this goal, using the International Society for Technology in Education (ISTE) standards. Students are encouraged to think critically about technology, communicate and collaborate using technology, demonstrate a sound understanding of technology concepts, systems and operations, understand human, cultural and societal issues related to technology and practice legal and ethical behavior. Students get an email address and have access to Google Chromebooks regularly and utilize a variety of cloud-based programs such as iMovie and PowerPoint in order to teach students to produce media presentations to showcase work, utilize spreadsheets for data collection and use media responsibly.

Art

The art teachers work closely with the classroom teachers to design an integrated curriculum with other disciplines that include science, social studies, mathematics and language arts. Students design collages and a variety of visual art using images to represent concepts and themes. Students produce prints, explore art history and critique various works of art. The primary art-making processes that occur throughout the curriculum are collage, drawing, painting, printmaking, construction, woodworking, clay arts, fiber arts and digital arts.

Testing and Assessments

Students are assessed frequently through quizzes, tests, journals, daily observation, writing assignments, projects, homework and portfolios. In the fall of 4th grade, students take the CTP-5 standardized test, administered by the Educational Records Bureau.

Community Building

The character and social emotional education curriculum in the intermediate school is designed to facilitate student awareness and preparedness to effectively and appropriately interact in groups, as well as be confident and convicted with their own moral and ethical choices. Some of the topics explored include friendship, peer pressure, strategies for standing up for your convictions, gender diversity and racial diversity, ethnicity, respecting individuality and differences, how to be part of a group and the interplay of group dynamics, the difference between being a bystander and "upstander," understanding teasing, and understanding the role of bullying and how to maintain bully-free social environments. Students explore their identities and learn more about other people's lives and experiences by respectfully asking questions and listening with an open mind.

Trips

In addition to the trips connected to the social studies and science curricula, the students enjoy an overnight trip to Fairview Lake YMCA camp in western New Jersey. During their two-day stay, students experience team-building and increased confidence through activities on low ropes courses, exploration of the lake, stream and swamp habitats, a night hike and campfire, and a challenging hike to the top of the Kittatinny Ridge. Students also participate in day trips that directly relate to the curriculum. For example, when studying immigration, students visit the Tenement Museum in New York City, the Phillipsburg Manor when studying Colonial America and the Museum of the City of New York when exploring advocacy.

Intermediate School at a Glance: 3rd - 4th Grade

| | 3rd Grade | 4th Grade |
|-----------------------|---|--|
| Social Studies | <p>Explore the concepts of American immigration and colonialism, fairness and justice and advocacy over the course of two years.</p> <p>Participate in activities utilizing realistic and historical perspectives.</p> <p>Examine primary and secondary documents.</p> <p>Examine artifacts of historical people and places.</p> <p>Develop beginning research skills and writing.</p> <p>Expand understanding of history from local to regional geography and culture.</p> <p>Learn about personal family history and culture.</p> <p>Design and present artifacts using authentic materials representing aspects of historical study.</p> | <p>Explore the concepts of American immigration and colonialism, fairness and justice and advocacy over the course of two years.</p> <p>Examine artifacts of historical people and places.</p> <p>Analyze primary and secondary documents.</p> <p>Build research skills toward writing research papers and discerning appropriate resources.</p> <p>Collaborate as a peer mentor for third grade students.</p> <p>Expand understanding of history from local to regional geography and culture.</p> <p>Learn more about personal family history and culture.</p> <p>Design and present artifacts using authentic materials representing aspects of historical study.</p> |
| Literature | <p>Broaden and deepen literacy skills such as inferring, summarizing, and predicting.</p> <p>Students should think critically about the texts being read and make connections between and among the texts they have read.</p> <p>Build vocabulary through shared reading and guided reading.</p> <p>Read independently as well as in guided groups and literature studies.</p> <p>Use readers' workshop.</p> | <p>Develop comprehension utilizing reading process steps.</p> <p>Read independently.</p> <p>Independently select texts that reflect self identities ("mirrors") and select texts that offer a view into someone else's experience ("windows").</p> <p>Lead literature circles and discussions.</p> <p>Focus on literary skills such as summarizing, monitoring for comprehension, stamina, prediction, basic inference and synthesis.</p> <p>Explore and analyze common genre structures.</p> <p>Discuss perspective, interpretation and comprehension.</p> <p>Conference in small groups or individually focusing on differentiated instruction.</p> |
| Writing | <p>Write independently and within varied genres, including persuasive, expository and poetic.</p> <p>Use organized sets of resources to drive writing.</p> <p>Write to communicate.</p> <p>Practice conventional grammar, usage, parts of speech and punctuation.</p> <p>Develop strategies such as word work, sounds, rules, concepts, conventional spelling, and vocabulary development.</p> <p>Practice handwriting.</p> <p>Use writers' workshop to utilize the writing process and enhance their ability to draft, revise and edit their work.</p> | <p>Utilize a writing process independently and collaboratively through writers' workshop.</p> <p>Publish writing in multiple genres including personal narrative, mystery, fiction, poetry, informational writing and research reports.</p> <p>Practice conventional grammar including word usage, parts of speech, punctuation and sentence structure inside of a peer workshop model.</p> <p>Develop strategies such as word work, sounds, rules, concepts, conventional spelling, prefixes, suffixes and vocabulary development.</p> <p>Practice handwriting mechanics and penmanship, cursive writing, grip, posture and style.</p> |
| Math | <p>Build on foundational mathematical concepts through the Singapore Math curriculum, additional supplements and manipulatives.</p> <p>Develop an understanding of place value.</p> | <p>Continue to develop mathematical concepts through the Singapore Math curriculum and other supplemental resources.</p> |

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| | <p>Learn how to round and estimate.</p> <p>Connect real life to math equations using money, time and measurement.</p> <p>Build foundational knowledge of basic multiplication, division, and fractions.</p> <p>Explore the concepts of geometry and graphing.</p> | <p>Continue to develop and practice place value, multi-step problem solving strategies, multiplication, division, fractions, decimals and geometry.</p> |
| Science | <p>Refine and revise theories using the scientific method.</p> <p>Focus on developing a scientific inquiry model.</p> <p>Participate in experiments.</p> <p>Develop hypotheses and evaluate information.</p> <p>Analyze data.</p> <p>Study sound and light, plants, fossils, food chemistry, motion, matter, rocks and soil.</p> <p>Participate in a health curriculum on adolescent changes and development including reproduction.</p> | <p>Continue to broaden the scientific skills of observing, predicting, and experimenting.</p> <p>Focus on developing a scientific inquiry model.</p> <p>Collaboratively develop experiments.</p> <p>Develop hypotheses, evaluate information and practice analyzing and synthesizing data.</p> <p>Study sound and light, plants, fossils, food chemistry, motion, matter, rocks and soil.</p> <p>Participate in a health curriculum on adolescent changes and development including reproduction.</p> |
| Physical Education | <p>Develop personal fitness routines and goal setting.</p> <p>Participate in cooperative activities and games.</p> <p>Participate in team sports including basketball, soccer, softball and scooter hockey.</p> <p>Participate in <i>Destination Run</i> (a timed run).</p> | <p>Develop personal fitness routines and goal setting.</p> <p>Participate in cooperative activities and games.</p> <p>Participate in team sports including basketball, soccer, softball and scooter hockey.</p> <p>Participate in <i>Destination Run</i> (a timed run).</p> |
| Spanish | <p>Build on a foundation of language structure.</p> <p>Develop a stronger vocabulary.</p> <p>Participate in role playing and singing for language immersion.</p> <p>Expand an understanding of verb tense.</p> | <p>Develop stronger conversational techniques.</p> <p>Develop a stronger vocabulary.</p> <p>Participate in role playing, singing and conversational language immersion.</p> <p>Extend awareness of proper sentence structure.</p> |
| Music | <p>Establish music appreciation.</p> <p>Learn how to read basic musical symbols.</p> <p>Begin formal choral program.</p> <p>Participate in choral singing.</p> <p>Review rhythm and harmony.</p> <p>Perform in a musical production.</p> | <p>Make historical connections to music.</p> <p>Improve ability to read musical symbols.</p> <p>Continue choral program.</p> <p>Incorporate rhythm and harmony into choral singing.</p> <p>Study soprano recorder.</p> <p>Perform in a musical production.</p> |
| Art | <p>Design collages using images to represent concepts and themes.</p> <p>Draw and paint.</p> <p>Create designs through construction and with materials like clay, wood and fibers.</p> <p>Produce prints.</p> <p>Explore art history.</p> | <p>Design a variety of visual art using images to represent concepts and themes.</p> <p>Draw and paint.</p> <p>Create designs through construction and with materials like clay, wood, and fibers.</p> <p>Produce prints.</p> <p>Explore art history and art criticism.</p> |
| Trips | <p>Focus on developing and extending learning.</p> <p>Explore relevant curriculum connections by visiting places such as Phillipsburg Manor and the Tenement Museum in New York.</p> <p>Travel to Fairview Lake YMCA Camp for two days and one night to focus on environmental studies, team building, and independence.</p> | <p>Focus on developing and extending learning.</p> <p>Explore relevant curriculum connections by visiting places such as Phillipsburg Manor and the Tenement Museum in New York.</p> <p>Travel to Fairview Lake YMCA Camp for two days and one night to focus on environmental studies, team building, and independence.</p> |
| Homework | <p>Extend skills and learning outside of school walls for approximately 40 minutes nightly.</p> <p>Manage homework time and space with an introduction to an academic planner.</p> <p>Complete work in core subject areas, including</p> | <p>Extend skills and learning outside of school walls for approximately 50 minutes nightly.</p> <p>Hone management of homework time and space with continued use of an academic planner.</p> |

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| | <p>reading and writing, research, math practice and review, project work and study skills.</p> <p>Complete weekly assignments in Spanish.</p> <p>Complete periodic science project assignments.</p> <p>Demonstrate independent knowledge and skills.</p> <p>Participate in afterschool homework group.</p> | <p>Complete work in core subject areas, including reading and writing, research, math practice and review, project work and study skills.</p> <p>Complete weekly assignments in Spanish.</p> <p>Complete periodic science project assignments.</p> <p>Demonstrate independent knowledge and skills.</p> <p>Participate in afterschool homework group.</p> |
| Testing and Assessments | Complete various formal and informal assessments in all academic subjects. | Complete various formal and informal assessments in all academic subjects. |
| Technology | <p>Build digital citizenship awareness.</p> <p>Extend knowledge of keyboarding through proper posture and hand positioning.</p> <p>Identify and investigate a global issue and generate possible solutions using a variety of digital tools and resources.</p> <p>Produce a media-rich digital story using video editing programs.</p> <p>Use google docs and google drive</p> <p>Investigate coding programs.</p> <p>Learn to use cloud-based applications.</p> | <p>Build digital citizenship awareness.</p> <p>Debate the effect of existing and emerging technologies on individuals, societies and the global community.</p> <p>Recognize bias in digital resources while researching an environmental issue.</p> <p>Use digital-imaging technology to modify or create works of art.</p> <p>Use google docs and google drive</p> <p>Investigate coding programs.</p> <p>Build foundational skills in the use of cloud-based applications.</p> |
| Community Building | Explore topics that include: respect and friendship, building community, individuality, similarities and differences, joining in, bullying, standing up for yourself, assertiveness, conflict resolution, exclusion and inclusion, and teasing and joking. | Explore topics that include: respect and friendship, building community, individuality, similarities and differences, joining in, bullying, standing up for yourself, assertiveness, conflict resolution, exclusion and inclusion, and teasing and joking. |

Middle School Curriculum: 5th – 8th Grade



Since 1996, our middle school curriculum espouses the virtues of true inquiry based methodologies. In this approach, prior knowledge and experience form the basis for new learning. A careful curriculum design, combined with students' own curiosity, provides an effective springboard for learning that is engaging, significant, challenging and relevant. We prioritize fostering the development of rigorous academic skills, coupled with character and social/emotional education. Building on the previous years' constructivist and experiential roots, our middle school practices a "quality over quantity" approach, delving into expansive and robust content. Students become critically aware of the way they use evidence, methods and conclusions. In social studies, students explore specific topics in depth in order to gain an understanding of the historical and sociological aspects of those societies. Middle school students learn how to synthesize and evaluate literary themes and authors' purposes, conduct independent research, analyze advanced non-fiction writings, argue a perspective using relevant evidence, and understand their moral character as community members and citizens who take action to create a more just community. Additionally, heavy emphasis is placed on self-advocacy, time management and student accountability. Students are held to high standards of meeting deadlines and achieving their maximum potential, and they are continually reflecting on their performance. The intention is to provide them with the skills and acumen that are necessary for the competitive high school and colleges that they attend and the 21st century skills that are necessary for our evolving, intricately interconnected and complex world. Students leave our middle school well prepared for the next phase of their academic pursuits and maintain a highly engaged connection to the pursuit of knowledge, learning new information and developing an intense curiosity of their world.

Social Studies

During middle school, students begin to look beyond their immediate community and make connections to the wider world. Students learn how societies were constructed, how power is distributed and why conflicts arise. They begin to establish an essential web of communication between the past and the present. The social studies curriculum becomes an engaging and in-depth study of other cultures such as Ancient Egypt, Medieval Europe, Africa, the Middle East, Asia and the United States. Students develop a sophisticated understanding of the historical patterns, larger themes and methods to conduct historical research and analysis. Information is gleaned from a wide variety of sources, encouraging critical thinking and comparative understanding. There is practice in comprehending complex issues, formulating opinions, posing discussion questions for peers and respecting others' points of view. Students prepare a written assignment about an issue they have chosen using secondary documents to support their opinions. Students then share their assignments in small groups and comment on each other's work. The goals of our humanities course are linked both to social studies and language arts skills as students learn to explore the world in which we live making connections between history and the modern day. Students are encouraged to use a wide variety of sources and taught key media literacy skills such as triangulating sources to become critical consumers of news. In each grade, students produce research papers and multimedia presentations culminating in an 8th grade persuasive exhibition emulating a dissertation model.

Language Arts

Writers' workshop is an important part of middle school since the depth and scope of the social studies program increases the need for focus on expository writing, however, creative writing is still emphasized through narratives, journals and poetry. Particular attention is paid to annotating and note-taking skills, formal essay structure, research skills, conventions of writing, organization and thesis development. Reading is emphasized through independent literature circles and read alouds. Literature circle discussions may be whole class format or in small groups and include a study of classic and contemporary works of fiction.

Mathematics

The curriculum continues to develop the nature and principles of mathematics, students' power of generalization and abstraction, confidence, independence and perseverance in mathematical thinking and problem solving, application and transfer of skills to real life situations. Students develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics. Singapore Math (along with supplementary resources) is the main program for the math curriculum in 5th grade. These materials are supplemented with additional teacher-designed activities and problems that keep math relevant to students' lives. Additionally, our 6th-8th grade math specialist regularly consults with the 5th grade teacher to ensure that students are prepared for the rigorous pre-algebra and algebra curriculum in subsequent years. In 6th -8th grade, the math specialist teaches math, and the main program is Singapore Math along with supplementary resources such as Connected Math curriculum. The curriculum provides in-depth explorations in mathematical thinking and language reinforcement activities for all skills along with extension suggestions for more gifted mathematicians. Students complete all components of traditional algebra 1 by the end of 8th grade and are prepared for more advanced math courses in high school. If reinforcement is required, there are weekly small group math support sessions led by the math specialist for 6th-8th grade students.

Health

The study of human sexuality begins during the intermediate grades and is continued during middle school. Students also study the effects of smoking on the lungs, infectious diseases, substance abuse, the reproductive system, nutrition and how to make safe and positive choices about their own physical and mental health and wellbeing. Students also explore digital health through digital citizenship curriculum.

Science

With inquiry at its core, the science curriculum aims to guide students to collaboratively and independently investigate issues through observation, research and experimentation. Stevens employs an integrated, spiraling approach to science education that builds on life, mechanical and environmental sciences throughout each year. The curriculum is aimed at developing student fluency with scientific skills and concepts through hands-on projects and experimentation. This develops facility with the scientific process, which is demonstrated through students' individual science projects. Examples of units of study include Forces and Motion, Living Things, Microscopes and Cells, and DNA and Genetics. Teachers team up with the science teacher to support student recognition of science in their everyday lives as well as scientific development over time. As students investigate real examples of science applications they discover the dependencies and tensions between ethics, culture, economics and environment.

World Languages

Language study is an integral part of the academic life at Stevens. Students have the option of taking Mandarin or Spanish in middle school, and all 6th-8th grade students study Latin. Instruction time and immersion are progressively increased in the middle school. Observant of the National Standards in Foreign Language Education, Stevens recognizes the five goal areas for the world language classroom: Communication, Cultures, Connections, Comparisons and Communities. There is a strong emphasis on proficiency (speaking, reading and writing skills), and cultural understandings of the societies are explored. In our commitment to world citizenship, it is extremely important that we assist students not only by nurturing their curiosity about other cultures and exposing them to foreign languages, but by providing them with sufficient tools to establish relationships of trust with people of other parts of the world and other cultures. As a culmination of this, students in 8th grade participate in a cultural exchange with students from Mexico City, first hosting a fellow 8th grader and then living with their family for a week.

In 6th-8th grade, students study Latin in order to improve and develop their understanding of grammar, roots of English words, improve their vocabulary and become familiar with the linguistically historical foundations of Western Civilization.

Art

While the philosophy of the art program is the same throughout all the grades, the developmental stages and areas of interest of the students shape the program's goals in each class. The goal of the program is to help children recognize, explore and expand their visual fluency. With this goal in mind, collaboration is an essential component of the art program. The art teachers work closely with the classroom teachers to design units that include science, social studies, mathematics and language arts. Through the integration of the curriculum, students study different subjects from many perspectives. The primary art-making processes that recur throughout the curriculum are collage, drawing, painting, printmaking, construction, woodworking, clay arts, fiber arts and digital arts.

Homework

During middle school, homework is connected to daily discussions and skill reinforcement. Students are given more responsibility in organizing, planning and managing their time and workload through tools such as an academic and/or online planner. Homework can range from one to two hours each evening depending on the grade level, subject content and the balance of daily and longer-term assignments given.

Community Service

Students perform group jobs that are at the core of the Stevens curriculum. The 5th graders are Reading Buddies with 1st grade students. The 6th grade students are Reading Buddies with 2nd grade students. Students in 6th-8th grade participate in our mentoring program for 1st-4th grade students, meeting with them weekly.

Music

In middle school, the key musical concepts learned in the intermediate grades are expanded upon. Additionally, instruments are offered, singing becomes more advanced, the composition of songs is explored and music appreciation is a large part of the curriculum. All 5th and 6th graders are required to study a classical instrument (including the flute, clarinet, saxophone, cello, violin or viola) and students begin to play in ensembles. In 7th and 8th grade students have the choice of either continuing with their instruments or participating in chorus. In 7th and 8th grade, students look at the connections between music and other core subjects. Some examples are the connections between music and art, music and sport, and persuasive compositions to complement language arts persuasive writing. Students in all grades perform regularly for each other so that they can enjoy sharing their songs, composing and appreciating all of the music that they are exposed to within their music classes.

Physical Education

The purpose of our physical education program is to develop small and large motor skills to increase self-confidence and instill a lifetime habit of fitness. In the middle school, basketball and other team sports are added to the curriculum. Team play is extended through participation in the local basketball league, and the physical education curriculum strives to integrate other areas of the curriculum into its activities, such as social studies through programs like Destination Run.

Technology

The goal of the technology program at Stevens is to empower students to use technology comfortably, efficiently and appropriately. Students in 5th and 6th grades have regular access to Google Chromebooks, and with the Bring Your Own Device (BYOD) program, each student in the 7th and 8th grade brings their own device. They engage in a multitude of projects where they can freely express their creativity while building a strong body of skills that will be used beyond the walls of Stevens. Students conduct research and hone their skills at using the Internet and various media tools as both critical consumers and creators. Students at Stevens engage early on in using popular programs from Adobe, Apple and Microsoft to work with video, audio, layout and graphic design along with building typing skills

and acquiring basic understanding on productivity and presentation tools such as Word, PowerPoint, Excel, InDesign and Prezi. Students engage in robotics and learn coding and gaming.

Classroom Advisory Program (CAP)

Our middle school advisory program is focused on character education and social emotional learning. We believe it is critically important for students to engage in specifically designed lessons focusing on topics such as ethical choices and dilemmas, maintaining convictions in the face of peer pressure and adversity, appreciating individuality, managing anxiety and stress, making wise and informed choices regarding friendship dilemmas, celebrating differences and other similar topics. Students engage in carefully designed group-oriented activities to foster this development.

Trips

In addition to many day trips related to the social studies and science curricula, students in the middle school go on a number of overnight trips. For example, 5th graders camp overnight at an environmental park, 6th grade students go to Boston and 7th graders spend four days on an integrated environmental science and experiential educational trip at the Ashokan Center and visit Philadelphia on a 2-day trip. 8th grade students travel to Washington D.C. and Mexico City (as a part of an educational exchange program).

Testing and Assessment

In middle school, students experience more regular and frequent quizzes, tests, essays and projects. Weekly quizzes are used to assess baseline knowledge and ensure that students are maintaining an appropriate pace with the curriculum material. Unit exams are given to assess knowledge of content and basic analyzing skills. Essays, in conjunction with oral defenses, focus on in-depth curricular concepts that assess higher order thinking skills.

Projects that incorporate research, writing and verbal presentation components are used to provide authentic learning experiences for students. At the conclusion of each year, students produce an extensive research-based exhibition project. These exhibition projects, modeled from the dissertation defense, have a written and oral defense component and are designed to assess higher-order thinking. These summative exhibitions increase in complexity through 8th grade. In 5th grade, students create and defend a claim based on a previously explored content area. In 6th grade, students create and defend a thesis statement focusing on extending a curricular concept from the year. In 7th grade, students create and defend a thesis statement focusing on a similar topic but not explored within the curriculum. Finally, in 8th grade, students create and defend a thesis statement from a social justice issue culminating in a 10-15 page research paper and a 30-minute oral defense before a committee of peers, teachers and parents/guardians.

Beginning in 6th grade, students take a variety of standardized tests such as the CTP-5, the TerraNova Multiple Assessment and the Independent School Entrance Exam (ISEE) in 8th grade.

Middle School at a Glance: 5th - 6th Grade

| | 5th Grade | 6th Grade |
|-------------------|--|---|
| Literature | <p>Utilize a reading process independently.</p> <p>Analyze elements of plot, character and setting.</p> <p>Participate collaboratively in literature circles discussing various texts.</p> <p>Expand independent reading stamina and skills.</p> <p>Identify personal goals as a reader and a writer.</p> <p>Discuss literary concepts such as inference, prediction, character development and point of view.</p> <p>Link themes between literature and social studies and current events.</p> | <p>Expand a reading process beyond independent reading.</p> <p>Participate collaboratively in literature circles discussing various texts.</p> <p>Analyze literary elements such as characterization, plot, setting and theme.</p> <p>Connect literature to society and life.</p> <p>Expand independent reading stamina and skills.</p> <p>Develop annotation strategies independently.</p> <p>Link and compare contemporary texts</p> <p>Develop literary essays.</p> <p>Refine comprehension skills such as inference, critical thinking and drawing conclusion.</p> |
| Science | <p>Study chemistry of solubility, ecosystems environmental impact of industries.</p> <p>Earth's resources and human population.</p> <p>Collect and analyze data.</p> <p>Develop the scientific method and inquiry model through an independent science project.</p> <p>Present findings to both peer and professional scientists.</p> | <p>Study of microorganisms, energy, forces and motion, environmental impact, comparing industries and plate tectonics.</p> <p>Create a healthy nutritional plan.</p> <p>Analyze how viruses and bacteria are formed, spread, their effects, and prevention steps.</p> <p>Investigate components of wetlands and ecosystems such as balance, food webs, human and societal impact and protection.</p> <p>Create simulations demonstrating the concept of motion.</p> <p>Develop the scientific method and inquiry model through an independent science project.</p> <p>Present findings to professional scientists.</p> |
| Math | <p>Explore mathematical concepts through Singapore Math curriculum with additional supplements.</p> <p>Review understanding of place value, multiplication, division and multi-step problems.</p> <p>Develop mathematical thinking of concepts such as prime/composite numbers, factors, multiples, square numbers and number sense.</p> <p>Practice a variety of strategies for solving complex word problems.</p> <p>Deepen an understanding of portions through fractions, decimals and percents.</p> <p>Compare and contrast measurement units of the metric and standard system.</p> <p>Explore higher-level mathematical concepts such as geometry in 2D shapes, probability and pre-algebra concepts.</p> | <p>Explore the language based Singapore Math along with problem solving and model based supplements.</p> <p>Develop knowledge of number theory by working with prime and composite numbers, factors and multiples.</p> <p>Investigate a variety of data sets and how data is used to represent ideas.</p> <p>Build on basic understanding of shapes and designs by analyzing shape properties and angle measures.</p> <p>Learn rational numbers such as fractions, decimals and percents.</p> <p>Extend use of measurement skills by learning area and perimeter.</p> <p>Explore higher-level mathematical concepts such as probability, computation, spatial visualization and reasoning and pre-algebra concepts.</p> |

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| Social Studies | <p>Study culture and people through an in-depth focus on Ancient Egypt and other ancient civilizations.</p> <p>Developing geography skills through basic map design and analysis.</p> <p>Study climate, flora and fauna.</p> <p>Analyze archaeology focusing on hieroglyphs.</p> <p>Expand abstract thinking through a timeline study and creation connecting people, places and culture.</p> <p>Analyze culture, the role of politics, economics, society and government.</p> <p>Connect aspects of our society to historical studies.</p> <p>Design independent research papers and presentations.</p> | <p>Study people, cultures, and their interactions through an in-depth focus on the Middle Ages and shifting powers and boundaries.</p> <p>Extend mapping skills through geographic designs and tracking and labeling the migration of peoples.</p> <p>Analyze the transitions of cultures and people and rise of modern European nations.</p> <p>Research and discuss societal movements such as Feudalism, role of religion, humanism and human rights.</p> <p>Synthesize how geography and land use impact culture and peoples and how power shifts boundaries.</p> <p>Independent research projects and presentations.</p> |
| Writing | <p>Understand and develop a writing process.</p> <p>Utilize a writing process independently.</p> <p>Differentiate sentence structures.</p> <p>Use a variety of paragraph structures.</p> <p>Develop organization in writing forms.</p> <p>Construct simple thesis and essay structures.</p> <p>Expand on techniques through creative writing.</p> <p>Elevate research skills and paper writing.</p> <p>Practice peer editing workshop guidelines.</p> <p>Explore alternate academic writing structures such as expository and persuasive.</p> <p>Practice vocabulary, conventional grammar and sentence structure.</p> | <p>Developing editing techniques into writing process.</p> <p>Expand a writing process inside of a peer workshop model.</p> <p>Collaborate in peer editing workshops.</p> <p>Extend understanding of narrative writing structures.</p> <p>Develop a variety of essay forms such as compare/contrast, character development, expository and persuasive.</p> <p>Explore genre specific fictional writing.</p> <p>Build strong foundational knowledge of grammar, and varied sentence structure to include complex sentences and expansive vocabulary.</p> |
| Health | <p>Explore topics such as puberty, body image, sexual preferences, healthy decisions, hygiene and nutrition.</p> | <p>Explore topics such as puberty, body image, sexual preferences, healthy decisions, hygiene, nutrition, drugs, smoking and alcohol.</p> |
| Physical Education | <p>Develop fitness and coordination skills.</p> <p>Design personal fitness routines.</p> <p>Practice calisthenics.</p> <p>Learn ball-handling skills.</p> <p>Collaborate in team games and activities building a sense of collegiality.</p> <p>Practice swimming.</p> <p>Participate in <i>Destination Run</i>.</p> | <p>Design personal fitness plans building off of fitness routines.</p> <p>Participate in team play through basketball, soccer, capture the flag, volleyball and ultimate Frisbee.</p> <p>Understand and utilize game/team strategies.</p> <p>Participate in <i>Destination Run</i>.</p> |
| World Languages | <p>Practice and utilize different tenses.</p> <p>Enhance writing skills.</p> <p>Practice close listening skills and speech.</p> <p>Develop strength in articulation for conversational Spanish or Chinese.</p> <p>Develop understanding of different cultures to build cultural competency.</p> | <p>Develop sentence structure in writing.</p> <p>Discuss and analyze basic Chinese or Spanish texts.</p> <p>Practice and enhance conversational speaking ability.</p> <p>Begin a study of Chinese or Spanish speaking cultures and societies.</p> <p>Develop cultural competency.</p> <p>Begin study of Latin.</p> |
| Technology | <p>Begin design work.</p> <p>Develop form and hand position for typing accuracy.</p> <p>Utilize Microsoft Office programs for production and publishing.</p> | <p>Utilize an intermediate level of design work for publication and presentation.</p> <p>Develop typing accuracy and speed.</p> |

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| | Explore graphic design. Continue to build on knowledge of coding and robotics. | Enhance use of basic programming for production of presentations. Further develop the language of coding. Create multimedia presentation using graphic designs, photo and video editing tools. |
| Class Advisory Program (CAP) | Explore topics including: building community, the meaning and nature of respect, appreciating similarities and differences, stereotyping, implicit bias, microaggressions friendship skills, joining a group, recognizing/refusing bullying, teasing vs. joking, put-downs and “I”-statements and study skills including time management and self management. | Explore topics including: self image and self improvement, making decisions, coping with anxiety and anger, stress management, social skills and interpersonal relationships, effective communication, assertiveness and resolving conflict and study skills. |
| Music | Take instrumental lessons focusing on a single instrument such as the violin, viola, cello, flute, clarinet or saxophone, and play in ensembles. Study time signatures, slurs, endings, accidentals, half and whole steps, ties and cycle of 5ths. Compose music in different styles from classical to blues and jazz and for different purposes such as jingles and film. Listen to and focus on a specific composer for an in-depth study. Look at the connections between music and other core subjects, including between music and art, music and sports, and persuasive compositions to complement language arts persuasive writing. Perform regularly for other students. | Take instrumental lessons focusing on a single instrument such as the violin, viola, cello, flute, clarinet or saxophone, and play in ensembles. Study Medieval Europe music. Study time signatures, slurs, endings, accidentals, half and whole steps, ties and cycle of 5ths. Compose music in different styles from classical to blues and jazz and for different purposes such as jingles and film. Listen to and focus on a specific composer for an in-depth study. Look at the connections between music and other core subjects, including between music and art, music and sports, and persuasive compositions to complement language arts persuasive writing. Perform regularly for other students. |
| Art | Develop an understanding of how to use varied materials. Focus direct links to the study of ancient Egypt and other ancient civilisations. Explore the creation and use of papyrus, batik printing. Design hieroglyphics and analyze the art form. Create authentic pottery with Egyptian and other architectural designs using 3D printing. | Develop an understanding of how to use varied materials. Facilitate strong connections with the study of the Middle Ages. Learn calligraphy and design of illuminated manuscripts. Create mosaics and stained glass. Design gargoyles and grotesques. Explore Renaissance art - paintings, mosaic and pottery. |
| Trips | Develop and extend learning beyond the classroom walls. Explore relevant curriculum connections through local day trips such as the MET. Learn through experiential activities relevant to the curriculum. Attend overnight trip for three days and two nights focused on enhancing teamwork, leadership and self-confidence. | Develop and extend learning beyond the classroom walls. Explore relevant curriculum connections through local day trips to the MET. Learn through experiential activities relevant to the curriculum. Attend overnight trip for 2 days for team building and self-confidence. Attend end of year trip in Boston. |
| Testing/ Assessment | Participate in quizzes and tests on reading comprehension, vocabulary, spelling, science and mathematical concepts. | Participate in quizzes and tests on reading, comprehension, vocabulary, science, Latin and mathematical concepts. |

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| | <p>Complete unit exams assessing curriculum content covered.</p> <p>Produce essays and research-based projects that assess higher order thinking skills.</p> <p>Produce a summative exhibition research project consisting of a three to five page paper and oral presentation defending a claim from the humanities curriculum.</p> | <p>Complete unit exams assessing curriculum content covered.</p> <p>Produce essays and research-based projects that assess higher order thinking skills.</p> <p>Take the CTP-5 standardized exam.</p> <p>Produce a summative exhibition research project consisting of a five to eight page paper and oral presentation defending a thesis statement connected to the humanities curriculum.</p> |
| Homework | <p>Complete nightly work in core subject areas consisting of independent reading and writing, basic research, math practice and review, project work, and practicing study skills, lasting approximately 60-75 minutes nightly.</p> <p>Continue to hone management of time and homework space.</p> <p>Utilize an academic planner to build organizational skills.</p> <p>Begin practicing ability to manage extended papers and projects with more than one deadline.</p> <p>Demonstrate independent knowledge and skills.</p> <p>May participate in middle school study group.</p> | <p>Complete nightly work in core subject areas consisting of independent reading and writing, research, math review, practice, and exploring new concepts, project work, and practicing study skills, lasting approximately 70-85 minutes nightly.</p> <p>Continue to hone management of time and homework space.</p> <p>Utilize an academic planner to extend personal responsibility and organization.</p> <p>Begin practicing ability to manage extended papers and projects with more than one deadline.</p> <p>Demonstrate independent knowledge and skills.</p> <p>May participate in middle school study group.</p> |

Middle School at a Glance: 7th - 8th Grade

| | 7th Grade | 8th Grade |
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| Social Studies | <p>Study world religions and cultures.</p> <p>Explore how religion has influenced the development of human societies.</p> <p>Exploration of creation, death, afterlife, places of worship and their significance.</p> <p>Discuss and understand discrimination and rights abuses and how people have actively resisted.</p> <p>Develop connections inside of historic, contemporary and modern cultures.</p> <p>Complete independent research projects exploring mythology, philosophy, religion and science.</p> <p>Understand the influences religion has on a society.</p> | <p>Examine themes of social justice in the American context.</p> <p>Identify and analyze concrete forms of institutional racism.</p> <p>Learn about the foundations of Democracy.</p> <p>Analyze the founding documents of the United States.</p> <p>Form a model class senate to conduct simulations.</p> <p>Study American government.</p> <p>Develop conceptual and historical understandings of the Bill of Rights, Civil Rights and human rights.</p> <p>Design and present in-depth multi-media graduation projects.</p> |
| Literature | <p>Utilize reading process strategies through readers' workshop writers' workshop, both collaboratively and independently.</p> <p>Explore cultural folktales and narratives through the critical lens of their impact and connections to culture and society using books such as Ronit & Jamil, <i>I am Malala</i> and <i>The Kite Runner</i>.</p> <p>Read short stories analytically focusing on plot structure, characterization and dialogue variations.</p> <p>Participate in varied literature circles.</p> <p>Design and present independent book projects.</p> <p>Analyze historical and contemporary societal constructs through literature.</p> | <p>Utilize reading process strategies through readers' workshop, both collaboratively and independently.</p> <p>Analyze and discuss authors' use of literary themes and symbolism through a critical lens.</p> <p>Design and present independent book projects.</p> <p>Develop critical-lens literary essays.</p> <p>Discuss readings of <i>House on Mango Street</i>.</p> <p>Analyze cultural perspectives and expressions through literature.</p> <p>Conduct a historical cultural analysis through a reading of texts such as <i>The Warmth of Other Suns</i> and <i>The Red Scarf Girl</i>.</p> <p>Analyze character perspectives and historical context.</p> <p>Analyze societal themes in literature.</p> <p>Discuss critical views of irony and symbolism.</p> |
| Writing | <p>Utilize writing process strategies through writers' workshop both collaboratively and independently.</p> <p>Build narrative writing structures and techniques.</p> <p>Develop critical questions and thesis statements supported by evidence.</p> <p>Explore a variety of essay structures such as expository, response, literary and persuasive.</p> <p>Practice short story construction through character development and plot structure.</p> <p>Expand creative writing techniques through poetry, drama and other genre studies.</p> <p>Build an understanding of timed essays.</p> <p>Collaborate effectively in peer editing workshops.</p> | <p>Utilize writing process strategies through writers' workshop, both collaboratively and independently.</p> <p>Develop abilities in designing critical-lens essays.</p> <p>Practice timed essay structures.</p> <p>Collaborate effectively in peer writing workshop.</p> <p>Deepen an understanding of research and expository writing integration.</p> <p>Hone skills in thesis and position writing.</p> <p>Strengthen presentation and speech skills.</p> <p>Internalize vocabulary development and usage.</p> <p>Develop writing style and voice through a multi-genre approach to thematic writing.</p> |

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| Math | <p>Explore language and model based Singapore Math and supplementary resources of connected math.</p> <p>Work with algebraic concepts such as variables, tables, graphs and symbols.</p> <p>Understand and identify similarity and congruence.</p> <p>Compare and scale rate, ratio, proportion, percent and proportional reasoning.</p> <p>Understand and use integers.</p> <p>Explain and identify linear relationships.</p> <p>Conduct 3D measurements.</p> <p>Explore probability.</p> <p>Review and expand number sense through analyzing, understanding and using data.</p> | <p>Explore language and model based Singapore Math and supplementary resources of connected math.</p> <p>Engage with functions and modeling.</p> <p>Study the Pythagorean Theorem to understand slope, area and irrational numbers.</p> <p>Identify and explain exponential and quadratic growth.</p> <p>Model and identify equivalent expressions and solutions of linear equations.</p> <p>Investigate transformational geometry.</p> <p>Analyze samples and populations, data and statistics.</p> <p>Develop reflective practices in building mathematical skills.</p> |
| Science | <p>Study the concept of sustainability.</p> <p>Analyze chemical properties.</p> <p>Develop and utilize the scientific method.</p> <p>Collect and analyze data through research and experiments.</p> <p>Learn the periodic table and study elements including electrons, protons and neutrons.</p> <p>Explore cell structure, development and connections.</p> <p>Analyze muscular and skeletal systems.</p> <p>Design and present an independent science project to peer and professional scientists.</p> | <p>Investigate heredity through cells and DNA.</p> <p>Explore Genetics.</p> <p>Learn about reproduction.</p> <p>Experiment with chemical and physical reactions.</p> <p>Explore the concept of evolution.</p> <p>Design and present an independent science project representing strong understanding of the scientific method and ability to research, collect and analyze data.</p> <p>Model techniques of effective scientific inquiry and practice.</p> |
| Health | <p>Explore topics such as healthy and unhealthy relationships, sexually transmitted diseases, body image, sexual preferences, healthy decisions, hygiene and nutrition.</p> | <p>Explore topics such as sexual health, contraception, pregnancy, mental health and wellbeing, stress, anxiety and depression.</p> |
| Physical Education | <p>Design personal fitness plans using goal setting.</p> <p>Participate in team sports such as basketball, soccer, capture the flag, volleyball and Ultimate Frisbee.</p> <p>Understand and utilize team strategy.</p> <p>Build stamina and endurance through programs such as Destination Run.</p> | <p>Design personal fitness plans using goal setting.</p> <p>Understand and utilize collaboration and team strategy through designing original games.</p> <p>Participate in team sports such as basketball, soccer, volleyball and Ultimate Frisbee.</p> <p>Build stamina and endurance through programs such as Destination Run.</p> |
| Testing/ Assessment | <p>Participate in quizzes and tests on reading, comprehension, vocabulary, science, Latin and mathematical concepts.</p> <p>Complete unit exams assessing curriculum content covered.</p> <p>Produce essays and research based projects assessing higher order thinking skills.</p> <p>Take the Independent School Entrance Exam (ISEE).</p> <p>Produce a summative exhibition research project consisting of an eight to 10 page paper and oral presentation defending a thesis statement connected to but not covered by the humanities curriculum.</p> | <p>Participate in quizzes and tests on reading, comprehension, vocabulary, science, Latin and mathematical concepts.</p> <p>Produce essays and research based projects assessing higher order thinking skills.</p> <p>Take the TerraNova Multiple Assessment and the Independent School Entrance Exam (ISEE).</p> <p>Produce a summative exhibition research project consisting of a 10- to 15-page paper and 30-minute oral presentation defending a thesis statement on an extracurricular social, political or economic issue.</p> |

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| Technology | <p>Develop presentation tools and skills.</p> <p>Develop multimedia presentations.</p> <p>Work with design programs such as Hyperstudio and InDesign.</p> <p>Film making, coding and robotics.</p> | <p>Develop presentation tools and skills.</p> <p>Develop multimedia presentations.</p> <p>Work with design programs such as Hyperstudio and InDesign.</p> <p>Coding, robotics and gaming.</p> <p>Locate and identify credible internet sources that connect to assignments.</p> |
| World Language | <p>Develop a stronger understanding of complex structures in reading and writing.</p> <p>Participate in full immersion activities with language use and acquisition.</p> <p>Study culture through project-based learning.</p> <p>Apply language acquisition through real world interactions with Spanish and Mandarin speakers.</p> <p>Continue study of Latin.</p> | <p>Develop a stronger understanding of complex structures in reading and writing.</p> <p>Strengthen language use and acquisition through a full immersion classroom setting.</p> <p>Study culture through project-based learning.</p> <p>Apply relevant language use through direct interaction with Spanish and Mandarin speakers.</p> <p>Explore real world connections to Spanish and Chinese speaking cultures.</p> <p>Examine the many facets of Mexico, including the social, economic, environmental, political and ethical issues that affect the country.</p> <p>Continue the study of Latin.</p> |
| Music | <p>Students have the choice of continuing with the instrument they have been learning since 5th grade or participate in chorus.</p> <p>Perform regularly for other students.</p> | <p>Students have the choice of continuing with the instrument they have been learning since 5th grade or participate in chorus.</p> <p>Perform regularly for other students.</p> |
| Art | <p>Explore the influence of art in community.</p> <p>Analyze different cultures such as African culture and masks.</p> <p>Design artefacts such as Hindu shrines, Islamic tiles and Japanese Zen gardens. Hindu shrines.</p> <p>Practice woodcarving.</p> <p>Learn art history through examination of different artists.</p> | <p>Connect conceptual understandings with self-expression.</p> <p>Create an oil pastel self-portrait as a capstone project.</p> <p>Research a contemporary American artist and design an original visual expression.</p> <p>Design environmental art and interactive art to be presented and shared with the community.</p> <p>Express culmination of understanding through an art analysis term paper.</p> |

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| Trips | <p>Focus on developing and extending learning beyond the school's walls.</p> <p>Explore relevant curriculum connections through local day trips.</p> <p>Learn through experiential activities relevant to the curriculum.</p> <p>Go on a fall four day integrated environmental science and experiential educational trip.</p> <p>Experience a spring Philadelphia overnight trip.</p> | <p>Explore relevant curriculum connections through local day trips and experiential activities.</p> <p>Investigate American government while in Washington D.C. for four days.</p> <p>Engage in cultural exchange during a weeklong stay with Mexican students from the Kipling School in Mexico City, Mexico.</p> |
| Homework | <p>Complete 90-120 minutes of nightly work in core subject areas including independent reading and writing, research, math review, exploring new concepts, project work and practicing study skills.</p> <p>Hone management of time and homework space.</p> <p>Use an academic planner and online tools to extend personal responsibility and organization.</p> <p>Practice managing extended papers and projects with multiple components and deadlines.</p> <p>Demonstrate independent knowledge and skills.</p> <p>Participate in middle school study group.</p> | <p>Complete 120 minutes of nightly work in core subject areas including independent reading and writing, research, math review, exploring new concepts, project work and practicing study skills.</p> <p>Manage time and priorities effectively and utilize an appropriate work space</p> <p>Utilize an academic planner and online tools to extend personal responsibility and organization.</p> <p>Manage extended papers and projects with multiple components and deadlines.</p> <p>Communicate management and organizational plans with their head teacher.</p> <p>Demonstrate independent knowledge and skills.</p> <p>Participate in middle school study group.</p> |
| Class Advisory Program (CAP) | <p>Explore topics including: self image and self improvement, making decisions, coping with anxiety and anger, stress management, social skills and interpersonal relationships, effective communication, assertiveness and resolving conflict.</p> | <p>Explore topics including: self image and self improvement, making decisions, coping with anxiety and anger, stress management, social skills and interpersonal relationships, effective communication, assertiveness and resolving conflict.</p> |



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