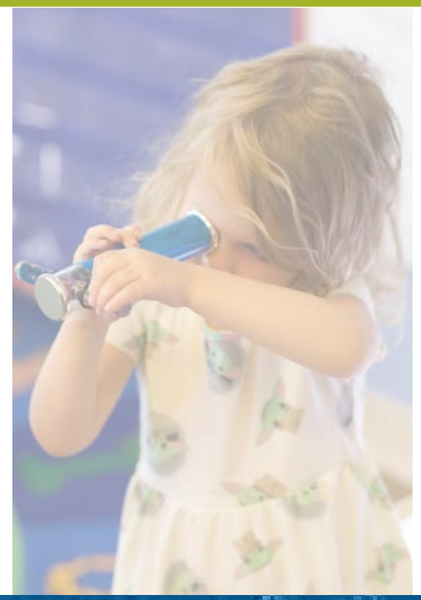
EVERGREEN
country day

Education with Intention



CURRICULUM GUIDEBOOK

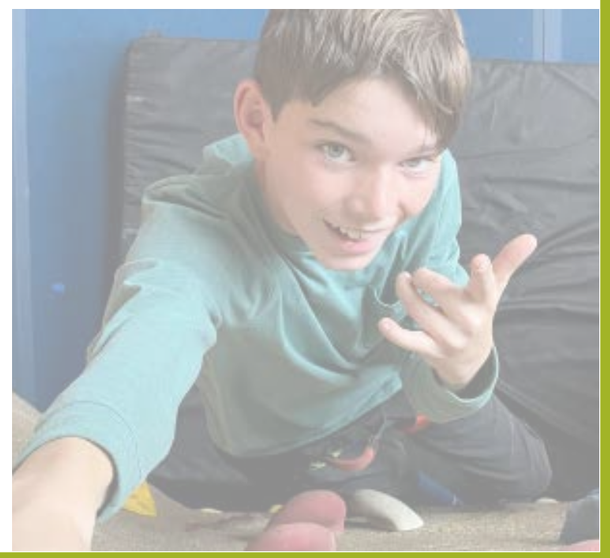


TABLE OF CONTENTS

SUBJECT AREAS ECE - 8TH

Reading, Writing, Spelling, Phonics.....3

Language Arts..... 3

Global Studies..... 4

Math..... 4

Tinker Lab, STEAM..... 5

Science..... 5

Spanish..... 5

Specials & Electives..... 6

Differentiation..... 7

Social-Emotional Learning / Character Education..... 7

Technology..... 7

Progress Monitoring / Assessment.....8

Educational Field Trips & Journeys.....8

Public Speaking..... 8

Curriculum Links..... 9

OVERVIEW

Welcome to Evergreen Country Day School, where every student thrives academically!

Our curriculum is designed for young minds from 18 months through 8th grade and is crafted with the belief that every child has limitless potential.

At the heart of our approach is a commitment to holistic development. For our youngest learners, starting as toddlers, we focus on nurturing their natural curiosity and fostering key developmental milestones through play-based and sensory-rich experiences. As they grow, our curriculum seamlessly transitions to more structured learning, always prioritizing the cultivation of critical thinking, creativity, and a love for learning.

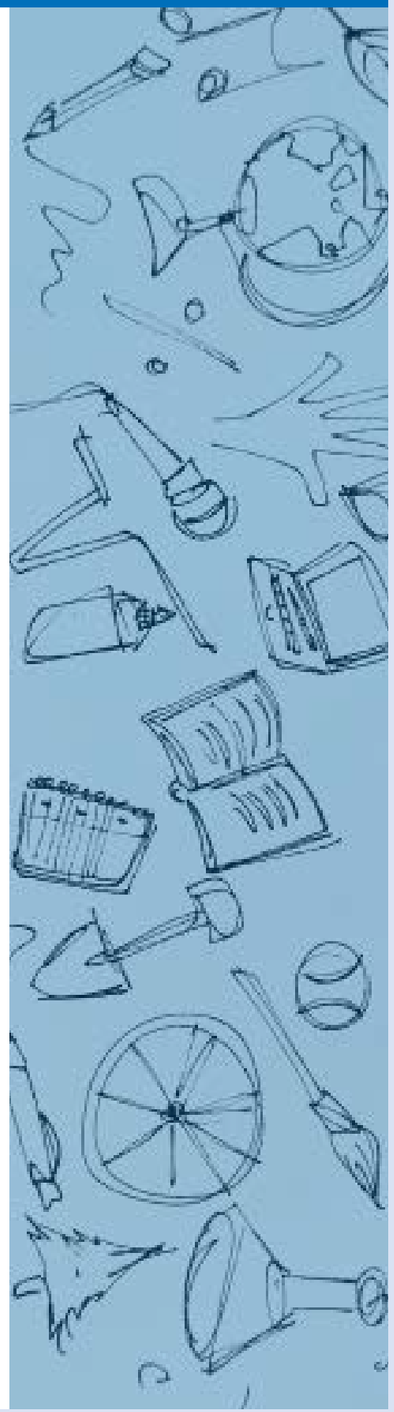
For elementary and middle school students, our curriculum map unfolds into a robust and interdisciplinary journey. It combines core academic subjects with the arts, physical education, and technology, ensuring a well-rounded education. We emphasize real-world applications and hands-on experiences, preparing our students not just for the next grade level, but for life beyond our school walls.

Our small class sizes and dedicated faculty ensure that each child receives personalized attention, allowing us to tailor learning experiences to individual needs and interests. This individualized approach is a cornerstone of our philosophy, believing that education is a personalized endeavor.

As you navigate through our curriculum map, you'll find that our programs are designed not just to meet, but to exceed state and national standards. We are committed to providing an environment where academic excellence, social-emotional development, and the joy of learning coalesce, setting the stage for a lifetime of success and a love of education.

We invite you to explore the journey that awaits each student at ECDS, where every step is an adventure.

KABE ERKENBRACK
Head of School



ECE-8th LEARNING

reading | writing | spelling | phonics

language arts

NEST

READING FOCUS

Pre-reading and early literacy skills

- Letter Recognition
- Phonemic Awareness
- Sight words

Reading practices

- Daily letter and word exposure and practice
- Teacher Read Aloud

WRITING FOCUS

Expression and fine development of motor skills

- Fine motor activities to foster proper letter formation
- Writing to tell a story
- Expression

Exposure to writing rules

- Spacing between words
- Left to right

Handwriting

- Fine motor activities to foster proper letter formation
- Use conventional scissor and pencil grip

SPELLING & PHONICS FOCUS

Expression and fine development of motor skills

- Fine motor activities to foster proper letter formation
- Writing to tell a story
- Expression

Phonemic Awareness

- Multi-sensory approach to an understanding of and mastery of letter sounds
- Building vocabulary
- Identifying beginning and ending letter sounds

Exposure to writing rules

- Spacing between words
- Left to right

Handwriting

- Fine motor activities to foster proper letter formation
- Use conventional scissor and pencil grip

CURRICULUM

1. Lucy Caulkins Writer Workshop
2. Wilson Language Fundations for Handwriting
3. Wilson Language Fundations
4. Zoo-Phonics
5. Rich literature from board books, to picture books, to leveled books
   - Individual guided reading with leveled books for phonemic awareness and sight words
   - Picture books and exposure to multiple genres of literature

K | 1 | 2

READING FOCUS

The building blocks of "learning to read"

- Word Study Skills/Decoding
- Fluency
- Comprehension

Reading practices

- Guided reading
- Shared reading
- Independent reading
- Teacher read aloud

WRITING FOCUS

Writing with ease, imagination, and purpose

- Narrative
- Informational
- Opinion

Learn the components of writing and the writing process

- Writing conventions and mechanics
- Writer's Workshop (mini-lesson, guided practice, independent work, revise and edit)

Handwriting

- Build fine motor skills
- Use conventional pencil grip and letter formation

SPELLING & PHONICS FOCUS

Applying knowledge of sounds and words to read and write new words

- Phonemic awareness
- Phonics
- Vocabulary
- Inventive/emergent spelling values writing as spelling skills develop

CURRICULUM

1. Wilson Language Fundations
2. Orton Gillingham approach: logical and sequential method of learning the English language
3. Step Up to Writing
4. Wilson Language Fundations for Handwriting
5. Rich literature, non-fiction texts, and leveled books
   - Guided reading groups with leveled books for fluency and comprehension
   - Picture books and exposure to multiple genres of literature

3 | 4

READING FOCUS

The foundational skills of "reading to learn"

- Word study
- Grammar and vocabulary
- Fluency
- Comprehension

Reading practices

- Novel studies
- Guided reading
- Book clubs
- Independent reading

WRITING FOCUS

Foundational writing skills

- Writing to improve reading comprehension
- Narrative
- Explanatory
- Opinion
- Research reports
- Writing for subject areas

Learn writing process and conventions

- Notetaking
- Grammar rules
- Masterful sentences
- Paragraph and essay structure
- Figurative language
- Transitional words and phrases
- Topic sentences, main idea, details, conclusion

Handwriting

- Cursive taught and mastered in grades 3, 4
- Cursive expected for handwritten tasks

SPELLING & PHONICS FOCUS

Advanced phonics rules and patterns to spell words

- Developmental and sequential approach to phonics and spelling
- Differentiated spelling groups

CURRICULUM

1. Orton Gillingham approach: logical and sequential method of learning the English language
2. Wilson Language Fundations (3rd)
3. Words Their Way (4th)
4. Step Up to Writing
5. Cursive Instruction:
   - Fundations (3rd)
   - Handwriting Without Tears (4th)
6. Leveled books, non-fiction texts, and age-appropriate novels
   - Guided reading and novels for teacher to model reading skills and discuss themes
   - Book clubs designed to enhance discussion and comprehension

5 | 6

FOCUS

1. Book clubs, discussions, written responses, and journaling to enhance peer engagement and comprehension
2. Grammar and Writing Workshop instruction to produce formal and well-structured paragraphs and essays

MAJOR UNITS:

- Persuasive Letters
- Non-fiction
- Research reports
- Short Stories
- Historical Fiction/Memoir
- Biographical Text
- Editorials
- Writing for a variety of audiences/purposes

CURRICULUM

1. Literature exploration of both the classics as well as modern novels and non-fiction texts in a wide array of genres
2. Step Up to Writing
3. IXL

7 | 8

FOCUS

1. Book clubs, discussions, written responses, and journaling to enhance peer engagement and comprehension
2. Grammar and Writing Workshop instruction to produce formal and well-structured paragraphs and essays

MAJOR UNITS:

- Persuasive Essay
- Non-fiction
- Research reports
- Media Literacy
- The Pursuit of the American Dream
- Memoir
- Advocacy and Service
- Creative Writing
- Novel Studies
- Perspectives – primary vs secondary
- Autobiographies

CURRICULUM

1. Literature exploration of both the classics as well as modern novels and non-fiction texts in a wide array of genres
2. Step Up to Writing
3. IXL

ECE-8th SUBJECTS	NEST	K | 1 | 2	3 | 4	5 | 6	7 | 8
global studies	**FOCUS** **Project-based learning integrated whole-group lessons** • Community • Cultures • History **Real-life connections to social studies** • My community, my state, my country • Cultures and traditions around the world • National holidays and US history **CURRICULUM** Colorado Standards mixed with online and library resources to give a rich project-based experience	**FOCUS** **Project-based learning integrated into math and literacy lessons** • History • Geography • Economics • Civics **Near-to-far progression throughout the year** • Content starts close to home (family, neighborhood, Colorado) • Learning extends to the country (symbols, money, citizenship, history) • Students then continue to learn about the world (traditions, art, landmarks) **CURRICULUM** Colorado Standards mixed with online and library resources to give a rich project-based experience	**FOCUS** **Project-based learning integrated into math and literacy lessons** • History • Geography • Economics • Civics **In-depth units on Colorado history, US history, and Global issues** • Historical research • Economic and financial literacy • Analysis and interpretation of local and global current and historical events • Empowerment of students to own and understand civic responsibilities **CURRICULUM** Colorado Standards mixed with online and library resources to give a rich project-based experience	**FOCUS** 1. Educating and guiding the next generation of global citizens through understanding of how to apply historical perspectives to interpret current events. 2. Critically analyze information and evaluate historical points of view 3. Analyze primary and secondary source documents **MAJOR UNITS:** **1. What is Culture?** • American Indian identity • Early Slavery • The 13 Colonies • Revolution • Declaration of Independence • Westward exploration **2. What is Civilization?** • Agriculture and origins of civilizations • Infrastructure • Trade and Economics • Government • Religion • Art and Fashion **CURRICULUM** 1. Colorado Standards mixed with online and library resources to give a rich project-based experience 2. **Guiding essential question** - "How does culture build civilization?"	**FOCUS** 1. Educating and guiding the next generation of global citizens through understanding of how to apply historical perspectives to interpret current events. 2. Critically analyze information and evaluate historical points of view 3. Analyze primary and secondary source documents **MAJOR UNITS:** **1. Africa/Middle East/Asia:** • What is culture? • Early Civilizations • Early African Empires • Islam and the Indian Ocean Trade Routes • The Renaissance Period • Imperialism **2. United States History** • Colonization • Road to Revolution • How was our government formed? • Reconstruction • Westward expansion • Change-Makers of the 20th century • Global citizenship in the 21st century • Media Bias **CURRICULUM** 1. Colorado Standards mixed with online and library resources to give a rich project-based experience. 2. **Guiding essential question** - "How does our collective history impact modern society?"
math	**FOCUS** **Foundational math skills** • Number Recognition • Counting • Graphing • Patterns • Shapes **CURRICULUM** Components of Everyday Mathematics	**FOCUS** **Foundational math skills** • Counting and cardinality • Operations and algebraic thinking • Number and operations in base 10 • Measurement and data • Geometry **CURRICULUM** 1. Everyday Mathematics 2. Supplementary: • Simple Solutions • IXL	**FOCUS** **Skill development, critical thinking, concrete and abstract reasoning, and problem-solving** • Operations and algebraic thinking • Number and operations in base 10 • Number and operations with fractions • Measurement and data • Geometry • Complex word problems • Real world applications **CURRICULUM** 1. Everyday Mathematics 2. Supplementary: • Simple Solutions • IXL	**FOCUS** 1. Promote deep understanding of mathematical concepts to prepare for high school math* 2. Develop critical thinking, problem-solving, and reasoning skills, to make connections between core concepts, and to learn how to effectively communicate math knowledge. **Most graduating 8th graders will have the option to take either Algebra 1 or Geometry.* **MAJOR UNITS:** • Ratios and Proportions • Number System, Rational numbers, and Fractions • Decimals and Percentages • Expressions and Equations • Geometry, Area and Volume • Coordinates • Equations and inequalities • Statistics **CURRICULUM** 1. NCTM Math Standards 2. IXL	**FOCUS** 1. Promote deep understanding of mathematical concepts to prepare for high school math* 2. Develop critical thinking, problem-solving, and reasoning skills, to make connections between core concepts, and to learn how to effectively communicate math knowledge. **Most graduating 8th graders will have the option to take either Algebra 1 or Geometry.* **MAJOR UNITS:** • Proportional relationships • Number theory • Solving equations • Polynomials and Factoring • Linear, quadratic, and exponential functions • Probability and Statistics • Complex numbers • Radical equations • Geometry – logic and proof • Right triangles and trigonometry **CURRICULUM** 1. NCTM Math Standards 2. IXL

ECE-8th SUBJECTS	NEST	K | 1 | 2	3 | 4	science	5 | 6	7 | 8
tinker lab | STEAM	**FOCUS** **Integration of Science, Technology, Engineering, Art, and Math** • Dynamic and ever-changing curriculum, driven by student inquiry • Project-based learning • Fostering a child's intrinsic curiosity for science and understanding the world around us • Exploration and study of architecture and famous structures • Engineering and Design • Encourages the use of various media to create art **MAJOR UNITS:** • Rocks, planets, engineering, Scientific Method, bugs, waves/water, weather, energy, motion, health/self-care, playing with volume **CURRICULUM** • Modeled after Reggio Amelia approach • Inquiry-based • Guidance-driven • Disciplinary Core Ideas and CDE Standards • Next Generation Science Standards	**FOCUS** **Hands-on activities for deeper learning of scientific core ideas and practices** • Physical science • Life Science • Earth and Space Science • Engineering and Design **CURRICULUM** Rooted in Next Generation Science Standards	**FOCUS** **Hands-on activities for deeper learning of scientific core ideas and practices** • Physical science • Life Science • Earth and Space Science • Engineering and Design **CURRICULUM** Rooted in Next Generation Science Standards		**FOCUS** **Implement Scientific Method with expertise and deepen foundation of scientific knowledge and skills** **MAJOR UNITS:** • Geology • Engineering and Design • Physics 1 • Astronomy • Ecology • Chemistry 1 • Cells to Systems 2 **SKILLS & ACTIVITIES** **Using the three dimensions of scientific learning – Scientific Practices, Core Ideas, and Crosscutting concepts, students will develop a coherent, scientific perspective of the world.** • Lab-based activities • Individualized Science Fair and Engineering Projects completed each year • Each year covers topics from the disciplines of physics, biology, earth science and chemistry **CURRICULUM** Next Generation Science Standards	**FOCUS** **Implement Scientific Method with expertise and deepen foundation of scientific knowledge and skills** **MAJOR UNITS:** • Physics 2 • Engineering and Design • Waves • Weather • Climate Change • Cells to Systems 3 • Chemistry 2 • Genetics • Natural Selection **SKILLS & ACTIVITIES** **Using the three dimensions of scientific learning – Scientific Practices, Core Ideas, and Crosscutting concepts, students will develop a coherent, scientific perspective of the world.** • Lab-based activities • Individualized Science Fair and Engineering Projects completed each year • Each year covers topics from the disciplines of physics, biology, earth science and chemistry **CURRICULUM** Next Generation Science Standards
spanish	**FOCUS** **Early exposure to Spanish phonemes and vocabulary** • Speaking • Listening • Reading **Conversational Spanish** • Songs • Books • Counting • Colors • Spanish alphabet • Greetings **CURRICULUM**	**FOCUS** **Proficiency model encouraging students to use the Spanish they do have** • Speaking • Listening • Writing • Reading **Cultural literacy** • Study Hispanic countries, cultures, and traditions around the world **CURRICULUM** ACTFL proficiency model of world language instruction	**FOCUS** 1. **Proficiency model encouraging students to use the Spanish they do have** 2. **Differentiated to students to support their language skills and provide ample support and exposure to the Spanish language** • Speaking • Listening • Writing • Reading **Cultural literacy** • Study Hispanic countries, cultures, and traditions around the world **CURRICULUM** ACTFL proficiency model of world language instruction		**FOCUS** 1. **Follow logical and individualized progression of learning to read, write, listen, and speak in Spanish. Proficiency model allows students to truly use the Spanish that they do have, and builds comfort and consistency with using a foreign language.** 2. **Deepen understanding and appreciation of Spanish-speaking cultures.** **MAJOR UNITS:** • Greetings • Calendar • Weather • Physical and personality traits • Pastimes • School Life • Food • Family • Clothing **SKILLS** **Implement skills that students need to continue along the progression of learning Spanish.** • Real-world application • Project-based lessons **CURRICULUM** ACTFL proficiency model of world language instruction.	**FOCUS** 1. **Follow logical and individualized progression of learning to read, write, listen, and speak in Spanish. Proficiency model allows students to truly use the Spanish that they do have, and builds comfort and consistency with using a foreign language.** 2. **Deepen understanding and appreciation of Spanish-speaking cultures.** **MAJOR UNITS:** • Home Life • Community and Transportation • Environment • Health and Healthy Living • Pastimes and Entertainment • Daily Life • Cooking and Eating • Travel • Childhood Experiences **SKILLS** **Implement skills that students need to continue along the progression of learning Spanish.** • Real-world application • Project-based lessons **CURRICULUM** ACTFL proficiency model of world language instruction.

ECE-8th LEARNING

specials | tinker lab

tinker lab

NEST

FOCUS

Integration of Science, Technology, Engineering, Art, and Math

- Dynamic and ever-changing curriculum driven by student-inquiry
- Project-based learning
- Fostering a child's intrinsic curiosity for science and understanding the world around us
- Exploration and study of architecture and famous structures
- Engineering & Design
- Encourages the use of various media to create art

Skills

- Inquiry-based activities
- Individualized engineering project
- Following directions
- Development of independent individual skills
- Developlment of motor skills

CURRICULUM

- Modeled after Reggio Amelia approach
- Inquiry-based
- Guidance-driven

physical education

K | 1 | 2

FOCUS

Developmental physical skills, health, sportsmanship, fitness, and sports to build a fun and healthy lifestyle

- Spatial and body awareness
- Movement skills
- Movement patterns
- Manipulative skills
- Team building activities
- Fitness testing

CURRICULUM

Sport Education Model

3 | 4

FOCUS

Developmental physical skills, health, sportsmanship, fitness, and sports to build a fun and healthy lifestyle

- Spatial and body awareness
- Movement skills
- Movement patterns
- Manipulative skills
- Team building activities
- Fitness testing

CURRICULUM

Sport Education Model

5 | 6

FOCUS

Create an authentic sport experience while focusing on skills related to each specific sport. Fifth and sixth grade years focus on building and refining the athletic skills in each sport.

- Team affiliation
- Formal competition
- Record keeping
- Skill work
- Physical Fitness - 5 components of fitness

Skills

- Passing, catching, shooting (basketball, hockey), kicking, serving (volleyball), volleying, dribbling (soccer, basketball, hockey), sportsmanship

CURRICULUM

Sport Education Model

7 | 8

FOCUS

Create an authentic sport experience while focusing on skills related to each specific sport. Seventh and eighth grade years focus more on the team sport and competitive game aspect.

- Team affiliation
- Formal competition
- Record keeping
- Skill work
- Physical Fitness - 5 components of fitness

Skills

- Passing, catching, shooting (basketball, hockey), kicking, serving (volleyball), volleying, dribbling (soccer, basketball, hockey), sportsmanship

CURRICULUM

Sport Education Model

music

K | 1 | 2

FOCUS

Exploring movement, melody, rhythm, playing instruments, listening to music, and cultural and historical contexts of music.

- Singing, pitch, tempo skills
- Musical notation
- Instrument skills
- Movement and dance
- Self-expression
- Performance opportunities

CURRICULUM

Music Play Curriculum
National Standards for Music Education

3 | 4

FOCUS

Exploring movement, melody, rhythm, playing instruments, listening to music, and cultural and historical contexts of music.

- Singing, pitch, tempo skills
- Musical notation
- Instrument skills
- Movement and dance
- Self-expression
- All-school performances

CURRICULUM

Music Play Curriculum
National Standards for Music Education

5 | 6 | 7 | 8

FOCUS

Students are offered a variety of courses to supplement their core academic classes. Student choice allows all students to explore their passions, interests, or new activities that enrich their experience. Students get to choose from a wide variety of elective options, with Music, Performing Arts, and Visual Art options as the core offerings to emphasize the importance of the Arts program at ECDS.

visual arts

K | 1 | 2

FOCUS

1. **Getting rooted in the foundations of art making through the introduction of the Elements of Art & Principles of Design and initiating a visual vocabulary**
2. **Exploring art making as storytelling**
3. **Becoming acquainted with a variety of tools, materials, and techniques in dry and wet media and 2D and 3D processes**
   - Drawing
   - Painting
   - Printmaking
   - Collage
   - Sculpture
   - Clay
   - Fiber Arts

CURRICULUM

National Core Arts Standards

3 | 4

FOCUS

1. **Applying the Elements of Art & Principles of Design to express ideas in more advanced ways**
2. **Exploring art making as storytelling**
3. **Expanding artistic practice with new and reinforced use of tools, materials, and techniques in dry and wet media and 2D and 3D processes**
4. **Emerging sense of making artistic decisions about tools, materials, and techniques to express ideas that are personally meaningful**
   - Drawing
   - Painting
   - Printmaking
   - Collage
   - Sculpture
   - Clay
   - Fiber Arts

CURRICULUM

National Core Arts Standards

5 | 6 | 7 | 8

FOCUS

Students are offered a variety of courses to supplement their core academic classes. Student choice allows all students to explore their passions, interests, or new activities that enrich their experience. Students get to choose from a wide variety of elective options, with Music Visual Art options as the core offerings to emphasize the importance of the Arts program at ECDS.

ECE-8th LEARNING	NEST	K | 1 | 2	3 | 4	5 | 6	7 | 8
differentiation	**FOCUS** **Elements of program that support and challenge all learners:** • All learning groups in the classroom are built for targeted instruction based on observations and assessments; groups are dynamic across the year • Teachers spend time working with students one-on-one, through which they are able to acknowledge the individual's level of development, specific strengths and needs, and supply each child with the tools to be successful	**FOCUS** ***Summit Learning:* Evergreen Country Day Learning Support initiative** We believe that every student is a lifelong learner. Some need to be challenged appropriately in just the right way at just the right time in just the right context. Some need to work through learning differences. All learn in unique ways. All journey along a circuitous path of unlocking, understanding, and unleashing their own unique gifts to share with the world. • Differentiated and scaffolded lessons for every subject in the classroom • Student Learning Plans to support, accommodate, and challenge students • Pull-out groups for intervention with dedicated learning support teacher • Pull-out groups for enrichment with dedicated enrichment teacher • Enrichment activities provided to classroom teachers for independent work times		**FOCUS** ***Summit Learning:* Evergreen Country Day Learning Support initiative** Summit Learning includes support for any student who would qualify for Section 504 services, a Special Education IEP, or an Advanced Learning Plan in the public school setting. We are committed to supporting students of all abilities in their educational journey so they may understand and advocate for their individual learning needs and discover their unique gifts. We believe that when given the right support and challenges, all students will learn, grow, and ultimately thrive. **ECDS provides:** • Individualized Student Learning Plans (SLP) to support, accommodate, and modify as appropriate • Advanced Learning Plans (ALP) to challenge and support as appropriate • Spanish waiver for those students who require extra time and support with a dedicated learning support teacher • Pull-out groups for enrichment and a dedicated enrichment teacher • Enrichment activities provided to teachers and students for independent work times	
social emotional learning	**FOCUS** **Play-based program allows children to learn important skills about group dynamics and emotional regulation** • Teachers develop strong relationships with students so they feel safe and supported • Students learn to self-advocate with peers • Responsibility is encouraged • Self-regulation skills are fostered • Differences are celebrated and honored • Decisions based on knowledge of children's development **Learning in a calm environment with a culture of caring and respect, our students are safe to learn and grow** **CURRICULUM** Responsive Classroom	**FOCUS** **Focus on creating safe and joyful classrooms where students develop strong social and academic skills.** • Engaging academics — learner-centered, challenging lessons • Positive community — safe, predictable, and inclusive environment • Effective management — orderly environment that promotes autonomy and responsibility • Decisions based on knowledge of children's development • Vertical friendships across grades to promote cohesive school culture **Build self-awareness, initiative, personal responsibility, adaptability, resilience, and critical thinking** **CURRICULUM** Responsive Classroom		**FOCUS** **Focus on cultivating personal skills (self-awareness, responsibility, determination, flexibility, resilience), entrepreneurial skills (critical thinking, creativity, inquiry, informed risk-taking), civic skills (collaboration, cultural awareness, communication), and professional skills (time management, leadership, self-advocacy).** • **Vertical Friendship opportunities** — our middle schoolers intentionally partner with younger students to collaborate and act as role models • **Homeroom and Advisory** — students meet daily for social-emotional support and guidance with executive functioning skills • **Student Government** — Our students are interested in leadership opportunities and able to take on leadership roles with enthusiasm **CURRICULUM** Owning Up
technology	**FOCUS** **Exposure to technology resources and devices, preparing students for future use** • Simple coding • Age-appropriate programs are used to help child with math and literacy skills • Media used to complement curriculum (educational documentaries, movement activities, songs, literature, and more) • Student learn to use a pointing device such as a mouse or touchpad independently • Student begin to practice keyboarding skills	**FOCUS** **Exposure to technology resources and devices** • Creativity and Innovation • Digital Citizenship • Operations and skills • Integrated into project-based opportunities as well as language arts and math practice on online programs **CURRICULUM** 1. K-12 Computer Science Framework 2. Supplementary: Digital Citizenship — Co mmon Sense Media		**FOCUS** **Enhance students' ability to thrive in a technological world by providing guidance, structure, practice, and exploration while using a computer.** • One-to-one devices in use. Students develop deep technology literacy in the realms of research, communication, publication and of course word processing. • Technology Elective class offerings • Guided lessons on digital safety and data protection. • 5th-8th progression in research skills framework with intentional increases in responsibilities and choice as students move up grades **CURRICULUM**

ECE-8th LEARNING	NEST	K | 1 | 2	3 | 4	5 | 6	7 | 8
progress monitoring | assessment	**FOCUS** • Developmental skills in all subject areas are assessed twice each school year, at the end of each semester in report cards and shared with parents. • Parent/Teacher conferences are held twice a year, each mid-semester to discuss progress and/or concerns • Annual screenings for hearing, speech, sight • Developmental screenings offered • Behavior observations and support provided by our consultant through the Jefferson Center for Mental Health	**FOCUS** • **DRA 2** (Developmental Reading Assessment; edition 2) – benchmarking 3x per year • **Easy CBM** (Literacy and Math measures) – benchmarking 3x per year, and progress monitoring as needed • Step Up to Writing prompts • Unit tests from Everyday Math and Fundations (phonics) • Projects and choice activities	**FOCUS** • **DRA 2** (Developmental Reading Assessment; edition 2) – benchmarking 3x per year • **Easy CBM (Literacy and Math measures)** – benchmarking 3x per year, and progress monitoring as needed • Step Up to Writing prompts • Unit tests from Everyday Math and Fundations (phonics) • Projects and choice activities • Educational Records Bureau (ERB) assessments 1x per year	**FOCUS** • **Easy CBM (Literacy and Math measures)** – Benchmarking at beginning of year and end as needed • **MAP NWEA Testing**– To assess student achievement across national norms • **Step Up to Writing prompts** – To guide and inform instruction	
field trips | JOURNEYS	**FOCUS** **The world around us can teach children problem-solving skills, exposure to scientific discovery, and spark natural curiosity.** • Our Journeys program invites our PreK students (and families) to spend one night in a tent on campus with their family • STEAM program's Tinker Lab has a large outdoor space for exploration and discovery • Nature walks throughout the season teach students different things about the environment, animals and vegetation	**FOCUS** **We believe that the great outdoors provides a perfect context for our students to learn both how to survive and to thrive along life's path** Field trips are related to curricular units		**FOCUS** **Journeys' goal is to utilize Colorado (and beyond!) as our campus and to graduate students with a deep appreciation for the outdoors, a true understanding of themselves, and a great conviction to utilize their gifts on behalf of others. Students learn to identify their own unique interests, gain insights into their individual gifts, ponder their own passions, and face their own fears through enriching outdoor and experiential experiences.** • Fall overnight 3 nights • Minimester/specialized outdoor experiences throughout the year	**FOCUS** **Journeys' goal is to utilize Colorado (and beyond!) as our campus and to graduate students with a deep appreciation for the outdoors, a true understanding of themselves, and a great conviction to utilize their gifts on behalf of others. Students learn to identify their own unique interests, gain insights into their individual gifts, ponder their own passions, and face their own fears through enriching outdoor and experiential experiences.** • Fall overnight 4 nights • Minimester/specialized outdoor experiences throughout the year • 8th grade culminating adventure for a week away at end of year
public speaking	**FOCUS** **Frequent town meeting speaking opportunities** **Students have responsibilities to greet adults and visitors**	**FOCUS** **Frequent town meeting speaking opportunities** **Readers theatre and other literacy performances** **Students have responsibilities to greet adults and visitors**		**FOCUS** **Our students are confident and poised when speaking to adults, peers, and groups.** • Frequent town meeting speaking opportunities • Project based learning opportunities culminate with authentic opportunities for students to present their work to their classmates	

CURRICULUM LINKS

elementary subject areas

READING, WRITING, SPELLING, PHONICS
- STEP UP TO WRITING
- WILSON LANGUAGE FUNDATIONS FOR HANDWRITING
- WILSON LANGUAGE FUNDATIONS
- WORDS THEIR WAY

GLOBAL STUDIES
- COLORADO STATE STANDARDS

MATH
- EVERYDAY MATHEMATICS
- SIMPLE SOLUTIONS
- IXL

STEAM
- ROOTED IN NEXT GENERATION SCIENCE STANDARDS

SPANISH
- ACTFL PROFICIENCY MODEL OF WORLD LANGUAGE INSTRUCTION

SOCIAL EMOTIONAL LEARNING
- RESPONSIVE CLASSROOM

PHYSICAL EDUCATION

MUSIC

VISUAL ART
- NATIONAL CORE ARTS STANDARDS

TECHNOLOGY
- K-12 COMPUTER SCIENCE FRAMEWORK
- DIGITAL CITIZENSHIP - COMMON SENSE MEDIA

middle school subject areas

LANGUAGE ARTS
- STEP UP TO WRITING
- IXL

GLOBAL STUDIES
- COLORADO STATE STANDARDS

MATH
- NCTM MATH STANDARDS
- IXL

SCIENCE
- NEXT GENERATION SCIENCE STANDARDS

SPANISH
- ACTFL PROFICIENCY MODEL OF WORLD LANGUAGE INSTRUCTION

PHYSICAL EDUCATION

MUSIC

VISUAL ART

CHARACTER EDUCATION
- OWNING UP

TECHNOLOGY
- K-12 COMPUTER SCIENCE FRAMEWORK
- DIGITAL CITIZENSHIP - COMMON SENSE MEDIA