K-8 Curriculum Guide
2018-19

At The Berkeley School, our mission is:

to ignite curious minds,
awaken generous hearts,
and engage a changing world.

Students at The Berkeley School (TBS) begin in a fully nurturing environment with embedded opportunities for increased independence as they show readiness. Our faculty continuously refines research-based curriculum accordingly to developmentally appropriate landmarks, carefully considering a child's full experience as they travel through the grades. Lesson are then informed by regular assessments and tailored to the demonstrated needs of both the whole class and individual students.

At TBS, children are asked to stretch to their potential and enjoy a healthy balance of challenges and successes in their approach to learning and in friendships, in expression through arts and physical education, and most importantly in their identities--who they are ***and*** who they can be.

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What is Civic Engagement?

Every day we're working with students to develop academic and life skills through joyful, rigorous learning experiences that are deeply connected to a greater purpose--a "something more"--that sets us apart from other schools.

At TBS, our "something more" is **civic engagement**: through their academic work, our students develop the skills, values, and perspectives necessary to create positive change in their local, national, and global communities.

Alongside a strong curriculum are key conflict-resolution opportunities, empathy-developing role playing, and student-led community campaigns, all of which reinforce that what matters in education is what matters in life.

Our emphasis on equity and inclusion creates a culture of belonging, and we strive through anti-bias practices and policies to create a space where students feel "seen and supported" to become their best selves. Our emphasis on academic rigor creates a culture of lifelong learning. Students who graduate from TBS are uniquely prepared to navigate the complexities of a changing world.

At the end of their time here at TBS graduates display exceptional attributes of:

Critical Thinking & Problem Solving
Creativity & Innovation
Social & Cross-cultural Skills
Effective Communication
Metacognition: Learning How to Learn
Resilience

KINDERGARTEN-2ND GRADE

Overview

Children in kindergarten through 2nd grade learn in a fully nurturing environment with embedded opportunities for increased independence as students show readiness. One of the most important gifts The Berkeley School (TBS) provides students is the emphasis on metacognition, or learning how to learn, and this begins in a child's earliest days in kindergarten. Students develop the habit of reflection during their scientific observations of stick bugs, "I feel..." statements at the peace table, and while writing their *Día de los Muertos* memorials for beloved relatives. Children often engage collaboratively to articulate their thinking and construct knowledge together, and they also work independently to explore their own ideas and practice more discrete skills.

Students are at the center of dedicated teaching teams, including the two classroom teachers and core arts teachers, as well as a host of program support staff and learning specialists. Teachers give baseline assessments in both academic and social-emotional skills and monitor progress to inform instruction. Our faculty continually refines research-based curriculum according to developmentally appropriate landmarks, carefully considering a child's experience throughout all the grades.

Balanced Literacy in K-2nd

Our approach to literacy is based on the *Writer's Workshop* and *Reader's Workshop* models developed by Lucy Calkins at Teachers College at Columbia University. The *Wilson Fundations* curriculum lays the groundwork for lifelong literacy through foundational skills, emphasizing phonemic awareness, phonics, and word study.

Reading Instruction is integrated into various parts of the day, and is the focus of Reader's Workshop. These periods may include mini-lessons with direct instruction in certain skills, as well as centers and activities designed to give children the chance to practice those skills.

In ***independent reading,*** students read individually and silently while teachers hold one-on-one conferences. ***Guided Reading*** is small-group instruction for students who read the same text. ***Interactive read-alouds*** allow students to experience a variety of quality texts in different genres. The teacher pauses at significant points, asks students for comments, and invites brief discussions. During this ***shared reading***, students learn to predict how a story will progress, increase and develop new vocabulary, discover and implement reading strategies, recognize letters and sounds in the context of the words of the story, and use structural and visual cues to aid them in the reading process.

Writing Instruction occurs daily, both during Writer's Workshop and in other subjects. Students are guided through all of the stages of writing, from brainstorming and generating ideas to drafting, revising, editing, and publishing. Writer's Workshop begins with mini-lessons with direct instruction in specific concepts such as word choice and diction, genre studies, and sentence structure. When ***independent writing*** occurs in a Writer's Workshop, students strengthen their ability to write ideas in sequence, and practice writing strategies taught during mini-lessons. During ***writing conferences***, teachers confer and coach student writers one on one. In ***guided writing***, the teacher works closely with students to provide opportunities to plan and create texts, and apply what they have learned in their compositions. ***Interactive writing*** asks teachers and students to collaborate to produce text, developing the application of writing strategies, providing models for a variety of writing styles, and highlighting the connections between and among sounds, letters, and words.

Word Study is a developmental approach to teaching spelling that allows students to learn the logic and consistencies within our written language system. Students develop a general knowledge of English spelling, including regularities, conventions and patterns, as well as specific knowledge about individual words, addressing the overlapping levels of alphabet, pattern, and meaning that create standard spelling. Teachers assess students' knowledge and skill at various times throughout the year, determine targeted instructional needs, and form flexible student groupings.

While engaging in the TBS literacy curriculum, a kindergarten student develops the following skills and concepts:

Reading

- Demonstrates enthusiasm for reading
- Demonstrates comprehension by retelling, dramatizing, and/or discussing books
- Makes predictions about the story
- Has grade-level awareness of story structure, setting, main idea, and characters when reading or listening to a read aloud
- Can identify a rhyme
- Can produce a rhyme
- Knows uppercase and lowercase letter sounds
- Identifies beginning and ending sounds of a word
- Can segment a three or four letter word into individual sounds
- Reads grade appropriate sight words
- Can sound out a three letter nonsense word (n-o-p)

Writing

- Labels pictures with initial sounds
- Demonstrates developmentally appropriate fine motor skills
- Writes with left-to-right directionality
- Attempts phonetic spelling independently
- Demonstrates enthusiasm for writing
- Consistently leaves spaces between words when writing
- Shows confidence sharing written work with peers

Speaking & Listening

- Learns and practices new vocabulary
- Asks clarifying questions
- Contributes to classroom discussions
- Listens attentively
- Takes turns speaking
- Articulates relevant ideas clearly

A 1st or 2nd grade student develops the following skills and concepts:

Reading

- Reads at grade level benchmark
- Reads with grade appropriate fluency and phrasing
- Demonstrates stamina in independent reading duration
- Applies grade-level strategies for decoding words/sounds
- Makes self-corrections by monitoring content

- Retells stories with key details/events including setting, characters, problems, and solutions
- Makes predictions about stories
- Uses inferencing to deepen understanding
- Selects and independently reads “Good Fit” books
- Reads grade appropriate sight words with speed, accuracy, and consistency
- Makes text-to-text, text-to-self, and text-to-world connections
- Uses evidence from texts to support opinions
- Applies text features to locate information in nonfiction books

Writing

- Writes with appropriate spacing between words
- Writes letters clearly and legibly
- Uses phonetic “invented” spelling independently
- Writes in complete sentences
- Uses and edits for final punctuation
- Uses and edits for appropriate letter case
- Possesses stamina to work through writing process
- Generates ideas independently
- Organizes and expresses ideas clearly
- Revises based on feedback
- Uses conventional spelling for grade-level, high-frequency words
- Recognizes and uses basic poetic structures and devices when writing poetry
- Uses tools such as personal dictionary and word wall to support writing
- Includes descriptive language such as emotion, dialogue, descriptive words
- Can research and incorporate nonfiction text features into a written piece

Speaking & Listening

- Asks clarifying questions
- Contributes to group discussions
- Listens attentively
- Takes turns speaking (raises hand)
- Articulates ideas clearly

Math in K-2nd

Our framework for math curriculum is drawn from the guidelines provided by the *National Council of Teachers of Mathematics (NCTM)*. At TBS we recognize the five “content” strands of math (number & operations, geometry, measurement, algebra, data analysis & probability) and five “process” strands of math (problem solving, reasoning & proof, communication, connections, and representation).

Aligned with the NCTM curriculum guidelines, *Bridges in Mathematics 2nd edition* is a rigorous, comprehensive math curriculum for grades K–5 designed to address the math standards in a way that’s enjoyable and accessible to all learners. The curriculum focuses on developing in students a deep understanding of math concepts, proficiency with key skills, and the ability to solve new and complex problems. Learning activities tap into the intelligence and strengths all students have by presenting mathematically powerful material alive with language, pictures, and movement.

Students in a Bridges classroom talk about math, describe observations, explain methods, and ask questions. They are encouraged to find multiple ways to solve problems and show different ways of thinking. This is a vital way to help students build more flexible and efficient ways to solve increasingly complex

problems. Hands-on activities engage them in exploring, developing, testing, discussing, and applying mathematical concepts.

Bridges features a combination of whole-group, small-group, and independent activities that are problem centered. We also use problems from the *Contexts for Learning* program for deeper exploration.

While engaging in the TBS math curriculum, a kindergarten student develops the following skills and concepts:

- Counts to 30 by ones
- Recognizes numerals up to 20
- Writes numerals 0-10 (reversals are OK)
- Demonstrates one to one correspondence with a set of objects in a range between 1-10
- Demonstrates mathematical thinking with writing, pictures, manipulatives, or verbal expression
- Identifies whether the number of objects in one group is greater than, less than, or equal to another group in groups of 10 and fewer
- Fluently adds and subtracts within 5
- For any number from 1 to 10, finds the number that makes 10 when added to the given number
- Recognizes and names of two-dimensional shapes
- Describes properties of two-dimensional shapes (numbers of sides/corners, sides are of equal length or different length, and so on)
- Recognizes, names and describes three-dimensional shapes (cone, cylinder, sphere, cone)
- Tells whether shapes are two-dimensional (flat), or three-dimensional (solid)
- Constructs, describes, and extends repeating patterns
- Writes numerals 0-20 (reversals are OK)
- Understands length as something that can be measured
- Counts to 100 by 1s
- Counts to 100 by 10s
- Understands that each number means 1 more than the one before it
- Shows addition and subtraction using objects, fingers, drawings, numbers or equations
- For any number from 1 to 10, finds different pairs of numbers that combine to make that number (i.e. 8= 5+3, 4+4, 6+2, 7+1)
- Solves addition and subtraction story problems, and adds and subtracts within 10
- Understands that teen numbers are 10 and some more
- Understands that weight can be measured
- Compares the weights of two objects and describes the difference using words like lighter and heavier

A 1st or 2nd grade student develops the following skills and concepts:

<u>First Grade</u>

- Number fluency in counting 0 to 120 verbally by 1s and 10s
- Understands that the digits of a two-digit number represent amounts of tens and ones
- Demonstrates math thinking with writing, pictures, manipulatives, or verbal expression
- Compares pairs of 2-digit numbers using the symbols >, = and < to 20
- Develops strategies for adding & subtracting to 10
- Solves additions & subtraction story problems to 12
- Finds the unknown in addition equations

- Reads a graph and answers questions about data
- Reads & writes numerals up to 60
- Counts on to add from a given number to 20
- Identifies & describes 2- and 3-D shapes
- Counts on to add and back to subtract from a given number to 20
- Solves additions & subtraction story problems to 20
- Reads a calendar to identify year, month, day of the week, days, and dates
- Measures length using non-standard units such as popsicle sticks, linking cubes, and so on
- Compares two two-digit numbers based on meanings of the tens and ones digits

Second Grade

- Solves one and two step addition and subtraction story problems to 100
- Demonstrates fluency with addition facts to 20
- Understands that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones
- Skip counts by 5's, 10's and 100s within 1,000
- Adds and subtracts 2-digit numbers
- Utilizes and recognizes basic symbols of math operation (+, -, =, <, >)
- Locates numbers on a number line; adds and subtracts on a number line
- Explains mathematical thinking using equations, diagrams and words
- Understands how to count on working from familiar facts such as doubles, halves, combinations of tens, and add 10s to solve less familiar facts within 20
- Uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns
- Constructs, describes and extends repeating patterns
- Tells whether a number is odd or even, and explains why
- Uses addition to find the total number of objects arranged in a rectangular array with up to five rows and five columns
- Reads and writes 3-digit numbers using numerals, words, and expanded notation (726 = 700+20+6)
- Uses symbols (<, >, =) to compare two 3-digit numbers
- Adds up to four 2-digit numbers
- Adds and subtracts 3-digit numbers using models, sketches, and/or numbers and explains strategies for doing so
- Solves money word problems involving dollar bills, quarters, dimes, nickels, and pennies, and uses the cents and dollars signs correctly
- Uses appropriate tools to measure length
- Recognizes and draws 2- and 3-D shapes, including triangles, quadrilaterals, pentagons, hexagons, and cubes

Cultural Studies in K-2nd

Our framework for cultural studies comes from California state social studies standards and many varied teacher-researched resources. This provides students with the opportunity to understand universal commonalities between all cultures, while celebrating the diversity of regions and a knowledge of world geography, earth, and landforms.

Our approach involves an emphasis on practicing the skills and thinking of historians and social scientists, and also interdisciplinary exploration involving literacy, math, art, and science. Students make a variety of trips that increase in scope, starting in the local neighborhood. First/second grade classrooms alternate cultural studies topics from one year to the next, so that all students receive the equivalent of a 1st/2nd social studies education after two years in the class.

While engaging in the TBS cultural studies curriculum, a kindergarten student develops the following skills and concepts:

- Understands, and accepts, that people and families can have different beliefs and practices
- Shows respect for and understanding of other cultures
- Recognizes others' perspectives with respect

A first or second grade student develops the following skills and concepts over 2 years:

- Expresses identity and diversity through writing and art
- Develops language to accurately & respectfully describe how people are similar to and different from each other
- Demonstrates developing empathy, respect, and connection to diversity through literature, art, and photograph scenarios
- Recognizes that all humans have certain basic needs and can identify those needs
- Identifies causes of homelessness
- Reads a calendar to identify year, month, week, days, and dates
- Identifies similarities and differences between one's own traditions and beliefs and those of others
- Describes what a changemaker is and does to make positive changes in the world
- Understands the importance of reusing, recycling and repurposing materials

Social Justice in K-2nd

We weave social justice and service learning in integrated ways into our curriculum, using the Social Justice Standards from Teaching Tolerance as a framework. These standards focus on four themes: identity, diversity, justice, and action.

In K-2nd grades, teachers address the different anchor standards using a variety of resources, reading books like The Colors of Us and Who Are You? about gender inclusivity, and Todd Parr's The Family Book about family structures. Teachers incorporate poetry writing and songs that celebrate all types of families, learners, and other differences. Oral history projects like "Our Family's Journey," in which students discover where their grandparents and great-grandparents came from (and pin the location to a classroom map), represent another way we celebrate identity. Teachers address the justice anchor standard by using a *Changemakers* curriculum focusing on a number of different folks who have made positive change in the world, studying women's rights, workers' rights, and those fighting for environmental justice as a model for students to become changemakers in their own communities. Students learn about action through service learning projects, ally activities, and community meetings which provide opportunities for children to ponder issues and problems affecting their class, working cooperatively to find solutions.

Students also explore identity, diversity, justice, and action through the study of language and culture, and in their performing and visual arts classes. Students engage their creative nature to examine their own and others' identities, to learn about the influence of the arts on justice and equity, and the ways in which the arts and language are inseparable from social action.

Science in K-2nd

Our framework for science instruction and curricula draw from the following resources, among others:

> ***Next Generation Science Standards*** *and the* ***Science & Engineering Practices,*** which include asking questions, defining problems, using models, investigating, analyzing data, and designing solutions.
>
> ***FOSS (Full Option Science System),*** a research-based science curriculum developed at the Lawrence Hall of Science, University of California, Berkeley. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.

Our approach to science involves an emphasis on practicing the skills and thinking of scientists and engineers, integrating art with observation, discovery through hands-on activities, explaining thinking by creating models and defending them, and design thinking and building to solve problems. As in cultural studies, 1st/2nd Grade classrooms alternate science topics from one year to the next, so that all students receive the equivalent of a 1st/2nd science education after two years in the class.

While engaging in the TBS science curriculum, a kindergarten student develops the following skills and concepts:

- Shows curiosity about the natural world through inquiry
- Makes observations and shares with others
- Makes predictions, hypotheses, and conclusions
- Records information with pictures and labels

A 1st or 2nd grade student develops the following skills and concepts over two years:

- Actively engages in scientific investigations
- Makes observations and shares with others
- Uses pictures and words to explain scientific thinking
- Uses tools to gather scientific information
- Makes predictions, hypotheses and conclusions
- Use observations of the sun, moon, and stars to describe patterns that can be predicted
- Make observations at different times of year to relate the amount of daylight to the time of year
- Names and sequences the planets of our solar system
- Conduct an investigation to describe and classify different kinds of materials by their observable properties
- Understands that various materials decompose at different rates
- Can identify what animals and plants need to survive
- Can identify the characteristics that living things share
- Understands how living things adapt to their habitats
- Understands how particular animals meet their needs in specific habitats

Visual Arts in K-2nd

In the K-2nd Art Studio at TBS, students receive dedicated time for art instruction and art making. They are introduced to art-making processes in areas that include painting, drawing, photography, digital technology in art, sculpture, textiles, clay, and mixed media practices. We also use technology

in service of viewing images of art and to take virtual visits to see how artists work in their studios. The studio experience offers students time to explore and deepen their skills of understanding materials in a given area. They learn how to "think like an artist," developing eight studio habits of mind, developed by *Harvard's Project Zero*. By teaching thinking protocols in addition to the process of art making, we believe students learn how to transfer these ways of working and thinking to other areas of inquiry. Teachers work with students once a week in the Art Studio and once a week in classrooms to integrate art into other curricular areas.

Visual Arts Learning Goals for K-2nd grade:

- Focuses while in the studio and completes process steps
- Uses trial and error when uncertain how to proceed, viewing mistakes as an opportunity to learn
- Is open to new ideas and actively seeks them out

Spanish in K-2nd

In K-2nd Spanish classes students play games, sing songs, recite poems, tell and act out stories and plays, and explore the traditions and cultures of Spanish-speaking countries. Each class provides opportunities to develop oral language and conversational skills. Resources include research-based strategies such as Total Physical Response.

Spanish Learning Goals for K-2nd grade:

- Recognizes familiar words and phrases when heard spoken
- Communicates effectively about familiar topics using single words and phrases
- Presents information about self and other familiar topics using single words or memorized phrases

Music in K-2nd

The music program at TBS is rooted in the Orff-Schulwerk, an approach to music instruction that celebrates children's inherently playful nature through movement, rhythmic speech, singing, pitched percussion (xylophones, metallophones and glockenspiels), and unpitched percussion (body percussion and drums). Students have the opportunity to sing, dance, play instruments, improvise, and compose in music class. They explore traditional and contemporary music as well as pieces drawn from the Orff-Schulwerk primary source volumes.

Music Learning Goals for K-2nd grade:

- Keeps a steady beat
- Uses proper technique on barred and unpitched percussion instruments
- Contributes ideas in improvisation activities
- Sings as part of an ensemble

Movement in K-2nd

In the K-2nd movement program, children engage in movement explorations, somatic practices, and dynamic group games which integrate motor, cognitive, and social-emotional learning. These experiential explorations and practices are joyful and fun, designed to spark creativity and imagination, empower self-growth, and encourage lifelong learning.

Movement Learning Goals for K-2nd grade:

- Explores and invents movement possibilities
- Creates and shapes physical expression
- Develops whole body listening and full body focussing
- Regulates personal space within group

Physical Education in K-2nd

The K-2 physical education (PE) program focuses primarily on motor development and the student's advancement in building a relationship with fitness and physical activity. With those components at the core of the program, students also receive enrichment in social and emotional learning and practicing what it means to be a good teammate or classmate. The three areas of focus for motor development are locomotor skills, stability skills, and manipulative skills. Students are assessed prior to each unit and at the conclusion of each, and also receive formative assessment on stations days. Stations allow students to work on their personal fitness and unit specific skills while bridging together all units to be covered throughout the year. By focusing on these concepts students better prepare themselves for the 3rd-8th grade PE program, which takes those skills and transfers them into team games and activities that require a foundation of refined motor skills and development.

Physical Education Learning Goals for kindergarten:

- Gross motor skills
- Demonstrates age appropriate catching and throwing
- Demonstrates age appropriate running and skipping
- Demonstrates age appropriate jumping roping
- Applies knowledge of social emotional skills in group activities (trust, honesty & fairness)

Physical Education Learning Goals for 1st and 2nd grades:

- Effectively performs gross motor skills while demonstrating an understanding of skill-specific learning cues
- Applies knowledge of social emotional skills in group activities (trust, honesty & fairness)
- Demonstrates an understanding of skill-specific cues through self assessment and oral explanations

Information Literacy/Technology in K-2nd

At TBS, we use technology to facilitate interactive, collaborative learning experiences; connect students with information, communities, and organizations; and equip students with the tools they need to engage a changing world.

Our youngest students are only exposed to technology used by teachers, or practice math skills, for example, on iPads in stations with developmentally appropriate educational apps like DreamBox in 1st and 2nd grades.

Social Emotional Learning in K-2nd

Our framework for Social Emotional Learning (SEL) is founded in research from the *Collaborative for Academic, Social and Emotional Learning*. Instruction and assessment focus on competencies of emotion regulation, engagement, classroom effort, self efficacy, self-management, and social

awareness. SEL curricula are embedded both as integrated aspects and as targeted areas of daily instruction and come from the frameworks listed below as well as other research supported programs and practices.

- **Mindfulness (Heart-Mind Education Project)** is a mechanism for developing self-awareness, compassion, emotional resilience, and mental clarity. Research has shown evidence that mindfulness practices yield improved overall well-being for both adults and youth. Recent studies have shown outcomes of improved attention, improved self esteem, and improved self-regulation for youth.
- **Zones of Regulation** is a curriculum designed to help students with self-regulation. The first stage involves students recognizing various emotional states. The second stage of the curriculum involves choosing tools to modify and adjust emotions, and ultimately develop more balanced internal responses. The third stage allows for perspective taking. Once students understand their emotional states, they can begin to apply their understanding to emotional states of others, developing social awareness and relationship skills.
- **Responsive Classroom** is an approach that helps teachers and administrators build a strong school climate through classroom management strategies of positive discipline, emphasizing student voice and community building. Research shows positive discipline yields outcomes of improved academic achievement and greater teacher effectiveness.

While engaging in the TBS social emotional learning curriculum, a kindergarten student develops the following skills and concepts:

- Shows respect and compassion for others
- Shows respect and care for the physical environment
- Transitions well
- Follows teacher direction
- Follows classroom routines
- Demonstrates self-control
- Listens respectfully
- Works cooperatively
- Uses conflict-resolution strategies appropriately
- Accepts responsibility for actions
- Articulates feelings with clarity
- Practices self-awareness within the class and school communities

A 1st or 2nd grade student develops the following skills and concepts over two years:

- Demonstrates compassion and empathy for others
- Shows respect and care for materials and the environment
- Transitions well
- Follows teacher instructions
- Follows classroom routines
- Demonstrates self-control in social interactions
- Listens and responds respectfully
- Works and plays cooperatively
- Uses conflict-resolution strategies appropriately
- Accepts responsibility for actions
- Articulates feelings with clarity
- Shows self-awareness as a member of the class and school community

Service Learning in K-2nd

At TBS, service learning means engaging in activism at developmentally appropriate ages to change social and economic systems in support of social and environmental equity and justice. The service learning program is informed by the research of Susan Benigni Cipolle and the *National Service Learning Clearinghouse*. Service experiences are integrated into classroom curricula and include the examination of power, privilege, and oppression. Through integrated teaching practices, classrooms feature service learning as a core component of their curricula and make connections with multicultural elements of identity, such as ethnicity, culture, language, race, gender, and class.

In kindergarten, students ask and return to the essential question, “How Can I Be a Good Neighbor?” They learn about what neighbors of TBS need by interviewing them, develop partnerships with the folks of Strawberry Creek Lodge, create a garden for butterflies and bees, and continue their twelve year partnership with the Women’s Daytime Drop-In Center, where they have provided years of service through drives, music, art, gardening, and family food making.

Through the essential question “How Can We Contribute to the Wellbeing of the World?” 1st/2nd grade students learn and teach the school community about our consumption of food and other materials. They work to understand what can and cannot be recycled in Berkeley, and find alternative recycling options for the school. The interdisciplinary studies of science, math, cultural studies, reading, writing, art, and anti-bias curriculum allow rich exploration, to reach their end goal of supporting the community in reuse practices, and ultimately in reduction of waste at school and home.

3RD-5TH GRADE

Overview

Children in 3rd-5th grades hone their skills in a fully supportive environment as they move toward independence in all aspects of learning. One of the most important gifts The Berkeley School (TBS) provides students is the emphasis on metacognition, or learning how to learn, which deepens with complex work inquiries in upper elementary. Students build upon the habit of reflection through teacher feedback as well as self-assessment, using tools such as rubrics to track their own progress. Students develop academic resilience through revision, whether building a model shelter to withstand the elements, figuring the square-foot cost of a group-designed dream house, or writing a memoir piece from Fort Ross. Children often engage collaboratively to articulate their thinking and construct knowledge together, and they also work independently to explore their own ideas and practice more discrete skills.

Students are at the center of dedicated teaching teams, including two classroom teachers and core arts teachers, as well as a host of program support staff and learning specialists. Our faculty continually refines research-based curriculum according to developmentally appropriate landmarks, carefully considering a child's full experience throughout the grades.

Balanced Literacy in 3rd-5th

Our approach to literacy is based on the *Writer's Workshop* and *Reader's Workshop* models developed by Lucy Calkins at Teachers College at Columbia University. For spelling, we utilize a Word Study model, which lies at the intersection of receptive and expressive language, using *Words their Way* in 3rd through 5th grades.

Reading Instruction is integrated into various parts of the day, and is the focus of Reader's Workshop. These periods may include mini-lessons with direct instruction in certain skills, as well as centers and activities designed to give children the chance to practice those skills.

In ***independent reading,*** students read individually and silently while teachers hold one-on-one conferences. ***Guided Reading*** is small-group instruction for students who read the same text, while in ***literature study***, small groups of students talk in depth about what they have read, and may take turns facilitating the discussion. ***Interactive read-alouds*** allow students to experience a variety of quality texts in different genres. The teacher pauses at significant points, asks students for comments, and invites brief discussions. Students learn to predict how a story will progress, increase and develop new vocabulary, discover and implement reading strategies, recognize letters and sounds in the context of the words of the story, and use structural and visual cues to aid them in the reading process. In 4th/5th grades, the online program *Wordly Wise i3000* is used to strengthen vocabulary acquisition and its connection with reading comprehension.

Writing Instruction occurs daily, both during Writer's Workshop and in other subjects. Students are guided through all of the stages of writing, from brainstorming and generating ideas to drafting, revising, editing, and publishing. Writer's Workshop begins with mini-lessons with direct instruction in specific concepts such as word choice and diction, genre studies, and sentence structure. When ***independent writing*** occurs in a Writer's Workshop, students strengthen their ability to write ideas in sequence, and practice writing strategies taught during mini-lessons. During ***writing conferences***, teachers confer and coach student writers one on one. In ***guided writing***, the teacher works closely with students to provide opportunities to plan and create texts, and apply what they have learned in their compositions. ***Interactive (or shared) writing*** asks teachers

and students to collaborate to produce text, developing the application of writing strategies, providing models for a variety of writing styles, and highlighting the connections between and among sounds, letters, and words.

Word Study is a developmental approach to teaching spelling that allows students to learn the logic and consistencies within our written language system. Students develop a general knowledge of English spelling, including regularities, conventions and patterns, as well as specific knowledge about individual words, addressing the overlapping levels of alphabet, pattern, and meaning that create standard spelling. Teachers assess students' knowledge and skill at various times throughout the year, and determine targeted instructional needs and form flexible student groupings. The *Words Their Way* curriculum utilizes the activity of word sorts to engage students in actively searching, comparing, contrasting, analyzing, and constructing their understanding of words and form.

While engaging in the TBS literacy curriculum, a 3rd grade student develops the following skills and concepts:

Reading

- Reads out loud with fluency and expression
- Demonstrates increasing stamina for sustained reading
- Independently chooses and reads "just right" books
- Uses phonetic understanding to decode words (rereads for understanding)
- Uses varied strategies for determining meaning of unfamiliar words
- Refers explicitly to text as basis when asking and answering questions
- Shows understanding of story elements
- Accurately summarizes, including character names and main ideas of a text
- Actively engages in text by making text-self, text-text, and text-world connections
- Draws inferences, conclusions, and generalizations from texts
- Describes characters and how they have changed throughout the story
- Makes reasonable predictions based on details from the text
- Uses informational texts in pursuit of questions and/or research

Writing

- Generates ideas independently
- Organizes and expresses ideas clearly
- Demonstrates sense of story structure, character, and events
- Effectively uses an editing checklist to self-edit/partner-edit writing pieces
- Uses appropriate capitalization
- Uses appropriate punctuation
- Uses appropriate spacing between letters and words
- Applies phonetic knowledge when spelling
- Uses conventional spelling for grade level high-frequency words
- Uses linking words and phrases (first, next, then, finally, for example)
- Understands the structure of a letter
- In an expository writing piece, effectively introduces topic, states an opinion, creates structure that lists reasons
- Accurately identifies and uses nouns, verbs, pronouns, adjectives, and adverbs
- Identifies pertinent details when note-taking

- In informational writing, effectively introduces topic, and groups related information together in paragraphs
- Develops and supports topic with facts, definitions, details, and examples

Speaking & Listening

- Learns and practices new vocabulary
- Asks clarifying questions
- Participates in group discussions
- Listens respectfully and actively
- Takes turns speaking and sharing ideas
- Articulates relevant ideas clearly
- Asks appropriate questions

While engaging in the TBS literacy curriculum, a 4th or 5th grade student develops the following skills and concepts:

Reading

- Reads grade level text fluently
- Reads aloud with expression
- Summarizes narrative text and identifies theme
- Analyzes character traits
- Uses context to discern meaning of unfamiliar words and figurative language
- Identifies author's point of view and how it impacts the way the story or information is presented
- Quotes accurately and explains inferences
- Uses text structure to locate relevant information in informational text
- Paraphrases information presented in a text
- Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text
- Determines a theme of a story, drama, or poem from details in the text
- Explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

Writing

- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Punctuates correctly
- Capitalizes correctly
- Spells grade level words correctly
- Writes complete, varied sentences
- Organizes sentences within a paragraph structure
- With support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Orients the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally

- Writes informative/explanatory texts to examine a topic and convey ideas and information clearly
- Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- Links opinions, reasons, and events using transitional words, phrases, and clauses
- Introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose
- Provides a concluding statement or section related to the opinion presented
- Uses precise language and domain-specific vocabulary to inform about or explain the topic
- Uses technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others

Speaking & Listening

- Listens attentively
- Shares ideas and opinions in small group discussions
- Contributes to whole group discussions with on-topic questions and comments

Math in 3rd-5th

Our framework for math curriculum is drawn from the guidelines provided by the *National Council of Teachers of Mathematics (NCTM)*. At TBS we recognize the five “content” strands of math (number & operations, geometry, measurement, algebra, data analysis & probability) and five “process” strands of math (problem solving, reasoning & proof, communication, connections, and representation).

Aligned with the NCTM curriculum guidelines, *Bridges in Mathematics 2nd edition* is a rigorous, comprehensive math curriculum for grades K–5 designed to address the math standards in a way that’s enjoyable and accessible to all learners. The curriculum focuses on developing in students a deep understanding of math concepts, proficiency with key skills, and the ability to solve new and complex problems. Learning activities tap into the intelligence and strengths all students have by presenting mathematically powerful material alive with language, pictures, and movement.

Students in a Bridges classroom talk about math, describe observations, explain methods, and ask questions. They are encouraged to find multiple ways to solve problems and show different ways of thinking. This is a vital way to help students build more flexible and efficient ways to solve increasingly complex problems. Hands-on activities engage them in exploring, developing, testing, discussing, and applying mathematical concepts.

Bridges features a combination of whole-group, small-group, and independent activities that are problem centered. We also use problems from the *Contexts for Learning* program for deeper exploration.

While engaging in the TBS math curriculum, a 3rd grade student develops the following skills and concepts:

- Understands place value and orders whole numbers up to 1000
- Reads and writes whole numbers to 1000
- Adds 2-digit and 3-digit numbers
- Subtracts 2-digit and 3-digit numbers
- Identifies patterns among basic addition and subtraction facts
- Identifies patterns among basic multiplication facts

- Explains mathematical thinking using equations, diagrams & simple arguments
- Applies effective strategies and appropriate operations to word problems
- Utilizes and recognizes basic symbols of math operation (+, -, x, ÷, =, <, >)
- Uses addition, subtraction, and multiplication to solve story problems
- Uses addition, subtraction, and multiplication to solve story problems that require more than one step
- Understands and works with an array model of multiplication
- Uses strategies to solve multiplication facts,
- e.g., 4 x 6 = (2 x 6) + (2 x 6)
- Demonstrates fluency with multiplication facts
- Performs division by partitioning groups into equal shares
- Uses inverse relationship between multiplication and division
- Rounds numbers to the nearest 10 or the nearest 100
- Constructs and reads scaled picture graphs and bar graphs, and solves problems using the information in a graph
- Locates and places fractions correctly on a number line
- Recognizes and generates equivalent fractions
- Understands fractions as equal parts of an area or group
- Measures length using standard units
- Reads & writes time to the nearest minute
- Understands properties of polygons and quadrilaterals
- Finds and understands perimeter of polygons
- Finds and understands area of polygons

While engaging in the TBS math curriculum, a 4th or 5th grade student develops the following skills and concepts:

<u>4th Grade</u>

- Solves story problems using addition, subtraction, multiplication, or division
- Reads, writes, and compares multi-digit numbers
- Solves multiplication problems with two two-digit numbers using equations or labeled sketches to explain strategies
- Applies effective strategies and appropriate operations to multi-step word problems
- Fluently adds and subtracts multi-digit whole numbers
- Knows multiplication facts through 10 × 10; easily solves related division facts through 100 ÷ 10
- Adds and subtracts fractions and mixed numbers with like denominators
- Uses a visual model to explain why one fraction is equivalent to another; recognizes and generates equivalent fractions like 2/3 = 4/6
- Compares two fractions with different numerators and different denominators, and explains why one fraction must be greater than or less than another fraction
- Understands fractions and decimals as a number on the number line; represents them on a number line diagram
- Uses an algorithm strategy to divide a multi-digit number by a one-digit divisor
- Understands the meaning of fractions and decimal fractions as equal parts of an area or a group
- Recognizes and generates equivalent fractions, and explains why they are equivalent
- Understands and works with an array model of multiplication
- Understands fractions as a number on the number line; represents them on a number line diagram
- Solves story problems that involve adding and subtracting fractions with like denominators
- Writes fractions with denominators of 10 or 100 in decimal notation
- Uses an appropriate strategy to divide a multi-digit number by a one-digit divisor
- Describes and classifies two-dimensional figures based on angles (acute, obtuse, right), perpendicular or parallel sides, and number of sides

- Measures angles in degrees using a protractor and reasoning from a 90° landmark to find 30°, 45°, and 90° angles
- Finds and understands perimeter of polygons
- Finds and understands area of polygons
- Chooses appropriate standard units for measurement including yd, ft, in; m, cm, mm; hr, min, sec
- Represents data with line plots, bar graphs, and tables
- Rounds multi-digit whole numbers to any place

5th Grade

- Knows multiplication facts through 10 x 10; easily solves related division facts through 100 ÷ 10
- Writes and evaluates numerical expressions with parentheses, e.g., 25 x (10 – 4); understands that parentheses indicate order of operations
- Writes expressions to record calculations; interprets expressions without evaluating them (e.g. the expression 280 x 5 is equal to 140 x 10 by halving and doubling factors)
- Uses models and strategies to divide 2- and 3-digit numbers by 2-digit numbers, with and without remainders
- Adds and subtracts fractions with unlike denominators, e.g., 2/3 + 1/2, by rewriting the fractions so they have the same denominator (e.g. rewrites 2/3 + 1/2 as 4/6 + 3/6 to get a total of 7/6 or 1 1/6)
- Estimates the answers to story problems that involve adding and subtracting fractions with unlike denominators, solves the problems, and assesses the
- reasonableness of answers
- Understands that a fraction such as 1/2 means 1 ÷ 2 and is actually the answer to the division combination, because 1 divided by 2 is 1/2
- Uses models and strategies to multiply a whole number by a fraction, e.g., 36 x 1/4 = 9
- Understands that volume has to do with the amount of space taken up by a three-dimensional
- object, and is measured in cubic units
- Finds the volume of a rectangular prism by packing it with unit cubes, and shows that the result is the same as would be found by multiplying the length times the width times the height of the prism
- Understands that in a multi-digit number such as 4,587,934 each digit represents 10 times what it represents in the place to its right, and one-tenth what it represents in the place to its left
- Explains patterns in the number of zeros in the answer when multiplying by powers of 10 (e.g., 10, 100, 1,000)
- Explains patterns in the placement of the decimal point when multiplying or dividing by powers of 10
- Reads and writes decimals to thousandths using numbers, words, and expanded notation (e.g. writes 25.129 as twenty-five and one hundred twenty-nine thousandths, and also as (2 x 10) + (5 x 1) + (1 x 1/10) + (2 x 1/100) + (9 x 1/1000))
- Compares pairs of decimal numbers and uses >, =, and < symbols to record the comparisons
- Rounds decimals to the nearest ten, one, tenth, or hundredth
- Uses the standard algorithm to multiply multi-digit whole numbers
- Uses models and strategies to add and subtract decimals to hundredths
- Uses models and strategies to multiply and divide decimals to hundredths
- Converts among different-sized measurement units within a given measurement system (e.g., centimeters, meters, and kilometers), and solves related word problems
- Multiplies a whole number by a fraction
- Uses estimation and mental math skills to interpret expressions without evaluating them
- Multiplies decimals to hundredths
- Divides decimals to hundredths
- Explains what happens to numbers when they are multiplied or divided by a fraction
- Multiplies fractions by fractions
- Divides whole numbers by fractions

- Uses hierarchies to describe and identify polygons
- Graphs and labels ordered pairs on a coordinate grid
- Finds the volume of prisms
- Analyzes line graphs

Cultural Studies in 3rd-5th

Our framework for cultural studies comes from the California state social studies standards and other faculty-researched sources. It provides the opportunity to understand universal commonalities between all cultures, while celebrating the diversity of regions and a knowledge of both political and physical geography. The 3rd grade focuses on local Bay Area history and culture, while the 4th/5th grades cycles between study of California history and U.S. history over two years, and particularly the perspectives of the diverse groups of people who have come here over time and who live here now. Students make a variety of trips that increase in scope from the local neighborhood of the school, to investigating the city of Berkeley, native Ohlone sites, Chinatown and the Mission, Gold Country, and Fort Ross.

The 4th/5th Grade classrooms alternate cultural studies topics from one year to the next, so that all students receive the equivalent of a 4th/5th social studies education after two years in the class.

While engaging in the TBS cultural studies curriculum, a 3rd grade student develops the following skills and concepts:

- Differentiates fact from opinion
- Compares and contrasts how local Native Americans lived in the ancient past, recent past, and how we live today
- Demonstrates map-reading skills
- Identifies how humans impact the environment in the past and present
- Understands different types of physical geography
- Recognizes aspects of local maps and landmarks
- Exhibits understanding of economic concepts and reasoning

While engaging in the TBS cultural studies curriculum, a 4th or 5th grade student develops the following skills and concepts over two years:

- Analyzes and interprets primary and secondary source documents
- Describes historical events from multiple perspectives
- Uses reference and technology tools to research and create documents
- Reads, interprets, and creates different types of maps
- Compares and contrasts historical events with current ones
- Demonstrates knowledge of California geography
- Sequences events in California history
- Explains how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
- Summarizes the key events of the era they are studying and explain the historical contexts of those events
- Conducts cost-benefit analyses of historical and current events
- Identifies the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places

Social Justice in 3rd-5th

We weave social justice and service learning in integrated ways into our curriculum, using the *Social Justice Standards* from *Teaching Tolerance* as a framework. These standards focus on four themes: identity, diversity, justice, and action.

Teachers use a variety of resources to address the anchor standards. Teachers meet the diversity standard through a cultural studies curriculum that includes *Harvard Project Zero's* "Circle of Viewpoints" thinking routine. This routine encourages students to consider different and diverse perspectives around a topic and build the understanding that people feel and think differently from each other, for example, in simulations of multiple cultures coming together at points in California history. Students address the anchor standard of justice through a curriculum specifically addressing stereotypes. To address the anchor standard of action, teachers use both *Responsive Classroom* and a cultural studies curriculum that includes opportunities for student engagement in justice making and raising awareness, for example, in studying the many reasons people move, including slavery, immigration, and pioneering in American history, or Japanese internment, farm workers' rights, and gay rights.

Students also explore identity, diversity, justice, and action through the performing arts, visual arts, and languages of a range of cultures and communities. Students engage their creative nature to examine their own and others' identities, to learn about the influence of the arts on justice and equity, and the ways in which the arts and language are inseparable from social action.

Science in 3rd-5th

Our framework for science instruction and curricula draw from the following resources, among others:

> ***Next Generation Science Standards*** *and the Science & Engineering Practices,* which include asking questions, defining problems, using models, investigating, analyzing data, and designing solutions.
>
> ***FOSS (Full Option Science System),*** a research-based science curriculum developed at the Lawrence Hall of Science, University of California, Berkeley. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.
>
> ***MARE (Marine Activities, Resources & Education)*** for studies of marine biology and oceanography in 4th/5th Grades.

Our approach to science involves an emphasis on practicing the skills and thinking of scientists and engineers, integrating art with observation, discovery through hands-on activities, explaining thinking by creating models and defending them, and design thinking and building to solve problems. As in cultural studies, 4th/5th Grade classrooms alternate science topics from one year to the next, so that all students receive the equivalent of a 4th/5th science education after two years in the class.

While engaging in the TBS science curriculum, a 3rd grade student develops the following skills and concepts:

- Actively engages in and designs scientific investigations
- Uses pictures and words to explain scientific thinking
- Makes observations, predictions, and conclusions based on evidence-based arguments
- Understands the needs, parts, and functions of plants and seeds
- Generates possible solutions for a design problem
- Plans and carries out fair trials where information gathered is used to improve a prototype design challenge model
- Demonstrates understanding of plant and animal relationships within a food chain/web
- Recognizes elements of local ecosystems
- Demonstrates understanding of principles of waves, sound, and light
- Determines cause and effect relationship of magnetism
- Investigates and predicts the effect of forces on the motion of an object

While engaging in the TBS science curriculum, a 4th or 5th grade student develops the following skills and concepts over two years:

- Develops and uses models
- Plans and carries out investigations
- Analyzes and interprets data
- Uses mathematics and computational thinking
- Constructs explanations and designs solutions
- Obtains, evaluates, and communicates information
- Recognizes proportional relationships between different quantities as scales change
- Designs models that can be used for understanding and predicting the behavior of systems
- Make observations and measurements to identify materials based on their properties
- Use models to describe that energy in animals' food was once energy from the sun
- Follows procedural directions and manages materials
- Draws labeled diagrams
- Makes claims based on evidence and reasoning
- Collects and records data accurately
- Designs and builds systems to solve engineering problems
- Understands how energy changes form
- Describes energy transfer
- Describes the water cycle

Information Literacy/Technology in 3rd-5th

At TBS, we use technology to facilitate interactive, collaborative learning experiences; connect students with information, communities, and organizations; and equip students with the tools they need to engage a changing world.

Third grade students learn basic technology skills, including keyboarding, on Chromebooks, and that is extended through 4th and 5th grades, when students begin using the *Google G Suite for Education*, including *Google Classroom*, and apps like *Quizlet*. Students in 3rd-5th grade also use *DreamBox* math software, and receive *Digital Citizenship* lessons based on the *Common Sense Media* curriculum.

Visual Arts in 3rd-5th

In the Art Studio at TBS, students receive dedicated time for art instruction and art making. They are introduced to art-making processes in areas that include painting, drawing, photography, digital technology in art, sculpture, textiles, clay, and mixed media practices. We also use technology in service of viewing images of art and to take virtual visits to see how artists work in their studios. The TBS Art Studio experience offers students time to explore and deepen their skills of understanding materials in a given area. They learn how to "think like an artist," developing eight studio habits of mind, developed by *Harvard's Project Zero*. By teaching thinking protocols in addition to the process of art making, we believe students learn how to transfer these ways of working and thinking to other areas of inquiry.

Art Learning Goals for 3rd-5th grade:

- Focuses while in the studio and completes process steps
- Uses trial and error when uncertain how to proceed, viewing mistakes as an opportunity to learn
- Is open to new ideas and actively seeks them out

Spanish in 3rd-5th

The goal of the 3rd-5th Spanish curriculum is to create a space where students feel comfortable taking risks as they work to acquire new language skills. We play games, sing songs, recite poems, tell and act out stories, and explore the traditions and cultures of Spanish-speaking countries. In Spanish class we study all four elements of literacy (reading, writing, listening, and speaking) with an emphasis on oral language comprehension. Instructional resources include research-based strategies such as Total Physical Response and Comprehensible Input. We also incorporate art, music, and movement to create an interactive classroom that addresses different learning styles.

Spanish Learning Goals for 3rd-5th grade:

- Recognizes familiar words, phrases, and simple sentences when heard spoken
- Reads and understands learned or memorized words, phrases and sentences
- Communicates effectively about familiar topics using single words and phrases
- Presents information about self and other familiar topics using single words or phrases

Music in 3rd-5th

The music program at TBS is rooted in the Orff-Schulwerk, an approach to music instruction that celebrates children's inherently playful nature through movement, rhythmic speech, singing, pitched percussion (xylophones, metallophones and glockenspiels), and unpitched percussion (body percussion and drums). Students have the opportunity to sing, dance, play instruments, improvise, and compose in music class. They explore traditional and contemporary music as well as pieces drawn from the Orff-Schulwerk primary source volumes.

Music Learning Goals for 3rd-5th grade:

- Accurately plays ostinati on barred and unpitched percussion instruments
- Demonstrates willingness to sing, make rhythms, and engage in movement activities
- Contributes ideas in improvisation activities
- Takes care of the instruments

Physical Education in 3rd-5th

Physical education focuses on developing four physical skills (overhead throwing, catching, striking and running to kick a ball), all of which focus on body mechanics, spatial awareness, and effort/force. In addition, we focus on developing two social skills: teamwork (including listening, questioning, persuading, respecting, helping, sharing, and participating) and sportsmanship (which combine skills of honesty, fairness, respect, and graciousness in winning and losing). The students engage in a variety of fun, athletic, team-building activities that allow for repetition, which helps in the development of all these skills. On a daily basis the students engage in stretching and calisthenics, to help build a strong foundation for skill development. Dance activities help to promote rhythm and timing, while circus activities enhance balance, timing, hand-eye coordination, flexibility, and physical strength.

Physical Education Learning Goals for 3rd-5th grade:

- Demonstrates age-appropriate overhand throwing (body, space, effort, relationship)
- Demonstrates age-appropriate catching (body, space, effort, relationship)
- Demonstrates age-appropriate striking (body, space, effort, relationship)
- Demonstrates age-appropriate running to kick a ball (body,space, effort, relationship)
- Demonstrates age-appropriate teamwork (listening, questioning understanding, persuading, supporting, participating)
- Demonstrates age-appropriate sportsmanship (honesty, respect for opponent, fairness, graciousness in winning or losing)

Social Emotional Learning in 3rd-5th

Our framework for Social Emotional Learning (SEL) is founded in research from the *Collaborative for Academic, Social and Emotional Learning*. We are currently in a two year pilot cycle using the Panorama assessment tool. Students in 3rd-5th grade assess their perception of student supports, specifically with regard to rigorous expectations, teacher-student relationships, sense of belonging, and engagement. Students also assess themselves in the competency areas of growth mindset, learning strategies, grit, and self-efficacy. SEL curricula are embedded both as integrated aspects and as targeted areas of daily instruction and come from the frameworks listed below, as well as other research supported programs and practices.

- **Mindfulness (Heart-Mind Education Project)** is a mechanism for developing self-awareness, compassion, emotional resilience, and mental clarity. Research has shown evidence that mindfulness practices yield improved overall well-being for both adults and youth. Recent studies have shown outcomes of improved attention, improved self esteem, and improved self-regulation for youth.
- **Zones of Regulation** is a curriculum designed to help students with self-regulation. The first stage involves students recognizing various emotional states. The second stage of the curriculum involves choosing tools to modify and adjust emotions, and ultimately develop more balanced internal responses. The third stage allows for perspective taking. Once students understand their emotional states, they can begin to apply their understanding to emotional states of others, developing social awareness and relationship skills.
- **Responsive Classroom** is an approach that helps teachers and administrators build a strong school climate through classroom management strategies of positive discipline, emphasizing

student voice and community building. Research shows positive discipline yields outcomes of improved academic achievement and greater teacher effectiveness.

While engaging in the TBS social emotional learning curriculum, a 3rd grade student develops the following skills and concepts:

- Shows respect and compassion for others
- Shows respect and care for the physical environment
- Transitions well
- Follows teacher direction
- Follows classroom routines
- Demonstrates self-control
- Listens attentively
- Works cooperatively
- Uses conflict-resolution strategies appropriately
- Accepts responsibility for actions
- Articulates feelings with clarity

A 4th or 5th grade student develops the following skills and concepts over two years:

- Shows respect, care, and compassion for others
- Demonstrates self-confidence
- Demonstrates self-control
- Works cooperatively
- Uses conflict-resolution strategies appropriately
- Accepts responsibility for actions
- Articulates feelings with clarity
- Interacts positively with peers
- Interacts positively with adults

Service Learning in 3rd-5th

At TBS, service learning means engaging in activism at developmentally appropriate ages to change social and economic systems in support of social and environmental equity and justice. The service learning program is informed by the research of Susan Benigni Cipolle and the *National Service Learning Clearinghouse*. Service experiences are integrated into classroom curricula and include the examination of power, privilege, and oppression. Through integrated teaching practices, classrooms feature service learning as a core component of their curricula and make connections with multicultural elements of identity, such as ethnicity, culture, language, race, gender, and class.

After several natural disasters in 2017-18, 3rd grade students were concerned and wanted to do something to provide support. Students learned about access through the lens of their essential question “How does where I live affect how I live?” Their unit of study about weather included arts integration; students designed and built model homes they believed could withstand a disaster, based on principles of physics and engineering. This led students to partner with a Puerto Rican family and a teacher from the Early Childhood Campus, to provide disaster relief through supply drives over the course the year. They were successful in delivering two large shipments of much needed items for people struggling in Puerto Rico after Hurricane Irma.

Additionally, 3rd graders partner with their 7th grade buddies in a wetland restoration project with *Save the Bay*. Students plant seeds together in targeted areas where wetlands are degrading. The 3rd grade students can follow their seed plantings once they are in 7th grade, when they continue this cycle and see the fruits of their work.

Students in 4th/5th classes study the origins of multicultural America from pre-Columbian times to the Civil War. The provocative essential question “Why do people move?” helps students think first about why their own families have moved over time. The next step in developing their understanding of human migration is delving into American history, in which they examine the mass migration of Europeans to North America, the slave trade, Westward Movement, and the refugee crises of our current day. Multiculturalism is one of the defining characteristics of our nation, and with it inequity, racism, and classism. Students use this understanding to fuel their engagement with our local community, raising awareness of injustice, fundraising for refugee groups in the Bay Area, and responding to emergent opportunities to learn through service and civic engagement.

MIDDLE SCHOOL

Overview

We believe adolescents are curious, courageous, active, interactive, and perceptive, and we recognize that adolescence is a precious developmental time for the brain, body, and soul. Our Middle School (MS) program is designed with this in mind. Our small class sizes encourage personal relationships with teachers, rich discussions with classmates, hands-on problem solving, and plenty of time for reflection on one's own learning process. Students' intellectual, social, and emotional growth are developed through our core academic program, daily advisory, a full slate of core arts classes, robust outdoor education, as well as extracurricular and student leadership opportunities. Students are engaged in content and learning that is rigorous and relevant and seeks to link their ideas with their decisions. Our supportive learning environment ensures that each student can develop their unique potential to the fullest.

6th Grade Overview

The 6th grade year functions as a bridge between the elementary division and MS. Students spend a portion of the day in their classroom with one or both of their two teachers, much like a self-contained elementary classroom. They also spend a portion of their day in half groups moving to different classrooms, much like in the later grades. Sixth, 7th, and 8th graders integrate as a MS many times during the week for snack, lunch, recess, community meeting, and exploratories.

Core academic courses are humanities (integrated English and world history), math, science, current events, and Spanish. Core arts courses include visual art, drama, physical education, and health. Sixth graders also have an advisory meeting each morning, led by the classroom teachers.

To round out their experience, 6th graders have plenty of opportunities for choice, creativity, advocacy, and leadership development through exploratory classes and extracurricular programs that include: intramural sports, math club, band, WE Club service learning, and MS spring play.

When engaging in any class, our expectations are that a student:

- Effectively prepares and organizes materials
- Uses available resources to track and complete assignments
- Meets all deadlines and due dates
- Engages effectively in class activities
- Effectively seeks support from teacher and peers
- Acts in accordance with classroom behavior expectations
- Perseveres through challenges
- Follows directions
- Communicates understanding clearly & effectively

6th Grade Humanities

The 6th grade English curriculum focuses on strengthening reading comprehension and analysis skills, creative and expository writing for different purposes and audiences, and increasing word knowledge through explicit vocabulary work. Throughout the year students read texts from multiple genres including poetry, short story, historical and realistic fiction, and autobiography. In the 6th grade writing curriculum, students continue working on organized, detailed paragraphs and multi-paragraph essays, using the six traits of writing as a framework. Our year-long throughlines--"How does studying literature help us understand

ourselves and the world around us?" "How can I become a more active and thoughtful reader?" and "How do I communicate ideas effectively in writing and speech?"--serve as a frame for our learning throughout the year.

Cultural Studies curriculum in 6th grade centers around four throughlines: "What is culture?" "How does the past affect the present?" "How are modern cultures and ancient cultures different? How are they similar?" and "How are all humans similar? How are they different?"

Students begin the year exploring individual identities and cultures, and then identify similarities and differences within the class. Using the *Teaching Tolerance Social Justice Standards* to guide our curriculum, students also spend time making sense of concepts like race, ethnicity, oppression, and privilege through guided conversations and reflection activities. The remainder of the year is spent studying the evolution of humankind, from hominids, to hunter-gatherers, to the early civilizations of Mesopotamia, Egypt, China, Greece, and Israel. Students explore the geography, economics, politics, social structure, religious practices, and effects on future civilizations of each ancient civilization, and become a resident expert on one civilization of their choosing. They develop research questions and culminate their research by writing five-paragraph essays.

***Primary Resources (not comprehensive)**:* Home of the Brave by Katherine Applegate, *Haroun and the Sea of Stories* by Salman Rushdie, The Giver by Lois Lowry, A Sound of Thunder by Ray Bradbury, The Tell-Tale Heart by Edgar Allan Poe, Harrison Bergeron by Kurt Vonnegut, a selection of auto/biographies of human rights activists, Never Fall Down by Patricia McCormick, *Vocabulary from Classical Roots*, Social Studies: Ancient Civilizations (Harcourt), Teaching Tolerance Social Justice Standards and lessons, teacher-generated resources and materials

Humanities Learning Goals for 6th grade:

- Reads consistently & independently; develops an identity as a reader
- Articulates text-self, text-same text, text-different text, text-history/world connections
- Determines and analyzes theme and symbolism in texts
- Cites textual evidence to support analysis of text
- Introduces a claim; organizes evidence and ideas logically in writing
- Writes narratives to develop real or imagined experiences or events
- Demonstrates command of the conventions of standard English grammar and mechanics
- Uses Greek or Latin affixes & roots as clues to the meaning of a word
- Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Analyzes the impact of specific word choices in poetry
- Incorporates poetry techniques into original poems
- Understands and identifies author intent, foreshadowing, satire, allusion, and plot elements
- Outlines and writes a multi-paragraph essay given a prompt
- Demonstrates understanding of personal culture, identity, diversity, and injustice
- Demonstrates appreciation, curiosity, and growth about personal culture, identity, diversity, and injustice
- Describes key events and remaining mysteries in human evolution as they relate to each other
- Uses strategies, tools, and complex questions to synthesize new information
- Describes and justifies reasons for Neolithic farming revolution
- Describes and gives examples of characteristics of civilizations
- Compares and contrasts cultural similarities and differences between Ancient Egypt, Mesopotamia, Greece, Rome, Indus Valley, China, and Maya

- Effectively researches and organizes information in a five paragraph research paper related to ancient civilizations content

6th Grade Current Events

In current events class, students read and explore local, national, and global news. Students learn to be discerning about news sources and inquisitive and curious about their readings. Topics include Paul Salopek's Out of Eden walk, important political issues and various political campaigns, human rights, and environmental issues. Along with emerging news stories, students will broaden their knowledge of world geography and cultures.

Primary Resources: various news media, NY Times Learning Blog, *Mapping the World by Heart* curriculum, teacher-generated resources and materials

Current Events Learning Goals for 6th grade:

- Makes sense of, and finds relevance in, current events
- Summarizes current news stories
- Accurately labels a world map from memory
- Accurately identifies prominent landforms, waterways, and other features of the Bay Area on a map
- Demonstrates understanding of multiple perspectives on immigration issues and their impacts on communities

6th Grade Math

The 6th Grade math curriculum moves from concrete concepts and examples introduced in Elementary school toward abstract concepts and applications. The *Illustrative Mathematics* curriculum challenges students to justify and explain their answers, describe their processes, approach problems in a variety of ways, and cultivate a growth mindset toward math. Students demonstrate understanding of material through in-class activities, conversations, games, quizzes, tests, and projects. Students learn that in order to truly master 6th grade math, they must take responsibility for their learning, use self-assessment to identify strengths and challenges, improve perseverance, and articulate their understanding. Though each individual unit has content-specific learning goals, detailed below, we will spend the year pondering key throughlines like: "What do numbers convey?" "What skills and strategies can I use to approach complex problems?" and "How would I teach this to someone else?"

Primary Resources: *Illustrative Mathematics, YouCubed* resources, teacher-generated resources and materials

Math Learning Goals for 6th grade:

- Uses assorted strategies and tools to approach and solve problems
- Justifies answers and shows understanding in multiple ways
- Identifies and uses factors and multiples in various contexts
- Compares, orders, and reasons with integers and absolute values
- Compares, converts, and interprets fractions, decimals, and percents in various contexts
- Reasons and draws conclusions about rates, ratios, and unit rates
- Applies understanding of operations with fractions in various contexts
- Identifies, uses, and applies vocabulary related to lines, angles, and polygons

- Uses multiple strategies to calculate area of various polygons, including triangles, special quadrilaterals, and L-shaped figures
- Understands the relationship between a circle's area and circumference and can calculate both
- Calculates surface area and volume of 3D figures using nets and other strategies
- Applies basic arithmetic understanding to algebraic expressions and equations
- Reasons about and solves one and two-step equations
- Organizes data into appropriate tables and charts and accurately calculates values related to it including mean, median, and quartiles
- Analyzes and infers information about given sets of data
- Represents outcomes for a given event in an organized way, and determines each event's probability

6th Grade Science

Sixth grade students study Earth science with the goal of understanding Earth's systems, with a particular focus on the geology and topography of the Bay Area, and using that knowledge to make informed decisions about humans' impact on the planet and sustainability. Concepts include Earth's history, structure and dynamic processes, weather and atmosphere, energy resources and pollution and Earth's place in the universe. Field trips, integrated throughout the year, include a visit to an active mineral mine, Golden Gate National Recreation Area, science museums and a week exploring sustainable farming and energy use.

Primary Resources: *River Cutters* GEMS guide, STEM Teaching Kit: *Thermodynamics and Heat Transfer*, Next Generation Science Standards, teacher-generated materials

Science Learning Goals for 6th grade:

- Uses science practices to make sense of natural phenomena
- Uses scientific evidence to explain how rock formations and fossils are used to understand and organize Earth's history
- Uses models to construct explanations about how rivers create landforms and make sense of patterns of erosion and deposition
- Constructs an explanation supported by evidence for how geoscience processes have changed the Earth's surface
- Develops and uses models to describe the cycling of water through Earth's systems
- Demonstrates understanding of how the interactions of atmospheric air masses result in weather phenomena
- Demonstrates understanding that heat transfers through conduction, radiation, and convection
- Applies understanding of heat transfer to design, construct, and test a device that minimizes thermal energy transfer
- Constructs an argument supported by evidence for how increases in human consumption of natural resources impact Earth's systems
- Understands the factors that have caused the rise in global temperatures over the past century
- Applies scientific principles to design a method for monitoring and/or minimizing a human impact on the environment

6th Grade Spanish

Sixth grade Spanish focuses on communication, and strengthening student's ability to speak, listen, read and write in Spanish. Students are introduced to conjugation, pronouns, and sentence agreement. Vocabulary is taught and acquired through reading and cultural themes such as: families, identity, *Día de los Muertos*, and California as part of Mexico. Spoken language is used daily through greetings, conversation, skits and presentations.

Primary Resources: TPRS Strategies and level novels (Teaching Proficiency Through Reading and Storytelling) including Esperanza by Carol Gaab

Spanish Learning Goals for 6th grade:

- Communicates effectively about familiar topics using simple sentences, including interrogatives, dialogues, vocabulary & adjectives
- Communicates effectively about familiar topics using complete sentences, and vocabulary acquired this term
- Presents information using the acquired vocabulary about families, adjectives, definite and indefinite articles
- Presents information using the acquired vocabulary about class readings
- Understands words, questions, phrases and simple sentences related to what has been covered in class
- Understands the main idea of short stories and is able to answer to simple questions related to the plot
- Understands the main idea of the novel and is able to answer simple questions related to the plot
- Writes short sentences about familiar topics using the vocabulary presented this semester
- Uses the vocabulary acquired in class consistently

7th Grade Overview

Core academic courses for 7th grade are humanities (integrated English and world history), math, science, and Spanish. Core Arts courses are visual art, drama, physical education, and health. Classroom and core arts classes are typically taught in half class grade-level groupings. Several times a week, for snack, lunch, community meeting, and exploratories, 6th, 7th, and 8th graders are integrated.

To round out their experience, 7th graders have plenty of opportunities for choice, creativity, advocacy, and leadership development, through our exploratory classes and extracurricular programs including intramural sports, math club, band, WE Club service learning, and MS spring play.

When engaging in any class, our expectations are that a student:

- Effectively prepares and organizes materials
- Uses available resources to track and complete assignments
- Meets all deadlines and due dates
- Engages effectively in class activities
- Effectively seeks support from teacher and peers
- Acts in accordance with classroom behavior expectations
- Perseveres through challenges
- Follows directions
- Communicates understanding clearly & effectively

7th Grade Humanities

Through the lens of social justice, the 7th grade humanities curriculum focuses on strengthening executive function, time management, and building ownership of one's education. Students study works that focus on furthering critical reading skills, creative and expository writing for different purposes and audiences, increasing word knowledge through explicit vocabulary work, understanding how culture is created, and the relationship between culture and perspective. Throughout the year students read texts from multiple genres including poetry, short stories, historical and realistic fiction and nonfiction from a wide range of cultural perspectives. Students in seventh grade continue to work on writing organized, detailed paragraphs, and move on to multi-paragraph essays as the year progresses.

The first semester encompasses three themes: Prologue, *The Hero's Journey*; Cycle 1, *Perspectives*; and Cycle 2, *Civilization*. Prologue's guiding question is, "How can I apply the Hero's Journey to my life?" In Cycle 1, students are asked to examine the question, "How do culture and perspective influence one another?" The guiding question for Cycle 2 is, "What are the advantages and disadvantages of civilization?"

The second semester encompasses: Cycle 3, *Revolutions*; Cycle 4, *Social Justice*; and finally, Epilogue, creating portfolios as guided reflection. In Cycle 3, students examine the questions, "What are the causes of revolution?" and "What makes a revolution successful?" In Cycle 4, students examine the question "What is social justice?"

Primary Resources include: Pay it Forward: Young Reader's Edition by Catherine Ryan Hyde, Night by Elie Wiesel, The Worst Mistake in the History of the Human Race by Jared Diamond, Beyond Civilization by Daniel Quinn, Ship Breaker by Paolo Bacigalupi, Animal Farm by George Orwell, Dreams and Harlem by Langston Hughes, When Morning Comes by Arushi Raina, The Universal Declaration of Human Rights, *Vocabulary from Classical Roots*, *Grammar* by Mark Dressel, Teacher Curriculum Institute's History Alive! The Medieval World and Beyond, and other various textbook selections and media resources.

Humanities Learning Goals for 7th grade:

- Begins paragraphs with topic sentences
- Writes arguments to support claims with clear reasons and relevant evidence
- Determines a theme or central idea of a text
- Develops and strengthens writing as needed by revising, editing, rewriting, or trying a new approach
- Exhibits understanding of new vocabulary and ideas
- Demonstrates command of common and proper nouns, plural nouns, and possessive nouns
- Demonstrates command of how to craft a complete sentence
- Demonstrates command of crafting simple and compound sentences, including identifying subjects and predicates
- Demonstrates command of how to use commas to separate items in a series
- Delivers effective oral presentations
- Works effectively in small groups and in group problem solving
- Makes connections between a wide range of historical information in drawing conclusions about a historical theme or event
- Articulates the relationship between one's culture and one's perspective
- Articulates the advantages and disadvantages of civilization

- Demonstrates understanding of the causes of revolutions
- Demonstrates understanding of indicators of successful revolutions
- Demonstrates understanding of the characteristics of social justice, and why social justice is necessary

7th Grade Math

Seventh grade math is a pre-algebra class using the curriculum *Illustrative Mathematics* that aims to both reinforce students' basic operational skills and prepare students for a full-year algebra course. The curriculum engages students in problem-solving where they utilize their skills in proportional reasoning, rational number operations, graphing, algebra, and geometry. An emphasis on pattern recognition is evident throughout the year. They hone the characteristics of successful problem-solvers: persistence, curiosity, flexibility, risk-taking, and reflection.

Primary Resources: *Illustrative Mathematics,* teacher-generated resources and materials.

Math Learning Goals for 7th grade:

- Shows the reasoning behind the answer
- Computes accurately with fractions, and applies knowledge to complex problems
- Converts between fractions, decimals, and percents fluently
- Converts a rational number to a decimal using long division accurately
- Computes percentages involving both whole numbers and decimals, and applies knowledge to complex problems
- Solves simple and multi-step percent problems accurately
- Understands proportions and can use them to solve problems
- Adds and subtracts integers (positive and negative numbers) in various contexts
- Multiplies and divides integers in various contexts
- Understands and applies the order of operations
- Adds, subtracts, multiplies, and divides with rational numbers
- Translates verbal phrases into algebraic expressions, and understands their utility in "proving" number tricks
- Understands and applies the distributive property in expanding algebraic expressions
- Simplifies algebraic expressions by combining like terms
- Solves one and two step equations using inverse operations and transformations
- Solves word problems leading to two-step equations and equations requiring combining like terms
- Understands and uses protractor and ruler to measure and sketch geometric figures
- Understands and applies properties of vertical, supplementary and complementary angles
- Uses geometric relationships and algebraic equations to solve for unknown angle measures and segment lengths
- Understands and applies properties of parallel and perpendicular lines, special triangles, and special quadrilaterals
- Knows and applies the formulas for the area of triangles and quadrilaterals in solving problems
- Calculates the surface area and volume of two- and three-dimensional figures
- Knows and applies the formulas for the area and circumference of a circle in solving problems

7th Grade Science

Seventh graders complete a laboratory-based life science course that introduces them to themes such as ecosystem concepts, cell biology, reproduction and heredity, DNA and biotechnology, and evolution and natural selection. The 7th grade science curriculum also integrates field trips that involve scientific study of local ecosystems along with science-related service learning opportunities.

Primary Resources: *Middle School Life Science Flexbook*, from the *CK-12 Foundation*, Next Generation Science Standards, teacher-generated materials and Internet resources.

Science Learning Goals for 7th grade:

- Uses mathematics and computational thinking and understands metric measurement
- Applies concepts and understanding of the nature of science and experimental design to various and novel challenges, including evaluation for validity
- Can differentiate between living and non-living things based on characteristics that they exhibit
- Can explain the Linnaean system of classification and understands its significance
- Can model how energy flows and matter cycles through ecosystems using food chains and webs
- Understands the various relationships between organisms in an ecosystem
- Understands how resource availability affects carrying capacity of an ecosystem
- Can describe the structure and functions of carbohydrates, lipids, proteins, and nucleic acids
- Understands and can describe cell structures and their functions
- Understands the various methods by which cells use energy
- Understands cell reproduction
- Can compare and contrast sexual and asexual reproduction
- Can describe the anatomy and physiology of the human reproductive system
- Understands the structure and function of DNA
- Understands heredity and Mendelian genetics and can do monohybrid genetics problems
- Understands how populations evolve through natural selection

7th Grade Spanish

Seventh grade Spanish focuses on communication. Students speak, listen, read, or write in Spanish. Students are expected to try all or as many of these areas as possible to gain proficiency in the language. They move on to more complex grammatical topics such as: irregular verbs, an introduction to the preterite, the difference between *Ser* and *Estar*, reflexive verbs and pronouns, and sentence agreement. Vocabulary is taught and acquired through cultural themes and readings.

Primary Resources: TPRS Strategies and level novels (Teaching Proficiency Through Reading and Storytelling). Students also read various novels according to their level, such as *Brandon Brown vs. Yucatán Los Piratas del Caribe* y *el Triángulo de las Bermudas.*

Spanish Learning Goals for 7th grade:

- Communicates effectively about familiar topics using a series of sentences, conjugation of regular verbs in the present and preterit tense
- Communicates effectively about familiar topics using a series of sentences, including conjugation of regular verbs in the present tense
- Asks and responds to simple questions related to what's been covered in class using regular and irregular verbs in the present and preterit tense

- Asks and responds to simple questions related to what has been covered in class using regular verbs in the present tense
- Presents information using the acquired vocabulary, phrases, and connected sentences
- Understands simple conversations, phrases, and presentations
- Understands the main idea of the readings presented in class
- Writes sentences about familiar topics using acquired vocabulary

8th Grade Overview

The core courses for 8th grade are humanities (integrated English and U.S. history), math, science, and Spanish. The Core Arts courses are visual art, drama, physical education, and health. Core classes are typically taught in half class grade-level groupings. Several times a week, for snack, lunch, community meeting and exploratories, 6th, 7th, and 8th graders are integrated.

To round out their experience, 8th graders have plenty of opportunities for choice, creativity, advocacy, and leadership development, through our exploratory classes and extracurricular programs, including intramural sports, math club, band, WE Club service learning, and MS spring play.

When engaging in any class, our expectations are that a student:

- Effectively prepares and organizes materials
- Uses available resources to track and complete assignments
- Meets all deadlines and due dates
- Engages effectively in class activities
- Effectively seeks support from teacher and peers
- Acts in accordance with classroom behavior expectations
- Perseveres through challenges
- Follows directions
- Communicates understanding clearly & effectively

8th Grade Humanities

Eighth grade humanities combines U.S. History and English. Emphasis is placed on using formal academic English and building vocabulary both in speaking and in writing; on close reading and annotating to engage with fiction and nonfiction texts and maps; and on applying “historical thinking” skills, critical theory and an examination of multiple perspectives to identify relevant connections between past and current events. Students practice paraphrasing, summarizing, and other forms of note taking, as well as outlining and research skills, before they complete expository writing assignments ranging from single paragraphs to a five-paragraph essay. Throughlines include: "What does it mean to be American?" “What makes a good story?” “Who tells the story of American history?” “What does it mean to be an active reader?” and "How do I find my own voice as a writer?"

Primary Resources: Vocabulary from Classical Roots, A Young People’s History of the United States by Howard Zinn; In the Shadow of Liberty by Kenneth C. Davis; Ashes by Laurie Halse Anderson; The Absolutely True Diary of a Part-Time Indian by Sherman Alexie; American Born Chinese by Gene Luen Yang; Enrique’s Journey by Sonia Nazario; The 57 Bus by Dashka Slater; and various primary source historical documents, including the Declaration of Independence and the U.S. Constitution.

Humanities Learning Goals for 8th grade:

- Reads consistently and independently; develops an identity as a reader
- Integrates multiple reading, note taking, and annotation strategies to comprehend fiction and nonfiction; notes questions and observations
- Effectively summarizes fiction and nonfiction texts
- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly
- Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; uses appropriate eye contact, adequate volume, and clear pronunciation
- Includes multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information
- Articulates text-self, text-same text, text-different text, text-history/world connections in fiction and nonfiction
- Interprets information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how it contributes to a topic, text, or issue under study
- Supports claims with relevant factual or textual evidence, demonstrating an understanding of the topic or text for arguments
- Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Demonstrates command of the conventions of standard English grammar, mechanics, and sentence structure when writing
- Uses Greek or Latin affixes and roots to build vocabulary and to determine word meanings
- Analyzes the impact of specific word choices in fiction, especially metaphors and allusions
- Uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- Demonstrates understanding of the importance of the different reasons why the English colonies were established in North America
- Demonstrates understanding of the importance of considering different perspectives when studying past events
- Interprets maps to identify past and present geographical and topographical features, and analyzes maps as textual sources for studying past events
- Uses multiple online and print resources to address a research question

8th Grade Math

Eighth grade students take a full-year algebra course, including writing, graphing, and solving linear and quadratic equations and inequalities. The fall term is a study of the line as well as an introduction to the process of writing mathematics; the second term is a study of the curve--second degree equations, parabolas, and the quadratic formula.

Primary Resources: Harold Jacobs' Elementary Algebra*, Illustrative Mathematics,* teacher-generated resources and materials.

Math Learning Goals for 8th grade:

- Shows the reasoning behind the answer
- Applies fundamental operations with ease, including distributive rule and order of operations

- Understands the concept of a function and recognizes types of functions by equation and graph
- Understands and applies accurately the properties of positive and negative numbers
- Solves equations in one variable by applying properties of equality, and uses such equations in solving perimeter and area problems
- Solves equations in two variables
- Manipulates between standard and slope-intercept form, and graphs linear equations using multiple techniques
- Solves pairs of simultaneous equations by addition and subtraction, by graphing, and by substitution; uses simultaneous equations to solve mixture problems
- Understands and applies the properties of exponents
- Represents small and large numbers in scientific notation
- Applies fundamental operations to polynomials
- Factors integers, monomials, and polynomials
- Simplifies and applies fundamental operations to square roots, and can solve equations containing them
- Solves polynomial equations by graphing, factoring and the zero product property, completing the square and using square roots, and applying the quadratic formula
- Simplifies, applies fundamental operations, and solves equations containing rational expressions

8th Grade Science

Eighth graders study physical science with a focus on chemistry and physics, in addition to a unit on sexuality education. The focus is on lab experiences and concepts that will be integral to their high school science learning. Design thinking starts to come to the forefront with a number of projects including mousetrap cars, bottle rockets, and egg drops. In addition, they continue some of the field-based projects that they started in the 7th grade.

Primary Resources: *Middle School Physical Science Flexbook* (from the *CK-12 Foundation)*, Next Generation Science Standards, teacher-generated materials and Internet resources.

Science Learning Goals for 8th grade:

- Uses mathematics and computational thinking and understands metric measurement
- Applies concepts and understanding of the nature of science and experimental design to various and novel challenges, including evaluation for validity
- Can differentiate between physical and chemical properties and changes in matter
- Can differentiate between compounds and mixtures and elements
- Understands kinetic theory of matter and can apply that knowledge to explain phase change
- Understands basic gas laws
- Can describe the structure of the atom and understands the history of atomic theory
- Understands the organization of the periodic table
- Can read and understand chemical formulas
- Can describe the different types of chemical bonds
- Can use the understanding of the periodic table and bonding to predict interactions among elements
- Can describe the different types of chemical reactions, and understands and can balance chemical equations
- Understands the role of energy in chemical equations
- Understands and can describe properties of solutions

- Understands issues around human sexuality
- Problem solves design challenges with a partner in a laboratory setting
- Functions as a member of a team to successfully complete assigned projects
- Understands motion and forces and can describe examples of Newton's Laws of Motion
- Understands motion and forces
- Understands waves and their applications in technologies for information transfer

8th Grade Spanish

Eighth grade Spanish focuses on communication and the cultural understanding of the language. Students speak, listen, read, or write in Spanish. Students are expected to try all or as many as these areas as possible to be able to gain proficiency in the language. The entire class is taught mostly in Spanish. Grammar concepts include present progressive, the preterite, and imperfect. Vocabulary is taught and acquired through readings, cultural themes, special projects and research projects. Students spend the year preparing for a one-week immersion trip to a Spanish-speaking country, which takes place in the spring.

Primary Resources: Novels according to students' levels.

Spanish Learning Goals for 8th grade:

- Communicates effectively about familiar topics using sentences and series of sentences, in the preterite and the imperfect
- Asks and responds to questions related to what has been covered in class
- Asks and responds to questions related to what has been covered in class using complete sentences
- Presents information using the acquired vocabulary phrases and connected sentences
- Understands conversations, phrases, and presentations related to topics covered in class
- Writes sentences about familiar topics using acquired vocabulary, sentence agreement, and conjugation
- Understands the main idea of the readings introduced this term, and is able to answer questions, paraphrase, and summarize

High School Admissions Preparation & Advising

We place a high priority on helping families make the transition to high school. Every family receives one-on-one advising with an emphasis on healthy decision making processes and choosing a high school where students can continue to thrive. Students are offered a weekly course during the first trimester that gives them the tools to be full participants in the process, including: identifying the high school decision components that matter most to them, time management for applications, interview skills, and test preparation for the high school entrance exams.

Core Arts Classes in 6th-8th

Most core arts classes (drama, health, visual arts, and physical education) are taught in half-class grade-level groupings. Core arts are taught 1-3 times per week, for 60-80 minutes per class.

Drama in 6th-8th

The MS drama program is based on two main ideas: that make-believe as a form of expression and storytelling are natural human endeavors, and that every MS student can benefit being exposed to the rigor, and clear expectations of drama training. Beginning in sixth grade, students work with basic improv games and activities. These basics are continued and built upon throughout 7th and 8th grade. The students focus on developing skills in movement, body awareness, observation, concentration, sensory awareness, and imitation. They learn to tell stories using tableaus and pantomime. They also work with basic characterization and role-playing skills, as well as giving and receiving offers in the pair and group improvs. Simple dramatic texts, such as monologues and poems, and small group scenes are introduced as they become more advanced. In March, MS students who go deeper with drama in the Exploratory and Ex Day program have the opportunity to appear in the annual play, often presented at local community theaters.

Drama Learning Goals for 6th grade:

- Demonstrates an understanding of how to use the body as an expressive tool
- Collaborates with other students to solve creative challenges
- Demonstrates an understanding of the improv rule “Say Yes/No Blocking”
- Demonstrates an understanding of how to use tableau to tell a story
- Collaborates effectively during creative theater projects

Drama Learning Goals for 7th grade:

- Demonstrates an understanding of the improv rule “No Blocking”
- Demonstrates an understanding of the improv rule “Give Your Partner Something To Work With”
- Demonstrates an understanding of the improv rule “Commit To Your First Idea”
- On stage exhibits effective physical presence through body language, eye contact, and poise
- Uses voice and speech during performances to effectively and appropriately communicate with the audience
- Collaborates effectively during creative theater projects

Drama Learning Goals for 8th grade:

- Collaborates with other students to solve creative challenges
- Demonstrates an understanding of how to use tableau to tell a story
- Creates novel theatrical pieces with a beginning, middle, end
- Demonstrates an understanding of basic rules of improv
- Uses pantomime to tell a story
- Uses dialogue on stage to tell a story
- Uses physical characteristics to create a character
- Writes and performs monologues for a created character
- Performs an effective oral presentation of a poem

Health in 6th-8th

Our MS health program centers around learning to engage with new life skills while also refining learned life skills that are relevant to and developmentally appropriate for adolescents. A through line of health is group and partner discussions that allow students an opportunity to share their perspectives and hear those of others. Together they work towards solving and finding strategies to manage many of the challenges that present themselves during adolescence. The majority of lessons in health focus on improving at least one of the five core social emotional competencies

(self-awareness, self-management, responsible decision-making, relationship skills and social awareness).

Health Learning Goals for 6th grade:

- Understands how the brain is different prior to, during and after adolescence
- Applies different strategies for growing your brain
- Evaluates different strategies for growing your brain
- Understands the zones of regulation and their relationship to emotional literacy
- Understands the types of stress and their impact on your health
- Understands anxiety and its effects on adolescents and their health
- Applies and evaluate strategies for regulating emotions
- Applies and evaluate strategies for managing stress
- Applies and evaluate strategies for coping with anxiety
- Understands the differences between serious conflicts, bullying and harassment
- Applies strategies for reducing serious conflicts, bullying and harassment
- Evaluates how others engage in scenarios and challenges related to serious conflicts, bullying and harassment
- Understands the impact of having people trained in first and CPR in a community
- Applies learned skills to perform first aid and CPR

Health Learning Goals for 7th grade:

- Understands validity and reliability in relation to checking sources
- Identifies the seven tools when checking a source for validity and reliability
- Evaluates the usefulness for each of the seven tools used when checking a source
- Understands strategies for getting better sleep and how sleep impacts health
- Understands different types of physical activity and their impact on health
- Applies strategies for getting better sleep
- Applies different types of physical activity to one's own life
- Evaluates strategies for getting better sleep
- Evaluates different types of physical activity
- Understands the terms nutrient density and healthy in terms of nutrition
- Applies understanding of nutrient density and healthy to evaluate a variety of food
- Analyzes barriers and systems to accessing healthy nutritious food
- Creates solutions to the barriers and systems to accessing healthy nutritious food
- Makes a connection to one's family traditions/culture relating to food
- Understands different types of emergencies
- Applies best practices for engaging with different emergencies
- Evaluates the emergency plan for a variety of emergencies for TBS and one's family

Health Learning Goals for 8th grade:

- Understands the impact of values on relationships
- Understands the concepts personal space, boundaries, consent, and sexual harassment
- Understands the impact self esteem has on the relationship with one's self
- Applies strategies for healthy communication in a relationship

- Applies strategies for managing a healthy relationship with one's self
- Evaluates strategies for having healthy communication in relationships
- Evaluates strategies for managing a healthy relationship with one's self
- Understands the concepts gender identity, gender expression, sex (biological) and sexual orientation
- Analyzes the role gender and sexuality play in adolescent development
- Analyzes gender and sexuality through history
- Evaluates rules and laws set forth regarding gender and sexuality
- Understands a variety of mental health challenges
- Understands strategies for promoting positive mental health
- Applies strategies for promoting positive mental health
- Creates a resource for those who are in need of help with mental health challenges
- Evaluates strategies for promoting positive mental health
- Understands different drugs and their effects on adolescents
- Understands strategies for choosing alternatives to drug use
- Applies strategies for choosing alternatives to drug use
- Evaluates strategies for choosing alternatives to drug use

Physical Education in 6th-8th

Our physical education curriculum centers around developing four physical skills and two social/emotional skills. The physical skills are overhead throwing, catching, striking, and running to kick a ball, all of which focus on body mechanics, spatial awareness, effort/force, and the relationship between objects that are thrown, caught, struck, or kicked. The social/emotional skills are teamwork (listening, questioning, persuading, respecting, helping, sharing, and participating) and sportsmanship (which combine skills of honesty, fairness, respect, and graciousness in winning and losing). The students engage in a variety of fun, athletic, team-building activities that allow for repetition, which helps in the development of all these skills. On a daily basis the students engage in stretching and calisthenics, to help improve cardio, flexibility, agility, and muscle development.

Physical Education Learning Goals for 6th-8th grades:

- Demonstrates age appropriate overhand throwing (body, space, effort, relationship)
- Demonstrates age appropriate catching (body, space, effort, relationship)
- Demonstrates age appropriate striking (body, space, effort, relationship)
- Demonstrates age appropriate running to kick a ball (body,space, effort, relationship)
- Demonstrates age appropriate teamwork (listening, questioning understanding, persuading,supporting, participating)
- Demonstrates age appropriate sportsmanship (honesty, respect for opponent, fairness, graciousness in winning or losing)

Visual Arts in 6th-8th

The MS visual arts program provides a process-based studio experience that allows students to explore the possibilities of their materials and concepts instead of focusing their efforts on only the final product. MS students investigate drawing, painting, printmaking, self-portraits, collage,

sculpture, two-dimensional applied design, and media technology. Employing studio tools such as sketchbooks, thinking routines, and self/peer reflection, students increase their ability to look at and discuss art; they develop visual arts vocabulary, the ability to read and write about art; and the skill to problem solve while completing projects. Through global/social content they gain an understanding of how the arts connect to other disciplines. Past projects have included animated shorts and working lamps at the 6th grade level, fused glass at the 7th grade level, and a repurposed fashion show in 8th grade.

Visual Arts Learning Goals for 6th-8th grades:

- Completes 10-minute weekly drawing exercise, considering assignment parameters and teacher advice
- Provides detailed project sketch prior to construction
- Completes a detailed storyboard prior to beginning their stop-motion animation film
- Demonstrates creativity and/or innovation in project design and content
- Completes all assigned process steps for each project
- Writes an artist statement providing insight into project construction and their artistic vision

Information Literacy/Technology in 6th-8th

Information literacy helps students to develop critical thinking skills, research and source evaluation skills at each grade level, along with a love of reading. Students learn to access public library programs, collections, and resources. Digital Citizenship in health classes emphasize safe and responsible use of technology. Keyboarding and Introduction to Technology classes give students basic skills with Chromebooks, iPads, and software (such as the Google G Suite for Education) to support their learning.

At TBS, we use technology to facilitate interactive, collaborative learning experiences; connect students with information, communities, and organizations; and equip students with the tools they need to engage a changing world.

We have a “soft” one-on-one Chromebook program in the MS that provides students with technology as needed during the school day. Google Classroom is used extensively for teachers to assign homework and comment on student writing and students learn to track their assignments with shared calendars and submit their work with teachers and peers for collaboration and feedback.

Social Justice in 6th-8th

The MS program weaves social justice and service learning in integrated ways into our curriculum, using the *Social Justice Standards* from *Teaching Tolerance* as a framework. These standards focus on four themes: identity, diversity, justice, and action. Through our advisory program, students engage in class discussions surrounding identity, culture, and various group memberships. During community meetings, students practice mindfulness, and lead each other in large-group, perspective-gaining discussion.

Social Emotional Learning & Advisory in 6th-8th

Our framework for Social Emotional Learning (SEL) is founded on research from the *Collaborative for Academic, Social and Emotional Learning.* Assessment and instruction of our SEL program focuses on the competencies of growth mindset, learning strategies, self-efficacy, and grit.

Advisory time is structured in such a way as to build connections and have fun, while meeting the complex social and emotional needs of adolescents. Topics explored in advisory include: character

traits, identity, culture, upstanding, well-being, and executive function. The advisory program is based on the *Developmental Designs* approach and is the primary way that we help students develop core SEL competencies.

Student advisories work together to build identity, resilience, responsible decision making, and collaboration. Students also build and actively engage in learned life skills in health classes. Tools include emotional regulation, conflict resolution, managing stress and anxiety, body image and self esteem, healthy relationship building with strategies around topics such as gender, work, physical and mental health, and general well-being.

Service Learning in 6th-8th

At TBS, service learning means engaging in activism at developmentally appropriate ages to change social and economic systems in support of social and environmental equity and justice. The service learning program is informed by the research of Susan Benigni Cipolle and the *National Service Learning Clearinghouse*. Service experiences are integrated into classroom curricula and include the examination of power, privilege, and oppression. Through integrated teaching practices, classrooms feature service learning as a core component of their curricula and make connections with multicultural elements of identity, such as ethnicity, culture, language, race, gender, and class.

Through the lens of cultural studies, 6th grade students study the history of immigration laws, which includes reading Refugee, by Alan Gratz. A service learning project centering around support for refugees led to a partnership with Jewish Family and Community Services. Students heard from their volunteer coordinator as well as two recently arrived LBGTQI+ young women. One arrived with refugee status while the other fled her country on her own as an asylum seeker. Sixth graders heard their harrowing stories and learned about the various ways people who are fleeing their country arrive. TBS students held a drive for backpacks and school supplies for young people who arrive here with nothing. These brand new backpacks filled with supplies welcome immigrants and provide them with a sense of confidence and belonging in their new school community. TBS 6th graders further their development through team collaboration, empathy, and engaging in their community to make a positive difference for others.

In science, 7th grade students partner with the organization Save the Bay, participating in the S.E.E.D. program - Students Engaged in Ecological Design. Through this program, students learn about our local watersheds and the importance of wetlands and the bay estuary system. This is all accomplished through a series of classroom and field experiences where students participate in the entire wetland restoration cycle, from preparing the habitat and planting native plants, to working in the native plant nursery, getting seedlings ready for the next planting cycle. The third phase helps students develop a sense of stewardship and learn about ways that they--and their families--can influence the San Francisco Bay.

In 2017-18, 7th graders worked with Math Action, a nonprofit that empowers young people to use mathematics as a tool to understand--and seek solutions for--the most pressing global challenges of our time. After learning about the global refugee crisis and life in a refugee camp, students were tasked with designing an optimal refugee camp, utilizing complex mathematical concepts like scale factor as well as the United Nations guidelines for refugee camps. Working in smaller teams that focused on one camp feature, such as water sources, hygiene centers, or gardens, students created a scale-model of a complete camp that maximized space, and accounted for the daily needs of its inhabitants. To further their learning they visited a Doctors without Borders exhibit in Oakland and

shared their model with a panel of experts and other local schools participating in the project. These TBS student reflections sum up their experience:

"This project totally changed the way I thought about the refugee experience and made it so much more real than I was really willing to acknowledge."

"I did not realize how easy it is to take math off the whiteboard and transfer it into reality/society."

Outdoor Education in 6th-8th

Students participate in developmentally appropriate outdoor education in all three years of MS. The goals of our outdoor education programs are threefold: to have immersive experiences in environments, culture, and languages that may be different from their own; to understand the connection between the environment and the people who live there; to experience being attentive and responsive to the needs of a group and individual needs simultaneously; and to have authentic experiences in their stretch zone--physically, emotionally, socially, and intellectually.

Sixth graders venture to the Cal Adventures Ropes Course and NatureBridge at Golden Gate National Recreation Area. Seventh graders spend 4 days on a backpacking course with Outward Bound. And 8th graders spend a week on the Osa Peninsula in Costa Rica as our capstone civic engagement experience working with Osa Conservation's Piro Research Station.

Leadership Opportunities in 6th-8th

Leadership opportunities take many different forms in a small preK-8 school. By 6th grade, students are full participants in the school community, guided both by their own interests and by the needs of other members of our community.

All MS students participate in our buddy program, which has them paired with a lower grade classroom. Sixth and 7th grade students sit with their buddies at assemblies, model the community agreements, and participate in buddy activities and curriculum sharing throughout the year. Eighth graders visit our Early Childhood Campus weekly and assist in the four preschool classrooms.

Finally, students can participate in school-day clubs, and can even create their own club by completing a proposal and finding a faculty mentor. MS club offerings currently include:

- WE Club - These students make a commitment to a yearlong service learning project, working independently, with a partner, or in small groups to enact change. Every year, two-thirds of our MS students typically participate.
- Ashoka Leadership Team - This student group meets regularly to direct changemaking initiatives that are schoolwide and action-oriented. TBS is one of 90 schools across the country recognized by the *Ashoka Foundation* for prioritizing empathy and changemaking as student outcomes.
- Math Club

In addition to assisting our hot lunch program with lunch service daily, 7th and 8th grade students have the opportunity to contribute to the school community in the following ways:

- Admissions ambassador
- Technology help desk
- Assembly planning
- Advancement events

- Extended Day leader
- Assembly Crew

Affinity Groups in 6th-8th

The National Association of Independent Schools defines affinity as “a bringing together of people who have something important in common, e.g., race, gender, class, ethnicity, abilities, and other special interests. Any significant historical movement or everyday social interaction could probably be traced to the actions of people who share a common experience and passion.”

While it is our intention to have student affinity groups emerge from their interest, our initial launch will begin with the groups listed below, and we will make room for emergent interests and needs as we grow.

- People of Color Affinity Group (6th-8th) - for students who identify within this group and have a shared interest in connecting with one another.
- White Anti-Racist Affinity Group (7th-8th) - for students who identify with this group and have a shared interest in working to understand white privilege and to ally with people of color. This is available to 7th-8th grade students.
- White Affinity Group (6th) - a group that focuses on loss of ethnic heritage and understanding what being white means.
- Gender and Sexuality Alliance (6th-8th) - an advocacy club made up of MS students dedicated to fostering a safe community for everyone, in celebration of all gender identities and sexualities.

Athletics in 6th-8th

The co-ed athletics program is an afterschool option (covered in the cost of tuition) available to any MS student who would like to participate. Through sportspersonship, learned skills, team-building, and having fun, students have the opportunity to develop and pursue lifelong activities. Fall team sports include flag football and bi-annual cross country meets; students play basketball in the winter and volleyball in the spring. Practices and games are on Tuesdays and Thursdays after school.