

Curriculum Map

For more than 60 years, Sequoyah School has been dedicated to providing an education that challenges the mind, nurtures the heart, and celebrates human dignity. Sequoyah's curriculum emphasizes deep understanding of concepts and mastery of important skills. This is accomplished through an integrated curriculum in which students investigate essential questions. Units of study culminate in exhibitions and performances that demonstrate student learning. In addition, students design and implement service projects that apply learning and benefit the community.

The Curriculum Map outlines the introduction of concepts and skills over time and across subjects. Many skills and concepts overlap from classroom to classroom. The Map is designed to support both teachers and parents in attending to the individual needs of students.

Glossary

CURRICULUM UPDATE

A bi-monthly letter from classroom teachers and specialists describing learning objectives and activities

EMERGENT CURRICULUM

Topics of study that arise spontaneously from current events and/or student curiosity; teachers help give shape to these projects

ESSENTIAL QUESTIONS

Open-ended questions designed to facilitate higherorder thinking through inquiry and discussion, with emphasis on preparing each student to support their ideas by drawing upon learning from texts and experiences

HABITS OF MIND

A framework of dispositions that guides teaching and learning

INTEGRATED CURRICULUM An interdisciplinary exploration of academic content

PLACE-BASED LEARNING

Curriculum inspired and guided by learning that happens in a particular place or environment

PROJECT-BASED LEARNING

A process of learning about and solving real-world problems through an interdisciplinary approach

PROBLEM-BASED LEARNING

Centering curriculum projects on local or societal challenges so students can learn about issues and collaboratively design thoughtful solutions

SUBJECT AREAS

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The Language Arts program utilizes a workshop approach to help students to develop a love for reading and writing, the skills to construct meaning from text, and the confidence for public speaking and self-expression. Students celebrate the work of great authors, while working to become published authors in various forums, including Sequoyah's schoolwide literary journal, Talon Tales.



READING

Who are my favorite authors?

WRITING

How can I use words to express myself? How can I write a strong paragraph, story, poem, lyric, or essay?

ORAL COMMUNICATION How does it feel to share my ideas? How can I be an effective speaker and an active listener?

The Math curriculum seeks to inspire students to recognize the beauty and relevance of mathematics, while preparing students to master the necessary skills while becoming patient and creative problem solvers. The program emphasizes five essential aspects of mathematical thinking: numbers and numeration; operations and computing; data and chance; measurement and geometry; and patterns, functions and Algebra. In the younger classes (K-2), instruction emphasizes conceptual understanding and application through the use of real materials. In the older classes (3-8), students build upon their conceptual understanding while developing fluency through a variety of computational strategies, problem solving, and application

The Science program helps students cultivate their innate proclivity to experiment and observe, while supporting the development of analytical skills through inquiry. Students use their curiosity to explore both the physical and life sciences.

NUMBERS & NUMERATION

What are numbers? Where can I find patterns? What are different ways to count?

OPERATIONS & COMPUTATION What different ways I can solve, model and explain the problem? Which ways are most efficient for me?

DATA & CHANCE

How can I collect and analyze data to solve problems? How can I visualize data?

MEASUREMENT & GEOMETRY

How can measurement help me? What is the most effective way to measure? How can I represent quantities visually and shapes numerically? In what ways can I recognize and apply math concepts in the world around me?

PATTERNS, FUNCTIONS & ALGEBRA

How do I solve for an unknown? How do we utilize equations to solve problems? How can I persevere to make sense of and solve problems?

How do I develop research questions?

- How and why do I practice different forms of data collection?
- How can I use data to help me recognize patterns and draw conclusions?
- How do I design experiments?
- How do I select and use scientific tools?
- When and why do I incorporate controls and variables?



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The Social Studies program begins with a focus on individual identity and then expands outward to local communities, Los Angeles, California, the nation, the world, and yes, the cosmos. Teachers build upon emergent opportunities to encourage the collaborative study of individuals and groups within society.

Asking questions and knowing how to

investigate those questions are essential

habits of lifelong learners. Research and

technology skills are integrated into the

curriculum.



What is the relationship between people and their environments?

How do we balance the needs of our community with those of the environment?

we see the world?

How should public policy balance individual freedom with group needs?

How do I use the library to learn?

- How do I use and cite sources?

How can I determine authorship, credibility, and bias; and how do they inform my work?

ESSENTIAL QUESTIONS

What do I enjoy about reading? What makes a good story, poem, or argument? How can I analyze and use words effectively? How can I read for main ideas and details?

BAMBOO FOREST / POND

EADING Develop phonological awareness (syllables, rhyming words, sight words), letter-to-sound and sound-to- letter recognition, and comprehension of narrative; recognize pasic elements of plot, characterization, setting, and conflict

VRITING Independently communicate ideas through dictation, pictures, labeling, and writing; develop

stories with plots (beginning, middle,

end); focus on uppercase and lowercase

understanding of phonics RAL COMMUNICATION Describe observations, thoughts, and feelings; respond to other students' ideas; practice asking questions; retell; learn to ideas; practice asking questions; retell; act out stories; practice active listening learn to act out stories; recite short

NUMBERS & NUMERATION

Count by Is to 100; skip-count by 2s,

5s, and 10s to 100; practice estimating

collections of more than 20; exchange

Is for IOs, IOs for IOOs; model equal

halves, thirds and fourths; compare

Model and represent sums and

differences with 10, use different

strategies (100 square, manipulatives

numbers using >, =, < up to 20

DATA & CHANCE Collect and

MEASUREMENT & GEOMETRY

measurement and comparison of: length,

width, height; time to nearest half-hour,

days of week, coin values, temperature:

tallying, and graphing during social studies

collections; use multiple types of math

addition, and subtraction; help count in

CONCEPTS How are things similar

and different? Experimentation and

SKILLS Use multiple senses to

tools such as magnifying lenses; practice

mixing combinations of liquids and solids;

learn to categorize into groups

PLACE-BASED LEARNING

hrough their desert study at Anza-

Borrego, students use multiple senses

to observe plants and animals and study

campus, study seeds and how they grow,

examine types of soil, and learn efficient

the night sky. In Gardens for Learning,

students explore plants and trees on

watering methods.

ing observation; focus on details; use changes

observation of characteristics

organize data into bar graphs and

Explore non-standard methods for

identify and describe shapes; find

APPLICATION Use counting,

and science units, and with personal

materials to demonstrate counting,

the classroom, e.g. inventory of

number lines, mental math) to add and

subtract single-digit numbers; compare

continue patterns

draw conclusions

symmetry

class materials

and order sets and numbers up to 100;

OPERATIONS & COMPUTATION

decoding skills, beginning fluency, and accuracy; continue comprehension practice by recognizing and analyzing basic elements of plot, characterization, setting, and conflict

(6-7) BACKYARD (7-8) NEST

WRITING Begin to write stories independently; tell a story with a sequence of events; focus on new word and how they are used; describe details; make a statement and follow it with related ideas; use phonetic spelling; letters; use invented spelling to develop write using a word book to facilitate word choice

> **ORAL COMMUNICATION** Describe observations, thoughts, and feelings; respond to other students' passages with expression; practice active listening

NUMBERS & NUMERATION

Count by 1s, 2s, 5s, 10s, and 100s;

use mental addition and subtraction:

fractions; create numeric expressions

to give equivalent names for numbers;

compare and order whole numbers up

and backward; recognize odd and

even numbers; add and subtract 2-digit

numbers; learn basic multiplication and

DATA & CHANCE Collect and

MEASUREMENT & GEOMETRY

monetary values in dollars and cents:

recognize patterns and attributes

APPLICATION Use counting,

tallying and graphing during social studies

the inventory of kitchenware and other

resources on campus; use Cuisenaire

Rods, balances, base-10 blocks, Unifix

Hot Lunch or class farmer's markets.

happened? Cause and effect; classification

of plants, animals, and minerals; plant

and insect anatomy; garden habitats;

SKILLS Investigate and examine

changes in the state of matter and

record and analyze data

organisms; continue to create scientific

drawings using the senses and tools (e.g.,

PLACE-BASED LEARNING

Through their desert study at Anza-

Borrego, students use multiple senses

observe; practice using scientific drawing astronomy; sound; physical and chemical

and science units, and to help check

read time; describe and compare shapes;

organize data to create graphs; use

graphs to answer questions

subtraction problems

division: make estimates for addition and

o 1.000

READING Develop encoding and **READING** Continue to build encoding and decoding skills, develop fluency and accuracy through independent and class reading; continue recognizing and analyzing basic elements of plot, characterization, setting, and conflict; recognize correct sentence structure and sight words; learn vocabulary according to individual level

> G Learn the basic steps o the writing process through personal narrative, informational essays, and fictional writing; collect ideas for possible stories, develop ideas for narrative focusing on descriptive details, construct and edit paragraphs through development of main ideas, supporting details, and elements of plot, characterization, setting, and conflict; use phonetic spelling; basic punctuation

ORAL COMMUNICATION Describe observations, thoughts, and feelings; respond to other students' ideas; practice asking questions; retell; recite short passages with expression; practice active listening; participate in reader's theatre

NUMBERS & NUMERATION understand place values to 100 and basic number; use mental math; understand place values to 10,000, Roman numeral and basic fractions

OPERATIONS & COMPUTATION Know math facts for basic addition. **OPERATIONS & COMPUTATION** subtraction, and multiplication; compare Use the 100 chart to skip-count forward and order numbers to 1.000; add and subtract 3-digit numbers; solve multiplication and division problems

> DATA & CHANCE Collect and organize data to create graphs; use graphs to answer questions; describe events using basic probability terms

MEASUREMENT & GEOMETRY Measure length and width using standard units: read and write monetary values Measure length and width using standard in dollars and cents; read time to the and nonstandard units; read and write minute; describe and compare shape recognize patterns and attributes: count unit squares to find the areas of rectangles; use geometric terms to describe lines and shapes

APPLICATION Practice using different strategies to solve a Problem of the Week and continue using multiple types of math materials to demonstrate understanding of counting, addition, cubes, and other materials to demonstrate subtraction, multiplication, division, math concepts: exchange bills and coins at and fractions: write and present math problems based on social studies or science project work.

CONCEPTS What type of changes CONCEPTS What do living things marine biology; buoyancy; electricity; sunlight and shadows; seasons and cycles; magnetism

SKILLS Continue to practice observational skills; learn to create charts and graphs, as well as design experiments; make plans for developing magnifying lenses, rulers, thermometers, **PLACE-BASED LEARNING** compasses, magnets, sundials, balances); Land and ocean habitats are a central focus. Students take trips to local destinations to study the ocean and

other water-based ecosystems. They also study, design, create, and maintain habitats on campus. On their trip to Anza-Borrego, students take on leadership roles and help younger

READING Develop greater independence with book selection, practice fluency, accuracy, intonation, and

(8-9) TREEHOUSE

expression; identify main ideas and supporting details; summarize plot, characterization, setting, and conflict; determine themes and genres; develop independence through the selection of level-appropriate, high-interest texts **RITING** Become more independent in the writing

process through personal narrative, informational essays and fictional writing; continue development of descriptive moments in stories, while collecting ideas for future stories, create multi-paragraph compositions with a topic sentence, supporting details, and opening and closing statements; create fictional pieces that include characters with developed traits and motives, setting, conflict, and a developed plot

RAL COMMUNICATION Learn the basic practices of text through Literature Circles and Author's Chair, create f Literature Circles and Author's Chair, create presentations that focus on clarity and projection, while staying on topic and making eye contact; respond appropriately to others; ask clarifying and analytical questions

NUMBERS & NUMERATION Count forward and Count by Is, 2s, 3s, 4s, 5s, 10s, 25s and backward by Is, 2s, 3s, 4s, 5s, 10s, 25s, and 100s to 10,000; count backward by Is from any number; 100s to 1,000,000; find multiples of 2, 5, use mental math; understand place values to 1,000,000, basic mental math; identify prime numbers; find factors of numbers; and 10; count backward by 1s from any fractions, and decimals to hundredths; find multiples of whole numbers less than 10: find whole number factors

> **OPERATIONS & COMPUTATION** Compare and order numbers to 1,000,000; add and subtract 4-digit numbers; use basic multiplication and division; know multiplication and division facts up to 10s; demonstrate multiple strategies for computing problems

DATA & CHANCE Collect and organize data to create graphs; use graphs to answer questions; describe events using basic probability terms; find the range, median, and mode and as a fraction, decimal, or percent make inferences

MEASUREMENT & GEOMETRY Measure length and width using standard units; read and write monetary values in dollars and cents; read time to the minute; describe and compare shapes; recognize patterns and attributes; count unit squares to find the areas of rectangles; use geometric terms to describe lines and shapes: measure the perimeter and area of shapes; plot coordinates on a grid

PATTERNS, FUNCTIONS & ALGEBRA

Extend, describe, and create numeric patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions that involve the four basic arithmetic operations and use those rules to solve problems

APPLICATION Students collect and represent data rom science experiments. They continue demonstrating understanding of addition, subtraction, multiplication, division, fractions, decimals, and percents, using multiple materials and written algorithms. They find the perimeter and area of spaces around the campus

CONCEPTS How do water use and food production need to survive? Habitats and adaptation; affect the people and land of California? Watershed systems; ecosystems; weather systems; mammals; hydrological cycle; chemistry of water molecule; garden ecology; plant anatomy and physiology; human anatomy and nutrition; scientific process

> **SKILLS** Form questions for experiments: design and conduct experiments; use tools to collect and analyze data; draw conclusions and make recommendations

PLACE-BASED LEARNING Students use conclusions from scientific work relating to water and food issues on campus and make recommendations to the school community. Often students have implemented some of these recommendations as service projects.

How can we understand people who are different from us?

How can cultures from various times and places inform the way

How does understanding history help us make decisions today?

How do I find books and other resources?

eamwork

PLACE-BASED LEARNING Students explore the social and emotional landscape of home and school through the arts, storytelling, and Students visit galleries, parks, hematic activities; examples include geo- organizations, and exhibits in the ethnic storytelling from home and class istallations about feelings.

book selection; story genres

SKILLS Locate appropriate fiction

and nonfiction sources in the library:

learn to listen attentively; illustrate

and communicate original ideas and

drawings, photos and video, audio);

use of technology

demonstrate the safe and cooperative

stories using digital tools (digital stories,

students observe changes in plants and trees on campus; study pollinators and their relationships to plants, insects, and animals; practice vermicomposting; and learn efficient watering methods.

observe change

PLACE-BASED LEARNING

CONCEPTS Library organization; CONCEPTS Library organization; CONCEPTS Research; main ideas

(digital stories, drawings, photos and

and wildlife; mammals and survival; ocean habitats of the Southern California civil rights coast; cultural diversity; folk tales; Greek myths; current events

write about the research in an organized manner; read and discuss current events make cultural comparisons

PLACE-BASED LEARNING cultures of Los Angeles on field trips to Chinatown and Olvera Street. Students also collaborate to make a short film based on their adaptation to folktales, myths and stories of past cultures.

SKILLS Practice asking questions and narrowing keywords; identify and use illustrate and communicate original paraphrasing; demonstrate the ability safe and cooperative use of technology website portfolio

CONCEPTS Comparative study of CONCEPTS Community; change; CONCEPTS Urban environments CONCEPTS History of California's water use and food production; land use; California geography; immigration;

> SKILLS Organize, prioritize, and ask questions; study cause and effect; create timelines; read and create maps; practice identifying current and historical perspectives and stakeholders; use concept webs; take notes for main ideas and details; summarize information; analyze different types of to interpret and present findings visually; categorize information; learn note taking, media; synthesize information in creative projects

> > PLACE-BASED LEARNING Students visit the Los Angeles Aqueduct, reservoirs, St. Francis Dam disaster site, Arroyo Seco, Eaton Canyon Natural Area, water treatment facilities, and local farms. Students make decisions about how to improve resource use at Sequoyah and make presentations use, including waste management site visits, and a project to the school and surrounding community.

CONCEPTS Book structure; multiple perspectives; interpretation; investigation; directed research; online electronic sources

parts of a nonfiction book (e.g., table of **SKILLS** Use an encyclopedia, a dictionary, and a table of webs to find connected ideas and topics; contents, glossary, index); note taking; contents; create questions and determine keywords to find specific information; create concept webs to find connected to navigate in virtual environments such ideas and topics; identify, research, and collect data using as e-books, simulation software, and digital resources; demonstrate the ability to navigate in virtual video, audio); demonstrate the safe and websites; find and evaluate information environments such as e-books, simulation software, and using digital resources; demonstrate the websites; create original animations or videos; create a

SKILLS Collaborate with differentuse new vocabulary in writing; use tables, classroom and the community; conduct **SKILLS** Write questions and gather graphs, and charts to visually represent surveys and interviews to learn about the information from library resources data and recognize patterns and trends community; make concept webs; learn and field trips; create concept webs to

to observe plants and animals and study the night sky. In Gardens for Learning, students

available sources

SKILLS Create questions to find specific information: create concept ideas and stories using digital tools cooperative use of technology

neighborhood. Visits may be to a nearby Students focus on how animal habitats convalescent home where students share intersect with human habitats in the stories and artwork, or to Arlington Pasadena area, the bordering mountains, Garden to join in planting and harvesting. and outlying farms. Students explore the

mportance and awareness of feelings; differences

self and family, including family traditions; celebration of cultural similarities and **SKILLS** Participate in group discussion; age students; learn to use maps in the

(9-10) EGRET'S PERCH

READING Continue to develop a love of literature through **READING** Study elements of fiction, such as plot, independent reading; read with appropriate fluency, accuracy, intonation, and expression; comprehend main ideas, com

words, and root words, while drawing inferences and making connections; summarize and criticize fiction for plot, characterization, setting, conflict, themes, and genres; share book critiques and recommendations

WRITING Take greater ownership in writing essays with clear opening and closing statements, topic sentences, and supporting ideas and details; continue writing stories with plot, character, conflict and setting development; learn the basics of biography writing; write and edit with attention to content, organization, style, and mechanics

ORAL COMMUNICATION Share comprehension oral presentations with organized ideas and present with clear enunciation, poise, and eye contact; participate in discussions; respond to others; ask clarifying and analytical questions

NUMBERS & NUMERATION Understand place

values, decimals up to hundredths and some thousandths; use represent equivalent names for decimals and fractions

OPERATIONS & COMPUTATION Compare and order positive and negative numbers; add and subtract addition, subtraction, and multiplication facts up to 12s

DATA & CHANCE Collect and organize data to create graphs; use graphs to answer questions; describe events using **DATA & CHANCE** Collect and organize data or use basic probability terms; find the range, median, mean, and mode and make inferences; express the probability of an event

MEASUREMENT & GEOMETRY Estimate length with and without tools; measure to the nearest 1/8 inch and millimeter; draw angles with given measures; describe and use strategies to find perimeter and area of shapes; choose and use appropriate formulas to calculate the areas and volume of

shapes; define pi as the ratio of a circle's circumference to its diameter: use ordered pairs of numbers to name, locate, and plot points on a coordinate grid; identify, describe, compare, name, and draw different angles **PATTERNS, FUNCTIONS & ALGEBRA**

Determine whether number sentences are true or false; solve open number sentences and explain the solutions; use a letter variable to write an open sentence to model a number story; use a pan-balance model to solve linear equations with one unknown

APPLICATION Students research and plan a vacation using a fixed budget; and also collect Jogathon data for use in calculating runners' times and distances. They continue weekly exploration of math skills using word problems and playing number sense games such as Cribbage, in which they challenge their skills for quick computing and calculating probability.

CONCEPTS How does land use impact the ecosystem? Why are estuaries important and how do we protect them? Wetland, island and rainforest habitats; adaptation and ecosystems; engineering; archaeology; scientific method; resource use; waste production data

SKILLS Deepen practice of observation and use of written construct written descriptions; use experimental methods. experimental methods, carefully gather and analyze data, draw and maps conclusions and ask further questions); use scientific tools, such as a triple-beam balance; practice representing data in tables, graphs, and maps

PLACE-BASED LEARNING Field studies focus on the insect and plant population surveys. California coast wetlands, ocean, and unique island habitats. An annual camping trip to Joshua Tree National Park allows students to compare the Sonoran Desert flora and fauna they observed in the younger classes with that of the Mojave Desert. Students also visit the Huntington Botanical Gardens to study rainforest habitats.

OVER THERE / OUT BACK

characterization (traits and motives), theme, setting and mood, genre, and conflict, in multiple forms, including visual texts; analyze literary devices in prose and poetry, such as imagery metaphor, simile, symbolism, hyperbole, and personification; study the characteristics of mythology; distinguish between first-, second-, and third-person narratives; practice strategic reading of prose by identifying text organization, main ideas and details; improve vocabulary and spelling through focus on root words, prefixes, suffixes, synonyms, antonyms, common nonyms, and homophone

WRITING Explore style and voice in writing; master paragraph structure using relevant topic sentences, supported by details, examples, and a concluding sentence; practice multip forms of written expression, including expository and persuasive essays that demonstrate awareness of audience and purpose; pose concise, relevant questions about a topic and gather clear, use figurative speech; become practiced and independent accurate perspectives on the subject; create narratives that demonstrate understanding of the elements of fiction; develop style, word choice, spelling, and mechanics; study poetry, independence in the writing process; edit for content, organization, style, word choice, spelling, and mechanics

ORAL COMMUNICATION Share textual analysis in Literature Circles and seminars; create presentations (short stories, Poetry Jam, and book reviews) with an awareness of audience, volume, rate, emphasis, articulation, organization, word choice, body position, and eye contact; respond to others; ask clarifying and analytical questions

NUMBERS & NUMERATION Know place value, roots, exponents, factors; represent equivalent names for decimals, fractions, and percents; use GCFs, LCMs, and divisibility rules to manipulate fractions

OPERATIONS & COMPUTATION Use mental arithmetic, paper-and-pencil algorithms, and calculators to solve 4-digit numbers; multiply and divide by 2-digit numbers; know problems involving the addition, subtraction, multiplication and division of whole numbers, decimals, and signed numbers; describe the strategies used and explain how they work

> given data to create bar, line, and circle graphs with reasonable titles, labels, keys, and intervals; use the minimum, range, median, mode, and mean and graphs to ask and answer guestions, draw conclusions, and make predictions; compare and contrast the median and mean of a data set

MEASUREMENT & GEOMETRY Choose and use appropriate formulas to calculate the circumference o circles and to solve area, perimeter, and volume problem continue coordinate graphing; describe, classify, and draw angles; determine angle measures by applying properties of orientations of angles

PATTERNS, FUNCTIONS & ALGEBRA

Represent patterns and rules using algebraic notation represent functions using words, algebraic notation, tables, and graphs; translate from one representation to another and use representations to solve problems involving functions

APPLICATION Students create budgets for field studie build and map scale models: collect data and create charts for physical education and other activities; solve word problem relating to content; use spreadsheets to organize, analyze, and manipulate data; use Logo computer program to apply geometry concepts and use of variables; and use calculators to manipulate large data sets.

CONCEPTS What impact have and are humans having on the climate? What is an ecosystem? Climate change; human impact on watersheds; the credibility of scientists and experiments; scientific method

SKILLS Continue to practice detailed observation and descriptions; practice with the scientific method (ask questions design experiments; present results; use chemical tests and that can be answered by experimentation, use controls in indicators in experiments; represent data in tables, graphs,

> PLACE-BASED LEARNING Students explore the Arroyo Seco watershed and make detailed observations through water testing, monitoring water levels, and conducting

(12-13) JUNIOR HIGH

READING Maintain an emphasis on the joy of indepen dent reading, incorporating historically and culturally significa works of literature, plays, poetry, newspapers, periodicals, and online sources; practice analyzing the elements of fictic such as plot (subplot and parallel episodes), characterization (traits and motives), theme, setting and mood, genre and conflict, in multiple forms, including visual texts; share and develop comprehension through seminar discussions analyze and use literary devices in prose and poetry, such a metaphor, simile, symbolism, dialect, and irony; focus on root words and study of thematic vocabulary

WRITING Practice with expository and persuasive essays that demonstrate an awareness of audience and purpose, with supporting ideas that use relevant evidence details, and statistics from research; create narratives that demonstrate an understanding of the elements of fiction; with the writing process; edit for content, organization, journalism, and script writing

ORAL COMMUNICATION Focus on understandin the characteristics of oral communication, delivering focuse coherent presentations during seminars, discussions, debates, and mock trials that convey ideas relating to the background and interests of the audience; become aware c voice modulation, inflection, tempo, enunciation, and eye contact; practice asking probing questions to deepen one's understanding, as well as elicit evidence from the speaker

PRE-ALGEBRA This course provides students with a solid foundation for algebra and geometry. Students work to develop independence with: variables; expressions, equations and functions; rational numbers; linear equations; proportional reasoning; graphing relations and functions; and linear

ALGEBRA Students continue to practice concepts and skills in algebra. They begin to explore and develop independence with polynomials and guadratic functions.

GEOMETRY Students review the concepts presented in algebra and are introduced to exponential functions, radical expressions, and basic trigonometric functions.

Students learn the following geometry concepts: points; lines; planes; angles; deductive reasoning, including proving theorems; parallel lines and planes; congruent triangles; quadrilaterals; and inequalities in geometry.

PROBLEM SOLVING Each section of Junior High Math uses problem solving to challenge students to apply their learning of each concept to real-world situations. Additionally students take a weekly problem-solving class to provide other opportunities to use mathematics.

CONCEPTS What are the characteristics of living things? Can I predict the motion of objects? Human and comparative anatomy and physiology; physics (mechanics) prediction of movements and reactions; chemistry (periodi table; states of matter; reactions); geology; identification of astronomical features in the field; analysis of scientific methods; robotics

SKILLS Use model building and experimentation to collect, observe, measure, and analyze data; construct simple machines and analyze the role of friction in the movement of objects; create endothermic and exothermic reactions; investigate changes in structure as ionic and covalent bonds

PLACE-BASED LEARNING Students explore questions about geology and archeology during their spring camping trip. They design and perform experiments relating to nutrition and wellness on campus using the student population as a study group for their experiments.

CONCEPTS Comparison of societies in California's history; human geography; cities; civil rights and justice; African-American history

SKILLS Ask questions from the perspective of an historian; study cause and effect; create timelines; use maps; practice making societal comparisons using Venn diagrams; take notes for main ideas and details, write summaries, and synthesize ideas; explore biography writing

PLACE-BASED LEARNING Students explore

communities that developed along the California coast and nearby islands. On trips to the Channel Islands and the Santa Barbara area, students explore how land was used by the Chumash people. Students return to examine local land developing new urban plans.

CONCEPTS Public policy and community engagement; land, power and authority; cultural values and belief systems; election processes; equity vs. equality; social change

SKILLS Develop research questions; identify authorship, bias, and credibility; create concept webs; take notes for main ideas and details and write summaries; make timelines and maps; analyze tables and charts and use data; understand cause and effect; participate in the creation of simulations to understand historical or contemporary issues; listen to texts and make connections to ideas about the history of our society; examine societies through multiple lenses (e.g., government, religion, ethics, the arts)

PLACE-BASED LEARNING Students visit local stakeholders working on policy, such as City Hall personnel, Occupy LA participants, Tea Party representatives. Students also meet with professionals in the community to discuss other current local, national, or global issues relating to their topic of study, and work to develop their own solutions.

CONCEPTS Authority, credibility, and bias; Internet etiquette and safety

SKILLS Continue to develop independence with print and digital research processes, including the development of strong SKILLS Continue to develop independence with print questions and usage of keywords; learn to use formal citations and digital research processes, including the development and bibliographies; design a portfolio website; use a variety of of strong questions and usage of keywords; learn to use technologies to produce a digital presentation or product in a formal citations and bibliographies; design a portfolio curriculum area; create original animations or videos

CONCEPTS American identity and experience; succes or failure of societies; authorship and bias of historical texts; political, economic, sociological and cultural concepts through place and time; the influence of geography and ecology

NOTE: The Jr. High history curriculum alternates each year between U.S. History and World History.

SKILLS Develop research questions based on cultural, economic, political, social and ecological aspects of history; find and use primary resources in the library and via online searches; identify authorship, bias, and credibility of texts and online sources; learn note-taking and summarizing skills make timelines and maps; understand cause and effect; analyze tables and charts and use data; analyze different types of media; understand local and global issues; develop and implement a social-change action plan

PLACE-BASED LEARNING Students connect global, national, and local issues through visiting project sites as well as engaging with speakers from local organizations. Students research, formulate recommendations, and take action on social-change projects. Students participate in debates and mock trials at the 9th Circuit Court of Appeals.

CONCEPTS Independent print-based and online research: types of sites and bias: Internet etiquette and

website; describe and model a content-related concept or process using digital tools; integrate a variety of file types

original animations or videos

to create and illustrate a document or presentation; create

CONCEPTS Classification of ideas and sources **SKILLS** Understand and use the Dewey Decimal classification system, the Sequoyah Library catalog, and

online electronic research databases; develop note-taking strategies for research; learn to support research; understand copyright and fair-use rules; practice using nonfiction and reference books; develop keywords for print or digital reference searches ; identify, research, and collect data using digital resources; demonstrate the ability to navigate in virtual environments such as e-books, simulation software, and websites; create original animations or videos; create a website portfolio

Habits of Mind

PERSPECTIVE

To seek, honor, and reflect on multiple viewpoints, in order to broaden understanding and solve problems

INQUIRY

To become curious, motivated, self-reflective learners who generate questions to deepen understanding

COMMUNICATION

To engage in constructive dialogue, value literature and language, and express oneself effectively through a variety of modalities

COLLABORATION

To know when and how to lead, follow, and work together as an active listener and meaningful contributor

CREATIVITY

To approach challenges with an open mind and a willingness to take imaginative risks while generating ideas and refining solutions

APPLICATION

To integrate and apply acquired knowledge in and out of the classroom

STEWARDSHIP

To take care of people, take care of things, take care of the environment, and seek to make the community a better place for all

OWNERSHIP

To do one's best work

Assessment

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?

Reflection is a fundamental aspect of learning, and Sequoyah emphasizes assessments in which students take an active role. Through assessment students gain the insight to understand themselves as learners. The components of assessment at Sequoyah include: exhibitions; portfolios; student-led, parent-teacher conferences; and narrative reports.

Exhibitions

Students share learning of concepts and skills from units of study through a variety of creative presentations.

Portfolios

Students reflect on personal goals and collect work samples related to central academic concepts and skills.

Student-Parent-Teacher Conferences

Supported by parents and teachers, each student takes a central role in reflecting on their learning.

Reports

Teachers provide thorough feedback about each student's social-emotional growth and academic learning in all subject areas.

This map is a schematic overview of curriculum from entry level through junior high. It is not intended to represent all content knowledge that may be covered during a school year, nor the full depth and responsiveness of teaching and learning that occurs in our classrooms each day.

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SEQUOYAH SCHOOL

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SUBJECT AREAS

The Spanish program helps students develop an appreciation for the Spanish language through speaking and listening, reading and writing, grammar, and creative application. Students build a personal connection to Spanish while exploring the geography of Spanish-speaking countries and the diversity of their cultures. Local traditions are incorporated, such a Cesar Chavez Day and Día de los Muertos celebrations.

The Music program is grounded in Carl Orff's approach to music education. Orff believed children best learn music by fully experiencing it through singing and body movement, as well as instrumental expression. Students are given opportunities to perform individually and as members of an ensemble. Students share their work at exhibitions, all-school meetings, and the annual Musicale.

How can music provide a mode of expression for my ideas and feelings?

around me?

How does taking on different roles in an ensemble deepen my understanding of the elements and patterns of music?

How does the written language of music help me understand musical concepts?

The Visual Arts program encourages student artists to innovate, explore, and take risks. It provides opportunities for self-expression through various materials and concepts and leads students to discover their own creative methods. Students use the elements and principles of art and design as building blocks.

The Theatre program inspires confidence and

creativity and empowers students as performers,

critics, and collaborators. Students progressively

deepen their understanding of ensemble – the

group. Theatre experiences are often integrated

Expanding the traditional classroom to encompass

the surrounding community and natural world, the

Field Studies program brings curriculum to life. While

practicing stewardship and self-reliance, students use

ollect information relating to their topics of study.

experiences in the field to develop questions and

experience of participating as a member of a

into other subject areas.

What is art?

What are the principles of art?

study, and create art?

What are the qualities of a strong performance ensemble?

perspectives?

national, and global issues?

my inquiry?

How can I develop my understanding of the communities and environments I visit?

during trips?

DO The Gardens for Learning program explores science content through investigations and experimentation on the Sequoyah campus.

In what ways do sports and physical activities provide opportunities for collaboration and communication?

How can I embrace fitness for life?

The Physical Education curriculum provides fun opportunities to cultivate personal habits for fitness and well-being. Students learn when and how to lead, work as a group, and support others' ideas.

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ESSENTIAL QUESTIONS

How does learning another language help me understand culture, community, and myself?

How can music deepen my understanding of the world

How does art impact how I see the world?

What are the elements of art?

How do the elements and principles of art help me to see,

How does a performance ensemble provide opportunities to practice communication and collaboration?

How does performing help me understand multiple

How can theatre be used to explore and address local,

How does exploration in the field help me deepen

How can I be a good steward of the places I visit?

How can I take responsibility for the well-being of our group

How do the gardens provide opportunities for stewardship?

What is needed to keep the garden ecosystem balanced?

How can the scientific method and the cycle of inquiry support my work in the garden?

BAMBOO FOREST / POND

VOCABULARY Alphabet; the

calendar; greetings; numbers (1-20);

speak out loud to count items and say

and animal; and name the current month

CONCEPTS Listening; rhythm;

SKILLS Acquire basic music skills

games; recognize rhythms in names,

nursery rhymes and everyday speech

exploration; demonstrate rhythms

using body percussion and pentatonic

scale on xylophones; learn about use

and care of the voice; memorize words

and melodies; begin to improvise; learn

classic Sequoyah songs for school events

and Anza-Borrego; study folk, world,

and classical music; share live-music

ELEMENTS Engagement with

zigzag lines; direction; shape; color/hue

SKILLS Know how to successfully

EXPRESSION Students delight

in discovering how music, color, and

visual art. They learn from guiding the

theatre; character; environment

SKILLS Learn to create a performance

learn movement (dance, isolation of

dramatic structure (plot, character,

listening to and following directions

CONCEPTS Exploration and

SKILLS Ask questions; learn to

(packing a daypack, keeping track

and campgrounds

service in these locales.

garden care

of gear); practice stewardship of the

campus, the surrounding community,

PLACE-BASED LEARNING

make decisions about how to provide

CONCEPTS Origins of seeds and

SKILLS Sort and identify seeds; learn

about plant seeds; observe and identify

plants; care for gardens by properly

watering plants and pulling weeds

CONCEPTS Having fun with

learn basic basketball skills (dribbling,

shooting); practice for Jogathon

bounce and chest passes, introductory

soccer and basketball

exercise; coordination; conditioning;

plants; growth cycles; physiology of

flowers; different types of plants;

Students begin their field studies

observe and compare; identify and

observation: desert habitats: teamwork

setting); learn vocal projection; practice

various art exercises

experience.

listening experiences

singing, creative dance, and instrumental

through listening activities and rhythmic

movement; singing

color names: state their favorite color

seasons; animals

and season.

subject pronouns "yo/tu"

(6-7) BACKYARD (7-8) NEST

VOCABULARY Food; colors; shapes; parts of the body; animals; colors; classroom objects; family words; numbers (20-40); asking words

APPLICATION Students sing, learn **APPLICATION** Students recite

out stories. They use scripted skits with favorite foods; identify shapes as they a partner to introduce each other. They appear in food and their world; act in Spanish-speaking skits.

> **CONCEPTS** Listening; rhythm; coordination; patterns in music; singing; instrumental performance

SKILLS Further develop basic music skills through listening activities and rhythmic games; recognize rhythms in names, nursery rhymes and everyday speech; singing, creative dance, and instrumental exploration; demonstrate rhythms using body percussion and pentatonic scale on xylophones recognize rhythms and melodies in daily environments: learn about use and care melodies in daily environments: learn learn to improvise with the pentatonic and melodies; practice improvising scale; learn classic Sequoyah songs for school events and Anza-Borrego; learn songs in other languages; study folk, world, and classical music; share livemusic listening experiences

ELEMENTS Further engagement ELEMENTS Direction, texture, and PRINCIPLES Repetition; contrast; variation horizontal, vertical, diagonal, curved, and with line, direction, size, color/hue

SKILLS Use color theory, primary, SKILLS Learn to define the outside secondary colors, tints, and shades; to use direction, line, shape, and color in use scissors; demonstrate understanding of direction in art; identify and create are applied to create gradation; identify positive and negative space

EXPRESSION Students are creative movement come alive through immersed in highlighting and celebrating **EXPRESSION** Students are different modes of learning (auditory, materials and from allowing the materials kinesthetic, and visual). Students further to guide them. Students are introduced explore the inherent relationship to the inherent relationship between art between art and nature during their and nature during their Anza-Borrego Anza-Borrego experience.

CONCEPTS Ensemble; language of **CONCEPTS** Audience; staging; Living Diorama™

> **SKILLS** Learn to create a performance **SKILLS** Further develop previously learn movement (dance, isolation of setting): enunciate and practice vocal projection; memorize lines; perform mask and puppet making; prepare performances; use theatre to perform and perform short plays; attend local ideas from other subjects performances

CONCEPTS Community; change; desert habitats

SKILLS Explore, observe, and ask questions; learn basic camping skills compare Sequoyah campus plants with ____ (packing a daypack, keeping track of desert plants; learn basic camping skills gear, cooking, cleaning up, tent setup); make and use maps: study astronomy and constellations; explore how people of the past learned from the night sky; practice stewardship

PLACE-BASED LEARNING Students visit parks, exhibits, experiences in Anza-Borrego Desert State performances, and local businesses to Park. A two-night trip culminates weeks of explore and map out the Pasadena area. students visit Chinatown and Olvera investigation and preparation. Additionally, They share artwork with residents at a Street. Returning to Anza-Borrego, the class explores the Sequoyah campus local convalescent home. Students return students study traits of desert animals and surrounding neighborhood. Students to Anza-Borrego with new ideas and skills, comparing them to non-desert animals. learning leadership while assisting younger Some students learn independence by students. Students visit the Anza-Borrego making the journey without a parent and Desert State Park Museum.

> CONCEPTS Relationships between CONCEPTS Healthy habitats and plants, insects, and animals; relationships ecosystems

about composting and vermicomposting identify small insects and their body

SKILLS Learn to move safely and

SKILLS Learn to move safely and quickly in a group; continue refining skills quickly in a group; continue refining skills develop agility and coordination quickly in a group; learn basic soccer skills for soccer (long kicks with laces) and for soccer (shooting) and basketball (dribbling, passing with instep, throw-ins); basketball; practice for Jogathon

traditional games of Latin America;

GRAMMAR Demonstrative adjectives; using "ser" to tell time; using plurals to count money; some asking words as they support greetings; using "estar" to state feelings

APPLICATION Students create house models, labeling rooms and explaining their vision for their house. Students count out loud and spell numbers. They learn traditional Latin American games and role play to learn to express feelings and ask about costs.

CONCEPTS Critical listening; rhythm; coordination; patterns in music; movement; singing; instrumenta performance; compositional form

SKILLS Demonstrate basic musical skills; beginning recorder; show ability listening activities, rhythmic games, and recognizing rhythms; singing, creative dance, and instrumental exploration demonstrate rhythms using body percussion and pentatonic scale on xylophones; recognize rhythms and pitches; memorize words and melodies; and reproduce pitches; memorize words compositional forms and composing with the pentatoni scale; learn good practice techniques learn classic Sequoyah songs for school events and Anza-Borrego; learn songs in other languages; study folk, world, and classical music: share live-music listening experiences; explore musical styles and

gradation; color/hue, value, and intensity

symmetry and asymmetry; 2-D and 3-D

and utilize texture through 2-D and 3-D

immersed in highlighting and celebrating

different modes of learning (auditory

understanding and application of the

inherent relationship between art and

nature is expanded during their final Anza-Borrego experience.

classical theatre; satire; Living Diorama[™]

CONCEPTS Urban, desert, and

PLACE-BASED LEARNING

Students take advantage of opportunities

for stewardship by making partnerships

with local agencies, including an animal

(5-on-5 games); practice for Jogathon

Los Angeles; stewardship

marine habitats; cultures and history of

kinesthetic, and visual). Students

materials and techniques

SKILLS Gain a deeper understanding of art materials; hone observational drawing techniques; successfully use and apply 2-D and 3-D materials; develop a strong understanding apply wet and dry materials; know how identify and apply complementary colors; edges of an object through contour line; of color theory; understand and employ the value of color explore how color/hue, tints, and shades to create volume and depth in a composition; begin to study art history

> **EXPRESSION** Students make connections to art outside of the context of the classroom through camping experiences,

CONCEPTS Interpretation of texts; **CONCEPTS** Styles of theatre; satire; poetry and

SKILLS Further develop previously learned skills; critique ensemble; improvise; create characters; ensemble; improvise; create characters; learned skills; enunciate, practice vocal and create dramatic structure (plot, character, setting); write projection and effective body language; plays and poems; design scenes, costumes, and props; learn body parts, physical control); recognize body parts, physical control); recognize memorize lines; follow stage directions; introductory theater history and multicultural styles of theater; dramatic structure (plot, character, use basic stage combat; learn basic scene use theatre performances to explore and address local, national, and global issues; write short melodramas to address ideas from social studies and science; study and

(packing a daypack, keeping track of gear, and drawings; expand camping skills to include trip planning, cooking, cleaning up, tent setup); investigate packing, tent setup and repacking, cooking and cleaning habitats; identify mammals' adaptive traits up meals, reading maps; learn responsibility for oneself

PLACE-BASED LEARNING Furthering inquiry into their topics of study, students visit the Los Angeles Aqueduct, Hyperion water treatment facilities, pumping stations, shelter and ocean foundations. Learning to reservoirs, local farms, El Capitan State Beach, Silverwood explore their city via public transportation, Lake, and Leo Carrillo State Park. Students learn to explore and observe each place on bicycles and/or on foot.

> **CONCEPTS** Growing food effectively; making improvements to existing agricultural methods

SKILLS Observe, design, and maintain SKILLS Practice soil testing and comparison; compost; habitats on campus; determine needs use hexagonal and other planting methods; experiment SKILLS Practice planting and weeding; for specific species; identify all species on with vertical gardening; experiment with different watering methods; observe harvest times; apply inquiry-based methods share conclusions with the community to make improvements with garden work

offense-defense transitions

SKILLS Continue to develop skills for soccer and basketball;

acting as mentors to younger students.

(8-9) TREEHOUSE

VOCABULARY Greetings; seasons; VOCABULARY Foods; weather; family; courtesy words; VOCABULARY Family; house; school; navigation and numbers (40-60); colors; house; feelings; ages and birthdays; numbers to 50 and counting by tens to 100; intro to present tense verbs

> GRAMMAR Introduce punctuation; common verbs: "ser," "tener," and "quiero;" conjugate in the first; second; and third person singular; plurals, noun gender, and articles "el/la"

APPLICATION Students use skits to learn to order food and play a TV weather forecaster in Spanish. They create recipes and shopping lists. Then they take field trips to practice ordering at a restaurant and go shopping at a grocery store. Students present their family tree and create a video project in Spanish about their family.

CONCEPTS Aural training; rounds; coordination and dexterity; instrumental performance; songwriting

(ILLS Build on the musical skills previously developed; beginning recorder; sing, play, and notate simple melodic passages in the treble clef staff; reproduce whole-, half-, quarter-, and heptatonic- and eighth-note rhythms on body percussion and instruments; learn beginning recorder, Orff instruments, keyboard, and guitar; continue to create original compositions; recognize the strong beat in words and phrases: further develop good practice techniques: practice more complex choral singing, incorporating two-part rounds and developing more sophisticated dynamics and blendin techniques: learn folk songs from the Sequovah tradition; use of the voice; listen to and reproduce about use and care of the voice; listen to creative body movement to explore musical rhythms and

proportion

3-D applications

museum field trips, and field studies that include art exercises.

playwriting; theatre analysis

design; make masks; make puppets and create a puppet theater; prepare scripted material; basic stage use; learn and perform short plays; attend local perform radio dramas

> **CONCEPTS** Water systems: food systems: stewardship SKILLS Make observations and ask questions; make connections between class texts and field studies; make **SKILLS** Further develop camping skills maps; record observations in journals through narrative

and the group

CONCEPTS Inclusion; group awareness; strategy;

CONCEPTS Beginning sports game **CONCEPTS** Sports game play; play; coordination; soccer; basketball defense; conditioning

SKILLS Learn to move safely and

between soil and insects; relationships between plants and soil practice watering methods; observe campus and observe interactions changes in the gardens; identify plant parts; make soil comparisons; learn

parts; observe stages of caterpillar metamorphosis

GRAMMAR Conjugating "tengo/ **GRAMMAR** Conjugating "ser/estar"; tiene"; plurals; noun gender; articles "el/

chants, play games, and listen to and act and identify a variety of food items; state

money: verbs as actions

9-10) EGRET'S PERCH

OVER THERE / OUT BACK

(12-13) JUNIOR HIGH

nobbies; sports

VOCABULARY Family: city: transportation: directions:

APPLICATION Students create an imaginary city project

GRAMMAR Irregular verb conjugation; future and

using location words and directions for navigating. They

further connect to Spanish on a personal level through a far

video project using adjectives to describe likes and dislikes,

hobbies, and other family information. This video project is

preterite tenses; subject and verb agreement

supplemented by a written description

cities; asking words; telling time

GRAMMAR Present-tense conjugation; articles; plural nouns and adjectives

APPLICATION Students engage a family project in which they describe physical traits using adjectives. They also interview a friend to learn about their family. Students create a model of a city and explain the location of its buildings.

VOCABULARY Family: clothes: school: asking words: elling time

GRAMMAR Present- and preterite-tense conjugation articles: plural nouns and adjectives

APPLICATION Students engage a family project in which they describe physical traits using adjectives. They also interview a friend to learn about their family. They collabo to make a Spanish video tour of the Sequoyah campus.

CONCEPTS Aural training; harmony; coordination and dexterity; instrumental performance; song structure; musical theatre

SKILLS Practice advanced notation and sight-reading, including more complex dotted and uneven rhythms; intermediate and advanced recorder to practice aural, breathing, articulation, sight-reading, and notation skills; practice solo and ensemble singing, incorporating three-part rounds and two-part harmony; practice songwriting skills; find words and phrases that most naturally fit rhythmic passages create original songs; learn new folk and popular songs

CONCEPTS Aural training; harmony; different key centers; major and minor tonalities; instrumental performance; performance; appreciation; songwriting appreciation; songwriting

SKILLS Use the skills developed in previous classes to explore musical performance, composition, and analysis with greater depth; express musical opinions on a piece-by-piece basis through ensemble experience and related discussion practice making interpretations of compositions based on musical terms, notes, and symbols; participate in an ensemb as a singer, instrumentalist, or both

CONCEPTS Aural training; harmony; instrumenta

SKILLS Choose a specific area of focus to continue refining skills learned over the years, while developing independence select one of the following four choices:

Chorus Choose material with the teacher and practice both solo and group parts; further develop listening and blending skills with two- and three-part harmonies

Band Practice previously introduced skills; learn to read and follow band parts and learn basic composition Music Production Learn and explore the

GarageBand[™] platform with new compositions (songs narrative soundscapes, or a mixture of both); learn the basics of audio production as a means of setting up, dismantling, and caring for the school PA system; learn to support technical aspects of productions

Music Appreciation Practice critical listening and analysis skills through the exploration of pop, rock, jazz, world, and classical music; present informed opinions in class discussions and writing projects

PRINCIPLES Balance; dominance; proportion; variation; **PRINCIPLES** Repetition; emphasis; dominance; variation; novement

> **SKILLS** Gain a deeper understanding of how to combine the principles with the elements of art; master the use of various 2-D and 3-D materials; demonstrate deep

understanding of material compatibility; balance observational demonstrate knowledge in selecting appropriate materials drawing from life with concepts in art; integrate visual thinking to convey specific ideas; take ownership of ideas; strategies with self-assessment

EXPRESSION The acknowledgement of unique qualities in the students' own works propels deeper connections. Student artists learn to recognize the deep impact art can have.

CONCEPTS The connection of social issues and theatre;

SKILLS Further develop skills learned in previous classes; costume history and multicultural styles; create mini-movies; and perform staged readings; perform a radio drama; attend

budgeting; collaboration; leadership; land use

SKILLS Develop independent inquiry and share with drawings; plan for two five-day trips; create budgets; conduct pre-trip research; independently manage most aspects of the

PLACE-BASED LEARNING Study emphasizes Park, Yosemite National Park, and Pfeiffer-Big Sur State Park. Students frequently explore Pasadena's Arroyo Seco and visit engage in social studies activities such as visiting city halls, and

PRINCIPLES Balance; unity; movement; rhythm; harmony; dominance; variation; proportion

> **SKILLS** Develop an understanding of art history and contemporary art practices; know how to implement concepts through art from multiple perspectives; successfully research and write about art concepts and history; successfully move a big idea from concept through completion; create work inspired by critical, conceptual, and referential strategies; experiment with and evolve traditional techniques

EXPRESSION Students at this level enjoy celebrating the poetics of the art-creation process and develop an ownership of the poetic nature of art.

CONCEPTS Production and performance

SKILLS Collaborate as a class to select a play to produce and perform for the Sequoyah community; participate in an area of production or performance:

Backstage Construct and run all aspects of production; explore directing and stage management; create sets; collaborate on costume, prop, and sound

On-Stage Work as an ensemble to perform, while exploring various acting techniques, dramatic structure, and stage conventions; learn vocal and movement exercises

CONCEPTS Geology; culture; leadership; sustainability SKILLS Study geological formations and features in the

field; plan for and independently manage logistical aspects of two ten-day trips; create maps; collect data

PLACE-BASED LEARNING Students venture on two 5- to 10-day trips, during the fall and late spring. They work together to choose places to visit by train in the Southwest, Northern California, the Rockies, and/or the Oregon coast. Trips focus on ecology, geology, and culture, as students visit wilderness areas and native communities Students take on more advanced levels of independence and are responsible for plans, budgets, physical campsites, and many logistical aspects of the trips.

CONCEPTS Leadership and service

SKILLS Practice composting, planting, weeding, watering, and harvesting; teach younger students these skills

CONCEPTS Introduction to football and Ultimate

SKILLS Continue agility and coordination work; develop skills for football (running, passing, catching) and Ultimate (throwing, positioning in open space)

CONCEPTS Health and daily exercise; agility; flexibility; endurance; speed and coordination; cross-lateral coordination basketball, team handball, volleyball, football, and Ultimate and connections to academic learning

SKILLS Practice daily exercise routines; develop game play and strategy for soccer, basketball, volleyball, and Ultimate

CONCEPTS Rules and skills for sports: soccer, cardiovascular conditioning, including core-strength development; principles of sportsmanship, fair play, and gender balance

SKILLS Use and communicate game rules and strategy practice skills for each sport; continue conditioning and flexibility exercises

and harvesting; support younger students to learn these skills; make improvements to the Gardens for Learning

theatre; satire; dramatize historical events and people SKILLS Identify and perform multiple perspectives in

relation to social issues; form strong performance ensemble and reflect with a group; research historical characters and us research to inform developing and acting out the character; explore musical theater: rehearse and perform short plays: attend local performances

satire; playwriting; multimedia production

review dramatic structure (plot, character, setting); research historical characters, and practice using research to inform acting out the character; continue researching theater and rehearse and perform classic and modern plays; rehearse local performances

CONCEPTS Observation; research; planning and

the group; record observations through detailed notes and camping experience; use maps

more student collaboration and trip planning. Students do independent observation and research on organisms and geology. Field studies trips are usually to Sequoia National other public spaces to examine community land use. Students have observed Occupy LA and Tea Party discussions.

SKILLS Practice composting, planting, weeding, watering,

SKILLS Make observations and collect data in the field; interview scientists and public officials; read maps; use museums to do research; participate in pre-trip research and more complex trip planning; expand camping skills to include packing, tent setup and repacking, cooking and

CONCEPTS Ecology; sustainability; culture; society; self-

cleaning up meals **PLACE-BASED LEARNING** Students study the history of native Californians in the Channel Islands and the Santa Barbara area. Students also study the relationship between society and natural environments in the Morro Bay area by working with scientists to collect data in the marshes, tide pools, and mudflats, and by interviewing local public officials about issues regarding development and sustainability.

Students also visit local landfills to understand resource use and waste. Additionally, students develop confidence and courage through rock climbing and cave exploration at Joshua Tree National Park.

SKILLS Develop observation methods; identify native

study of budding cycles)

CONCEPTS Plant physiology and phenology (comparative **CONCEPTS** Leadership and service

plant types and stages; use Project Budburst database to record stages online; analyze and interpret collected plant data; outdoor classroom

CONCEPTS The connection of social issues and

SKILLS Apply the principles with the elements of art;

begin to master observational drawing; use foreground,

middle ground, and background successfully in a composition

studies, such as site-specific drawing and working from life;

incorporate previously learned knowledge of color and apply

it to each composition; explore form and function in 2-D and

EXPRESSION Art students become strong decision

makers and are able to identify the powerful relationships

between materials and ideas. Personal and artistic growth is

the recording of camping experiences.

highlighted through storytelling, critique, self-assessment, and

understand and use value to create depth in observational