

A GUIDE TO THE BEMENT SCHOOL CURRICULUM  
Grades K-9

2010-2011



Revised 11/10

**BEMENT SCHOOL  
CURRICULUM GUIDE 2010-2011**

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## **LOWER SCHOOL OVERVIEW**

### **Computers**

Thirty Mac stations in the computer lab, two computers in every classroom, and a CD-Rom computer in each Lower School building provide all lower school students frequent access to a computer. Students visit the lab twice a week to play math, reading, and logic games which hone their computer skills and enhance their classroom studies. Keyboarding and word processing instruction begin in second grade. Each lower school classroom offers Internet access.

### **Language Arts**

#### *Creative Writing*

Students in kindergarten draw pictures and dictate stories. First graders use inventive spelling and learn to pay attention to detail, sequence, and story format. Students in grades two through five continue the creative writing process and begin a more formal study of correct sentence structure, punctuation, and genre. Students also make regular entries into writing journals.

#### *Reading*

The kindergarten combines multi-sensory, phonetic, and whole language techniques to develop pre-reading skills. Children match letters to sounds and learn to recognize words. In grades one through five a structured reading program combines phonetic skills with whole language strategies. Tied thematically to social studies and science topics, it emphasizes trade books more than basal readers. Children work individually and in groups on reading skills and related projects. Teachers read aloud often, and the daily “Kick Back and Read” (KBAR) program promotes one hour of reading for pleasure between home and school.

#### *Report Writing*

Report writing begins in first grade as a group activity. By third grade, reports become an integral part of the social studies and science units. Between this time and the end of fifth grade, students learn to incorporate outlines, research and note-taking skills, diagrams, and bibliographies into their finished reports.

#### *Handwriting*

Students learn Zaner-Bloser manuscript in kindergarten through grade two and Benbow cursive in grades 3 through 5.

#### *Spelling*

All students, except kindergartners, take a weekly spelling test. Teachers generate lists of grade-appropriate words which review phonetic rules and, in the upper grades, contain vocabulary taken from classroom literature and texts. Spelling is also addressed contextually through frequent writing assignments.



**Fine Arts**

Lower School students participate daily in a fine arts class. Art students explore traditional and experimental media techniques, and they exhibit completed works. Drama students experiment with a variety of communication activities. Students perform throughout the year, with each drama class concluding its term with a performance in front of an audience. Music students study rhythm, note-reading, tone, and voice. Third graders play the recorder; fourth and fifth graders play a band instrument.

**World Languages**

Kindergartners and first graders are introduced to French in their fine arts classes. Students in grades two through five receive bi-weekly instruction in French and Spanish from the World Language Department.

**Mathematics**

Students rely heavily on manipulatives to learn the concepts of number sense and numeration, patterns and relationships, estimation, communication, problem solving, geometry, statistics and probability, fractions and decimals, discrete mathematics, and reasoning. They explain their mathematical thinking in a variety of ways: orally, graphically, and algebraically.

**Science**

Each year students study life science, physical science, and earth science through hands-on projects, guided discovery, computer software, and exploration activities. A variety of projects and reports accompanies these units. During the morning group meetings, students share their interests by discussing activities and presenting projects. Trips are scheduled and guest speakers visit regularly. An interdisciplinary health curriculum is offered as part of the science program.

**Social Studies**

A concentrated three-week study of a particular theme occurs during mini-term, the period between Thanksgiving Vacation and Winter Break. Recent topics include the art of puppetry, Japan, and the American Southwest. Other annual in-depth, interdisciplinary studies are third grade – U.S. geography; fourth grade – historic Deerfield; fifth grade – ancient civilizations.

**Homework**

Kindergartners do not have homework. First graders receive one night of homework per week. The frequency and duration of assignments increases to one hour per night by grades four and five, usually including KBAR time.



## UPPER SCHOOL OVERVIEW

Sixth grade is both a transitional year from the lower school and a foundation year for later learning. There are two homeroom teachers who provide partially contained classrooms—a home base—where students are helped with organizational and study skills. The course of study in all areas begins with review and a strengthening of general concepts, and gradually leads to the more specific. Sixth graders are given a year of Latin and an exposure to all the arts. The homeroom teachers and advisors provide a great deal of support to these youngest members of the upper school, while the curriculum itself poses plenty of appropriate challenges.

Seventh graders begin to exercise more independence. Students are no longer in self-contained classrooms. Independent management of homework, binders, note-taking, question-asking, and test-taking become more important. Where sixth graders are given an overview of the world, seventh graders begin a two-year sequential study of their own country, through history and literature. Science focuses on matter and energy, the environment, and the symbiosis of the natural world, and math now begins the specific building blocks for the study of algebra and geometry. Students choose the language they will pursue for the next three years, and their focus in a given art is more intense. Seventh graders feel that they have traveled light years in the space of one year.

Eighth grade is a maturing year. The course work is increasingly challenging. The chemistry curriculum in science demands analytical and mathematical thinking; students are asked to probe deeply and express themselves clearly in their essay writing, and by now, the math teachers expect a certain level of competency. By the end of the year, students tend to internalize study skills, rather than having them imposed by teachers, advisors, and parents. They learn to juggle homework, sports, arts, and social commitments. While the ride may be bumpy at times, these students develop pride in their accomplishments.

The ninth grade at Bement is designed to prepare students for secondary school and to foster independence, confidence, and a sense of responsibility. The curriculum includes many long-term assignments and moves away from general concepts to specific details. Science is a full-fledged physics course, and math is typically either geometry or Algebra I. As students are about to go out into the world, it is appropriate that the readings in history and English focus on early Western and non-Western civilizations. The year begins with an overnight trip to an outdoor adventure center designed to build group unity. Two rewarding culminating events for ninth graders are their involvement in a spring musical in which they act, sing, help make costumes, and paint the sets; and in a two- or three-day trip, usually to Washington, DC. While the ninth grade year is a year in which independence is encouraged, it is also a year in which advisors play an important role as mentors and friends. The academic life of the ninth grader, perhaps more than any other year, is enriched by field trips, social and athletic events, science projects, and artistic endeavors.

There are six academic disciplines at Bement: arts (art, drama, and music), English/language arts; world language (Chinese, French, Latin, Spanish), social studies, math, and science. An ESL

program helps international students follow the curriculum as they strengthen their English writing and speaking skills.

Classes meet four times in a five-day week. Homework is an important part of all course work. There is a study hall at the end of every day, allowing for extra help from teachers. Computers are integrated into the lives of teachers and students; all classrooms are equipped with high speed Internet access. English, world language, history, and science are grouped heterogeneously; math is divided into levels in grades 8 & 9, based on previous math course work and a student's ability.

The curriculum is enriched in countless ways through field trips, projects, and games; through international exchange programs; through the reading program, the literary magazine, and poetry projects. Mini-term, the three week period between Thanksgiving and Winter Break, has become a distinctly exciting time where a special topic can be studied in depth. A wellness/health program is offered to all upper school students. And, finally, all students in the upper school participate in community service programs both on and off campus. Our service includes visits to area nursing homes, The Food Bank, and various agencies affiliated with the United Way.

## **ARTS**

Art, music, and drama come under the umbrella we call Fine Arts and are taught in facilities called the Barn and the Arts Wing. We offer performing groups in instrumental and vocal music. Rehearsals are integrated into the daily class schedule.

There are frequent performance opportunities during all-school assemblies for the music and drama departments. In addition, the band and choir participate in some community events. Art is highlighted throughout the buildings of the school and in school publications. Students have the opportunity to exhibit their artistic talents outside of school forum.

The underlying philosophy which unites the Fine Arts at Bement is the belief that the creative process is as important as the final product. It is understood that self-discipline and risk-taking are key components to success. The flexibility within the department encourages students to think of themselves as artists and to develop a variety of artistic expression.



## FINE ARTS KINDERGARTEN

### **TRADE/TEXTBOOKS:**

*The Wings on a Flea*, Ed Emberly  
*Build a Doodle Series*, Beverly Armstrong  
*The Salamander Room*, Anne Mazer  
*Mole and the Baby Bird*, Marjorie Newman  
*A Fairy Went A-Marketing*, Rose Fyleman  
*Hansel and Gretel*, The Brothers Grimm  
*The King's New Clothes*, Hans Christian Andersen

### **GOALS:**

- Experience integrated music, art, and drama in a creative and fun way.
- Engage in imagination and fantasy.
- Gain exposure to exciting and imaginative materials.
- Gain self-confidence and pride in the area of the fine arts.
- Gain experience from pushing individual limits.
- Appreciate art through children's books.
- Learn about basic shape, design, painting, sculpture, bookmaking, and collage.
- Learn the value of long-term projects.
- Learn the skills of observation, patience, and detail.
- Create a handmade book with painted illustrations.
- Experience a safe, successful, and fun first experience on stage.
- Enjoy singing in large and small groups.
- Practice speaking on stage with appropriate volume and speed.
- Participate in costume-making and set decorating.
- Participate in two plays a year.
- Learn to create and invent complex colorful patterns.
- Gain a love for the Fine Arts.

### **SEQUENCE:**

- Practice drawing with shapes, design and detail.
- Introduction to painting with watercolors
- Creation of handmade book of fairies
- Performance of the play, *A Fairy Went A-Marketing*
- Study of various illustrated versions of *Hansel and Gretel* or *The King's New Clothes*
- Drawing, painting, or marker tapestries depicting fairy tale scenes
- Creation and decoration of costumes
- Performance of the musical play, *Hansel and Gretel* or *The King's and Queen's New Clothes*
- Decorate a bisque frog with colorful geometric patterns.



## FINE ARTS GRADE 1

### **TRADE/TEXTBOOKS:**

*Where the Wild Things Are*, Maurice Sendak  
*There's a Nightmare in My Closet*, Mercer Mayer  
*Rotten Island*, William Steig  
*The Judge*, Harve Zemach  
*Hansel and Gretel*, The Brothers Grimm  
*The King's New Clothes*, Hans Christian Andersen

### **GOALS:**

- Experience integrated music, art, and drama in a creative and fun way.
- Engage in imagination and fantasy.
- Experience exciting and imaginative materials
- Gain self-confidence and pride in the area of the fine arts
- Gain experience from pushing individual limits.
- Appreciate art through children's books.
- Learn about basic shape, design, painting, sculpture, bookmaking, and collage.
- Learn the value of long term projects.
- Learn the skills of observation, patience, and detail.
- Create a hand-made book with painted illustrations.
- Experience a safe, successful, and fun first experience on stage.
- Enjoy singing in large and small groups.
- Practice speaking on stage with appropriate volume and speed.
- Participate in costume-making and set decorating.
- Participate in two plays a year.
- Learn to recreate and invent complex colorful patterns.
- Gain a love for the fine arts.

### **SEQUENCE:**

- Practice drawing with shapes, design and detail.
- Introduction to painting with watercolors
- Creation of handmade book of monsters
- Performance of the play, *The Judge*
- Study of various illustrated versions of *Hansel and Gretel* or *The King's New Clothes*
- Drawing, painting, or marker tapestries depicting fairy tale scenes
- Creation and decoration of costumes
- Performance of the musical play, *Hansel and Gretel* or *The King's and Queen's New Clothes*
- Decorate a bisque frog with colorful geometric patterns.



## VISUAL ART GRADE 2

### **TRADE/TEXTBOOKS:**

*The Art Book*, Phaidon Press

*Animal Art in the Public Domain*, Hart Publishing

*Dragonfly, Beetle, Butterfly, Bee*, Koch

Scholastic *Art Magazine*

Individual monographs on artists and styles of art

### **GOALS:**

- Gain a sense of self-confidence and value for individual abilities.
- Experience a variety of materials.
- Push individual limits and feel success from the push.
- Learn about the elements of art with a focus on line and shape.
- Learn about principles of composition.
- Learn about individual artists and art history and experience working in their style.
- Refine a composition, working carefully and slowly, and adding detail.
- Learn skills of observation.
- Explore drawing, painting, sculpture, vessel-making, and printmaking.
- Enjoy the relationship between art and studies in the second grade classroom.
- Learn the value of long-term projects.
- Listen to and follow directions.
- Learn the value of keeping work organized.
- Produce a portfolio of varied pieces both 2-D and 3-D, along with a portfolio relating to classroom studies.

### **SEQUENCE:**

Each group of second graders meets for five days per week of one term. Visual art classes build upon skills learned in previous years. Projects cover these areas:

Line drawing, focusing on self-portraits

Line drawing, focusing on insect studies with addition of detail and pattern

Creation of a portfolio composed of insect studies in ink and watercolor

Study of the color wheel and primary, secondary, and tertiary colors

Painting focus related to color wheel work and to master artist's pieces

Art history study reproducing work by both male and female artists

Vessel-making related to insect designs

Sculpture in polymer

Printmaking project

Creation of hand decorated apron adorned with insect images



## VISUAL ART GRADE 3

### **TRADE/TEXTBOOKS:**

*The Art Book*, Phaidon Press

*Animal Art in the Public Domain*, Hart Publishing

*Pond Lake River Sea*, Koch

Scholastic *Art* magazine

Individual monographs on artists and styles of art

*National Geographic*

### **GOALS:**

- Gain a sense of self-confidence and value for individual abilities.
- Be a supportive member of the art class.
- Work with a variety of materials.
- Push individual limits and feel success from the push.
- Continue learning about the elements of art, focusing on detail, pattern, and texture.
- Continue learning about principles of composition.
- Continue learning about individual artists while working in that particular style.
- Continue learning the value of refining a composition, working carefully and slowly, and adding detail.
- Continue learning skills of observation.
- Develop new skills in drawing, painting, sculpture, vessel-making, and printmaking.
- Enjoy the relationship between art and studies in the third grade classroom.
- Learn more about the value of long-term projects.
- Listen to and follow directions.
- Continue learning the value of organized work.
- Produce a portfolio of varied pieces, both 2-D and 3-D relating to classroom studies.

### **SEQUENCE:**

Each group of third graders meets for five days per week of one term. Visual art classes build upon skills learned in previous years. Projects cover these areas:

Completion of a line drawing, focusing on self-portrait

Completion of sketch studies of ocean creatures and plant life

Introduction to landscapes/ seascapes

Creation of composition based on ocean studies in ink and watercolor

Color mixing with complementary and analogous colors

Painting focus related to color wheel work and to master artist's pieces

Art history studies include reproducing work by both male and female artists

Vessel-making relates to sea creatures designs.

Sculpture creations

Printmaking project focusing on fish prints using complementary colors

Creation of ocean themed tapestry

**VISUAL ART  
GRADE 4**

***TRADE/TEXTBOOKS:***

*The Art Boo*, Phaidon Press

*Animal Art in the Public Domain*, Hart Publishing

*The Family of Parrot*, Pomegranate Artbooks

*Perspective Made Easy*, Morin

Scholastic *Art* magazine

Individual monographs on artists and styles of art

*National Geographic*

***GOALS:***

- Gain a sense of self-confidence and value individual abilities.
- Work with a variety of materials.
- Push individual limits and feel success from the push.
- Continue learning about the elements of art, with a particular focus on shape and form.
- Continue learning about principles of composition with particular focus on perspective.
- Continue learning about individual artists while working in their particular style.
- Continue learning the value of refining a composition, working carefully and slowly, and adding detail.
- Continue learning skills of observation.
- Develop new skills in drawing, painting, sculpture, vessel-making, and printmaking while focusing on value scales, linear perspective, and color theory.
- Enjoy the relationship between art and studies in the fourth grade classroom.
- Learn more about the value of long-term projects.
- Continue learning the value of listening to and following directions.
- Continue learning the value of keeping work organized.
- Produce a portfolio of varied pieces, both 2-D and 3-D relating to classroom studies.
- Begin learning how to discuss works of art with descriptive terms.

***SEQUENCE:***

Each group of fourth graders meets for three days per week of one term, divided by band groupings. Visual art classes build upon skills learned in previous years. Projects cover these areas:

Completion of a line drawing, focusing on a self-portrait as the subject

Study of naturalist painters: Audubon, Lear, and Ford, and endangered creatures

Creation of a handmade portfolio composed of parrot studies in ink and watercolor with a focus on pattern, detail, and color theory



Painting focus related to color wheel work and to master artist's pieces  
Art history studies reproducing work by both male and female artists  
Vessel-making related to birds or sculpture in clay  
Printmaking project relating to birds  
Found object sculpture



## VISUAL ART GRADE 5

### **TRADE/TEXTBOOKS:**

*The Art Book*, Phaidon Press

*Chinese Painting*, Rizzoli

*Ancient Egypt*, Eyewitness Books

*Ancient Egypt*, Time Life Books

Scholastic *Art* magazine

Individual monographs on artists and styles of art

*National Geographic*

### **GOALS:**

- Gain self-confidence and value individual abilities.
- Work with a variety of materials.
- Gain experience from pushing individual limits and feeling success from the push.
- Continue learning about the elements of art with focus on: plane, positive/negative space, value scale, and shadowing.
- Continue learning about principles of composition and design.
- Continue learning about individual artists while working in that particular style.
- Continue learning the value of refining a composition, working carefully and slowly, and adding detail.
- Continue learning skills of observation.
- Develop new skills in drawing, painting, sculpture, and printmaking.
- Enjoy the relationship between visual art and studies in the fifth grade classroom (ancient civilizations).
- Learn more about the value of long-term projects.
- Continue learning the value of listening to and following directions.
- Continue learning the value of keeping work organized.
- Produce a portfolio of varied pieces, both 2-D and 3-D, along with a handmade book relating to classroom studies.
- Continue learning how to discuss works of art with descriptive terms.
- Develop an appreciation for a broad cultural vision of art.

### **SEQUENCE:**

Each group of fifth graders meets for three days per week of one term, divided by band groupings. Visual art classes build upon skills learned in previous years. Projects cover these areas:

Completion of painted self-portrait, completed with bamboo brush and some ink

Completion of a clay vessel of Asia based design

Introduction to Asian bamboo brush painting, practicing specific techniques and using different themes with both imagery and calligraphy

Introduction to Asian music (played while painting)



Creation of handmade accordion book composed of bamboo brush paintings paired with calligraphic words and painted with inks on traditional gamphi papers

Further studies of the color wheel, color theory, and practice in mixing colors

Art history studies related to color wheel work and to master artist's pieces

Art history studies include reproducing works by both male and female artists

Found object sculpture based on work of Alexander Calder

Printmaking project based on the work of Hiroshige and Hokusai

Creation of block print



**ART**  
**GRADE 6**

***TRADE/TEXTBOOKS:***

*History of Art for Young People*, Jansen

*Art through the Ages*, Gardner

*Art in America*, *Art News*, *American Artist*, and other related magazines

***GOALS:***

- Practicing basic concepts of visual art
- Broaden understanding of visual art
- Release creative instincts
- Study of art history from prehistory through Assyrian Art

***SEQUENCE:***

**ALL TERMS:**

- Exploration of positive and negative space with graphite and colored pencils
- Respond to musical excerpts
- Study of composition, shape, form, color theory
- Creation of self-portrait
- Creation of accordion style book illustrations
- Creation of still-life composition
- Rendering of Master art work



## VISUAL ART GRADE 7

### **TRADE/TEXTBOOKS:**

*History of Art for Young People*, Jansen

*Art Through the Ages*, Gardner

### **GOALS:**

- Continue to study the basic elements of art and principles of design and composition.
- Closely explore color theory and its application to painting and drawing.
- Explore a variety of media through both 2-D and 3-D projects.
- Engage in a focused study of art history, using Jansen's *History of Art for Young People*.
- Gain self-confidence in personal vision and gain respect for others' vision.
- Continue learning to discuss works of art with descriptive terms.

### **SEQUENCE:**

Each group of seventh graders meets for visual arts three days per rotation during a term, divided by band groupings. On a different term they will meet for art history for one day per rotation.

Art history classes meet for one term to focus on a study of specific chapters from Jansen's *History of Art for Young People*.

- Creation of self-portrait placed in a symbolic landscape
- Sketching landscapes outside from photographs
- Work is related to landscape theme, artists studies.
- Projects focus on color theory relating scales, tints, shades, desaturations, harmonies, and the mixing of these for use in painting compositions.
- Various mediums are explored: graphite, ink, colored pencil, watercolor, pastel, oil pastel, tempera, acrylic.
- Portfolios produced by each student contain landscape pieces which relate to styles of master artists, as well as those in the style of the individual student.
- Work is exhibited in school galleries.



## **ART HISTORY**

### **GRADE 7**

During the 7<sup>th</sup> grade, each student completes one term of Art History studies. Using Janson's *History of Art for Young People*, slides, videos, texts and monographs on individual artists. Students explore art forms the Aegean period, through Classical Greek and Roman art and up to Byzantine Art. Students are challenged to think of themselves as art historians who study a culture and record their impressions. During class, students recreate an Aegean fresco, and a Greek clay tile.

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**VISUAL ART**  
**GRADE 8**

**TRADE/TEXTBOOKS:**

*History of Art for Young People*, Jansen

*Art through the Ages*, Gardner

*Art in America*, *Art News*, *American Artist*, and other related magazines

*The Art Book*, Phaidon Press

*Design and the Search for Unit*, - Larkin

Individual texts and monographs on individual artists and styles of art, *Art in America*, Scholastic *Art Magazine*, and other related art magazines

**GOALS:**

- Continue to explore elements of art and principles of composition
- Study value and color relationships in detail
- Study shape and its relationship to form
- Study highlight and shadow as it relates to form
- Gain self-confidence in personal artistic voice as well as respect for other's vision
- Continue learning to discuss works of art with descriptive terms

**SEQUENCE:**

- Each group of eighth graders meets for visual arts three days per rotation during a term, divided by band groupings. On a different term they will meet for art history for one day per rotation. Art history classes meet for one term to focus on a study of specific chapters from Jansen's *History of Art for Young People*.
- Creation of self-portrait painting with symbolic toy, using value scales and one color
- Focus on form of face mapped into valued shapes
- Creation of various still life compositions in a variety of mediums
- Portfolio of work is produced by each student
- Work is produced by each student
- Work is exhibited in school galleries and often reproduced in school literary journal



**ART HISTORY**  
**GRADE 8**

Students explore art of early, high and late Renaissance through Renaissance in the North. A special focus is give to Durer and printmaking. Students create a portfolio of prints during class. Using Janson's *History of Art for Young People*, slides, videos, texts and monographs on individual artists. Students explore art forms the Aegean period, through Classical Greek and Roman art and up to Byzantine Art. Students are challenged to think of themselves as art historians who study a culture and record their impressions. During class, students recreate an Aegean fresco, and a Greek clay tile.

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**VISUAL ART**  
**GRADE 9**

**TRADE/TEXTBOOKS:**

*History of Art for Young People*, Jansen

*Art Through the Ages*, Gardner

*The Art Book*, Phaidon Press

*Art Since 1940*, Fineberg

*Design and the Search for Unity*, Larkin

Individual text and monographs on individual artists and styles of art, *Art in America*, Scholastic *Art Magazine*, and other related art magazines

**GOALS:**

- Continue to study the basic elements of art and principles of design and composition.
- Closely explore color theory and its application to painting and drawing.
- Study contemporary art related to portraits.
- Pursue a focused study of contemporary art history using Jansen's *History of Art for Young People* and Fineberg's *Art Since 1940*.
- Become aware of the use of symbolism in art.
- Gain self-confidence in personal vision and gain respect for others' vision.
- Continue learning to discuss works of art with descriptive terms.
- Explore a variety of media during the completion of the portrait project.
- Offer each student the opportunity to use a visual rather than verbal language and in doing so, create an image which expresses individuality and spirit in a unique self-portrait.

**SEQUENCE:**

Each group of ninth graders meets for visual arts two days per rotation during a term, divided by band groupings.

**WINTER TERM:**

Work begins with self-portrait sketching.

Students create a list of symbols for themselves.

Each student is given a 2x2' piece of plywood on which to create a symbolic self-portrait.

Students may work in any medium in which they have experience. Finished pieces are critiqued and hung for viewing. Artist's statements are written by each student and an oral presentation is given by each student to the upper school. Pieces are displayed in the school galleries.

**SPRING TERM**

Focus is on set design and production of scenery for the ninth grade play.



## **DRAMA**

### **GRADES 2, 3, 4, 5**

#### ***DESCRIPTIONS:***

##### **GRADE 2:**

Second grade students begin to exercise initiative while working together to prepare and present dramatic performances on stage. These are frequently retellings of much-loved stories with multiple roles, adapted so students can be challenged to extend their creative abilities while creating something which is greater than the sum of its parts. By engaging the students initiative in choice of characters' names as well as staging they are encouraged to undertake the process of dramatic creation in an active and responsible manner. Underlying all our efforts are the twin goals of cooperation and collaboration with classmates. We also play a variety of "win-win" games of expression to support the many skills being developed.

##### **GRADE 3:**

Third graders continue to work at many levels, and to develop their abilities as individuals with singular responsibilities in group productions. We often take liberties with traditional stories, and sometimes create new ones, adding or editing characters, scenes or plots as needed. The goal is always to provide children with meaningful roles in each production. Careful memorization and self-expression are stressed, both physically and verbally. Patience, tolerance and flexibility become critical tools in bringing all our disparate gifts to bear on the moment. Games emphasizing specific senses or abilities punctuate our work and encourage spontaneity and enthusiasm

##### **GRADE 4:**

Students must learn to concentrate their efforts more efficiently than ever in the fourth grade, so while our productions may become slightly more modest in scope, performance expectations increase. We continue to work with familiar stories and themes, but seek novel approaches whenever possible. At this stage children can also begin to critique aspects of their work in a productive manner, and in the process both learn from and help to direct others' performances. Often we will present two productions of one story with different casts, thus providing additional opportunity for children to respond and adapt, and to train as understudies. By working within clear parameters and studying skills as much as we do scripts, students are given broad opportunities to exercise stage presence and self-confidence.

##### **GRADE 5:**

As the culmination of our work in the Lower School, fifth graders should be familiar and comfortable with the expectations stressed in earlier years, and will now be expected to offer imaginative ideas as well as solid work within a group performance effort. We can begin to incorporate elements of band or choral music, rudimentary instruction in stagecraft and lighting, and individual decision-making under appropriate circumstances. Scripts are developed from a variety of sources and tailored to suit the groups' abilities and sense of themselves. With ownership comes increasing levels of commitment to success; as team players, fifth grade students are expected to seek and exercise responsibility for what they present.

#### ***TRADE/TEXTBOOKS:***

Various stories, fables, chapter books, picture books, poetry

***GOALS:***

- To work together with mutual respect and creative purpose.
- To build confidence and poise in public situations.
- To stimulate cooperative, imaginative, and expressive skills.
- To experience and practice taking turns, control of their bodies, appropriate use of their voices, acceptance of differing responsibilities, sharing of common goals, story presentation, memorization, performance.

***SEQUENCE***

Cooperative games emphasizing specific senses

Turn-taking presentations

Solo, paired, and small group activities

Story evaluation and understanding

Memorization of dialogue

Practice (in many forms)

Performance



**DRAMA**  
**GRADE 6**

***TRADE/TEXTBOOKS:***

*Improv!*, Greg Atkins

*Improvisation Starters*, Philip Bernardi

*Theater Games for the Classroom*, Viola Spolin

***GOALS:***

- Gain self-confidence in problem-solving and by performing in front of others.
- Strengthen performance experience by:
  - Using acting terminology
  - working in groups
  - expressing ideas
  - constructing a story
  - creating drama from stories
  - control of body
  - projection of voice
  - memorization
- Stimulate the imaginations of students.
- Expose students to rich language.

***SEQUENCE:***

Non-verbal movement exercises: mirroring, miming

Non-verbal improvisation around structured suggestions

Verbal improvisations around structured suggestions

Create drama from stories.

Memorize poetry or dialogue.

Informal performance



**DRAMA**  
**GRADE 7**

***TRADE/TEXTBOOKS:***

*Improv!*, Greg Atkins

*Improvisation Starters*, Philip Bernardi

*Theater Games for the Classroom*, Viola Spolin

***GOALS:***

- Gain self-confidence in problem-solving and from performing in front of others.
- Strengthen performance experience by:
  - working in groups
  - responding to direction
  - expressing ideas
  - meeting a deadline
  - compromising
  - constructing a story
  - creating drama from stories
  - control of body
  - projection of voice
  - memorization
  - using acting terminology
  - using basic costuming
- Students will benefit from:
  - enriching and stimulating the imagination
  - owning material that has been created
  - learning how to empathize

***SEQUENCE:***

Games, warm-up exercises, mirror, frozen

body spontaneous improvisation

Non-verbal quick skits

Verbal improvisations

Brainstorm story ideas.

Create plot and characters.

Develop dialogue.

Rehearse and edit script.

Memorize.

Perform informally.



**DRAMA ENRICHMENT  
GRADE 7**

***TRADE/TEXTBOOKS:***

*A Midsummer Night's Dream*, William Shakespeare

*A Raisin in the Sun*, Lorraine Hansberry

***GOALS:***

- Enhance the drama program by exposing students to examples of fine drama.
- Dramatize selected scenes.

***SEQUENCE:***

This course meets for one term roughly once a week.



## **DRAMA GRADE 8**

### ***TRADE/TEXTBOOKS:***

*Improv!*, Greg Atkins

*Improvisation Starters*, Philip Bernardi

Theater Games for the Classroom, Viola Spolin

### ***GOALS:***

- Gain self-confidence in problem-solving and from performing in front of others.
- Strengthen performance experience by:
  - working in groups
  - responding to direction
  - meeting a deadline
  - control of body
  - voice projection
  - using acting terminology
  - using basic stage make-up and costuming
  - employing basic stage technology
  - memorizing
- Students will benefit from:
  - exposure to historical or classical drama or literature
  - enrichment and stimulation of the imagination and language

### ***SEQUENCE:***

Games, warm-up exercises, mirror

Spontaneous improvisations

Non-verbal quick skits

Verbal improvisations

Introduce reader's theatre script.

Explore plot and characters.

Work on voice.

Explore characters of play.

Perform for audience.



## **DRAMA GRADE 9**

### ***GOALS:***

- Reinforce skills learned in previous years while being stretched and challenged by more difficult material.
- Increase self-confidence.
- Foster creativity and problem-solving skills.
- Train peers to coach each other.
- Experience different genres of drama.
- Improve ability to project the voice.
- Create enthusiasm for spring musical.
- Create cohesion within the oldest class.

### ***SEQUENCE:***

#### **FALL AND WINTER TERMS:**

Review of basic skills

Assessment of class's needs

Material that will be worked on is chosen: sometimes monologues, scenes, or a group project.

Rehearse with peer feed-back.

Memorize.

Present, formally or informally.

#### **SPRING TERM:**

The ninth graders present a musical in the spring. This is a collaborative effort on the part of the Fine Arts faculty, the dance instructor, and the ninth grade advisors. Students are involved with all aspects of the production: scenery, lighting, costumes, and, of course, singing, dancing, and acting.



## MUSIC GRADE 2

### ***TRADE/TEXTBOOKS:***

*Music K- 8*, Plank Road Publishing

Activities and games which reinforce musical concepts

CDs and other recordings

### ***GOALS:***

- Sing, alone and with others, songs from various cultures and in languages other than English.
- Sing some songs from memory.
- Sing expressively, with appropriate dynamics, phrasing, and interpretation.
- Realize that music is a basic expression of human culture.

### ***SEQUENCE:***

Echo short rhythms and melodic patterns.

Perform, using instruments, while others sing or play contrasting parts.

Sing seasonal and topical songs, as well as folk songs.

Write and execute short rhythmic patterns accurately.

This is a one-term course.



## MUSIC GRADE 3

### ***TRADE/TEXTBOOKS:***

*Music K-8*, Plank Road Publishing  
Soprano recorders  
Recorder textbook

### ***GOALS:***

- Sing, alone and with others, songs from various cultures and in languages other than English.
- Sing some songs from memory.
- Sing expressively, with appropriate dynamics, phrasing, and interpretation.
- Realize that music is a basic expression of human culture.
- Play simple tunes on the soprano recorder.
- Children will learn to read simple notation for the recorder.

### ***SEQUENCE:***

Echo short rhythms and melodic patterns.  
Perform, using instruments, while others sing or play contrasting parts.  
Sing seasonal and topical songs, as well as folk songs.  
Write and execute short rhythmic patterns accurately.  
Use songs which feature rounds and/or ostinati.

This is a one-term course.



## **MUSIC GRADE 4**

### ***TRADE/TEXTBOOKS:***

*Music K – 8*, Plank Road Publishing

Simple unison octavos from various publishers

Games and activities which reinforce concepts

### ***GOALS:***

- Sing, alone and with others, songs from various cultures and in languages other than English.
- Sing some songs from memory.
- Sing expressively with appropriate dynamics, phrasing, and interpretation.
- Realize that music is a basic expression of human culture.

### ***SEQUENCE:***

Echo short rhythms and melodic patterns.

Perform, using instruments, while others sing or play contrasting parts.

Sing seasonal and topical songs, as well as folk songs.

Write and execute short rhythmic patterns accurately.

Use songs which feature rounds and/or ostinati.

Use songs which sometimes feature a descant part.

This is a one-term course.



## **MUSIC GRADE 5**

### ***TRADE/TEXTBOOKS:***

*Music K-8*, Plank Road Publishing

Graded octavos in unison or two parts, from various publishers

### ***GOALS:***

- Continue to sing, alone and with others, songs from other cultures and in languages other than English.
- Sing songs from memory.
- Sing expressively, with appropriate dynamics, phrasing, and interpretation.
- Broaden understanding about music being a basic expression of human culture.

### ***SEQUENCE:***

Echo short rhythms and melodic patterns.

Sing seasonal and topical songs, as well as folk songs.

Write and execute short rhythmic patterns accurately.

Use songs which feature rounds and/or ostinati.

Use partner songs and simple, two-part songs.

This is a one-term course.



## INSTRUMENTAL MUSIC GRADE 4

### ***TRADE/TEXTBOOKS:***

*Essential Elements 2000*

Various concert band pieces and small ensemble scores

### ***GOALS:***

- Choose a band instrument. Choices are offered on flute, clarinet, alto sax, trumpet, trombone, and baritone horn.
- Gain a comfortable physical association with a new band instrument.
- Acquire a satisfying pitch and tone on the chosen instrument.
- Understand the various musical families and their own distinctive sound (timbre).
- Gain a general understanding of rhythm and melody and how these relate to the individual instrument and to a full band sound.
- Conclude the year playing as a full band with a satisfying sound and perform several pieces for an audience.

### ***SEQUENCE:***

Students meet twice weekly in groups of mixed instruments throughout the year. In addition, a full band meeting is added approximately twice monthly as students display readiness.

Play beginning pitches with a CD recording.

Listen to recordings of music that the group as a whole is working on or as individuals.

Perform in front of each other within the classroom setting.

Clap rhythms.

Offer a final performance.



## INSTRUMENTAL MUSIC GRADE 5

### ***TRADE/TEXTBOOKS:***

*Essential Elements 2000*

Various concert band pieces and small ensemble scores

### ***GOALS:***

- Continue to develop skills on band instrument.
- Continue to gain a comfortable physical association with band instrument.
- Refine pitch and tone on the chosen instrument.
- Understand the various musical families and their own distinctive sound (timbre).
- Understand rhythm and melody and how these relate to the individual instrument and also as they relate to a full band sound.
- Use musical language and musical concepts.
- Conclude the year playing as a full band with a satisfying sound, performing several pieces for an audience.

### ***SEQUENCE:***

Students meet twice weekly in groups of mixed instruments throughout the year. In addition, a full band meeting is added approximately twice monthly in preparation for performances.

Listen to recordings of music that the group is working on or as individuals.

Perform in front of each other within the classroom setting.

Clap rhythms.

Offer a final performance.



**INSTRUMENTAL MUSIC**  
**GRADE 6, 7, 8, 9**

***TRADE/TEXTBOOKS:***

Various concert band pieces and small ensemble scores

***GOALS:***

- Continue to develop skills on band instrument.
- Gain a comfortable physical association with band instrument.
- Refine pitch and tone on the chosen instrument.
- Develop concepts of pitch, rhythm, articulation, breath support, and flexibility at a level that associates with the students' prior skill development.
- Understand rhythm and melody and how these relate to the individual instrument and to a full band sound.
- Learn patience and respect as they relate to a group effort.
- Play individual parts within a varied group of instruments, simultaneously playing different melodic and harmonic lines.
- Conclude the year playing as a full band with a satisfying sound, performing several pieces for an audience twice in the year.

***SEQUENCE:***

Students meet twice weekly in groups of mixed instruments throughout the year. In addition, a full band meeting is added as often as needed for performance.

Smaller group ensemble playing is encouraged for those who express interest.

Listen to recordings of music that the group is working on or as individuals.

Perform in front of each other within the classroom setting.

Clap rhythms.

Sing melodic pitches.

Offer final performances.



**VOCAL MUSIC**  
**GRADE 6**

***TRADE/TEXTBOOKS:***

Graded octavos from various publishers  
Games and activities to reinforce concepts learned  
CD's and music from *Music K-8*, Plank Road Publishing

***GOALS:***

- Sing accurately with good intonation.
- Begin to sing independently and sustain a simple harmonizing part.
- Gain an appreciation of music from various periods and styles.

***SEQUENCE:***

Vocal production, emphasizing breath and posture  
Follow a vocal line in a score.  
Discriminate between “in tune” and “out of tune.”  
Read and interpret expression markings.  
Read and execute either part in a two-part song accurately and independently.



**VOCAL MUSIC (CONCERT CHOIR)**  
**GRADE 7**

***TRADE/TEXTBOOKS:***

Graded octavos from various publishers

***GOALS:***

- Sing accurately with good intonation.
- Sustain an independent vocal line homophonically and polyphonically.
- Improve and refine music reading skills.

***SEQUENCE:***

Sing music in unison or two parts.

Memorize music.

Practice clear articulation.

Use music with standard Italian performance instruction (i.e. allegro, mezzoforte, etc).

Use a variety of styles and types of music.

Continue to work on singing accurately and with breath control.



**MUSIC HISTORY  
GRADE 7**

***TRADE/TEXTBOOKS:***

Recordings, print copies of folk and other music relating to specific historical periods

***GOALS:***

- Gain exposure to music which corresponds to the general history curriculum.

***SEQUENCE:***

European-based folksongs and their place in Colonial America

Changes in folk music as society changes

Music as propaganda

Westward expansion and song “recycling”

Rise of labor issues and Abolitionists

This is a one-term course.



**MUSIC HISTORY**  
**GRADE 8**

***TRADE/TEXTBOOKS:***

Recordings, print copies of folk and other music relating to specific historical periods  
Ken Burns' *Jazz* video series

***GOALS:***

- Gain exposure to music which corresponds to the general history curriculum.
- Broaden understanding of cultural and societal issues through the music of the period.

***SEQUENCE:***

Music of the Mexican War

Further exploration of songs of the Abolitionists

Music of the Civil War and its use as a rallying point and propaganda

Further exploration of the music of the labor movement and the Grange movement

The rise of African American music, notably jazz, and its impact on the country in the early half of the twentieth century



**VOCAL MUSIC (Concert Choir)**  
**GRADE 8**

***TRADE/TEXTBOOKS:***

Graded octavos from various publishers

***GOALS:***

- Continue to sing accurately with good intonation.
- Sustain an independent vocal line homophonically and polyphonically.
- Improve and refine music reading skills.

***SEQUENCE:***

Sing music in unison or two parts.

Memorize music.

Practice clear articulation.

Use music with standard Italian performance instruction (i.e. allegro, mezzoforte, etc).

Use a variety of styles and types of music.

Continue to work on singing accurately and with breath control.

***OPTIONAL ENRICHMENT PROGRAM:***

A capella ensemble by invitation



**VOCAL MUSIC (Concert Choir)**  
**GRADE 9**

***TRADE/TEXTBOOKS:***

Graded octavos from various publishers

Vocal music as part of musical theater

***GOALS:***

- Continue to sing accurately with good intonation.
- Continue to sustain an independent vocal line homophonically and polyphonically.
- Continue to improve and refine music reading skills.

***SEQUENCE:***

Listen for vocal balance between all parts while singing.

Recognize harmonic intervals in songs.

Sing deliberately dissonant intervals.

Sing in a musical, incorporating movement and dramatic expression.

***OPTIONAL ENRICHMENT PROGRAM:***

A capella ensemble by invitation



## **ENGLISH LANGUAGE ARTS**

The overall purpose of the English/Language Arts curriculum is to help students cultivate their ability to read appreciatively, to think critically, and to write effectively. Throughout their years at Bement, students read and write a wide variety of genres. Our language arts program is literature-based, while balancing explicit skills instruction with a variety of reading and writing activities. A multicultural perspective recognizes and celebrates human diversity, while at the same time acknowledging commonalities.

Principles which guide language arts instruction include:

- ❖ Students' oral and written language literacy develops through appropriately challenging learning activities which include speaking, listening, viewing, reading, and writing.
- ❖ The curriculum nurtures a lifelong love of reading and writing.
- ❖ The language arts curriculum draws on literature from many genres, time periods, and cultures.
- ❖ The language arts curriculum builds on language, experiences, and interests that students bring to school.
- ❖ The curriculum enables the development of each student's distinctive writing or speaking voice.

### **LOWER SCHOOL**

On a daily basis, students have the opportunity to read. Reading unfolds through a combination of teacher-lead reading and discussion, student-lead literature discussion groups, read alouds, expository reading, independent reading through self-selected reading, and reading response journals. Each night, students are expected to participate at home in the KBAR (Kick Back and Read) program for twenty minutes.

Reading topics are integrated with the first grade study of pond life, butterflies, spiders, and countries around the world; the second grade study of Africa, space, and insects; the third grade study of oceans, United States geography, and habitats; the fourth grade study of Native Americans, Colonial America, world geography, and the rain forest; the fifth grade study of the ancient cultures of China, Egypt, and Greece.

Literary interpretations, as demonstrated through reading, oral, and written responses, instruct and encourage children to:

- ❖ Summarize and make predictions.
- ❖ Explore cultural and social differences.
- ❖ Explore cross-cultural human commonalities.
- ❖ Understand cultural identity.
- ❖ Define family and personal values.
- ❖ Enhance ability to generate questions about culture, history, and customs.



- ❖ Analyze character relationships.
- ❖ Recognize one's ability to show care for classmates whose interests are different from one's own.
- ❖ Develop sensitivity to individual difference.
- ❖ Develop an awareness of literary techniques and devices.
- ❖ Distinguish fact from opinion.

Writing instruction nurtures creative approaches to personal expression, as well as the mechanics of the written language. Writing is viewed as an important tool for learning. An emphasis is placed on writing as an essential means for developing, clarifying, and communicating ideas. On a daily basis, students have the opportunity to write. Writing experiences in the classroom may include written reading responses; note-taking; creative fiction; summaries of both fictional and expository text; applying knowledge of both vocabulary and form; and using opportunities for authentic written communication, such as letter writing and notices to the school community. Writing and reading topics and activities are interconnected, integrating author's craft with textual meaning.

Writing practice, as demonstrated through a variety of expressive forms, instructs and encourages students to:

- ❖ Practice logical progression of written ideas with supporting examples to strengthen expressed point of view.
- ❖ Engage in the writing process, using preplanning tools, creating drafts, conferencing with peers and teacher, and publishing.
- ❖ Revise and edit written work for clarity, accuracy of punctuation, capitalization, spelling, and grammar.
- ❖ Develop an awareness of diverse means of written expression.
- ❖ Experiment with a variety of literary structures, forms, and techniques.
- ❖ Select the written medium that is the most appropriate and effective form to meet the writer's and intended audience's needs.

Explicit skill instruction in writing includes:

- ❖ Identifying standard English writing conventions, such as part of speech and constructing and analyzing well crafted sentences and paragraphs.
- ❖ Identifying and using proper verb tenses, simple and compound sentences, capitalization, end punctuation, commas, possessives, contractions, and easily confused words.
- ❖ Taking notes.
- ❖ Using supportive examples to develop and clarify written expression.
- ❖ Spelling, using a multi-sensory approach.

## **UPPER SCHOOL**

- ❖ Reading comprehension and the writing process are emphasized throughout the English curriculum.



- ❖ Class discussion provides the essence of learning as students develop articulation of ideas, pursuit of knowledge, respect and appreciation of the thoughts of others, in either collaborative groups or as a whole class experience.
- ❖ The sixth grade classes meet two periods a day in the homeroom. Grades seven, eight, and nine meet four days per week for 55 minutes. Reading for seventh, eighth and ninth grades closely parallels the same time frame for history.
- ❖ Highlights of the program include a study skills component in the sixth grade, a poetry portfolio in the seventh grade, writing workshop in the eighth grade, and extensive essay writing in the ninth grade.
- ❖ A magazine called *Blaze* gives the student body a chance to share selected pieces of writing.
- ❖ We encourage love and respect for reading by incorporating it in our daily schedule.
- ❖ Students read both required book(s) and books of their own choice in the summer.



## LANGUAGE ARTS KINDERGARTEN

### ***GOALS:***

- Understand concepts of print, including:
  - directionality of books
  - pages and lines of print
  - upper and lower case letter recognition
  - letter/sound correspondence (with introduction of short and long vowels)
- Use a variety of strategies to gain meaning from text including:
  - decoding
  - context clues
  - picture clues
- Demonstrate comprehension by:
  - retelling
  - rewriting
  - dramatizing
  - sequencing
  - illustrating
- Begin to develop basic sight word vocabulary.
- Communicate ideas through detailed drawing.
- Label pictures using letters with some sound/letter correspondence.
- Produce their own text, demonstrating use of left-to-right and top-to-bottom directionality.
- Practice appropriate pencil grip.
- Employ inventive spelling.
- Incorporate sight words into one-sentence stories.
- Leave spaces between words.
- Be able to read their writing.
- Begin to develop an awareness of print conventions (period, question mark, beginning upper case letter).



**LANGUAGE ARTS**  
**GRADE 1**

***GOALS:***

- Acquire word-solving skills and a variety of reading strategies such as:
  - Using picture clues
  - Using context clues – reading beyond the word
  - Using phonetic knowledge
  - Recognizing language patterns and repetitions
- Make connections to prior knowledge and personal experience.
- Create and utilize story webs.
- Enhance vocabulary.
- Recognize the difference between fiction and non-fiction.
- Identify literary elements including:
  - main character
  - setting
  - problem and solution
  - sequence
- Produce accurate summaries.
- Engage in monthly author studies.
- Produce legible handwriting with spaces between words and letters on the line.
- Employ accurate capitalization and punctuation.
- Utilize the writing process to create personal work.
- Publish their own books.
- Continue to utilize inventive spelling while increasing awareness of conventional spelling.
- Emphasize writing:
  - letters
  - books
  - journals
  - poetry



## LANGUAGE ARTS GRADE 2

### **GOALS:**

- Strengthen use of reading strategies, including:
  - activating prior knowledge
  - visualization
  - making connections
- Deepen comprehension by:
  - identifying main idea
  - recounting specific details
  - sequencing events
  - drawing conclusions
  - making logical predictions
  - inferring
  - appreciating imagery
- Increase vocabulary through greater word recognition and multiple meanings.
- Broaden ability to analyze words through:
  - multisyllabic words
  - root words
  - prefixes
  - suffixes
- Strengthen phonemic awareness.
- Introduce study skills including:
  - problem-solving
  - following directions
  - organizing
  - note-taking
  - using a dictionary and thesaurus
- Continue to utilize the writing process.
- Understand that the purposes of writing are to:
  - express thoughts
  - communicate information
  - share experiences
- Produce a variety of genres including:
  - personal narrative
  - descriptive
  - biographical
  - autobiographical
  - expository
  - poetic



creative  
book reports  
research papers  
personal journal  
news article  
letters  
lists  
thank you notes  
folktales  
interviews

- Write in groups as well as independently.



**LANGUAGE ARTS  
GRADE 3**

***GOALS:***

- Read text to gain directions.
- Strengthen decoding skills.
- Strengthen spelling skills.
- Increase fluency.
- Enhance vocabulary.
- Understand the organizational parts of a text including:
  - index
  - glossary
  - table of contents
- Continue to make connections to prior knowledge and personal experience.
- Utilize story maps.
- Compare and contrast.
- Recognize an author's use of literary techniques such as character and imagery.
- Introduce cursive handwriting.
- Develop appropriate grammar skills such as using complete sentences and correct capitalization and punctuation.
- Identify parts of a sentence.
- Continue to utilize the writing process.
- Practice early note-taking and basic research techniques.
- Emphasize writing:
  - reports
  - poetry
  - biography
  - memoir

**LANGUAGE ARTS  
GRADE 4**

***GOALS:***

- Effectively decode multisyllabic words.
- Enhance vocabulary through dictionary use and context clues in reading.
- Monitor reading comprehension.
- Identify relevant information in text.
- Read for inquiry and research.
- Identify key elements of story such as:
  - setting
  - plot
  - key story events
  - turning point, climax, conflict
  - resolution
  - theme
  - narration
  - dialogue
  - characters
  - main character
  - physical and personality changes in characters
- Identify use and purpose of symbolism.
- Locate necessary information by using:
  - indexes
  - guidewords
  - headings
  - table of contents
- Create and use Venn diagrams and outlines.
- Develop strategies for summarizing texts.
- Read and analyze different genres.
- Determine an author's point of view.
- Strengthen skills in proofreading, editing, and revising one's own work.
- Broaden research techniques, including:
  - note-taking
  - organizing notes
  - writing from notes
  - developing and following outlines
- Emphasize writing:
  - legends
  - memoir
  - historical research
  - essays
  - business and friendly letters



## LANGUAGE ARTS GRADE 5

### **GOALS:**

- Continue to strengthen decoding of multisyllabic works.
- Enhance vocabulary through dictionary use.
- Read in context.
- Introduce Greek and Latin roots.
- Identify relevant information in expository text.
- Read for inquiry and research.
- Identify the use and purpose of symbolism.
- Evaluate resources.
- Locate necessary information using:
  - indexes
  - guide words
  - headings
  - table of contents
- Develop strategies to solve word analogies.
- Read and analyze journalistic writing.
- Practice public speaking through:
  - memorizing and reciting poetry
  - storytelling
  - delivering a speech
- Introduce five-paragraph essay.
- Practice writing essays including:
  - persuasive
  - explanatory
  - literary
- Encourage self-generated inquiry process for research.
- Use a variety of resources in research.
- Document source materials, using a consistent, effective, and acceptable format.
- Express results of research in one's own words.
- Emphasize writing:
  - parables
  - essays
  - research papers
  - speeches
  - self-reflection
  - creative stories
  - poetry
- Develop further proficiency at word-processing.
- Use technology to enhance class and project assignments.



**LANGUAGE ARTS**  
**GRADE 6**

***TRADE/TEXTBOOKS:***

Book choices which encourage an appreciation of geography and culture are utilized each year and may include: *Call it Courage, Three Cups of Tea, Iqbal, Homeless Bird, The Circuit, Heat, Seedfolks, Haymeadow, Sing Down the Moon.*

***GOALS:***

Improve writing skills:

- Utilize the writing process including multiple revisions and peer review.
- Vary sentence structure (e.g.: simple, complex and compound sentences).
- Utilize the structure of a cohesive paragraph to convey ideas.
- Use appropriate genre to convey ideas.
- Recognize and employ proper grammatical conventions.

Expand reading comprehension:

- Identify and apply literary terms.
- Understand vocabulary in context.
- Recognize symbolism and its use within literature.
- Recognize descriptive language.
- Establish connections between texts, authors, and selves.
- Examine central themes, events, plot and characters.

Reinforce study skills:

- Demonstrate proper quiz and test preparation.
- Use effective note-taking.
- Identify main ideas and subtopics for review.
- Use highlighting and margin notes.
- Maintain a well-organized binder and homework folder.
- Utilize the 6th grade study skills program.

## ***SEQUENCE***

### FALL TERM:

Read and analyze two works of world literature: novel, historical fiction or short stories.

Ease the transition to upper school.

- Introduce students to the schedule, academic and behavioral expectations.
- Teach organizational skills, including the effective use of binders, notebooks, and assignment books.

Introduce elements of plot and character analysis in short stories and novels.

Introduce types of paragraphs, and their structure.

Introduce /Reinforce sentence structure: subject, predicate, and review of the mechanics.

Write a short research paper, including citations and bibliography, choosing topic, using library, taking notes, outlining, drafting, proofreading, and publishing.

### WINTER TERM:

Read and analyze two works of world literature: novel, historical fiction or short stories.

Introduce more complex grammatical structures, concepts, and conventions.

- predicate adjectives
- comparative/superlative forms
- linking verbs
- direct/indirect objects
- prepositions and prepositional phrases

Utilize the writing of different types of paragraphs (narrative, persuasive, descriptive).

Introduce essay writing using real world issues.

### SPRING TERM:

Read and analyze at least one work of world literature.

Review all grammar covered in the course.

Introduce short story elements and structures.

Create an original short story.

- Introduce use of imagery, sensory detail, literary devices (simile, metaphor, foreshadowing).
- Model/practice the effective use of dialogue.

Apply the writing process (rough draft, revision, peer review).



## ENGLISH GRADE 7

### **TRADE/TEXTBOOKS:**

A novel about colonial times or Native American issues (e.g. *Touching Spirit Bear*, *Boy Captive of Old Deerfield*, *I Heard the Owl Call My Name*, or *Light in the Forest*), *The Crucible*, poems, and short stories from a variety of sources, Shakespeare or a classic fitting the miniterm theme, *The Adventures of Tom Sawyer*, *Treasure Island* or another novel, Johnson O'Connor *Wordbook* Vocabulary Program, Stewart Grammar Program

### **GOALS**

- Learn and apply the organizational skills necessary to study literature, grammar, vocabulary, and writing.
- Develop writing skills through the writing process using journal writing, creative writing, writing exercises, and analytical essays. Practice sentence variety, develop introduction, support, and conclusion paragraphs for expository and creative writing; practice revising and editing for development of ideas, content, and mechanics.
- Introduce and develop the incorporation of textual support in essay writing.
- Address and practice particular grammar skills and concepts, including parts of speech and parts of sentence: prepositions, objective and subjective pronouns, linking and action verbs, direct and indirect object, predicate nominative and predicate adjective, clauses, phrases, agreement.
- Build vocabulary through particular vocabulary study books and through vocabulary in literary context.
- Develop memorization skills through reciting poetry and parts of plays.
- Appreciate, read, write, and recite poetry.
- Explore Memorial Hall in Deerfield, Emily Dickinson House, or Mark Twain House.

### **SEQUENCE:**

#### FALL TERM:

Assess and address reading comprehension.

Introduce and apply literary terms.

Examine colonial and Native American issues through young adult literature and *The Crucible*.

Write about a personal family tradition or story.

Visit a New England colonial site.

Write responses to literature and expository and analytical essays on characters, conflicts, and themes from literature.

Work on grammar and vocabulary through sentence writing and *Wordbooks*.

WINTER TERM:

Introduce and apply literary terms.

Study Shakespeare or a classic fitting the miniterm theme.

Read, study, and write short stories and essays; introduce poetry.

Develop writing and revising skills.

Focus on vocabulary and grammar study.

SPRING TERM:

Read, recite, and write poetry.

Plan and make a poetry portfolio or magazine, including the poetry of other students and collected poems based on a theme of choice.

Read *The Adventures of Tom Sawyer*, *Treasure Island* or another novel, focusing on theme, point of view, character, conflict.

Continue study of grammar and vocabulary.



## ENGLISH GRADE 8

### ***TRADE/TEXTBOOKS:***

Choices vary but may include *Classic Slave Narratives*, *The Killer Angels*, and *To Kill A Mockingbird*; other novels, plays, or poems of choice.

### ***GOALS:***

- Continue a thematic approach to literature and history using the Civil War and racial issues in America as a foundation.
- Develop creative and analytical approaches to writing, including the five-paragraph persuasive essay.
- Master the incorporation of textual support in essay writing and its consistent citation format.
- Polish application of grammar, including agreement, clauses, case, usage, commas, and mechanics.
- Continue to build vocabulary, particularly in the context of literature.
- Connect poetry to thematic study.

### ***SEQUENCE:***

#### FALL TERM:

Assess and address reading comprehension.

Introduce the African American slave literary tradition.

Study plot and character, strengthen reading comprehension, and nurture appreciation of language through reading *The Killer Angels* in preparation for a trip to Gettysburg.

Produce a formal five-paragraph persuasive essay emphasizing thesis development and support from text.

Study grammar and vocabulary in context.

#### WINTER TERM:

Explore and write in a variety of genres. Develop and practice revision and editing skills. A portfolio of writing, as well as the inclusion of a multimedia project, concludes the process.

#### SPRING TERM:

Read *To Kill A Mockingbird*.

Examine personal response to challenging situations.

Produce expository, journal, and creative writing.

Study grammar and vocabulary.



## ENGLISH GRADE 9

### ***TRADE/TEXTBOOKS:***

Essays from a variety of sources, Sophocles' *The Oedipus Cycle*, Homer's *The Odyssey*, Shakespeare or classic work fitting miniterm theme, John Knowles' *A Separate Peace*. Other books vary from year to year but have included *Annie John*, *Frankenstein*, *The Great Gatsby*, *Montana 1948*. Focused grammar and vocabulary study through a variety of sources.

### ***GOALS:***

- Read, discuss, and write about essays, poetry, plays, and novels.
- Write, revise, edit, and peer edit personal and analytical essays.
- Study vocabulary, mostly in literary context.
- Continue thematic, interdisciplinary study using literature of Greece as a foundation.
- Integrate poetry throughout the year.
- Concentrate on grammatical usage and mechanics through the writing process.

### ***SEQUENCE:***

#### **FALL TERM:**

Read and analyze personal essays, novels, and related poetry.

Write, revise and edit personal essays.

Focus on grammatical issues from the writing process.

Study and implement vocabulary.

#### **WINTER TERM:**

Study Shakespeare or another classic, focusing on performance of a scene.

Study ancient Greek literature through *The Odyssey* by Homer.

Continue essay writing, focusing on literary analysis and research.

Continue vocabulary study, especially in context.

Research a god, goddess, or hero from Greek mythology.

#### **SPRING TERM:**

Read *The Oedipus Cycle* and *A Separate Peace* and one other novel or play and related poetry.

Continue writing, grammar, vocabulary in context with particular emphasis on literary analysis and personal reflections.



## **ELL ENGLISH LANGUAGE LEARNING**

Students whose native language is not English are highly successful at the Bement School. The school offers a safe and challenging environment in which to practice English and experience American culture. The English Language Learning program provides language instruction, academic support, and guidance as students acquire the language competence necessary to be successful in the broader academic program.

Students enter the ELL program at various levels of English proficiency. In order to meet the needs of students with different language skills, ELL classes offer small group or individualized instruction. English proficiency is acquired by practice in the four skill areas of speaking, reading, listening, and writing. Emphasis is placed on academic study and test-taking skills. Often the ELL curriculum parallels the main academic program to facilitate students' transition into the core classes. Some ELL students receive academic tutoring one period a day to ensure success in their core courses.

### ***TRADE/TEXTBOOKS:***

Grammar:

*English: The Kim Marshall Series (Parts A & B)*

*Houghton Mifflin English – Level 6 and Level 7*

*The Stewart English Program – Book 1: Basic Principles*

*Checking Your Grammar*

Vocabulary:

*Wordly Wise 3000 (Vocabulary - various levels)*

Writing:

*Writing Application and Practice (2 & 3)*

Novels:

*Touching Spirit Bear, Ben Mikalsen*

*The Killer Angels (abridged), Michael Sharra*

*To Kill a Mockingbird (abridged), Harper Lee*

*The Pearl, John Steinbeck*

*Sing Down the Moon, Scott O'Dell*

*Otto of the Silver Hand, Howard Pyle*

*Tuck Everlasting, Natalie Babbitt*

*Dar and the Spear-Thrower, Marjorie Cowley*

*A Single Shard, Linda Sue Park*

*Soldier's Heart, Gary Paulsen*

Short Stories:

*Native American Stories*, Joseph Bruchac and Michael Caduto

*Discovering Fiction*, Judith Cay and Rosemary Gelshenen

Poetry:

*A Book of Poetry* (1 & 2)

**ELL GOALS:**

- Develop critical thinking and English proficiency through study of the English language in the areas of speaking, reading, writing, and grammar.
- Gain an understanding of the grammar structures of English as they are used in writing, reading, and speaking.
- Practice writing paragraphs, essays, and reports. Oral presentations are a frequent part of daily activities.
- Prepare students for standardized exams and the main academic program by learning, reading, vocabulary, and test-taking skills.
- Develop language proficiency and an appreciation of literature by reading from a variety of genres.

**HIGH-BEGINNING-INTERMEDIATE LEVEL**

The needs of each student or group of students entering at the high-beginning or intermediate level are assessed, and students are instructed accordingly.

**SEQUENCE**

(Note: the order of topics will change from year-to-year depending on the needs of the students.)

**FALL TERM:**

Identify the subject and verb and object in a sentence.

Demonstrate the use of capital letters at the beginning of sentences and with proper nouns.

Identify the verb as transitive or intransitive.

Learn and practice the prewriting activities of brainstorming, free-writing, and journaling.

Write paragraphs demonstrating the use of topic sentences, supporting details, and concluding sentences.

Actively read one novel and complete activities that involve vocabulary and the literary terms of setting, character, plot, theme, and point of view.

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Demonstrate improvement in the reading skills of main idea, supporting details, vocabulary, comprehension, and inference.

Write a thoughtful, well-supported paragraph or essay centered on a topic from the novel read. Receive practice in oral reading skills, including pronunciation of consonants and vowels as well as the skill of phrasing.

Build understanding of vocabulary by learning new words, understanding them in a variety of contexts, and using them in writing.

#### WINTER TERM:

Demonstrate understanding of direct and indirect objects and other noun forms in the sentence. Identify prepositions and prepositional phrases, distinguish prepositions from adverbs, and distinguish an infinitive from a prepositional phrase.

Demonstrate an understanding of the difference between a phrase and a clause.

Demonstrate use of the articles a and an, and receive an introduction to the use of the article the. Actively read short stories and one novel and complete activities that involve vocabulary and the literary terms of setting, character, plot, theme, and point of view.

Demonstrate improvement in the reading skills of main idea, supporting details, vocabulary, comprehension and inference.

Study paragraph and essay organization and practice writing paragraphs and essay of several kinds (ex. narrative, description, opinion, compare and contrast).

Prepare and present at least one oral speech. Individual pronunciation skills and fluency will be addressed.

Build understanding of vocabulary by learning new words, understanding them in a variety of contexts, and using them in writing.

#### SPRING TERM:

Develop an appreciation of poetry by reading narrative, descriptive, and humorous poems.

Create a poetry portfolio based upon a theme of choice that incorporates selected poems and student writing.

Demonstrate the use of compound and complex sentences by studying the use of the following:

independent clauses and coordinating conjunctions

dependent clauses and subordinating conjunctions, including punctuation

compound and complex sentences

Be instructed in the many uses of the article the.

Actively read one novel that parallels the regular grade level program for native speakers; including study of vocabulary and literary terms.

Write a thematic essay that demonstrates and proves a conceptual understanding of the novel.

## ADVANCED LEVEL

Sometimes students who reach this level are mainstreamed into the regular English program at some point during the academic year.

### ***SEQUENCE:***

#### FALL TERM:

Actively read one novel that parallels the regular grade level program for native speakers, including study of vocabulary.

Identify the subject and verb in a sentence.

Identify prepositions and prepositional phrases, distinguish prepositions from adverbs, and distinguish an infinitive from a prepositional phrase.

Identify and demonstrate the uses of the twelve tenses of English in written and spoken form.

Practice pre-writing techniques.

Identify and practice the elements of introduction and conclusion.

Write responses to key themes in the novel and craft an essay that requires the students to synthesize and analyze their ideas related to one or more of these themes.

Practice test-taking skills for SSAT and TOEFL, focusing on main ideas, details, and inferential skills.

#### WINTER TERM:

Participate in a writing workshop with the regular English class in which the following skills are practiced: prewriting techniques, drafting and revising, peer-conferencing, photo-to-movie making.

#### SPRING TERM:

Create a multimedia project based on a selection from the winter-term writing portfolio.

Demonstrate an understanding of the difference between a phrase and a clause.

Demonstrate the use of compound and complex sentences by studying the use of:

independent clauses and coordinating conjunctions

dependent clauses and subordinating conjunctions, including punctuation

compound and complex sentences

Demonstrate the use of adjective and adverb phrases and clauses and the use of conjunctions which help express relationships.

Actively read one novel that parallels the regular grade level program for native speakers,

including study of vocabulary.

Write a thematic essay that demonstrates and proves a conceptual understanding of the novel.

Prepare and present at least one oral speech based on the reading and writing completed for the novel.

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## **WORLD LANGUAGE**

The world language program in the lower school follows the “FLEX”, or world language experience, model. Each class in grades K - 5 meets 30 minutes per week; they have a term (i.e. trimester) each of Chinese, French, and Spanish. The content of the courses includes segments from several video series: (“Bonjour les amis” for Gr. 2 and 3 French, "Muzzy" for Gr. 4 and 5 French and Spanish), songs, puppet play, children's literature in the target language, and simple games.

In grade 6, students are offered an introductory Latin course. From grade 7 on, the students take formal, full-length courses, choosing Chinese, French, Latin, or Spanish for their remaining time at Bement. The goal of the program is to have students become effective communicators; listening, reading, writing, and speaking skills are emphasized equally. Grammar and cultural information are stressed as well. The grade 9 courses are designed to prepare students for the future study of a language at the high school level.

Some of the highlights of the program include an exchange program with a school in France, and have included trips to Spain and to Peru and China.



## FRENCH AND SPANISH GRADES K-5

### **TRADE/TEXTBOOKS:**

*La Grosse Patate*

*Diez perros en la tienda*

*La vieille dame qui avait  
une mouche*

*El primero beso de Froggy*

*La chenille qui a fait des trous*

*Perro grande, perro pequeño*

*Monsieur Lapin a faim*

*De mayor a menor*

*J'ai perdu une dent*

*Desde aquí, hasta allá*

*The King's Day*

*El almuerzo sorpresa*

### **GOALS:**

- Gain exposure to the language and culture of francophone and Hispanic countries.
- Develop an appreciation for the rhythms and rules of the target language as they observe, then imitate, words, phrases and gestures.
- Increase motivation for future language study.
- Have fun with a new language in a non-threatening atmosphere.

Some of the vocabulary topics that are covered through the videos and books are:

basic greetings  
numbers and colors  
parts of the body and face  
bakery foods  
restaurant foods  
birthday gifts  
French and Spanish alphabet  
farm animals  
weather terms  
open-air market (fruits and vegetables)  
days and months

The use of props such as plastic fruits and puppets gives the children a tactile connection to the language that they are learning.

They sing from a large repertoire of songs, including:

“Tête, épaules, genoux et pieds”	“Cabeza, hombro, pierna y pies”
“Le fermier dans son pré”	“Mi cuerpo es musical”
“Mon père m’envoie-t-au marché”	“Con mis piecitos”
“Pomme de reinette”	“Estrellita, brilla más”

Children in grades 4 and 5 occasionally do worksheets which require some writing of French or Spanish, but the general focus for all four grades is the enjoyment of oral language.



**FRENCH 01**  
**GRADE 7**

***TRADE/TEXTBOOKS:***

*C'est à Toi! Level 1* – Fawbush, Theisen, Hopen, and Klohs  
*Bonjour* (monthly magazine)

***GOALS:***

- Experience a first “formal” or full-length world language course.
- Gain proficiency in oral language through practice speaking in pairs or small groups.
- Learn the grammar patterns of French.
- Gain an appreciation of culture as it reflects the importance that a people’s place in the world has on its language and thought.

***SEQUENCE:***

**FALL TERM:**

Vocabulary: basic courtesies, expressing likes and dislikes, and ordering food and drink in a café.

Grammar: all subject pronouns, regular – ER verbs, negation, the verb ALLER, telling time, gender of nouns, and articles

Culture: greetings and leave-takings, school schedules, leisure activities and music, *le Tour de France*, and cuisine

View the full-length film “Jean de Florette”

**WINTER TERM:**

Vocabulary: school life, days of the week and months, family relationships and pets, physical traits, and numbers from 100-1000 and greater.

Grammar: the verb AVOIR, regular – IR verbs, possessive adjectives, expressions with AVOIR, telling exact time, and agreement of adjectives

Culture: tipping in cafés, school supplies, schools in Canada, 24-hour time, Guadeloupe and Martinique, metric system

View the full-length film “Manon des Sources,” a sequel to “Jean de Florette.”

**SPRING TERM:**

Vocabulary: countries and nationalities, professions, seasons and weather

Grammar: the verb ETRE, adjective agreement, forming questions, the verb VENIR, the verb FAIRE

Culture: vacations, pets, saints’ days, travel within Europe, working in France, Celsius scale



**FRENCH 1**  
**GRADE 8**

***TRADE/TEXTBOOKS:***

*C'est a Toi! Level 1* (2<sup>nd</sup> half) – Fawbush, Theisen, Hopen, and Klohs  
*Ça Va* (monthly magazine)

***GOALS:***

- Continue to build on the base begun in French 01, strengthening the four basic skills of listening, speaking, reading, and writing.
- Become more fluent in oral language by creating skits and working on proficiency exercises.
- Learn more complex grammar structures, including past tense.

***SEQUENCE:***

**FALL TERM:**

Vocabulary: clothing, types of stores, colors, shopping for food in specialty shops

Grammar: ALLER + infinitive (the immediate future), position of adjectives, stem-change verbs, regular –RE verbs, the verbs POUVOIR and VOULOIR, the partitive form, quantity expressions, comparative of adjectives

Culture: specialized shops, the Latin Quarter, Marseille, Guadeloupe, open-air markets

View the film “La Gloire de Mon Père.”

**WINTER TERM:**

Vocabulary: rooms and furniture of a house, meals and table settings, body parts and ailments

Grammar: the verbs PRENDRE, METTRE, FALLOIR and DEVOIR, the imperative, negative expressions

Culture: styles of house, floors of a house, le Maghreb, Morocco, Ramadan, Chamonix and skiing, Switzerland, a French pharmacy

View the film “Le Château de ma Mère.”

**SPRING TERM:**

Vocabulary: European countries and nationalities, train and plane travel, African countries, places in the city and the *metro* system, ordinal numbers

Grammar: passé composé with ETRE, passé composé with AVOIR, the verb VOIR, irregular past participles, superlative of adjectives

Culture: Tahiti, Paris monuments and museums, Bastille Day celebrations, districts of Paris

View the film “Argent de Poche.”



## FRENCH 2 GRADE 9

### **TRADE/TEXTBOOKS:**

*C'est a Toi! Level 2* – Fawbush, Theisen, and Hopen  
*Chez Nous* (monthly magazine)

### **GOALS:**

- Improve oral proficiency and written expression.
- Build on knowledge of French vocabulary and grammar structures.
- Communicate orally in a more fluent way, applying vocabulary and grammar previously studied.

### **SEQUENCE:**

#### FALL TERM:

Vocabulary: review of vocabulary in the Level 1 text, more professions, adjectives of character traits, art expressions, zoo animals

Grammar: review of structures presented in Level 1, including –ER, -IR, and –RE regular verbs, the irregular verbs ALLER, ÊTRE, AVOIR, FAIRE, VENIR, METTRE, PRENDRE, and VOIR, agreement and position of adjectives, passé composé with AVOIR, negation, and forming questions

Culture: New Year's Eve, Quebec City and *Carnaval*, museums in Paris, styles of art, *le metro* and the *R.E.R.*, Réunion

View the film “Amélie.”

Begin project “Regions at France.”

#### WINTER TERM:

Vocabulary: geographic features, means of transportation, farm animals, food and beverages, daily grooming routines, household chores

Grammar: the verbs PARTIR and SORTIR, passé composé with ÊTRE, the verbs DORMIR and LIRE, irregular plurals of nouns and adjectives, the verbs VOULOIR, POUVOIR, DEVOIR, and FALLOIR (review), reflexive verbs (including imperative and passé composé forms).

Culture: train travel, Marseille, Provence, letter-writing, Lyon and its restaurants, “la nouvelle cuisine,” Haiti, Guadeloupe, and Martinique

View the film “Au Revoir les Enfants.”

Finish project “Regions of France”



SPRING TERM:

Vocabulary: sports, kinds of movies and TV programs, musical instruments, post office, jewelry and accessories, banking

Grammar: the verbs OFFRIR and COURIR, direct object pronouns, the verbs DIRE and OUVRIR, the relative pronouns “qui” and “que,” the verb ÉCRIRE, indirect object pronouns

Culture: sports, Amiens, Bordeaux, camping and mountain-climbing, comic strips, Strasbourg, “le Maghreb,” using “le Minitel,” French banks

View the film “Le Choristes”



## INTRODUCTION TO LATIN GRADE 6

### ***TRADE/TEXTBOOK:***

*The Phenomenon of Language* (Longman)

### ***GOALS:***

- Build a foundation in the Latin language.
- Develop grammar and vocabulary skills that will be valuable in the study of English and of any of the Romance languages.
- Study aspects of Roman daily life and history and learn how Roman culture and language are reflected in our modern lives.

### ***SEQUENCE:***

#### **FALL TERM:**

Roman names, Roman numerals, adjective agreement, word order and inflection, nominative and accusative cases, subjects and verbs

#### **WINTER TERM:**

School in Ancient Rome, derivatives, questions, the Roman baths, Roman dress, infinitives and personal endings, person and number, conjugations, chariot races, possessive adjectives

#### **SPRING TERM:**

Roman meals, present tense, prefixes and suffixes, principal parts, gladiators, Imperial Rome, plurals, the Appian Way, linking verbs, the irregular verb “to be”



## LATIN I GRADE 7

### ***TRADE/TEXTBOOKS:***

*Ecce Romani IA and IB*

*The Romans Speak For Themselves, Book 1*

*DVD: Rome: Power and Glory*

### ***GOALS:***

- Begin the full-time study of an ancient language.
- Decline in six cases all nouns of the first, second, and third declensions.
- Decline in six cases all regular adjectives.
- Conjugate most regular and some irregular verbs in present, imperfect, and perfect active indicative.
- Form the singular and plural imperatives of most verbs.
- Master grammatical topics including:
  - prepositional phrases
  - noun-adjective agreement
  - uses of the infinitive
- Study early Roman history and aspects of Roman culture.

### ***SEQUENCE:***

#### **FALL TERM:**

Parts of speech; singular and plural third person verb endings in the present tense; the infinitive; nominative, vocative, and accusative singular and plural noun and adjective endings; the Roman family; Roman dress; the slave market; the Roman villa; *Rome: Power and Glory*: Program I: The Rise

#### **WINTER TERM:**

Present and imperfect tenses, genitive and ablative cases, prepositions, numbers and numerals, irregular verbs, the kings of Rome

#### **SPRING TERM:**

Agreement of adjectives, perfect tense, principal parts, heroes of early Rome, Roman travel, the early Republic



**LATIN I/II**  
**GRADE 8**

**TRADE/TEXTBOOKS:**

*Ecce Romani IB and IIA*

*The Romans Speak For Themselves, Books I and II*

*DVD: Rome: Power and Glory*

**GOALS:**

- Decline all nouns and adjectives in six cases.
- Create, decline, and understand the use of perfect passive participles.
- Fully understand the uses of the six major cases.
- Conjugate most verbs in six tenses, active and passive (indicative mood).
- Conjugate a deponent verb.
- Decline and understand the use of demonstrative adjectives and pronouns, relative pronouns, personal pronouns, and possessive adjectives.
- Create the positive, comparative, and superlative forms of adjectives and adverbs.
- Understand the Roman calendar.
- Master grammatical topics including:
  - relative clauses
  - uses of the ablative
  - comparisons
- Improve reading and translation ability.
- Continue to explore Roman history and aspects of Roman culture.

**SEQUENCE:**

**FALL TERM:**

The dative case; fourth and fifth declensions; future, pluperfect, and future perfect tenses; partitive genitive; Rome and northern Europe; the Punic Wars; the city of Rome; *Rome: Power and Glory*: Program II: Legions of Conquest

**WINTER TERM:**

Demonstrative adjectives and pronouns; personal, relative, interrogative, and reflexive, pronouns; possessive and indefinite adjectives; compound verbs; the historic present; aqueducts; charioteers

**SPRING TERM:**

Present, imperfect and future passive verbs; present passive infinitives; uses of the ablative; perfect, pluperfect, and future perfect passive verbs; perfect passive participles; positive, comparative, and superlative degrees of adjectives and adverbs; comparisons; Roman dates; deponent verbs; the Roman republic; Roman meals; the collapse of the republic; Roman education; *Rome: Power and Glory*: Program III: Seduction of Power

## LATIN II GRADE 9

### **TRADE/TEXTBOOKS:**

*Ecce Romani IIA and IIB*

*The Romans Speak For Themselves, Book II*

*DVD: Rome: Power and Glory*

### **GOALS:**

- Conjugate verbs in the subjunctive, active, and passive.
- Form all the infinitives of any verb.
- Form, decline, and use the participles of any verb.
- Master grammatical topics including:
  - uses of the subjunctive
  - the ablative absolute
  - indirect commands
  - indirect statement
  - result and purpose clauses
- Read and translate more sophisticated and difficult Latin passages in preparation for secondary school classrooms.
- Continue to explore Roman history and aspects of Roman culture.

### **SEQUENCE:**

#### **FALL TERM:**

Numbers, place and time clues, semi-deponent verbs, present participles, perfect active infinitive, subordinate clauses with the subjunctive, imperfect and pluperfect subjunctive active, Roman education, letters and books, Augustus. *Rome: Power and Glory*: Program IV: Grasp of Empire

#### **WINTER TERM:**

Imperfect and pluperfect subjunctive passive, ablative absolutes, indirect statement, the irregular verbs *fi\_* and *mal\_*, infinitive consolidation, Roman baths, the early empire, the circus and arena, gladiators, *Rome: Power and Glory*: Program V: The Cult of Order.

#### **SPRING TERM:**

Indirect statement, result clauses, present and perfect subjunctive, active and passive, sequence of tenses, indirect commands, impersonal verbs, purpose clauses, coming of age ceremonies, the late empire, Roman weddings, Roman religion, Roman funerals, *Rome: Power and Glory*: Program VI: The Fall.



**SPANISH LEVEL 01**  
**GRADE 7**

***TRADE/TEXTBOOKS:***

*BUEN VIAJE! Level 1* (first part) GLENCOE-Mc Graw Hill

*QUE TAL?* (Scholastic Magazine)

***GOALS:***

- Communicate meaningfully with others in Spanish, integrating vocabulary, grammar structures, and culture.
- Use language functions as the organizing principle for integrating these linguistic and cultural elements.
- Participate fully and creatively in an active classroom.

***SEQUENCE:***

FALL TERM:

**CAPITULOS 1 and 2:**

Introductions. Greetings and farewells. Personal Pronouns. How to speak to people formally and informally. Countries and nationalities. How to ask and tell where someone is from. The adjectives. How to describe yourself and someone else. How to describe objects. Professions. How to ask and tell what someone is. Singular and plural forms of nouns. Classroom vocabulary. Buying school supplies. The subjects at school. Numbers (1/500). The time. Daily activities using present tense. “ar”, “er” and “ir” verbs. Questions: Yes/No and Specific. Interrogative words. Definite and indefinite articles. The days of the week. The date. Cultural notes. Videos using situational dialogues.

WINTER TERM:

**CAPITULOS 3 - 4:**

Going shopping. The clothes. The colors. How to state color and size preferences during specific situational dialogues. Verbs: necesitar/ querer/ desear/ saber/ preferir. Special use of “gustar.” Saying what you know how to do, what you want or prefer to do and what you like or dislike to do. Negative and affirmative sentences. The parts of the body. Numbers (500/1000). The months of the year. The seasons. Demonstratives: este/esta/ese/aquel/esa/aquella (singular and plural). Cultural notes.

SPRING TERM

**CAPITULOS 5 - 6- 7**

“At a restaurant.” How to identify some food. How to shop for food. Vocabulary: Ordering food and beverage. Buying :vegetables and fruits. Numbers (1000/2006). Birthdays. Some farm animals. At the zoo.

Family relationships...How to talk about your family. Your home. Descriptions of different types of houses, the rooms and elements inside the house. Possessives: P. Adjectives, P.

Pronouns and the use of “de.” Use of the verb “haber.” Use of the future tense for immediate activities. Questions. Sports: general vocabulary. Notas culturales.

**SPANISH LEVEL 1  
GRADE 8**

***TRADE/TEXTBOOKS:***

*BUEN VIAJE! LEVEL 1* (second part) GLENCOE McGraw Hill

AHORA! (Scholastic Magazine)

Elective Readers

***GOALS:***

- Use more complex syntax in order to communicate in Spanish, building on the foundation in grammar and vocabulary.
- Strengthen reading and listening comprehension through role-playing and cultural situations.

***SEQUENCE:***

FALL TERM

**CAPITULOS: 8 – 9**

Review parts of the body. Minor illness. The doctor's office. Feelings and emotions. Prepositions. How to say where people and things are located. List things in order. Ordinal numbers. Compare things and people: use of equality, superiority and superlative degrees. The weather: specific vocabulary. Activities during those seasons. Talking about activities going on now: "Progresivo." Direct and indirect objects. Reflexive pronouns. How to express what people can and cannot do. Household chores. Use of: "tener que" and "deber." How to express past events. Regular and some irregular verbs in "Preterito."

WINTER TERM

**CAPITULOS: 10 – 11**

How to relate more past actions and events. Talking about activities you were doing and you used to do. More irregular verbs. Taking a trip: bus, subway, planes, etc. How to get through the airport. More prepositions. The importance of traveling: South America. Legends. Creating a weather forecast. Use of: mucho/a-poco/a-todo/a/s-algo de/nada de.

SPRING TERM

**CAPITULOS: 12 – 13 –14**

Review previous tenses. Talking about more distant future events. Tense combinations: Progresivo+ Progresivo / Imperfecto+Preterito / Imperfecto+Imperfecto. Letters. Postcards. Situational dialogues: At the restaurant, visiting different shops, at the market, etc. Use of specific vocabulary and expressions. Stem changing verbs. Interviews. Legends.



**SPANISH LEVEL 2  
GRADE 9**

**TRADE/TEXTBOOKS:**

*Buen Viaje! LEVEL 2* (Some lessons), Mc Graw Hill-Glencoe

*AHORA* (Scholastic Magazine)

Elective Readers

Soap Operas:

“La Catrina”

“Sol y Viento”

**GOALS:**

- Interact more confidently.
- Request information.
- Perform specific tasks.
- Discuss issues and ideas relevant to personal interests through appropriate listening, speaking, reading, and writing formats.
- Experience a context or set of circumstances that could take place in real life.

**SEQUENCE:**

**FALL TERM**

**CAPÍTULOS: 1 – 2**

Review. Airplane travel. Talking about past actions. Express reactions to past events. Likes and dislikes: *gustar/ encantar/ interesar/ fascinar/ molestar*. Foods and table setting. Order food. How to express how long ago things happened. Tense combinations. Demonstrative adjectives. Possessives. Prepositions. Irregular verbs. Situational dialogues. Double object pronouns. Stem changing verbs. Future tense of regular and irregular verbs. Letters. Postcards. Use of “Imperfecto” talking about life in the past vs. present times. Project: virtual exchange program.

**WINTER TERM**

**CAPÍTULOS: 3 – 4.**

How to talk about imagined situations. Some forms of the conditional tense. Describe events that have just taken place: “*acabar de + infinitive*”. Commands. Requests (singular, plural, formal, informal). Project: Health and safety measures. How to talk about accidents and medical problems. Placement of direct object pronouns with a command. Use of: *Pretérito perfecto compuesto*. How to express negative concepts: “*nadie-nada-nunca-ninguno/a*.” Tense combinations.

**SPRING TERM**

**CAPÍTULOS: 5 – 6**

How to express disbelief about past, present, and future actions. “*Presente del Subjuntivo*.” Specific expressions before the use of “*Subjuntivo*.” Use of: “*Pretérito Pluscuamperfecto*.” The impersonal: “*se*.” The conjunctions: *antes que-cuando-hasta que-tan pronto como*. More irregular verbs. Verb combinations: *P. Pluscuamperfecto+ Pretérito*. Using a recipe.



## **GEOGRAPHY, HISTORY, AND SOCIAL STUDIES**

By examining civilizations and the important individuals and events in these civilizations, students learn to think and make connections. Throughout time at Bement, values and philosophies of cultures are compared and contrasted. Teaching is enriched through readings and discussion, through films and field trips, and by an interdisciplinary approach to social studies.

The lower school social studies program takes an inquiry-based approach to studies, in which students are exposed to a variety of content areas. Students are presented with a diversity of information that builds upon their prior knowledge and learning, though discovery is enhanced by a variety of resources including multiple texts; hands-on projects; multi-media; individual, small, and large group collaboration; and experiential learning opportunities. Social studies is closely integrated with other curricular areas, including the fine arts. Theme-based instruction informs much of social studies. These include the following:

- ❖ The theme of Place – describes the physical and human characteristics of a site.
- ❖ The theme of Human- Environment Interaction – closely related to science, this looks at changes people have made in the natural environment of a particular area.
- ❖ The theme of Movement – looks at movement of people, goods, and ideas and the effects they have on the people and environment.
- ❖ The theme of Region – is a tool designed by humans to help provide an understanding of the world by dividing it into easy-to-study regions.
- ❖ The theme of Location – includes two types of locations, absolute and relative.

Sixth graders are given an overview of the geographical aspects of the world and learn about various cultures and their relationships with the United States. They play the simulation game, “Caravans,” which reinforces the students’ awareness of the diversity found in world cultures. Grades seven and eight engage in a two-year study of American history. Grade seven students have gone to Salem to learn more about the witch trials, and grade eight students go to Gettysburg, PA, where students have been moved by the gallantry and pathos of that hallowed place. Grade nine explores the roots of Western and non-Western civilization and concludes the spring term with a study of the medieval period.



## **SOCIAL STUDIES KINDERGARTEN**

### ***GOALS:***

- Encourage global awareness.
- Create an awareness of our community.
- Study who we are as individuals, and as a class.
- Consider families in our community.
- Focus on a larger community other than our own in order to make comparisons.
- Look at traditions, families, jobs, recreation, and geography.



**SOCIAL STUDIES  
GRADE I**

***GOALS:***

- Introduce geographical concepts.
- Introduce directionality on maps using the terms north, south, east, and west.
- Introduce the concept that geography and climate influence the way people live.
- Appreciate that each student is unique and discover the ways in which this is true, including a connection through universal needs, rights, and feelings.
- Support further discovery about self, families, and communities.
- Learn about how children live in other parts of the world.
- Exposure to seasonal holidays and celebrations. (For example: Martin Luther King Day, Thanksgiving, Columbus Day)

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**SOCIAL STUDIES**  
**GRADE 2**

**GOALS:**

- Celebrate individuality while helping children to integrate into the larger community (What do we all need to be successful learners and friends at school and in the world?).
- Nurture an appreciation of similarities and differences amongst people near and far.
- Explore holidays and traditions that reflect our diverse school community.
- Expose students to local and world geography, i.e. locating continents, countries, states, towns and oceans, etc. with maps, charts. Reference materials and picture books.
- Develop a sense of place through a yearlong tree study.
- Explore concept of natural resources and their impact on the development of culture.
- Take an active role in stewardship of the earth through participation in a global tree planting effort inspired by Wangari Maathai.
- Recognize past and present heroes and heroines that have made a significant contribution to the lives of others (Martin Luther King, Mary McLeod, Bethume, Wangari Maathai...).
- Increase awareness of current events (Resources include *Scholastic News* and local newspapers).

**SOCIAL STUDIES  
GRADE 3**

***GOALS:***

- Develop a sense of physical and geographic location by:
  - using maps to identify United States regions and states and the seven continents
  - interpreting maps, using a compass rose and legend
  - creating maps of specific states
- Begin to develop a sense of time and historical eras by:
  - constructing and interpreting timelines
  - calculating intervals of time
  - studying individual presidents and their eras
  - investigating famous people and their historical time frame



**SOCIAL STUDIES**  
**GRADE 4**

***GOALS:***

- Develop a sense of physical and geographic location by:
  - using maps to identify locations
  - interpreting maps, using a compass rose, longitude and latitude, scale, and legend
  - identifying specialized maps (population, climate, agriculture, etc.)
  - comparing maps of modern world with historical maps
  - creating maps of specific geographic locations
- Begin to develop a sense of time and historical eras by:
  - constructing and interpreting timelines
  - calculating intervals of time
  - comparing time spans through the study of famous men and women, past and present
- Recognize the effects of geography on the growth of North America by:
  - identifying major land and water forms
  - identifying human interaction and environment.
  - raising awareness of how geographic features isolate, protect, and provide sources of water, food, and transportation
- Define, and use correctly, terms relating to Native American life and colonial America.
- Appreciate multiple perspectives when studying diverse populations and cultures.
- Recognize the development of technology, religious beliefs, lifestyle, housing, movement, traditions, survival, and language.
- Identify multiple causes and effects when explaining historical events.
- Distinguish between primary and secondary sources.
- Experience hands-on, living history through Historic Deerfield.



**SOCIAL STUDIES**  
**GRADE 5**

***GOALS:***

- Develop a sense of physical and geographic location by:
  - using maps to identify locations
  - interpreting maps, using a compass rose, longitude and latitude, scale, and legend
  - distinguishing between political and topographical maps
  - identifying specialized maps (population, climate, etc.)
  - comparing maps of modern world with historical maps
- Begin to develop of sense of time and historical eras by:
  - constructing and interpreting timelines
  - calculating intervals of time
  - comparing time spans of ancient and modern civilizations
- Recognize the effects of geography on the growth of civilization by:
  - identifying major land and water forms
  - identifying human interaction with environment
  - raising awareness of how geographic features isolate and protect and provide sources of food, water, and transportation
- Define and use correctly terms relating to government such as kingdom, empire, dynasty, and military.
- Appreciate multiple perspectives when studying diverse populations and cultures.
- Recognize the development of technology, religious beliefs, and communal life (government) in ancient civilizations, and the legacy to later civilizations.
- Introduce the historical sequence of birth, growth, and decline of civilizations.
- Identify multiple causes and effects when explaining historical events.
- Distinguish between primary and secondary sources.
- Use technology to enhance class and project assignments.



## **GEOGRAPHY GRADE 6**

### ***TRADE/TEXTBOOKS:***

*My World Geography*, Pearson/Prentice Hall, 2011

### ***GOALS:***

- Learn about the physical aspects of world geography.
- Use latitude and longitude.
- Study various cultures and learn how the US relates to them, both through history and in the present day.
- Interpret and analyze information about cultures studied.
- Develop research skills such as:
  - note taking
  - library research
  - use of Internet resources
  - draft writing and revising
  - peer editing
  - oral presentation

### ***SEQUENCE:***

#### **FALL TERM:**

An in-depth study of the five themes of geography, with particular focus on its physical aspects, such as land formations, importance of water, climate, flora and fauna, earthquakes/volcanoes.

#### **WINTER TERM:**

Focus on the geography and cultures of the Middle East and Africa. Students do independent research reports on each of the nations of this region, which are presented in both written and oral form. The simulation game, "Caravans," is also played, which reinforces the students' awareness of the diversity found in the cultures of the world.

#### **SPRING TERM:**

Focus on the geography and cultures of China, Japan, and Korea. Students do research into a specific aspect of a nation's culture and present their findings in written and oral form.



## **AMERICAN HISTORY I GRADE 7**

### ***TRADE/TEXTBOOKS:***

*America: History of Our Nation*, Prentice Hall, 2011 Survey

### ***GOALS:***

- Begin introductory course in American history by studying the establishment of the English colonies in North America and conclude the year examining the antebellum period.
- Enhance decision-making skills by examining situations and problems encountered by past individuals and groups.
- Use historical fiction to enliven the study of history.
- Reinforce research skills introduced in sixth grade through a biography research project which includes an oral presentation.
- Refine use of citation of sources in research work.
- Utilize local field trips to enhance the study of history.

### ***SEQUENCE:***

#### **FALL TERM:**

After a brief overview of the European Renaissance, Reformation, and the Age of Exploration, as well as the cultures of Africa and Native America, students study the founding of the thirteen original English colonies in America, where those cultures collided. The period from 1607 to the mid-1700s is emphasized.

#### **WINTER TERM:**

An extensive study of the problems that gave rise to the Revolutionary War, including the competition for empire between France and Britain and lingering differences between the colonists and the British. The war itself is studied, as well as the principles of the new nation that were articulated. The term closes with a study of the Constitutional period.

#### **SPRING TERM:**

The focus is on American history in the early to mid 1800s. Among the topics covered are the Jeffersonian and Jacksonian democratic movements, westward expansion, social reform movements, and the growing lifestyle and economic differences between the North and South.

**AMERICAN HISTORY II  
GRADE 8**

***TRADE/TEXTBOOKS:***

*America: History of Our Nation*, Prentice Hall, 2011 Survey

***GOALS:***

- Continue study of American History beginning with the Civil War period and follow America's developments chronologically to the present.
- Examine the social, economic, political, and military aspects of the various periods.
- Enhance curricular integration by studying the Civil War period while students read the historical novel *The Killer Angels* in English class.
- Bring history and literature alive during three-day trip to Gettysburg, PA, in late October.
- Reinforce students' chronological understanding of history.
- Develop students' awareness of the struggle for equal treatment under the law by different peoples in American history.
- Foster students' ability to work well together on small group assignments.
- Reinforce research writing skills previously introduced in sixth and seventh grades.
- Introduce attribution of original ideas using MLA standards.

***SEQUENCE:***

**FALL TERM:**

After an intensive study of the Civil War period, with emphasis on military, economic, and social developments, students culminate the term with a three-day trip to Gettysburg, PA, where the story and the history come alive.

**WINTER TERM:**

The "Age of Extremes" of the late 1800s is studied. Among the topics covered are the rise of industry, the role of immigrant groups, the plight of Native Americans, and the emergence of the United States as a world power.

**SPRING TERM:**

The period from World War II to the present is studied. Students learn about American world policy successes and failures, as well as the dramatic changes in the social dynamics of the country from the 1950s to the present.



## **WORLD HISTORY GRADE 9**

### ***TRADE/TEXTBOOKS:***

*World History: Patterns of Interactions*, McDougal Littell, 2009

### ***GOALS:***

- Study ancient civilizations.
- Use historical fiction to enhance the curriculum.
- Analyze, synthesize, and apply information learned and studied in class.
- Develop and articulate students' emerging values in dialogue with one another and the peoples of past Western civilization.
- Recognize the formative impact that ancient civilizations have had on us today.
- Synthesize previously acquired research skills in a more rigorous spring term research project.

### ***SEQUENCE:***

#### **FALL TERM:**

The fall term begins with an in-depth study of human origins and human cultures. The students continue their study by examining the establishment of cities and an in-depth look at the role of empires found in North Africa, West Asia, and the Mediterranean.

#### **WINTER TERM:**

The locus of study shifts across the Mediterranean to the classical civilizations of the Greeks and Romans. Particular focus is upon the development of democratic and republican political forms, as well as the emergence of more elaborate economic and legal systems.

#### **SPRING TERM:**

Some attention is paid to early medieval developments in Europe and the Middle East, including the rise of Islam, then students engage in a research project of their own choosing from the breadth of topics covered during the year.

## MATHEMATICS

The developmental levels of students, as well as their varying interests, abilities, and learning styles are taken into account when implementing and planning instruction. Importance is placed on the organization of students' written work. Students are constantly exposed to various kinds of problem solving.

We use the Mathematical Guidelines provided by the National Council of Teachers of Mathematics when planning their curriculum. We carry the common belief that all students should learn important mathematical concepts and processes with understanding through selecting tasks that promote enjoyment and confidence in mathematics for all students; draw upon students' background and real life experiences; call for problem formulation, solution, and sound reasoning; stimulate students to make connections in order to develop a coherent framework for mathematical reasoning; promote mathematical communication; promote effective study skills and work habits.

The lower school defines the basic skills in mathematics as the ability to set up and solve open-ended problems with the appropriate operations; to use a variety of strategies and tools, including calculators and computers, to solve mathematical problems; to work cooperatively with others on problems; to perform mental calculations and estimate with proficiency; to decide when an exact answer is needed and when an estimate is more appropriate; to apply their math learning across the curriculum in "real work" situations with a view toward understanding that mathematics is used all around them.

The upper school continues with the lower school's philosophy. In sixth and seventh grade, all students continue with their foundational development. In the eighth and ninth grade, students are challenged to extend their understanding through more advanced courses such as Algebra I or Geometry.



## **MATHEMATICS KINDERGARTEN**

### ***GOALS:***

- Ensure a solid foundation in number concept, 1:1 correspondence, counting 0-100.
- Introduce the language of ordinals and sequencing through daily calendar and plays.
- Write numerals 1-20.
- Build a foundation in place value by grouping and counting groups of tens, ones, twos, and fives.
- Introduce the language of classifying and comparing with sorting by shape, color, size, and by graphing.
- Work with patterns, symmetry, and balance, using building activities and art.
- Develop concepts of measurement, using links and other non-standard units.
- Introduce money recognition and counting: penny, nickel, dime, quarters, and dollars.
- Introduce time, corresponding traditional clocks to digital clocks.
- Develop and understand estimation and guess and check strategies.
- Introduce simple addition and subtraction 0-20 through games and occasional written tasks.



## MATHEMATICS GRADE 1

### **GOALS:**

#### *Addition and subtraction*

- Practice facts to twelve.
- Introduce facts to twenty.
- Introduce fact families and mental math strategies.
- Use estimation to reinforce concepts of addition, subtraction, and place value.

#### *Place Value*

- Group numbers by ones and tens to 99.

#### *Measurement*

- Introduce to basic units of measurement.
- Understand concept of estimation.

#### *Money*

- Introduce money to the dollar.
- Pennies, nickels, dimes, and quarters are used in basic problem-solving.

#### *Calendar and Time*

- Demonstrate an understanding of interpreting a calendar.
- Master the concept of time to the hour and half hour.

#### *Geometry*

- Explore patterns, symmetry, two- and three-dimensional figures.

#### *Fractions*

- Work with halves, thirds, and fourths.

#### *Number Concepts*

- Count numbers to 100 while developing a vocabulary and basic use of math symbols.
- Skip-count by 2s, 5s, and 10s.
- Understand ordinal numbers and the concepts of greater than and less than.

#### *Graphing*

- Create and interpret bar and line graphs.

#### *Vocabulary:*

- Use number words appropriately.
- Communicate orally and in writing using math vocabulary.

#### *Manipulatives:*

- Use manipulatives to solve problems and demonstrate knowledge of concepts.
- Create and extend patterns.

#### *Problem-Solving:*

- Work cooperatively in groups to solve problems.
- Demonstrate an understanding of a variety of problem solving strategies.
- Write multiple number sentences (math journals).

## MATHEMATICS GRADE 2

### **GOALS:**

#### *Number Concepts*

- Count numbers to 1,000.
- Skip-count by 2s, 3s, 4s, 5s, 10s.
- Understand ordinal numbers to twentieth, place value to thousands, and odd and even numbers.
- Compare and order whole numbers using  $<$ ,  $>$  and  $=$ .
- Round numbers

#### *Addition and Subtraction*

- Understand properties of addition and subtraction
- Basic facts mastery through 12 and introduction through 18
- Compute two digit and three digit numbers with/without regrouping
- Estimating
- Apply mental math strategies

#### *Measurement, Time, Money*

- Estimate and measure length using non-standard, metric, and customary units.
- Estimate and measure capacity using metric and customary units.
- Estimate and measure weight using metric and customary units.
- Read Celsius and Fahrenheit temperature
- Read a calendar.
- Estimate and tell time to the hour, half hour, quarter hour, five minutes.
- Find values of coins and bills (penny, nickel, dime, quarter, half dollar).
- Make change.
- Estimate and compute with money amounts.

#### *Problem Solving*

- Strategies and skills; 5-step process
- Draw a picture/diagram.
- Find a pattern.
- Identify extra information.
- Make an organized list.
- Use/make a graph (bar, line and circle).
- Choose operation/write a number sentence.
- Use/make a chart/table.
- Guess, test, and revise.
- Use number sense.
- Work backwards.
- Solve two-step problems.

#### *Fractions*

- Identify fractional parts of a region (halves, fourths, thirds, sixths).

- Identify fractional part of a set.

## MATHEMATICS GRADE 3

### **GOALS:**

#### *Numeration and Number Theory*

- Recognize numbers to one million.
- Round whole numbers.
- Review even and odd numbers.

#### *Addition and Subtraction*

- Review of basic facts.
- Introduce regrouping.
- Use mental math.
- Subtract across zeros.
- Regroup twice.
- Develop multi-step methods of problem-solving.

#### *Measurement*

- Transition from informal to formal units.
- Use tools for estimating and finding weight, length, perimeter, and area.
- Tell time and figure elapsed time.
- Read a thermometer.

#### *Money*

- Recognize denominations.
- Find totals.
- Make change.
- Estimate and round dollars and cents.

#### *Multiplication*

- Understand as repeated addition.
- Recognize and use factors and multiples.
- Use skip-counting and patterns on a 100 chart.
- Work toward mastery of facts through 12s.

#### *Division*

- Understand division as breaking a total into numbers of equal groups.
- Recognize intrinsic connection with multiplication through fact families.
- Exposure to basic division facts with one-digit divisors and short division.

#### *Fractions*

- Concept of fractions as a whole broken into equal parts.
- Compare, order, and recognize equivalent fractions.
- Add and subtract fractions with like denominators.

#### *Decimals*

- Recognize connection between fractions and decimals.
- Write, add, and subtract numbers with decimals through hundredths place.



### *Geometry*

- Recognize patterns
- Understand and use vocabulary (i.e. line segment)
- Identify and classify polygons.
- Identify symmetry and congruence.

### *Probability and Statistics*

- Determine simple event outcomes.
- Collect and organize data.
- Produce line and bar graphs.
- Find mean, median, mode, and range.



## MATHEMATICS GRADE 4

### **GOALS:**

#### *Numbers and Money*

- Build tens and hundreds.
- Regroup, using tens and hundreds.
- Use ones, tens, hundreds, thousands, ten thousands, hundred thousands, and millions.
- Name money denominations and to count money.
- Count back change (make change).
- Use and write word names for money.
- Use decimal, dollar, and cent sign.
- Use the five-step process in solving and writing a story problem.
- Take information from a chart or graph and solve a story problem.
- Use greater than, less than, and equality in money operations.
- Order money amounts from least to greatest and greatest to least.
- Round money amounts to the nearest dollar or dollar amount.

#### *Application of Addition and Subtraction Facts Using Whole Numbers*

- Interpret and write Roman numerals.
- Round numbers to the nearest hundreds and thousands.
- Compare and describe sets to the millions.
- Demonstrate verbally, as well as in written form, place value to the millions in a base ten number system.
- Recognize equivalent representations for the same number.
- Represent the idea of a variable as an unknown quantity, using a letter or symbol.
- Express mathematical relationships using equations.

#### *Measurement*

- Estimate and measure time periods.
- Demonstrate familiarity with Celsius.
- Understand attributes such as length, area, weight, volume, and size.
- Carry out conversions with metric measurement.
- Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.

#### *Multiplication and Division*

- Demonstrate knowledge of basic multiplication and division facts 0-12 without concrete materials.
- Develop fluency in addition, subtraction, multiplication, and division of whole numbers.
- Demonstrate the ability to find averages to the nearest whole number.
- Develop strategies to estimate the results of whole number computations and to judge the reasonableness of such results.



- Demonstrate the ability to divide money amounts.
- Identify such properties as commutativity, associativity, and distributivity and use them to compute when working with whole numbers.

*Fractions, Decimals, and Mixed Numbers*

- Use diagrams and manipulatives to demonstrate knowledge of fractions, equivalents, and decimals.
- Perform simple operations with like denominators.
- Identify and write fractions and decimals from pictures and models for whole numbers, tenths, hundredths, and thousandths.
- Round numbers and decimals to the nearest whole number.
- Demonstrate the ability to express ratios with concrete materials.
- Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.

*Geometry*

- Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe these attributes.
- Explore congruency and similarity of figures.
- Develop and use coordinate systems to specify locations and describe paths.
- Use geometric models to solve problems in other areas of mathematics.



## MATHEMATICS GRADE 5

### **GOALS:**

#### *Whole Numbers and Application of Addition and Subtraction*

- Read, write, compare, order, add, and subtract whole numbers through billions place with a review of regrouping.
- Demonstrate comprehension of place value to billions place.
- Review rounding and estimation strategies for mental math.

#### *Measurement*

- Convert between standard and metric measurement.
- Understand relationship among meters, liters, grams in metric measurement.
- Convert units of time.
- Use appropriate tools and units to measure linear, 2-, and 3- dimensional attributes, mass, time, temperature, and size of angles.

#### *Whole Numbers and Application of Multiplication and Division*

- Demonstrate mastery of basic multiplication and division facts for automaticity. For those students with learning and memory difficulties, developing alternative strategies is encouraged to enable them to continue making progress with related content.
- Review multi-digit multiplication.
- Develop strategies to round, estimate, and determine reasonableness of answers.
- Use properties of multiplication and division in mental and written computation.
- Apply computation to calculate perimeter, area, volume, circumference in geometry.
- Determine prime numbers, composite numbers, square numbers, factorization.
- Read, analyze, and create graphs that organize data.
- Determine mode, median, mean.

#### *Fractions and Decimals*

- Read, write, identify models, compare, and order fractions and decimals to the thousandths place.
- Add, subtract, and multiply with decimals.
- Apply rounding and estimation strategies to decimals and demonstrate understanding of reasonableness of answers.
- Demonstrate understanding of equivalent fractions, addition, subtraction, and multiplication of fractions.

#### *Geometry*

- Identify, classify, and analyze attributes of plane and space figures.
- Use geometric formulas to determine perimeter, area, volume.
- Use coordinate geometry and graphing.



**FUNDAMENTALS IN MATHEMATICS**  
**GRADE 6**

***TRADE/TEXTBOOKS:***

*Connected Mathematics Program, Edition 1, Pearson, 2009*

***GOALS:***

- Develop an ability to verbalize their conceptual understanding.
- Gain and develop ability to express conceptual understanding through written word.
- Acquire and develop organizational skills of materials, written work, and thought processes.

***SEQUENCE:***

**FALL TERM:**

Factors and Multiples

Rational Numbers

Two-Dimensional Geometry

**WINTER TERM:**

Fraction Operations

Two-Dimensional Measurement

**SPRING TERM:**

Decimals

Percents

Statistics (as time permits)

Probability (as time permits)

**PRE-ALGEBRA  
GRADE 7 OR 8**

***TRADE/TEXTBOOKS:***

*Connected Mathematics Program, Edition 2, Pearson, 2009*

***GOALS:***

- Develop an ability to verbalize conceptual understanding.
- Gain and develop ability to express conceptual understanding through written word.
- Acquire and develop organizational skills of materials, written work, and thought processes.
- Transition to a more conceptual thinking process.

***SEQUENCE:***

**FALL TERM:**

Introduction to Algebra

Similarity

**WINTER TERM:**

Ratios

Proportions

Percents

Operations with Rational Numbers

**SPRING TERM:**

Linear Relationships

Three Dimensional Measurements

Data Distribution (as time permits)

Probability (as time permits)



**ALGEBRA I  
GRADE 8 OR 9**

***TRADE/TEXTBOOKS:***

*Algebra I*, Holt, 2007

Graphing Calculator

***GOALS:***

- Develop an ability to verbalize conceptual understanding.
- Acquire and develop organizational skills of materials, written work, and thought processes.
- Refine the ability to think conceptually about mathematics.

***SEQUENCE:***

FALL TERM

Foundations for Algebra

Equations

Inequalities

Functions

WINTER TERM

Linear functions

Systems of equations and inequalities

Exponents and polynomials

Factoring polynomials

SPRING TERM

Quadratic Functions and equations

Data analysis and probability

Exponential and radical functions

Rational functions and equations

**INTERMEDIATE ALGEBRA I  
GRADE 8 OR 9**

***TRADE/TEXTBOOKS:***

*Connected Mathematics Program, Edition 2*, Pearson, 2009  
Graphing Calculator

***GOALS:***

- Develop an ability to verbalize conceptual understanding
- Gain and develop ability to express conceptual understanding through written word.
- Acquire and develop organizational skills of materials, written work, and thought processes.
- Continue to transition to a more conceptual thinking process.

***SEQUENCE:***

FALL TERM:

Linear and Inverse Variations  
Pythagorean Theorem  
Cartesian Graphing

WINTER TERM:

Exponential Relationships  
Quadratic Relationships

SPRING TERM:

Symmetry and Transformations  
Making Sense of Symbols



**ALGEBRA II  
GRADE 8**

***TRADE/TEXTBOOKS:***

*Algebra II*, Holt, 2007

Graphing calculators

***GOALS:***

- Develop an ability to verbalize conceptual understanding
- Acquire and develop organizational skills of materials, written work, and thought processes.
- Extending algebraic conceptual understanding.

***SEQUENCE:***

FALL TERM:

Foundations of functions

Linear functions, equations and inequalities

Linear systems

Quadratic functions

WINTER TERM:

Polynomial functions

Exponential and logarithmic functions

Rational and Radical functions

Properties and attributes of functions

SPRING TERM:

Conic sections

Trigonometric functions

Trigonometric graphs and Identities

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**GEOMETRY**  
**GRADE 9**

***TRADE/TEXTBOOKS:***

*Geometry*, Holt, 2007  
Graphing Calculator

***GOALS:***

- Develop an ability to verbalize conceptual understanding.
- Acquire and develop organizational skills of materials, written work, and thought processes.
- Gain and develop the similarities and differences between geometric and spatial understanding versus algebraic understanding.

***SEQUENCE:***

FALL TERM:

Foundations for geometry  
Geometric reasoning  
Parallel and Perpendicular lines  
Triangle congruence

WINTER TERM:

Properties and Attributes of triangles  
Polygons and quadrilaterals  
Similarity  
Right triangles and trigonometry

SPRING TERM:

Extending perimeter, circumference, and area  
Spatial reasoning  
Circles  
Extending transformational geometry



## **PHYSICAL EDUCATION GRADES K-5**

The physical education program at Bement takes place each day and is considered an integral part of the curriculum. The primary objectives of the program at this level are fitness, sportsmanship, and teamwork. Secondary goals are skill building, rules attainment, cooperative learning, stretching and strengthening, and appreciation of play and nature. Mutual respect for individuals, adherence to rules and procedures, and concern for property are also important parts of the curriculum and are emphasized daily as part of the physical education experience. There is also daily emphasis on stretching and warm-up, and each class begins with a measured walk/run.

The K-1 program is non-competitive; competitive activities are introduced beginning in second grade. One objective of the program is to prepare students for the sports they will play in the upper school, so an introduction to competitive sports are part of the curriculum in grades two through five.

A list of lower school physical education activities includes but is not limited to:

soccer	sledding & other snow activities
field hockey	field games
hiking	tennis
badminton	swimming
frisbee	track & field
football	whiffle ball
basketball	kickball
volleyball	lacrosse
tumbling	skating
dance	



## **PHYSICAL EDUCATION GRADES 6-9**

The upper school athletic experience is an inclusive component of our curriculum based on the priorities of fitness, sportsmanship, and fun. The Bement programs and teams welcome every individual. All Bement students participate in the sports program as a part of the regularly scheduled day. Each individual benefits while contributing to the experience of the whole team.

### ***GOALS:***

- Participate in multiple competitive opportunities.
- Engage in at least one competitive team experience per year.
- Provide opportunities for social and personal growth through the unique challenges, relationships, and joys of the Bement sport experience.
- Create students healthy in their physical and emotional stamina and well-being.
- Allow exercise to help students meet the demands of school and daily life.
- Develop the perseverance, cooperation, and communication skills beneficial in day-to-day life.
- Prepare the student athlete in individual and team skills to participate at the next level of sport as well.

### ***SEQUENCE:***

#### **FALL TERM:**

Boys Soccer  
Girls Soccer  
Field Hockey  
Cross-Country  
Ultimate Frisbee/Mountain Biking/Hiking  
Recreational Tennis

#### **WINTER TERM:**

Boys Basketball  
Girls Basketball  
Ice Hockey  
Alpine Skiing  
Squash  
Swimming  
Dance



SPRING TERM:

Baseball

Softball

Girls Lacrosse

Boys Lacrosse

Track

Outdoor Skills/Karate

Dance

Ultimate Frisbee



## SCIENCE

The mission in kindergarten through grade two is to introduce science to children in a way which encourages a love for learning in a variety of content areas. We strive to nurture students' natural sense of wonder through developmentally appropriate themes and activities. Basic science skills such as classifying, questioning, predicting, experimentation, observation, measurement, collecting and recording data, and drawing conclusions arise naturally from our themes of study. It is our goal through this approach to lay the groundwork for more formal science learning that children will encounter as they progress through the grades.

In grades three through five students grow in their understanding of science as they are taught to:

- ❖ Classify – use characteristics to group objects into groups based on shared properties.
- ❖ Question and Predict – ask questions and make predictions about the natural world that can be tested.
- ❖ Experiment – plan and conduct simple investigations, knowing what is to be compared or what information is sought.
- ❖ Observe and Measure – extend observations and make measurements using simple science tools; i.e., hand lens, rulers, balances.
- ❖ Collect and Record Data – recognize simple patterns in data and use data to formulate reasonable explanations for the results of an investigation.
- ❖ Draw Conclusions – communicate observations, results, and explanations through discussions, drawings, models, graphs, and writing.

Science learning is enhanced through the practice and development of these research skills:

- ❖ Note-taking – from both texts and class instructions
- ❖ Outlining and organization
- ❖ Finding information in multiple types of resources; i.e., books, magazines, encyclopedias, electronic media (internet, CD-rom).

The science skills and processes are imbedded in the instruction of various content themes. There is flexibility within the lower school to change the content themes that are taught at each grade level, yet the goal is to maintain a balance among life science, earth science, and physical science topics.

In the upper school, three major goals underscore the science curriculum: awareness and appreciation of the natural world, skill in the scientific method, and preparation for secondary school science programs.

The science program uses an array of traditional and creative assessment methods, from tests, quizzes, labs, and papers, to projects, special challenges, archaeological digs, “letters home,” and field work outside the classroom.

## **SCIENCE KINDERGARTEN**

### ***GOALS:***

- Begin to understand the human body by exploring:
  - emotions
  - five senses
  - body parts
  - human growth and development
  - nutrition
  - food pyramid
  - healthy choices
  - germs and disease
  - introduction to body systems
  - introduction to skeletal system and brain
  - unique differences among people
- Introduce plant study through the growth cycle of a pumpkin (seed to plant to table).
- Understand the sugaring process.
- Explore various levels of the ocean:
  - tide pools
  - sea life (plants and animals)
  - coral reefs
- Introduce concept of food chain.
- Introduce basic classification:
  - mammals vs. fish
  - consider variety of creatures
- Farm:
  - Various kinds of farms (dairy, cattle/poultry, fruit, grain)
  - Food chain



## **SCIENCE GRADE 1**

Everything studied in first grade fits under the theme of “Bement’s backyard.” This allows children to have hands-on experience with everything that we study, which is key to nurturing their interest and enthusiasm, as well as helping them to understand science concepts.

### ***GOALS:***

- Utilize the study of butterflies and animals in winter to consider the following:
  - life cycles
  - entomology
  - enemies and defenses
  - unique characteristics and behaviors
- Utilize the study of seasons to consider the following:
  - life cycles
  - weather
  - animals and trees
- Utilize the study of the pond to consider the following:
  - ecology
  - amphibians, birds, reptiles, and insects
  - plants
  - habitats



## **SCIENCE GRADE 2**

Second Grade Science is a fun and exciting part of our inter-disciplinary curricula. We strive to create experiences in the natural, physical and earth sciences which are hands-on, exploratory and investigative. These experiences begin with what students know already, (or *think* they know), yet encourage the curiosity and wonder about the world which comes so naturally. We look for misconceptions in our students' thinking and guide our students towards better understanding of the world we share.

### ***GOALS:***

- Habits of mind we seek to encourage include:
  - a sense of wonder
  - careful observation
  - inquiry
  - pattern recognition
  - collaboration, sharing
  - reflection
  - safety awareness, healthy habits, good decision-making
- Utilize natural science topics such as INSECTS and TREES to explore the following concepts:
  - characteristics of living things
  - life cycles
  - habitat
  - diversity
  - changes (transpiration, metamorphosis)
  - human connection with nature
  - human impact on the environment
- Investigate physical science topics to explore the following concepts:
  - motion
  - change
  - structure and function, states of matter
  - cause and effect
  - energy
- Explore relationship of the sun, moon, stars and other planets through observation, literature, models and current events.



**SCIENCE  
GRADE 3**

***GOALS:***

- Introduce the practice of science through the study of:
  - osmosis
  - acids and bases
  - reactions and interactions
  - liquids and solids
  - crystals
- Understand the respiratory system by considering:
  - anatomy
  - lung model
  - lungs and smoking
  - Pump it Up!
- Introduce concepts of electricity and consider:
  - forms of energy
  - movement of energy
  - different energy sources
- Introduce/expand upon the following:
  - health and well-being – nutrition, healthy habits, responsibility and independence, students' role as positive community members
  - fishing field trip
  - reading a thermometer in Celsius and Fahrenheit
  - directionality and the function of a compass
  - plantings: forcing bulbs and needs of plants



**SCIENCE**  
**GRADE 4**

***GOALS:***

- Utilize the study of rain forests to further understand the following:
  - location and climate of rainforests
  - identification and classification of layers of the rainforest
  - bio-diversity
  - protection of rainforest
  - animals and plants of the rainforest
- Understand the digestive system, including:
  - digestive process and anatomy
  - nutrition
  - growth factors in the body (healthy habits)
- Study the earth's resources (moving wind, water, ice, and land shape), environmental and ecological impact, and the repercussion of natural disasters.
- Reinforce/introduce the following health concepts:
  - personal self-esteem
  - building relationships
  - importance of family (research project)
  - peer pressure (positive and negative)
  - values, conflicts, resolution/negotiation
  - uses of medicines/drugs
  - health care products (personal hygiene)
  - germs, viruses, HIV transmission



**SCIENCE**  
**GRADE 5**

**GOALS:**

- Utilize the study of chemistry to understand:
  - Classification
  - Matter
    - States of matter
    - Atoms and molecules
    - Elements and compounds
    - Solutions and mixtures
  - Chemical reactions
    - Evidence of chemical and physical change
    - Develop skills of hypothesizing, structuring experiments to limit variables, observation, collecting/recording data, measurement, drawing conclusions
- Study the skeletal and muscular systems:
  - Skeletal System
    - Types of skeletons
    - Major bones and bone types of the human body
    - Make-up of bones
    - Habits for healthy bones
  - Muscular Skeleton
    - Types of muscles
    - Function of muscles
    - Major muscle groups of the human body
    - Habits for healthy muscles
    - Observe a dissection of a chicken leg quarter to see muscle fibers, fascia, tendons, ligaments, joints and bones and their interaction
- Explore Aerodynamics, Flight, and Rocketry, including::
  - Concepts of Air
  - Newton's Laws of Motion
  - Forces that interact during flight
  - The Bernoulli Principle
  - The part of a plane, and the axes of stability
  - Thrust of a rocket and determining the height of an object using clinometers
- Encourage Health and Well Being by using class meetings to discuss interpersonal relationships, friendship, conflict resolution, problem solving.
- Participation in Nature's Classroom as an ecology, conservation, outdoor education experience



**GENERAL SCIENCE  
GRADE 6**

***TRADE/TEXTBOOKS:***

*Jason Project*, National Geographic

***GOALS:***

- Explore the world of science through more formal study.
- Use the processes and tools of scientists to gather and interpret information and data.
- Develop an appreciation of the power of science to solve problems.

***SEQUENCE:***

**FALL TERM:**

Earth's Atmosphere, through inquiry:

Atmosphere

Nutrient cycles

**WINTER TERM:**

Meteorology:

Weather Patterns

Storms

Climate and climate change

**SPRING TERM:**

Ecology:

Populations

Biodiversity

Human Impact

Relationships



**SCIENCE  
GRADE 7**

***TRADE/TEXTBOOKS: Pearson Interactive Science***

***GOALS:***

- Demonstrate an understanding of numerous facets of earth science such as geology, plate tectonics, volcanoes, earthquakes, rocks and minerals.
- Begin exploration of chemistry
- Develop greater self-confidence and self-reliance throughout the year through experiential and group activities. Each term the grade does one of the three following sequences:

***SEQUENCE:***

**ONE:**

Interior of Earth

Rocks

Minerals

**TWO:**

Matter: Mass, Volume, Density, Weight

Physical and Chemical Changes

Atoms, Molecules, Compounds, Elements

**THREE:**

Plate tectonics

Earthquakes

Volcanoes



**SCIENCE: INTRO CHEMISTRY/PHYSICS  
GRADE 8**

**TRADE/TEXTBOOKS:** *Pearson Interactive Science*

**GOALS:**

- Demonstrate proficiency in all lab procedures and proper use of equipment and chemicals.
- Continue to develop an understanding of concepts of chemistry.
- Understand cellular structures and functions
- Further explore a topic in Earth Science.

**SEQUENCE:**

**FALL TERM:**

**Chemical Interactions:**

Periodic Table

Atomic Structure

Bonding

Chemical Reactions

Molecules

**WINTER TERM:**

**Cells and Heredity**

Cell Structure

Photosynthesis

Respiration

Cell division

Genetics

Protein synthesis

**SPRING TERM:**

Alternating Earth Science

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**PHYSICS**  
**GRADE 9**

**TRADE/TEXTBOOKS:** *Pearson Interactive Science*

**GOALS:**

- Practical understanding of the physical world
- Development of inquiry skills
- Manipulation of laboratory materials

**SEQUENCE:**

**FALL TERM:**

Forces and motion  
Energy and systems  
Matter and energy

**WINTER TERM:**

Energy and change  
Electricity  
Temperature

**SPRING TERM:**

Vibrations, waves, and sound  
Light and optics  
Magnetism



**HEALTH**  
**GRADES 7, 8, 9**

***GOALS:***

- Provide a safe environment for learning about sensitive topics.
- Enable students to make healthy decisions.
- Provide students with age-appropriate information about their own bodies.

***SEQUENCE- GRADE 7:***

FALL TERM:

Communication  
Reproductive Anatomy/Body Change

WINTER TERM:

Human sexuality/self-image  
Self care/self-esteem

SPRING TERM:

Bullying  
Internet safety

***SEQUENCE- GRADE 8:***

FALL TERM:

Gender roles  
Media image

WINTER TERM:

Drugs  
Alcohol

SPRING TERM

Human sexuality/making choices  
Abrasive relationships

***SEQUENCE- GRADE 9:***

FALL TERM:

Leadership  
Stress  
Sleep

WINTER TERM:

Human sexuality/lifelong impact  
Sexually transmitted diseases

SPRING TERM:

Eating disorders/body image  
Tobacco/smoking



## TECHNOLOGY

### ***GOALS:***

When using computer stations, all Bement students will demonstrate the ability to:

- Show respect for the tools and the space.
- Work independently and cooperatively.
- Utilize ergonomic posture while working.
- Leave a station or lab ready for the next user – utilizing appropriate log-in and log-out procedures, cleaning up all materials, and pushing in chairs.

### ***EXIT SKILLS:***

By the end of second grade, Bement students will be able to:

- understand standard operations of the computer (i.e.: on/off, save a document).
- learn the keyboard (Type to Learn program).
- experience exposure to age-appropriate websites.
- experience teacher-guided usage of internet programs (i.e.: pbskidsgo.org).
- demonstrate media literacy (looking at technology thoughtfully and responsibly).
- show respectful and appropriate behavior in the computer lab.

By the end of sixth grade, Bement students will be able to:

- Manage simple web navigation.
- Understand and practice Internet safety.
- Utilize the Internet for “quality” research:
  - Confirm validity of information
  - Search, using different online resources including search engines, [www.archive.org](http://www.archive.org), wikipedia.
  - Find useful images.
  - Cross-check validity of information with multiple sources.
  - Properly cite Internet references.
  - Avoid cutting and pasting.
- Create a dynamic word processing document by properly utilizing features such as text, hyperlinks, tables, images, spellcheck, and page formatting.
- Use and understand appropriate vocabulary such as USB, scanning, Mac/Win. OS, Internet, Ethernet.
- Utilize the library’s circulation software.
- Habitually use USB thumb drives for saving information; connect, save to, and disconnect properly.
- Navigate a desktop machine to find files and software.



By the end of ninth grade, Bement students will be able to:

- Consistently save files in a manner that is universally utilized (no spaces, lowercase...).
- Understand Rich Text Files and other cross-platform issues.
- Create a dynamic presentation without reliance on “Bells and Whistles” by using a program such as photo2movie, iMovie, powerpoint, or something similar.
- Be conservative and discriminating when printing text or images and utilizing other real world resources to reduce waste.
- Understand the dangers of file sharing.
- Take, scan, resize, crop and save a digital photo so that the image is an appropriate size for current project and future use.
- Understand and create a basic spreadsheet.
- Develop a mental cache of tricks for troubleshooting (powering down, saving a file, cutting and pasting, screen capture, simpletext...).
- Set up external hardware such as a printer (network and local) for both Mac and PC.

**GUIDED STUDY**

This class is intended to fill the academic support needs for 9<sup>th</sup> grade students who are not enrolled in world language. Students will be enrolled in this class if they meet one of the following criteria and only after the approval of the Head of the Upper School and the learning specialist:

1. A 9<sup>th</sup> grade student who has NOT been enrolled in a world language at Bement.
2. A 9<sup>th</sup> grade student who was enrolled in a world language and has withdrawn from that class for academic reasons either in world language or in other academic areas.
3. A new 9<sup>th</sup> grade student who was not enrolled in a world language class in his/her previous school.

This course meets four days per week during the same period that 9<sup>th</sup> grade students are studying world languages. It is taught by an upper school teacher who works in conjunction with all faculty and the learning specialist to provide opportunities for the students to work on current academic projects that cover the full range of subjects offered at Bement. The teacher will help students finish classroom assignments, work on long term projects, or help with difficult subject matter. The exact nature of the course will vary from year to year, depending on the needs of individual students. Any student who needs more specific help from the learning specialist in a 1-on-1 setting will be charged at the tutoring rate for that academic year. Although the course does not carry an academic load nor is it a homework bearing class, students will receive an effort grade based on participation, attitude and work ethic.

