

The Curriculum Guidebook



STANLEY BRITISH PRIMARY SCHOOL

Overview

At Stanley British Primary School—*what* we teach is as distinct as *how* we teach. Our teachers and our instructional approach give children the opportunity to reach their full potential academically, socially, emotionally, creatively, and physically. Our mission is to inspire a love of learning and for our students to become joyful, lifelong learners.

We achieve this by delivering a highly effective and meaningful curriculum based on **Stanley’s 7 Goals for Learners** along with very clear **Subject Specific Learning Goals**, while approaching instruction in a purposeful and creative way.

Comprehensive Approach

We take a comprehensive approach to educating children—one that has larger life-goals in mind as we think about “what does a successful graduate from Stanley look like?”

The **7 Goals for Learners** which include **1) Self-awareness, 2) Collaboration, 3) Respect, 4) Curiosity, 5) Perseverance, 6) Academic Resourcefulness and 7) Joyful, Lifelong Learning** are linked to the **Subject Specific Learning Goals** listed on the following pages and are inherently embedded into every lesson taught at Stanley.



OUR 7 GOALS FOR LEARNERS ARE INHERENTLY EMBEDDED INTO EVERY LESSON TAUGHT AT STANLEY.

Curriculum Design

Our curriculum has been designed by our veteran educators and the Stanley British Primary Educational Leadership Team and reflects best practices in the field of early to adolescent education. Our curricular standards take into account both the Common Core Standards and the Colorado Academic Standards (CAS).

DISTINCT ASPECTS TO STANLEY’S CURRICULUM

- ▶ Philosophically driven by the Stanley British Primary educational approach
- ▶ Values based on unique Stanley vision and mission
- ▶ Highly differentiated curricular instruction
- ▶ Developmentally aligned to a child’s appropriate stage
- ▶ Integrated curricular units across subject areas
- ▶ Creative, flexible and not prescribed
- ▶ Inquiry-based focus
- ▶ Designed to tap into a child’s natural curiosity
- ▶ Aligned to 21st Century skill expectations
- ▶ Social & Emotional emphasis

How To Use This Guidebook

This Guidebook provides you with a snapshot of Stanley British Primary School’s fundamental curricular content across our various educational divisions with clear progression from kindergarten through 8th grade. Keep in mind that because our curriculum is both creative and flexible, what we show here is not all-inclusive but provides a solid understanding of what we teach at Stanley. Additionally, we provide a comprehensive overview of the majority of formal and informal assessment tools we utilize to inform instruction and measure progress.

Subject Icons

Subject icons offer at a glance overview of our subject areas at each grade level.

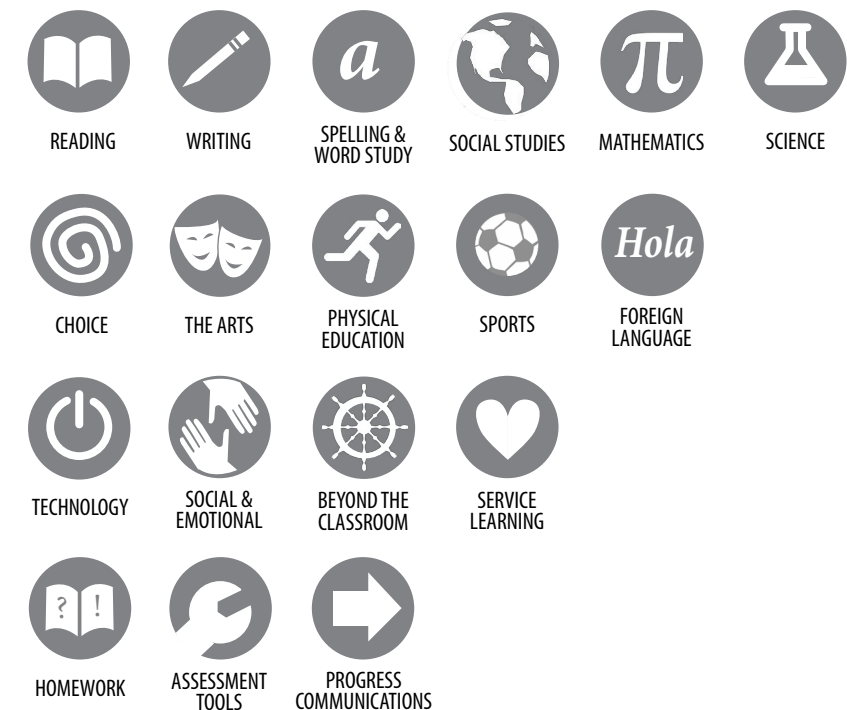



















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K - 8 LEARNING GOALS	K 1 2	3 4 5	Middle School Notes	6	7	8		
<p>READING</p>  <ul style="list-style-type: none"> Acquire the building blocks of word study, fluency, comprehension, and literary response Gain meaning from text Appreciate and understand the power of the written word 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">L I T E R A C Y</p>	<p>READING COMPONENTS <i>Focused on early building blocks of reading:</i></p> <ol style="list-style-type: none"> Word study skills Fluency Comprehension <ul style="list-style-type: none"> Utilize <i>Just Right</i> book selection Dedicated reading times split between guided, shared, independent reading, and read aloud (average ratio 1:5) Beginning exposure to multiple genres of literature 1x a week library visit 	<p>HUMANITIES AND LANGUAGE ARTS OVERVIEW <i>Use Guiding Questions to promote deeper understanding of Language Arts</i></p> <ul style="list-style-type: none"> Focus on reading, writing, listening, and public speaking Writing a variety of fiction and non-fiction pieces with a focus on creativity, the writing process and final outcome Taught in grade level, small group section (1:16) 	<p>LANGUAGE ARTS – INTEGRATED WITH SOCIAL STUDIES IN A HUMANITIES CLASS <i>Students will read, write and analyze a variety of genres and texts as a way to explore and uncover history</i></p> <p>Major Units:</p> <ol style="list-style-type: none"> Implementation of <i>Thinking Strategies</i> in reading and writing: <ul style="list-style-type: none"> Background knowledge Determining importance Questioning Synthesizing Inferring Sensory images Monitoring understanding Historical fiction Identity traits and memoirs Opinion writing Primary source analysis <p>Compose written work using mature vocabulary and sentence structure</p> <ul style="list-style-type: none"> Advanced instruction in rules of grammar <p>Book Clubs: <i>Small group reading experience combining book discussions with peer engagement</i></p> <p>Sample Guiding Question: <i>How is a story influenced by its storyteller?</i></p>	<p>LANGUAGE ARTS <i>Instruction will be tied closely to the historic time periods students are learning in Social Studies</i></p> <p>Major Units:</p> <ol style="list-style-type: none"> Deeper analysis of <i>Thinking Strategies</i> in reading and writing Elements of a story, historical fiction and persuasive writing Poetry Character analysis/personal narratives <ul style="list-style-type: none"> Develop comprehension of more sophisticated and complex text Mini grammar lessons presented regularly Rigorous practice of discussion skills <p>Book Clubs: <i>Small group reading experience combining book discussions with peer engagement</i></p> <p>Sample Guiding Question: <i>How do I capture my thinking in both reading and writing?</i></p>	<p>LANGUAGE ARTS</p> <p>Major Units: <i>Facing History and Ourselves</i>® Curriculum</p> <ol style="list-style-type: none"> Connecting the past to the present: Literature from World War II and the Holocaust Exploring “coming of age” through fiction Analyzing leadership through fiction <ul style="list-style-type: none"> Interpret and respond to a wide range of non-fiction and fiction reading through daily journal writing, reflection and discussion Produce formal essays and book reports that demonstrate the ability to write with a clear focus, coherent organization and use of supportive detail Present information to a group in a formal, rehearsed manner <p>Book Clubs: <i>Small group reading experience combining book discussions with peer engagement</i></p> <p>Sample Guiding Question: <i>How can I determine the important universal themes in human experience that can be derived from a wide range of literature?</i></p>		
<p>WRITING</p>  <ul style="list-style-type: none"> Write with ease, imagination and precision Learn the comprehensive components of writing Write for a range of purposes Understand writing process: pre-writing, writing, revising, editing and publishing 		<p>SKILL FOCUS</p> <ul style="list-style-type: none"> Focused on emerging writing skills (composition strategies, writing conventions and mechanics) Use of the <i>Writer’s Workshop</i> model (mini-lesson moves to writing practice with individual and small group instruction) Creative, expressive and informational writing about self, family, friends and the world Handwriting development utilizing <i>Handwriting Without Tears</i>® 		<p>WRITING COMPONENTS</p> <ul style="list-style-type: none"> Writing integrated into all subject areas in curricular units that last 6 to 8 weeks <i>Writer’s Workshop</i> model (mini-lesson moves to writing practice with individual and small group instruction) Cursive taught using <i>Handwriting Without Tears</i>® 6 + 1 <i>Trait</i>™ Writing Model: Idea/Content, Organization, Voice, Sentence Fluency, Word Choice, Conventions Focused on writing process: brainstorming, rough draft, revision, editing and publishing 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">L A N G U A G E A R T S</p>	<p>LANGUAGE ARTS – INTEGRATED WITH SOCIAL STUDIES IN A HUMANITIES CLASS <i>Students will read, write and analyze a variety of genres and texts as a way to explore and uncover history</i></p> <p>Major Units:</p> <ol style="list-style-type: none"> Implementation of <i>Thinking Strategies</i> in reading and writing: <ul style="list-style-type: none"> Background knowledge Determining importance Questioning Synthesizing Inferring Sensory images Monitoring understanding Historical fiction Identity traits and memoirs Opinion writing Primary source analysis <p>Compose written work using mature vocabulary and sentence structure</p> <ul style="list-style-type: none"> Advanced instruction in rules of grammar <p>Book Clubs: <i>Small group reading experience combining book discussions with peer engagement</i></p> <p>Sample Guiding Question: <i>How is a story influenced by its storyteller?</i></p>	<p>LANGUAGE ARTS <i>Instruction will be tied closely to the historic time periods students are learning in Social Studies</i></p> <p>Major Units:</p> <ol style="list-style-type: none"> Deeper analysis of <i>Thinking Strategies</i> in reading and writing Elements of a story, historical fiction and persuasive writing Poetry Character analysis/personal narratives <ul style="list-style-type: none"> Develop comprehension of more sophisticated and complex text Mini grammar lessons presented regularly Rigorous practice of discussion skills <p>Book Clubs: <i>Small group reading experience combining book discussions with peer engagement</i></p> <p>Sample Guiding Question: <i>How do I capture my thinking in both reading and writing?</i></p>	<p>LANGUAGE ARTS</p> <p>Major Units: <i>Facing History and Ourselves</i>® Curriculum</p> <ol style="list-style-type: none"> Connecting the past to the present: Literature from World War II and the Holocaust Exploring “coming of age” through fiction Analyzing leadership through fiction <ul style="list-style-type: none"> Interpret and respond to a wide range of non-fiction and fiction reading through daily journal writing, reflection and discussion Produce formal essays and book reports that demonstrate the ability to write with a clear focus, coherent organization and use of supportive detail Present information to a group in a formal, rehearsed manner <p>Book Clubs: <i>Small group reading experience combining book discussions with peer engagement</i></p> <p>Sample Guiding Question: <i>How can I determine the important universal themes in human experience that can be derived from a wide range of literature?</i></p>
<p>SPELLING & WORD STUDY</p>  <ul style="list-style-type: none"> Understand the value of spelling for communication Apply strategies to write an unknown word, learn a new word or revise spelling Know that one’s writing is valued independent of spelling skill development 		<p>SPELLING AND WORD STUDY FOCUS <i>Taught using a developmental approach to:</i></p> <ol style="list-style-type: none"> Phonemic awareness Phonics Vocabulary and spelling instruction <p>Integrated into mini-lessons, individual teacher to student writing conferences, and designated word work time</p>		<p>CURRICULAR FOCUS</p> <ul style="list-style-type: none"> Utilize <i>Words Their Way</i>™ a developmental approach to phonics, vocabulary and spelling instruction Differentiated spelling groups (average ratio 1:8) Vocabulary development through weekly spelling lists 		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">L A N G U A G E A R T S</p>	<p>LANGUAGE ARTS – INTEGRATED WITH SOCIAL STUDIES IN A HUMANITIES CLASS <i>Students will read, write and analyze a variety of genres and texts as a way to explore and uncover history</i></p> <p>Major Units:</p> <ol style="list-style-type: none"> Implementation of <i>Thinking Strategies</i> in reading and writing: <ul style="list-style-type: none"> Background knowledge Determining importance Questioning Synthesizing Inferring Sensory images Monitoring understanding Historical fiction Identity traits and memoirs Opinion writing Primary source analysis <p>Compose written work using mature vocabulary and sentence structure</p> <ul style="list-style-type: none"> Advanced instruction in rules of grammar <p>Book Clubs: <i>Small group reading experience combining book discussions with peer engagement</i></p> <p>Sample Guiding Question: <i>How is a story influenced by its storyteller?</i></p>	<p>LANGUAGE ARTS <i>Instruction will be tied closely to the historic time periods students are learning in Social Studies</i></p> <p>Major Units:</p> <ol style="list-style-type: none"> Deeper analysis of <i>Thinking Strategies</i> in reading and writing Elements of a story, historical fiction and persuasive writing Poetry Character analysis/personal narratives <ul style="list-style-type: none"> Develop comprehension of more sophisticated and complex text Mini grammar lessons presented regularly Rigorous practice of discussion skills <p>Book Clubs: <i>Small group reading experience combining book discussions with peer engagement</i></p> <p>Sample Guiding Question: <i>How do I capture my thinking in both reading and writing?</i></p>

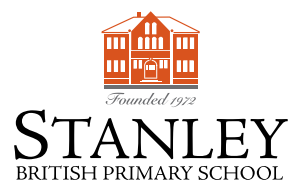
K - 8 LEARNING GOALS	<div style="display: flex; justify-content: space-around;"> K 1 2 </div>	<div style="display: flex; justify-content: space-around;"> 3 4 5 </div>	<i>Middle School Notes</i>	<div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; width: 20px; margin: 0 auto;">6</div>	<div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; width: 20px; margin: 0 auto;">7</div>	<div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; width: 20px; margin: 0 auto;">8</div>
<p>SOCIAL STUDIES</p>  <p>DEVELOP AND ACQUIRE:</p> <ul style="list-style-type: none"> • Social awareness and learn responsibilities of being a citizen • Understanding of the world's many cultures • Understanding of geography, history and current events • Empathy and recognition that the study of others leads to better understanding of oneself 	<p>SOCIAL STUDIES – CONCEPTS INTEGRATED THROUGH ALL SUBJECT AREAS</p> <ol style="list-style-type: none"> 1. Study of self, family and immediate community 2. Initial comparison and contrasting of different ideas and values 3. Discuss social issues at a developmentally appropriate level 	<p>TIME TRAVEL AND WORLD EXPLORATION (TTWE)</p> <ol style="list-style-type: none"> 1. Three-year rotating curriculum: Colorado History, US History, World History 2. More advanced historical and sociological analysis and interpretation along with historical research and analysis of factors contributing to problems and courses of action 3. Curriculum emphasizes depth of topics, not “coverage” and is integrated with writing and reading 4. Focus on research skills and inquiry process 5. Deeper exploration of geography 	<p>OVERVIEW Use <i>Guiding Questions</i> to promote deeper understanding of Social Studies</p> <ul style="list-style-type: none"> • Facing History and Ourselves® curriculum – a designated Participating School • Focus on global cultures, events in history and building perspective and empathy • Focus on themes and individual roles in history rather than solely recalling timelines • Taught in grade level, small group sections (1:16) 	<p>SOCIAL STUDIES – INTEGRATED WITH LANGUAGE ARTS IN A HUMANITIES CLASS Students will read, write and analyze a variety of genres and texts as a way to explore and uncover history</p> <p>AMERICAN HISTORY FROM COLONIZATION TO THE CIVIL WAR Major Units:</p> <ol style="list-style-type: none"> 1. The beginnings of our country: colonization through the Revolutionary War 2. A new and growing nation: the Constitution through westward expansion 3. Moving and shaking: the road to war through the Civil War <ul style="list-style-type: none"> • Students will have the tools to critically examine their current world with a historical and analytical lens • Analyze primary source documents and understand the power of perspective <p>Book Clubs: Small group reading experience combining book discussions with peer engagement</p> <p>Sample Guiding Question: Who has a voice? Whose voice matters?</p>	<p>SOCIAL STUDIES Cross curricular link between historical events and literature in Language Arts class</p> <p>AMERICAN HISTORY FROM RECONSTRUCTION TO THE COLD WAR</p> <p>Major Units:</p> <ol style="list-style-type: none"> 1. Immigration 2. Industrialization and urbanization 3. Gilded Age 4. The Roaring Twenties: a period of growth and change 5. The Civil Rights movement <ul style="list-style-type: none"> • Use persuasive writing to engage in the democratic process <p>Book Clubs: Small group reading experience combining book discussions with peer engagement</p> <p>Sample Guiding Question: What does it mean to be an American?</p>	<p>SOCIAL STUDIES Cross curricular link between historical events and literature in Language Arts class</p> <p>WORLD HISTORY</p> <p>Major Units:</p> <ol style="list-style-type: none"> 1. Pre-WWI Europe, WWI, The Treaty of Versailles 2. The Weimar Republic 3. The Nazi rise to power 4. The Holocaust 5. Justice after the Holocaust 6. Democracy 7. The Cold War <ul style="list-style-type: none"> • Critically analyze information and evaluate choices • Grasp the ethical dimensions of historical events through reading, writing and discussion • Examine types of government and deep analysis of democracy <p>Book Clubs: Small group reading experience combining book discussions with peer engagement</p> <p>Sample Guiding Question: What is my role as a member of a nation in promoting and supporting democracy in the world?</p>
<p>MATHEMATICS</p>  <ul style="list-style-type: none"> • Perform advanced mathematical studies working from a strong foundation of number sense and skill development • Solve mathematical problems with a range of strategies that draw on critical and flexible thinking • Apply skills and strategies appropriate to the given problem • Find enjoyment in the pursuit of mathematics and find relevance of math in one's life 	<p>CURRICULUM <i>Investigations in Numbers, Data and Space®</i></p> <p>Initial Focus:</p> <ol style="list-style-type: none"> 1. Number sense 2. Operations 3. Estimations 4. Geometry 5. Measurement 6. Patterns 7. Data analysis <ul style="list-style-type: none"> • Building concepts through meaningful and engaging classroom activities: children draw, build, compare shapes, sort, count, measure, work on word problems and share their thinking • Often taught in small groups to provide differentiated instruction (average ratio 1:7) 	<p>CURRICULUM <i>Investigations in Numbers, Data and Space®</i></p> <p>Advanced Focus On:</p> <ol style="list-style-type: none"> 1. Number sense 2. Multiplication and division 3. Complex word problems 4. Fractions 5. Decimals 6. Percents 7. Money 8. Geometry and measurement 9. Patterns 10. Functions and algebraic structures <ul style="list-style-type: none"> • Balance of skill development and application to problem-solving contexts • Small group format to provide differentiated instruction (average ratio 1:7) • At 4th grade level, integration of ALEKS® QuickTables® math facts curriculum • At 5th grade level, integration of ALEKS® a self-paced online math program 	<p>OVERVIEW Use <i>Guiding Questions</i> to promote deeper understanding of Mathematics</p> <p><i>Preparing for high school math:</i></p> <ul style="list-style-type: none"> • More complex fractions, decimals, percents, money, geometry, measurement, patterns, functions and algebraic structures including data analysis, statistics and probability • Integration of ALEKS® a self-paced online math program • Taught in grade level, small group sections (1:16) 	<p>6TH GRADE MATH Major Units:</p> <ol style="list-style-type: none"> 1. Problem solving and algebra 2. Place value, decimal computation, proportions and percents 3. Data analysis and graphing 4. Fractions, probability and ratios 5. Geometry <p>All units reinforced with ALEKS® practice</p> <p>Sample Guiding Question: How do I apply mathematical knowledge to real world problems?</p>	<p>PRE-ALGEBRA Major Units:</p> <ol style="list-style-type: none"> 1. Integers 2. Solving algebraic equations 3. Probability 4. Geometry 5. Ratio, proportion and percent <p>All units reinforced with ALEKS® practice</p> <p>Sample Guiding Question: How do I know if I truly understand a mathematical concept?</p>	<p>ALGEBRA I Major Units:</p> <ol style="list-style-type: none"> 1. Solving linear equations, proportions, percents and inequalities 2. Data analysis and graphing linear functions 3. Solving and graphic systems of equations and inequalities 4. Properties of exponents and polynomials <p>All units reinforced with ALEKS® practice</p> <p>Sample Guiding Question: What strategies can I use to become an effective problem solver?</p> <div style="border: 2px solid #c0504d; border-radius: 50%; padding: 5px; width: 20px; margin: 10px auto; text-align: center; color: white;"> <p>9th</p> </div> <p>Most graduating 8th graders who choose to attend public schools will have the option to take either Algebra I, Geometry or Geometry Honors. Those who choose to attend private schools will have the option of Algebra I or II.</p>

K - 8 LEARNING GOALS	K 1 2	3 4 5	Middle School Notes	6	7	8
<p>SCIENCE</p>  <p>Utilize a scientific approach to solving problems including the ability to:</p> <ul style="list-style-type: none"> Observe carefully Ask questions Design experiments and investigations Use findings to construct a reasonable explanation Apply knowledge to new situations 	<p>SCIENTIFIC METHOD: INTRODUCTION</p> <ul style="list-style-type: none"> Content integrated into curricular units and driven by student interest and curiosity Teachers expose students to wonders of the natural world and facilitate the asking of good questions: "What do you notice?" "What do you wonder about?" Designated science class throughout week 	<p>SCIENTIFIC METHOD</p> <p><i>Actively utilizing inquiry-based discovery</i></p> <ol style="list-style-type: none"> 2 classes per week Three-year rotating curriculum: Earth, Life, and Physical Sciences Hands-on experiments Continued development of Scientific Method Mini Science Fair and Invention Convention 	<p>OVERVIEW</p> <p><i>Use Guiding Questions to promote deeper understanding of Science</i></p> <p><i>Implementing the Scientific Method with expertise:</i></p> <ul style="list-style-type: none"> Content explored through multi-media presentations, inquiry-based experiments, lab reports and culminating assessments Participation in annual Stanley Science Fair and optional Denver Metro Science Fair Taught in grade level, small group sections (1:16) 	<p>EARTH SCIENCE</p> <p>Major Units:</p> <ol style="list-style-type: none"> Scientific process Solar system Earth's features The sun, the earth and climate change <p>Sample Guiding Question: <i>What is your role in the universe?</i></p>	<p>PHYSICAL SCIENCE</p> <p>Major Units:</p> <ol style="list-style-type: none"> Scientific process The nature of matter Chemistry Energy and work <p>Sample Guiding Question: <i>What makes something exist?</i></p>	<p>LIFE SCIENCE</p> <p>Major Units:</p> <ol style="list-style-type: none"> Scientific process Basics of life Basics of cells Genetics <p>Sample Guiding Question: <i>What makes you, YOU?</i></p> <p>9th</p> <p>Most graduating 8th graders will take Honors Biology in 9th grade.</p>
<p>CHOICE</p>  <ul style="list-style-type: none"> An integral part of the British Primary educational philosophy A time for children to learn through play and work while taking risks and making decisions for themselves 	<ul style="list-style-type: none"> Occurs for 1 hour each day, often when children first arrive Teachers prepare developmentally appropriate choice activities that allow children to create, interact socially, make decisions, discover passions and take risks 	<ul style="list-style-type: none"> Offered 2x a week and tied to the curriculum with emphasis in social studies and science Children at this level are given the opportunity to plan and implement their own Choice activity for classmates 	<p>OVERVIEW</p> <p><i>The foundational premise of Choice – learning through play and work – continues in Middle School through the expression of independent decision-making and the cultivation of one's own interests and curiosity</i></p>	<p>CHOICE IN MIDDLE SCHOOL</p> <p>Choice time offered primarily in Homeroom as a community building activity among students. In addition, in Middle School the philosophy of Choice is experienced by students through inquiry-based learning to develop their own experiments, design research projects and attempt math problems with a variety of techniques that appeal to them.</p>		
<p>SOCIAL & EMOTIONAL</p>  <ul style="list-style-type: none"> Explore and express one's unique identities as a human being, learner, friend and community member Develop resilience and perseverance in the face of challenges See mistakes as growth opportunities Identify, manage and appropriately express a full range of emotions Build positive relationships with others and being open to multiple perspectives Become active, contributing community members Be inclusive, respect and celebrate differences 	<p>COMPREHENSIVE INTEGRATED APPROACH</p> <ul style="list-style-type: none"> Multi-age classrooms provide foundation for learning to live and work collaboratively in a community Weekly take-out class with Assistant K-5 Head for Social Emotional Development to work on key concepts and skills such as: learning to stop to consider everyone's feelings, learning to think about the consequences of one's actions and making positive choices 	<p>COMPREHENSIVE INTEGRATED APPROACH</p> <ul style="list-style-type: none"> Multi-age classrooms provide foundation for learning to live and work collaboratively in a community Homeroom traditions build leadership and care for community The Assistant K-5 Head for Social Emotional Development works with each class 1x a week focused on "sticky situations," common language and understandings Service learning opportunities 	<p>OVERVIEW</p> <p><i>To build self-efficacy through the study of identity development and social skill instruction</i></p> <ul style="list-style-type: none"> 6-8 Middle School Counselor teaches curriculum in grade level classes 6-8 Middle School Advisor program through homerooms Character development curriculum taught in multi-age homeroom 	<p>IDENTITY DEVELOPMENT</p> <p><i>Identity development is examined as an influence on self concept and how we treat others</i></p> <ul style="list-style-type: none"> Launch of 3-year Advisor program Multi-age homeroom camping trip aimed at social skill building Chat Room weekly boys and girls social skills groups Weekly Transitions class focused on key skills such as organization and time management, Middle School study skills, and research and citation 	<p>COMMUNITY BUILDING</p> <p><i>Students explore the process of group formation and community building</i></p> <ul style="list-style-type: none"> Weekly grade level class discussions and projects Multi-age homeroom camping trip aimed at social skill building 	<p>LEADERSHIP AND DECISION-MAKING</p> <p><i>Students explore their roles as leaders by studying the concept of leadership and how it pertains to their roles at Stanley and eventually in their transition to high school</i></p> <ul style="list-style-type: none"> Students explore different social and emotional challenges to identify how personal values affect decision-making and critical thinking skills Weekly grade level class discussions and projects Multi-age homeroom camping trip aimed at social skill building
<p>FAMILY GROUPS meet 5x a year. Groups are comprised of students ranging from kindergarten to 8th grade and include all teachers and staff members. Family Groups provide an opportunity for school wide, common language around social emotional learning.</p>						

K - 8 LEARNING GOALS			<i>Middle School Notes</i>			
<p>FOREIGN LANGUAGE</p>  <ul style="list-style-type: none"> • Encourage a love of learning the Spanish language and its related cultures • Progressively develop the ability to read, write, listen and speak in Spanish • Appreciate the value of enhancing one's life by exploring languages and cultures • Identify and implement skills and strategies students need to continue language development 	<p>INSTRUCTION APPROACH <i>Teaching Proficiency through Reading and Storytelling® (TPRS®)</i>—method for teaching foreign languages</p> <p>Initial Exposure:</p> <ul style="list-style-type: none"> • Taught 1x a week in classroom • Includes songs and stories 	<p>INSTRUCTION APPROACH <i>Teaching Proficiency through Reading and Storytelling® (TPRS®)</i>—method for teaching foreign languages</p> <ul style="list-style-type: none"> • Dedicated Spanish instruction 1x a week • Spanish teacher also leads morning meeting in Spanish 1x a week 	<p>OVERVIEW</p> <ul style="list-style-type: none"> • <i>Teaching Proficiency through Reading and Storytelling® (TPRS®) combined with increasing attention to grammar as students move through 6th to 8th</i> • <i>Develop cultural understanding</i> • <i>Taught in grade level, small group sections (1:16)</i> 	<p>INTRODUCTION TO SPANISH</p> <ol style="list-style-type: none"> 1. How and why we communicate and identify with our world in Spanish 2. High frequency vocabulary in my daily life 3. Basic Spanish grammar 4. Using action verbs 5. Translating written stories 	<p>INTERMEDIATE SPANISH</p> <ol style="list-style-type: none"> 1. Review of 6th grade concepts 2. Comprehend stories in Spanish 3. School-related vocabulary 4. Exercise verb conjugation skills 5. Experiment with question and answer structures 	<p>HIGH SCHOOL LEVEL SPANISH I/II</p> <ol style="list-style-type: none"> 1. Exercise circumlocution skills (“talking around” words) 2. Synthesize vocabulary and grammar concepts while speaking and writing 3. Identify and use verb forms: commands, present, past and future tense 4. Write paragraphs with varied sentence structure <p>9th</p> <p>Most graduating 8th graders will take Spanish III in 9th grade with option to take Spanish IV.</p>
<p>TECHNOLOGY</p>  <ul style="list-style-type: none"> • Acquire the skills needed to be successful in a technological world • Use technology to enhance learning and personal expression • Develop interest, competence and confidence using the computer 	<p>PHILOSOPHY</p> <ul style="list-style-type: none"> • Student exposure to technology is intentionally limited to ensure social interaction and conceptual development with the real world before exploring symbolic representation with computers • Teachers and administrators continually evaluate new technologies to determine developmentally appropriate interactions 	<p>INSTRUCTION FOCUS</p> <ol style="list-style-type: none"> 1. Weekly technology class to teach word processing skills, touch typing and computer applications 2. Used as a tool to enhance learning but not substitute for teaching 3. Often integrated into curricular units of study 	<p>OVERVIEW</p> <p><i>Use Guiding Questions to promote deeper understanding of Technology</i></p> <ul style="list-style-type: none"> • <i>Laptops and iPads integrated into classrooms to enhance understanding, develop content, research and share thinking</i> • <i>Taught in grade level, small group sections (1:16)</i> 	<p>FIVE MAJOR UNITS</p> <ol style="list-style-type: none"> 1. Organization and speed 2. The presentation 3. The internet 4. Software integration <ul style="list-style-type: none"> • 1:1 iPad program: Students are provided with their own iPad for use in all subject areas <p>Sample Guiding Question: <i>How can I use technology to enhance my education?</i></p>	<p>IN CLASS SUPPORT MODEL</p> <p>Move to an “in class” support model with technology. Integrate specific technical skills within the curriculum such as data manipulation and graphing skills in Science or movie-making for character study in Language Arts.</p>	
<p>BEYOND THE CLASSROOM</p>  <ul style="list-style-type: none"> • Trips and special in-room guest speakers integrate topics in history, environmental science, physical challenge and community building • Connected to units of study 	<ul style="list-style-type: none"> • Field trips related to curricular units • Guest speakers who share real-life experiences and expertise 	<ul style="list-style-type: none"> • Field trips related to curricular units • Cal-Wood Outdoor Education Program overnight trip • Guest speakers who share real-life experiences and expertise 	<p>OVERVIEW</p> <ul style="list-style-type: none"> • <i>Overnight trips by class to focus on identity, leadership and community</i> • <i>Experienced in both single-grade level groups and as a multi-age homeroom</i> 	<ul style="list-style-type: none"> • Overnight Ropes Course trip in 3rd trimester focused on identity development • Guest speakers who share real-life experiences and expertise 	<ul style="list-style-type: none"> • Overnight camping trip to Moab, Utah, in 3rd trimester focused on community building • Guest speakers who share real-life experiences and expertise 	<ul style="list-style-type: none"> • 8-day trip to England in 3rd trimester focused on leadership skills and connected to Social Studies curricular content • Guest speakers who share real-life experiences and expertise
<p>SERVICE LEARNING</p>  <ul style="list-style-type: none"> • Working from a service-learning model, students further curricular goals through active participation in the community 	<ul style="list-style-type: none"> • Opportunities arise through student/parent interest or through curricular topics 	<ul style="list-style-type: none"> • Classroom activities and all-school service learning projects • Ongoing relationships with local agencies (such as Lowry Family Center and Village at Lowry retirement home) 	<p>OVERVIEW</p> <p><i>Each multi-age homeroom develops its own service learning projects throughout the year based on student interest</i></p> <ul style="list-style-type: none"> • <i>Projects emphasize relationships with community organizations</i> • <i>Service Learning provides an experiential component to Stanley's character education curriculum</i> 	<p>SERVICE LEARNING</p> <p>The multi-age and multi-grade approach in homeroom forms the basis for service projects in Middle School. Students are engaged in relevant and meaningful service with the community and participate in purposeful civic learning related to their own academic learning. Examples include the creation and on-going funding of a non-profit focused on the distribution of life-saving water filters to schools in developing countries; reciprocal English-to-Spanish and Spanish-to-English tutoring in diverse, urban elementary schools; tree planting in local parks; and food bank box packing.</p>		

K - 8 LEARNING GOALS		K 1 2	3 4 5	Middle School Notes	6	7	8						
THE ARTS  <ul style="list-style-type: none"> Use courage, self-confidence, voice, skills and knowledge to visually, musically, dramatically, physically communicate and respond to the world through art Expression through the arts with intent, purpose and thoughtfulness Understand that art is an element of everyday life and learning 	VISUAL ARTS PERFORMING ARTS DRAMA/THEATRE DANCE MUSIC	<ul style="list-style-type: none"> Opportunities within classroom curriculum and Choice to explore the arts Creativity and the arts integrated into thematic units 1 visual arts class each week 	<ul style="list-style-type: none"> Visual arts class 1x a week and arts Choice 1x a week Student art show in 3rd trimester Integrated artistic opportunities throughout all curriculum units in the classroom 	OVERVIEW <i>Integrated curriculum across Visual Arts and Performing Arts</i> <i>Use Guiding Questions to promote deeper understanding of the Arts</i>	MAJOR UNITS Trimester 1: Theatre <ul style="list-style-type: none"> Elements of improvisation Basic performance technique Exploring character Using a Shakespeare text for presentation of acquired skills Trimester 2: Music <ul style="list-style-type: none"> Focus on singing both individually and in groups Reading rhythms and notes on the staff Playing a variety of Orff instruments in an ensemble Trimester 3: Visual Arts <ul style="list-style-type: none"> Emphasize focus and observation Concept development Learn to sketch and draw Sample Guiding Question: <i>How will self-expression promote self-assurance?</i>	MAJOR UNITS Trimester 1: Music <ul style="list-style-type: none"> Develop a music vocabulary Building confidence as music performers Continued singing and Orff instrument playing Trimester 2: Visual Arts <ul style="list-style-type: none"> How to compose using elements, perspective and organizational principles Art and design history Trimester 3: Theatre Focus on: <ul style="list-style-type: none"> Theatre vocabulary Textual analysis including character plot and line understanding Using basic scenes and One Acts to present theatre skills Sample Guiding Question: <i>How will working as an ensemble member build a stronger performance community?</i>	ART ELECTIVES <i>Four to five elective offerings that change each trimester but reflect study and skills acquired in the core art areas. Examples include Perfect Pitches Choir, Graphic Design and Photography.</i> <ul style="list-style-type: none"> Student art show in 3rd trimester Middle School musical as 8th grade elective (2nd trimester) 8th grade Cabaret performances Monthly casual, open microphone performances during an event called the "Cave" 						
		ARTS FESTIVAL All-school ½ day Arts Festival in March, all students welcome and encouraged to participate in optional performances											
		PHYSICAL EDUCATION  <ul style="list-style-type: none"> Develop control, coordination and mobility Respect and understand one's physical nature Master specific skills, techniques and strategies that enable enjoyment of a variety of sports Strong focus on sportsmanship 	<ul style="list-style-type: none"> Gross motor development Creative games that build fundamental athletic skills (throwing, catching, running, and problem solving) 					<ul style="list-style-type: none"> Gradual incorporation of more traditional sport-based skills taught by units (soccer, volleyball, etc.) Sportsmanship emphasized 	OVERVIEW <i>Use Guiding Questions to promote deeper understanding of Sports</i> <ul style="list-style-type: none"> Sports taught by unit Complements and supports after-school sports program Opportunity for alternative sports and activities: yoga, fencing, karate, dance Three sports seasons, students are required to participate in at least one sport each year 	TWO-WEEK UNITS TAUGHT AT EACH GRADE LEVEL <ul style="list-style-type: none"> Presidential Physical Fitness Test Sports: <ul style="list-style-type: none"> Archery and Golf Volleyball, Floor Hockey, Basketball Badminton and Tennis Flag Football, Ultimate Frisbee and Soccer Other Activities: <ul style="list-style-type: none"> Dance and Yoga Sample Guiding Question: <i>What movement tactics and strategies can be applied to a variety of sports or activities?</i>	TEAM SPORTS <ul style="list-style-type: none"> Boys: Cross Country, Soccer, Basketball, Lacrosse, Multi-Sport, Tennis Girls: Volleyball, Cross Country, Field Hockey, Basketball, Soccer, Lacrosse, Multi-Sport, Tennis 		
		SPORTS  <ul style="list-style-type: none"> Engage in athletics with an understanding of good sportsmanship Interact, cooperate and empathize with others through sports 	SPORTS K-5 Organized sports begin in Middle School. K-5 sports options available through optional after-school enrichment program										
ASSESSMENTS & COMMUNICATIONS		<ul style="list-style-type: none"> Beginning in January of 2nd grade year: Weekly homework assignments in Reading, Math and/or Spelling 20 minutes per night 	<ul style="list-style-type: none"> Weekly take-home packets across Reading, Math, Spelling and Curriculum Unit Projects focused on Writing, Science or Social Studies 3rd grade: 15 min reading/30 min homework per night 4th grade: 20 min reading/40 min homework per night 5th grade: 30 min reading/50 min homework per night 	OVERVIEW <ul style="list-style-type: none"> Middle school students receive regular homework assignments completed either for the next day or over a longer period of time 	<ul style="list-style-type: none"> 1 ½ hours per night across all subjects 	<ul style="list-style-type: none"> 2 hours per night across all subjects 	<ul style="list-style-type: none"> 2 ½ hours per night across all subjects 						
HOMEWORK  <ul style="list-style-type: none"> Practice academic skills Deepen thinking Create a home-school connection Teachers modify homework as needed 													

ASSESSMENTS & COMMUNICATIONS	K 1 2	3 4 5	<i>Middle School Notes</i>	6	7	8
<p>ASSESSMENT TOOLS</p>  <ul style="list-style-type: none"> Stanley British Primary School uses a variety of formal and informal assessment tools to inform instruction as well as to assess performance Primary method of assessment is conducted by the teacher who utilizes constant observations, review of student's work and one-on-ones with child to guide instruction at the individual child's level Utilize nationally-normed tests to assess skills and support test taking skills Provide instruction for students needing additional challenge Provide intervention and support for students who show need for improvement 	<ul style="list-style-type: none"> <i>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)</i> a set of procedures and measures for assessing the acquisition of early literacy skills. Multiple, short (1 minute) assessments that measure phonological awareness, phonemic awareness and fluency 3x a year <i>Fountas & Pinnell Text Level Gradient™</i> assessments designed to match books to readers and to provide differentiated instruction through working with small groups in reading, 3x a year starting in 1st grade 	<ul style="list-style-type: none"> Introduction of formalized tests across topics to support test-taking skills and inform instruction <i>Words Their Way®</i> spelling assessment to form developmental groups and guide instruction 1 to 2x a year Weekly spelling tests <i>6+1 Trait®</i> writing assessment in 5th grade to assess essay writing skills on a nationally-normed basis <i>Gates-MacGinitie Reading Tests®</i> ascertain performance on a nationally-normed assessment and to accustom students to standardized tests <i>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)</i> -set of procedures and measures for assessing the acquisition of early literacy skills. Short (1 minute) fluency measures 3x a year for all 3rd graders and then as needed to monitor progress <i>Fountas & Pinnell Text Level Gradient™</i> assessments designed to match <i>Just Right</i> books to readers and to provide differentiated instruction through working with small groups in reading, 3x a year <i>TerraNova®</i> standardized achievement test in Math in 5th Grade <i>AIMSweb®</i> benchmark and progress monitoring in math, silent reading comprehension. Testing 7x a year <i>ALEKS®</i> 5th Grade – assessments occur 1x for every 5 hours of program work 	<ul style="list-style-type: none"> <i>Integration of nationally-normed tests</i> <i>Focus on formalized test-taking skills across subject areas including traditional multiple choice, bubble tests and open-ended response</i> <i>Students develop habit of producing best efforts in testing situations</i> <i>Significant teacher feedback on traditional summative tests and quizzes to measure understanding</i> 	<ul style="list-style-type: none"> <i>Educational Records Bureau (ERB)</i> reading comprehension assessments 1x a year in 2nd trimester <i>Educational Records Bureau Writing Assessment Program (ERB) WrAP</i> test 1x a year in 2nd trimester <i>6+1 Trait®</i> writing assessment <i>ALEKS®</i> assessments occur 1x for every 5 hours of program work Ongoing subject-specific assessments embedded in curricular units 	<ul style="list-style-type: none"> <i>Educational Records Bureau (ERB)</i> reading comprehension assessments 1x a year in 2nd trimester <i>Educational Records Bureau Writing Assessment Program (ERB) WrAP</i> test 1x a year in 2nd trimester <i>6+1 Trait®</i> writing assessment <i>ALEKS®</i> assessments occur 1x for every 5 hours of program work Subject-specific assessments 	<ul style="list-style-type: none"> <i>Educational Records Bureau (ERB)</i> reading comprehension assessments 1x a year in 2nd trimester <i>Educational Records Bureau Writing Assessment Program (ERB) WrAP</i> test 1x a year in 2nd trimester <i>6+1 Trait®</i> writing assessment <i>ALEKS®</i> assessments occur 3x for every 5 hours of program work Subject-specific assessments
<p>PROGRESS COMMUNICATIONS</p>  <p>Progress measured on a continuum with three phases of progress:</p> <ul style="list-style-type: none"> E = Exposure I = Implementation, Integration C = Consolidation <ul style="list-style-type: none"> Provide organized documentation to parents, conversations and emails with parents as necessary Individual, scheduled face-to-face discussion between teacher(s) and parent(s) at least 2x a year or as needed on an ongoing basis 	<ul style="list-style-type: none"> 2x a year progress reports individualized by grade level (Nov and May). 2x a year conferences (Nov and Feb) Collection of student work in portfolios 	<ul style="list-style-type: none"> 2x a year progress reports individualized by grade level (Nov and May) 2x a year conferences for 3rd and 4th graders (Nov and Feb) Collection of student work in portfolios 	<ul style="list-style-type: none"> <i>Students present portfolios in student-led conferences with parents, teachers and advisors</i> <i>Provide organized documentation to parents</i> <i>Allow for formal face-to-face discussion at least 2x a year</i> 	<ul style="list-style-type: none"> 3x a year progress reports individualized by grade level (Nov, March, May) 2x a year conferences run by student (Nov, March) 	<ul style="list-style-type: none"> 3x a year progress reports individualized by grade level (Nov, March, May) 2x a year conferences run by student (Nov, March) 	<ul style="list-style-type: none"> 3x a year progress reports individualized by grade level (Nov, March, May) 2x a year conferences run by student (Nov, March)



350 QUEBEC STREET DENVER, COLORADO 80230 303/360-0803 stanleybps.org
MEMBER, ASSOCIATION OF COLORADO INDEPENDENT SCHOOLS

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