** Specialists Syllabus**

Evergreen Academy

**Foreign Language**

**Philosophy:**  At Evergreen Academy students will experience the joy and confidence of learning a Foreign Language. Research shows there are many benefits of a Foreign Language program. Students who are exposed to more than one language learn to negotiate meaning as a crucial part of communicating. This also helps them to be flexible thinkers, and gives children the ability to seek different approaches to solve a problem.

Students often are more empathetic because they are better at “putting themselves in other people’s shoes” and understanding different perspectives. To speak another language requires not only language skills, but also the ability to understand the other speaker’s perspective. Learning another language enriches your life because it deepens your understanding about how the world works and improves your social and cultural awareness and compassion.

In our increasingly diverse society, it is vital that we facilitate effective and positive communication.

A world in which different cultures and languages are valued and appreciated, with open, respectful and empathetic people, is a better world for our children.

**Spanish and French**

**Curriculum:** At Evergreen Academy our program allows children to experience Foreign Language from an early age. Our first priority is oral language. Teachers model expressions and students repeat and practice. All children will gain experience and opportunities to not only speak in the target language, but also to develop their listening, reading and writing skills. The younger students learn through singing, stories and repetition of phrases. Older students learn to use grammar concepts like adjective agreement and verb conjugation to help them generate their own sentences. The students are also exposed to French and Spanish culture, geography, customs and food to gain a more global perspective.

Initially instruction happens through songs and storytelling. Each year the teacher will introduce more vocabulary, conversational expressions, and add verbs to their lessons so that students learn to speak and write in complete sentences. The students experience opportunities for listening, speaking, reading and writing in Spanish and French. Cultural units and projects will help them understand about the places in the world that speak the target language.

**Units of Study:**

Greetings Food France and Paris/Mexico and Spain

Colors and shapes Weather Spanish/French Speaking Countries

Numbers Clothing Famous Spanish/ French People

Family members Animals

Rooms in a house Gender agreement

Classroom items Verb conjugation

**Expectations:** Students will begin their experience with the anticipation of learning a new language and will begin to develop skills in communicating in Spanish/ French. As they progress in the language, they will become readers and writers of the language as well. By the end of their language program at Evergreen Academy, they will have learned adjectives and verbs and be able to read short stories successfully and communicate well in Spanish/ French. They could be expected to place out of the first year of language studies in their next school.

**Assessments and Homework:** Students in **Kindergarten - 2nd Grade** will enjoy experiencing the language and learning new things.

Students in **3rd – 4th Grade** will be expected to keep binders, and complete homework and tests.

**Curriculum:** All students will cover Greetings, Numbers, Colors, Family Members, Rooms in a House, School Items, Food, Weather, Clothing, and Animals.

Older students will cover adjective agreement, verb conjugation, as well as study French and Spanish Speaking Countries, Capital Cities and Famous People.

**Assessments and Homework**: Grades are based on the following four categories:

Tests 40% = Includes written and oral assessments

Participation 30% = Includes effort, contribution, attentiveness, and attitude.

Projects/Reports 20% = Includes written and oral work

Homework/Classwork 10% = Includes work completed in class and at home

Students in **Kindergarten - 2nd** **Grade** will enjoy experiencing the language and learning new things. Students in **3rd-6th Grade** will be expected to keep binders, do homework, and take tests.

**Technology**

## Philosophy: The goal of the technology curriculum is to help students see technology as an essential component in compiling, organizing, analyzing, and presenting information. Classroom teachers and technology teachers work in partnership to ensure that technology instruction has a direct connection to classroom instruction. This approach to technology allows students to become active, rather than passive, participants. Through online learning resources and research, and multimedia presentations, students are able to take part in an information exchange process that is more powerful and meaningful than the traditional classroom delivery of information.

**Curriculum**: Evergreen Academy’s technology objectives follow the framework outlined by the National Education Technology Standards (NETS). These are published by the International Society for Technology in Education (ISTE). We also follow the Washington State Educational Technology Learning Standards. Additionally, each student will have the opportunity to experience computer coding for at least one trimester each year.

Software used in technology class:

* Microsoft Office -- (Word, Excel, PowerPoint)
* iWork – (Pages, Numbers, Keynote)
* Safari and/or Google Chrome – We will use Safari and/or Google Chrome to visit various websites throughout the year (for all grades). As we move forward, more and more of our curricula will have ties to content located on the internet. For example, all students’ keyboarding practice will be web-based. Kindergarten – 2nd grade will use DanceMat Typing and grades 3 and up will use TypingWeb.
* Paintbrush – We will use this simple program for drawing. For example, students may illustrate a story and import the picture into their typed document.
* iMovie and Garageband – Students will use these to create and edit movies and music.
* Scratch and Code.org – Last but not least, we will use the Scratch programming language and the code.org curriculum which helps students learn the basics of programming. They will begin to develop computer games, multimedia presentations, interactive stories, graphic artwork, and computer animation. Scratch was developed by the MIT Media Lab for the purpose of teaching programming to children. More information can be found at <http://scratch.mit.edu/>. Code.org was launched in 2013 and is a non-profit organization dedicated to expanding access to computer science. Their vision is that every student in every school should have the opportunity to learn computer science. We believe computer science should be part of core curriculum, alongside other courses such as biology, chemistry or algebra.

**Expectations**: Students will learn to see technology as an essential component in compiling, organizing, analyzing, and presenting information. I will work in partnership with the classroom teachers to ensure that technology instruction has a direct connection with core curriculum. Students are expected to become active participants in the learning experience rather than passive participants, watching and listening from their seats.

Meeting these expectations is a critical part of 21st century learning.

**Assessments**: Grades are based on the following two categories:

**50% Skills** = Includes basic skills, higher applied knowledge, written assessments and self-assessments.

**50% Participation** = Includes higher level thinking skills, effort, citizenship, classroom discussions, presentations to the class, and working in a timely manner.

**Art**

**Philosophy**: The art curriculum gives each child tools for personal expression by building knowledge and skills about the elements and principles of art, as well as an appreciation of art. A child’s creative ideas come from deep within and are accepted and valued. This enables the child to continue to use art as an avenue for self-expression. The teaching methods are sensitive to all types of learners and provide students with the opportunity to improve their visual awareness and critical thinking skills.

**Curriculum/Units of Study**: We will cover *Elements of Visual Art* (line, shape, color, texture, pattern, value, form, and composition). *Principals of Visual Art* (emphasis, variety, harmony, balance, movement, theme). *Art Appreciation* (periods in art history, artist’s biographies, multi-cultural art, styles of art). *Mediums and Techniques* (oil pastels, chalk, drawing pencils, paint, marking pens, paper, fabric, clay, mixed media, textiles, and more). Art will be useful as expansion of the basic school curriculum.

**Expectations**: Students are expected to participate fully in class through active listening, engagement in discussions and projects, and involved in making art for the entire class. No homework will be assigned.

**Assessments**: Student artwork/projects are assessed based on the following two categories:

**50% Skills** = Includes basic skills, higher applied knowledge, written assessments and self-assessments.

**50% Participation** = Includes higher level thinking skills, effort, citizenship, classroom discussions, presentations to the class, artistic statements on Artsonia, and working in a timely manner.

**Performing Arts**

**Philosophy:** Students who participate in the arts at an early age will gain the confidence necessary to excel as they go through their academic career. Drama is a team sport, where students develop skills allowing them to work in a group, communicate effectively, and process emotion. Focus in the class room and small class size allows each child the opportunity to have their own moment on stage and nurture the confidence that comes from that unique experience. This growth will carry them through their learning. We will work on communication, diction, volume, eye contact, and expression of emotion, as well as storytelling.

**Curriculum:** Each drama class will perform their own play, relating to core class curriculum. Ideal class size and individualization gives each child the opportunity to perform to their strengths.

**Expectations:** Students are expected to do their best. They are expected to be respectful and to cooperate and support each other. Students will be held accountable for participating fully, through listening and creating.

**Assessments**: Grades are based on the following two categories:

**50% Skills** = Includes homework and class work

 **50% Participation** = Includes effort and willingness to participate, citizenship, classroom discussions, presentations to the class, and working in a timely manner.

**Music**

**Philosophy:** The study of music is unique in that it engages both hemispheres of the brain and touches all subjects of learning, enhancing language, math and writing skills. It physically improves posture and coordination and builds emotional intelligence, confidence and team building. We enhance cultural understanding by exploring the history of music and the unique musical qualities of western and eastern cultures. The progression of learning vocal skills and gateway instruments--recorder and ukulele--will open the doors for your student to cultivate a lifelong love of creating and experiencing music.

**Curriculum:** The music program is designed so students move, grade by grade, through a progression of music vocabulary, music appreciation and performance. We achieve this through rhythmic movement, hands-on exploration, vocal and instrument training and a school wide production.

**Expectations:** All students will be expected to respect the teacher and peers. Students will be attentive and participate in class activities. Students will memorize songs and other musical pieces for performance. They will show up on time for all performances. All students are accountable to treat the musical instruments they borrow in a responsible and respectful manner both in class and at home.

**Assessments**: Grades are based on the following two categories:

**50% Skills** = Includes homework and class work

 **50% Participation** = Includes effort and willingness to participate, citizenship, classroom discussions, presentations to the class, and working in a timely manner.

**PE**

**Philosophy**: All students will learn in an actively engaging and positive atmosphere. We will focus on lessons that incorporate all skill levels and learning styles. Students will receive the knowledge and opportunity to practice and develop skills to successfully participate in physical activity and game like situations. The goal for students will be to remain physically active for the rest of their lives and to see that being active and healthy is a positive lifestyle choice.

**Curriculum**: Students will begin the year learning the core concepts of PE which are focused on the student’s ability to follow rules outlined in class activities, exhibit good sportsmanship, positive participation, and learning to work together to achieve success. Once students have an understanding of the core concepts the younger students’ focus will be on gross motor movement concepts. Older students will begin with skill based sport activities. All students will learn about the relationship between how the body moves, where the body moves, and the relationships of body parts, to objects and with people. Skill themes include (but are not limited to) kicking, throwing, catching, and dribbling. All sport games are designed to keep students actively engaged in a developmentally appropriate activity.

Lessons are guided by state standards and will incorporate different health and wellness concepts such as basic human anatomy, healthy eating habits, safety and injury prevention, and mental and emotional health.

**Expectations**: Students are expected to come prepared, participate at the best of their ability, follow directions, and work cooperatively with others. The three rules for Physical Education are to be safe, respectful, and responsible.

**Assessments and Homework**: Students will be assessed on cognitive concepts and psychomotor development. Occasional homework assignments may be given. Grades are based on the following two categories:

**Sportsmanship/Participation 80%** = Includes homework, classwork, effort, contribution, attentiveness, and attitude.

**Skills** 20% = Includes ability to perform PE activity.