



Specialists Syllabus

2023-2024

Foreign Language

Philosophy:

At Evergreen Academy children will experience the joy and confidence of learning a foreign language from grades K-5.

The younger students learn through singing songs, hearing stories read in the foreign language and repetition of phrases on the vocabulary topics.

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.

Older students learn to use grammar concepts like adjective agreement and verb conjugation to help them generate their own sentences in the target language. The students are also exposed to French and Spanish culture, geography, customs, and food to gain a more global perspective.

Curriculum:

At Evergreen Academy we let the children experience foreign language from an early age. They begin through singing songs, reading stories, and repeating phrases.

As they get older, the students are exposed to more vocabulary and expressions. They study units of vocabulary and learn to make sentences using the vocabulary. They also become familiar with the use of verbs and adjectives so that they can begin to speak and write in complete sentences.

Curriculum Units of Study include:

Greetings	Food	Spanish/French Speaking Countries
Colors	Weather	Famous Spanish/French People
Numbers	Clothing	France and Paris
Family members	Animals	
Rooms in the house	Gender Agreement with articles and adjectives	
School and Classroom	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.

Students in **K-2nd** meet with us 2 half hours a week. We will have a lot of fun and learn many things, but they cannot become fluent speakers in only one hour a week.

As students progress in the language, they will become speakers, readers and writers of the language as well. By the end of their language program here at Evergreen Academy, they will have learned adjectives and verbs, be able to read short texts in the target language successfully, and communicate well in Spanish/French.

Students in **3rd Grade** meet with us two 45 minute periods a week.

Students **4th and 5th Grade** meet with us 4 half hours a week.

If they have completed our language program through the 5th Grade, they could be expected to place out of the first year of language studies in their next school.

Classwork:

Students in **Kindergarten-2nd Grade** will enjoy experiencing the language and learning new things about the culture of the Spanish/French speaking people during class. As they progress, they will begin to learn to read and spell their vocabulary words. They will not have homework. Their grades will be dependent on their participation and the work done in class (worksheets). The classwork will come home periodically as we finish a vocabulary unit.

Students in **3rd-5th Grade** take on a little more responsibility for their learning. They are expected to come to class with their Foreign Language Binder and keep good notes, and keep their worksheets and vocabulary words organized in this binder.

Classwork assessment will be done on **oral participation in class, good work done on class worksheets, ability to read and understand small texts in Spanish/French, and writing small paragraphs in Spanish/French.**

Activities that will be assessed:

- dialogs/conversations
- worksheets
- written paragraphs
- presentations
- reading and discussion

These students will also have assessments at the end of their vocabulary units to show mastery of the vocabulary we have learned.

Assessments will be on the student's ability to **speak, understand, read, and write using the vocabulary they have learned.**

Assessments:

As mentioned above, the students will be assessed as we progress through the vocabulary, as well as at the end of the complete unit. These grades will be added to the cumulative Assessment grade on the report cards.

The report card grades are based on these categories:

Communication: produce correct pronunciation of words; speak and write in sentences in the target language; understand the spoken word; read short texts with understanding

Content Structures and Comparisons: making and understanding comparisons between English and the target language; this includes vocabulary, and grammar concepts such as verb conjugation and use of adjectives

Cultures: gaining and showing an understanding of different cultures around the world through reading, writing, and presentations about what they have learned

Effort: includes contributions to class, attentiveness and attitude

Communication between School and Home:

We will send a monthly S'more (usually the last Friday of the month) with updates on what each class has done, and what we will be moving on to.

Any concerns we have about a student will be addressed through email or a phone call.

Parents may email us any time with concerns. Be aware that we are teaching class most of the day. Due to our schedule, it may take 24 hours to get a response.

Classroom Management:

We set expectations at the beginning of the year:

- Students must be attentive and participate in their learning
- Older students must come to class prepared with their class binders (upper grades) and knowing the topic we are currently covering in class (this means if they missed days, they come wanting to know what work they are responsible for making up)
- The only homework older students will have is to study to prepare for the unit tests
- All students need to be kind and respectful to others in our class

We look forward to learning together this year! Thank you in advance for supporting your student's learning.

Cindy Taber (cindy.taber@evergreenacademy.com) - French

Ximena Diaz (ximena.diaz@evergreenacademy.com) - Spanish

Library/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 often collaborate with Mrs. Holck to

ensure that technology instruction has a direct connection to the core curriculum. 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 standards 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.

The students bring their assigned iPads with them to technology class each week and they also use the MacAir laptops in the Library during technology class depending on the lesson objectives.

Apps and websites used during class include Pages, Keynote, Numbers, GarageBand, iMovie, Safari, Google Chrome, Sketches, code.org, and Typing Club (and more!).

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 the core curriculum. Students are expected to become active participants in the learning experience rather than passive participants, watching and listening from their seats.

Students must always bring their charged iPad each week in addition to anything else they may need which will be communicated with the classroom teacher prior to class. All students must adhere to the rules set forth in the iPad handbook, the student pledge for iPad use, and the parent/student agreement.

No homework will be assigned in technology class though students are more than welcome to practice skills at home if they wish (ex. Keyboarding, coding).

Grading: Evergreen Academy uses standards-based grading in all classes and all grades. Technology grades are based on:

Skills = Includes basic skills, demonstration of higher applied knowledge, written/typed assessments and self-assessments, and presentations to the class.

Participation = Includes effort, digital citizenship, active participation in classroom discussions, and working in a timely manner.

Classroom Management:

Classroom expectations for appropriate behavior are set at the beginning of the year:

- Students must be attentive and participate in their learning
- All students need to be kind and respectful to others in this class
- Students must use technology appropriately

Communication:

A monthly Library & Technology Class Newsletter (usually the last Friday of the month) will be sent directly to families via email. The newsletter will have updates on what each grade level has done in the current month, what we will be doing in the month to come, and some photos of what we're working on.

Any serious concerns I have about a student will be addressed through email or a phone call.

Parents may email me any time with concerns or questions (for library or technology) . Due to my schedule, it may take 24 hours to get a response.

Rose Holck (rose.holck@evergreenacademy.com)

Music

Philosophy

As a music educator, my overarching goal is to nurture an enduring appreciation for music while equipping students with the essential knowledge and skills to deepen their musical experiences. Recognizing the unique and individualized nature of each student's musical journey, I place great importance on their distinct capacities, interests, and learning styles. My role is simply to guide them in identifying their personal musical aspirations and guide them toward achieving these aspirations.

Through my experience, I've come to understand that music education serves as a powerful platform for students to develop emotionally and physically, fostering qualities like self-discipline, responsibility, and confidence. These valuable attributes are not confined to the music classroom but can be seamlessly transferred to other disciplines and aspects of life. The process of learning music can be a fulfilling and

rewarding journey, and I am dedicated to ensuring that students enjoy each step along the way.

Curriculum

The music curriculum is structured around five interconnected elements, each designed to provide students with a comprehensive musical education: singing, introduction to music literacy, instrument playing, movement/folk dances, and music appreciation.

- **Singing:** The lessons start with vocal warm-ups and partner singing, progressing to unison and round singing. The song selection spans a wide range, encompassing folk songs, jazz tunes, seasonal melodies, and popular songs. Round singing is an essential component as it cultivates children's listening skills, melodic awareness, and comprehension of melodic texture and harmony.
- **Music Literacy:** The music literacy unit derives from the concept that all sounds can be written down. The fundamental concepts of beats and rhythms are introduced, along with basic note values. Pitches, classified as high and low, are taught with an emphasis on understanding the distance between notes. Furthermore, students develop their comprehension of additional musical concepts such as dynamics, tempo, texture, and musical form through the music they sing, play, and listen to.
- **Instrument Playing:** Various instruments, including barred instruments like xylophones and glockenspiels, as well as percussive instruments are incorporated in the curriculum. These instruments serve as tools to enhance students' singing, listening, and instrument-playing abilities. Students learn to sing while accompanying themselves on these instruments using various ostinati, which provide ample opportunities for improvisation and collaborative music-making. In the third grade, students are introduced to bucket drumming, followed by recorder instruction in the fourth grade, and ukulele in the fifth grade.
- **Movement and Folk Dances:** Movement and folk dances are integral components of the curriculum. Students explore the connection between musical patterns and physical movements, gaining a deeper understanding of patterns in both music and their physical environment. Simultaneously, they acquire valuable skills in collaboration, self-regulation, and most importantly, active listening.

- **Music appreciation:** We embark on a global musical journey, celebrating diverse cultures by singing in different languages and engaging in traditional dances. Through storytelling and literature, students explore expressive characteristics and musical instruments from around the world. We delve into classical masterpieces like Prokofiev's "Peter and the Wolf," Tchaikovsky's "The Nutcracker," and Saint-Saëns' "Carnival of the Animals" through guided listening. Additionally, we acquaint ourselves with renowned composers and musicians spanning classical, jazz, folk, and popular music genres, broadening our view on world music. In the spring, 5th graders will have the opportunity to create a podcast on a musical topic using GarageBand, further enhancing their appreciation and understanding of the world of music.

Performing Opportunities: All students are required to participate in both the winter and spring concerts. To enhance their preparedness, students are encouraged to utilize the performing arts website, which will be shared with parents via email, for practice and resources.

Expectations: It is expected that all students will show respect to the teacher, support one another, remain attentive, and participate in class activities. Additionally, all students are accountable for treating any borrowed musical instruments with responsibility and respect, both in class and at home.

Assessments:

50% Participation: Students are expected to actively engage in class discussions, rehearsals, and activities, demonstrating their enthusiasm for music and their commitment to the learning process, which accounts for 50% of their overall assessment.

50% Skills: The remaining 50% of the assessment is based on students' proficiency in various musical competencies, including instrument mastery, vocal performance, rhythm, and musical theory, reflecting their commitment to honing their musical abilities and knowledge.

Nina Chou (nina.chou@evergreenacademy.com)

Physical Education

Course Description:

Elementary School Physical Education is designed to promote physical activity, healthy lifestyle choices, and the development of fundamental motor skills in a fun and inclusive environment. This course emphasizes the importance of physical fitness, teamwork, sportsmanship, and overall well-being. Through a variety of activities, students will have the opportunity to enhance their physical abilities, foster social skills, and develop a lifelong appreciation for physical activity.

Philosophy:

My philosophy is to provide a safe, supportive, and inclusive environment that encourages students to be active, confident, and respectful individuals. I believe that physical education is essential for the holistic development of children, promoting not only physical health but also mental and emotional well-being. I aim to instill a love for physical activity that will extend beyond the classroom.

Curriculum:

The curriculum will encompass a wide range of activities and sports, adapted to the age and skill level of the students. These may include but are not limited to:

- **Fundamental Motor Skills:** Running, kicking, jumping, throwing, catching, skipping
- **Team Sports:** Kickball, basketball, ultimate frisbee, softball, relay races
- **Individual Sports and Fitness:** Dance, gymnastics, yoga
- **Cooperative Games:** Tag games, group challenges, problem-solving activities
- **Health and Wellness Education:** Nutrition, hygiene, safety, healthy lifestyle choices

Classroom Expectations:

- **Respect:** Treat all classmates, the instructor, and equipment with respect.
- **Participation:** Active participation is essential in every class. Effort is more important than winning.
- **Safety:** Follow safety rules and guidelines for each activity. Report any injuries or concerns immediately.
- **Sportsmanship:** Display good sportsmanship, both in victory and defeat. Encourage and support your classmates.
- **Cooperation:** Work well with others, collaborate, and communicate effectively during team activities.
- **Attitude:** Maintain a positive attitude and be open to learning new skills and concepts.

Grading:

Daily Points: Students can earn up to 4 points per day. These points are likely awarded based on their behavior, following directions, participation in activities, and displaying good sportsmanship. Each day, students have the opportunity to accumulate up to 4 points.

Weekly Points: Weekly points are a cumulative total of the daily points earned during the week. This can serve as a way to incentivize consistent positive behavior and participation over an entire week.

Behavior Categories:

- Following Directions - Students earn points for listening to instructions and following them correctly.
- Participation - Points may be awarded for actively participating in class activities or discussions.
- Good Sportsmanship - Points could be given for displaying good sportsmanship, which may involve showing respect for others, teamwork, and fair play

Communication:

Regular communication between parents and the instructor is essential for the success of students. Please feel free to reach out via email to discuss any concerns, questions, or feedback regarding your child's progress in this course.

Claire Christenson (claire.christenson@evergreenacademy.com)

Visual Arts

Philosophy:

Evergreen Academy's 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 philosophy enables the child to continue to use art as an avenue for self-expression. Our 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:

Our curriculum will cover Elements of Visual Art (line, shape, color, texture, pattern, value, form, and composition.) Principles 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 an expansion of the school curriculum.

Classroom Expectations::

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

Assessments:

Student art projects are assessed based on the following two categories:

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

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

Classroom Management:

Classroom expectations for appropriate behavior are set at the beginning of the year:

- Students must be attentive and participate in their learning
- All students need to be kind and respectful to others in this class

Communication:

A monthly **S'more** (usually the last Friday of the month) newsletter will be sent directly to families via email. The newsletter will have updates on what each grade level has done in the current month, and what we will be doing in the month to come.

Any serious concerns I have about a student will be addressed through email or a phone call.

Parents may email me any time with concerns or questions. Due to my schedule, it may take 24 hours to get a response.

Rachael Holmdahl (rachael.holmdahl@evergreenacademy.com)

