

**The Caepe School Curriculum Guide  
2009-2010**

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## Introduction to the Curriculum

The Caepe School is a comfortable, loving place for children to come to discover their strengths and practice skills to become life-long learners. Every child is treated as gift with unique talents who will learn to achieve individual goals to become a successful, well adjusted adult.

Currently in this guide you will find an overview of The Caepe School curriculum for four content areas: Language Arts, Mathematics, Science, and Social Studies. The content for each area is divided into three divisions: Early Elementary, Upper Elementary, and Middle School. Each division represents a span of grades, from the lower grades at the elementary level, to the upper elementary grades, to grades commonly considered to be middle school, including grades seven and eight.

This guide gives a more detailed presentation of the curriculum for the three divisions for each area. This includes many of the more important concepts and skills that will be taught through these grades. Some skills and content that require on-going development spiral up through the grades every year, even as new content is introduced that uses learning materials based on grade-level abilities. These descriptions of student learning are not all-inclusive, and changes can be made based on student need. The program provides for acceleration, enrichment, and remediation.

In all four areas, the curriculum reflects standards of the national professional subject area organizations that develop “best practice” recommendations and guidelines. Some of the features of this curriculum that make it special are the following:

- An integration of content and skills across subject areas through the use of thematic units and experiential learning.
- An approach to the language arts that teaches skills in the context of meaningful reading, writing, and speaking activities that reinforce learning by making it purposeful and by connecting it to ongoing classroom units of study.
- A mathematics program that teaches both the basic skills of computation and an understanding of the conceptual basis of mathematics that develops the thinking skills necessary for higher level mathematics.

- A science program that is both hands-on and content rich, enabling students to actually “do” science through direct application of concepts and skills.
- An approach to social studies in which beginning in the earliest grades the content develops important conceptual themes at the same time that it teaches about important people, events, and periods of history. Such themes as continuity and change, the relationship between people and historical events, and the nature of power, authority, and governance, serve to develop important relationships between specific knowledge and important historical concepts.

## Language Arts Department

### Early Elementary

#### 1. Reading:

Using a combination of strategies, students become fluent readers who understand a variety of written materials. Phonics, kinesthetic, high frequency words, and whole language approaches, along with comprehension strategies that engage thinking skills, are the tools for developing young readers who understand and enjoy both classic and contemporary children's literature.

#### 2. Writing:

Students begin to use the writing process and Writer's Workshop, in which they write, edit, revise, and share their writing. Students are challenged to develop their ideas in both expository and creative forms, with attention paid to spelling and basic sentence punctuation. Manuscript skills are stressed with an introduction to cursive writing in grade two.

#### 3. Vocabulary:

Students develop their vocabulary using a variety of resources, such as prior knowledge, context clues, dictionaries, pictures, and electronic sources. Children develop their own "word banks," focusing on both meanings and spelling, and Word Walls reinforce meaning.

#### 4. Literature:

Students develop their understanding and enjoyment of both classic and contemporary children's literature by focusing on plot, character, and setting; by talking, writing, and drawing in response to folktales, poetry, and non-fiction selections; and by integrating literature with the study of social studies and science.

## 5. Speaking:

Students develop speaking skills through discussion, choral reading, skits, and class plays.

## Upper Elementary

### 1. Reading:

Students learn to use higher level thinking skills to facilitate above-level reading comprehension. They are taught to ask good questions, to synthesize and summarize information, to hypothesize, and to draw conclusions. Independent reading, beyond assigned texts, is required and monitored.

### 2. Writing:

Students continue to use the writing process and Writer's Workshop, with emphasis on introductions and conclusions, the fuller development of ideas, organization, varying sentence types, and word choice. Editing includes learning to proofread for accuracy, crafting well formed sentences, and correct word usage. These grammar skills are studied both in the context of student writing and through direct study using appropriate practice materials. Spelling is taught systematically.

### 3. Vocabulary:

Students continue to develop a rich vocabulary by studying new words through reading in language arts, science, and social studies, and the arts. Vocabulary lists come from these sources, and students demonstrate their understanding of word meanings through writing, speaking, and quizzes.

### 4. Literature:

Students broaden and deepen their ability to read with understanding and enjoyment different types of non-fiction, short stories, short novels, poetry, and drama, as well as material from social studies and science. Among texts being considered are The Book of Greek Myths, The Pearl, and The Canterbury Tales (for young readers).

5. Speaking:

Students further develop their thinking skills through class presentations of projects, the reading aloud of written work, and taking part in class plays.

## Middle School

1. Reading:

Students learn the different skills required to read a broad range of texts, such as literature, textbooks, essays, periodicals, and electronic materials, which serve as resources for researching and reporting on various topics. Comprehension skills continue to be stressed, including analyzing tone, recognizing points of view, generalizing, and understanding various semantic and structural features of different types of reading material.

2. Writing:

Students write multi-paragraph papers, such as the five paragraph essay, in which content, organization, sentence structure, grammar, and mechanics are key skills to be further sharpened and controlled. Editing and proofreading skills, including punctuation, spelling, and proper usage, continues to be very important, with high expectations for clarity and correctness. Writing weaknesses are addressed with additional practice on an individual basis. Students keep a portfolio of their writing, which provides evidence of their development as young writers.

3. Vocabulary:

Students continue to develop their reading, speaking, and writing vocabularies through the study of context clues, word roots, syntax, and connotation and denotation. Vocabulary lists are both personal and in-common, with expanded opportunities for students to demonstrate new vocabulary, including regular quizzes.

#### 4. Literature:

Students read more challenging material, both classical and contemporary, and develop an understanding of how various literary elements contribute to thematic content, such as the qualities of a hero, the search for identity, and rights and responsibilities. Once again, connections are made with literature that has social studies and science content. Among texts being considered are *To Kill A Mockingbird*; *Roll of Thunder, Hear My Cry*; and *A Midsummer Night's Dream*.

#### 5. Speaking:

Students further strengthen their speaking skills through reporting formally to an audience, debating issues, and interviewing members of the public.

## Mathematics Department

### Early Elementary

#### 1. Numbers and Number Systems:

Students are taught to understand and recognize “how many” in sets of objects. They use different means to develop initial understandings of place value and the base-ten number system. They develop a sense of whole numbers and connect number words and numerals to the quantities they represent. Students understand the meanings and effects of addition and subtraction of whole numbers and the relationship between the two operations. They develop and use strategies for whole-number computations, develop fluency with basic number combinations for addition and subtraction, and use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.

#### 2. Introduction to Algebra:

Students will sort, classify, and order objects by size, number, and other properties. They will use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations. They will model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols. They will describe qualitative change, such as a student’s growing taller, and quantitative change, such as a student’s growing two inches in one year.

#### 3. Introduction to Geometry:

Students will name, build, draw, compare, and sort two- and three-dimensional shapes, describe attributes and parts of these shapes, and investigate and predict the results of putting together and taking them apart. They will describe, name, and interpret relative positions in space and apply geometric shapes and to examine ideas about relative position. Students will recognize and apply slides, flips, and turns and recognize and create shapes that have symmetry. They will create mental images of geometric shapes and recognize and represent shapes from different perspectives. They will recognize geometric shapes and structures in the environment and specify their location.

#### 4. Measurement:

Students will recognize the attributes of length, volume, weight, area, and time. They will select an appropriate unit and tool for measuring an attribute. They will measure with multiple copies of units of the same size, use repetition of a single unit to measure something larger than the unit, and develop common referents for measures to make comparisons and estimates.

#### 5. Data Analysis and Probability:

Students will pose questions and gather data about themselves and their surroundings. They will sort and classify objects according to their attributes and organize data about the objects, representing the data with concrete objects, pictures, and graphs. They will discuss events related to their experiences as likely or unlikely.

#### 6. Communication:

Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others, using the language of mathematics in a precise manner.

### Upper Elementary

#### 1. Numbers and Number Systems:

Students understand the place-value structure of the base-ten number system and can compare whole numbers and decimals. They develop an understanding of fractions as parts of unit wholes and as divisions of whole numbers. Students generate equivalent forms of commonly used fractions, decimals, and percents. They explore numbers less than 0 by extending the number line. They understand the meanings and effects of multiplying and dividing whole numbers and use relationships between operations, such as division as the inverse of multiplication, to solve problems. Students develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute

problems. They learn strategies for estimating results of whole-number computations and those involving fractions and decimals.

## 2. Introduction to Algebra:

Students will describe, extend, and make generalization about geometric and numeric patterns, representing and analyzing patterns and functions using words, tables, and graphs. They will represent the idea of a variable as an unknown quantity using a letter or symbol and will express mathematical relationships using equations. Students will investigate how a change in one variable relates to a change in a second variable and will identify and describe situations with constant or varying rates of change and compare them.

## 3. Introduction to Geometry:

Students will develop a vocabulary to describe the attributes of two- and three-dimensional shapes and classify them according to their properties. They will develop definitions of classes of shapes, such as triangle and pyramids. They will investigate, describe, and reason about the results of subdividing, combining, and transforming shapes, exploring congruence and similarity. They will identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs, build and draw geometric objects, and will use geometric models to solve problems in other areas of mathematics, such as number and measurement.

## 4. Measurement:

Students will understand the need for measuring with standards units and become familiar with them in the customary and metric systems. They will carry out simple unit conversions, such as from centimeters to meters. They will develop strategies for estimating the perimeters, areas, and volumes of irregular shapes, select and apply appropriate standard units and tools to measure length, area, volume, and the size of angles. Students will understand and use formulas to find the area of develop strategies to determine the surface areas and volumes of rectangular solids.

## 5. Data Analysis and Probability:

Students will collect data using observations, surveys, and experiments, which they will represent using tables and graphs. They will compare different representations of the same data and evaluate how well each shows important aspects of the

data. Students will propose and justify conclusions and predictions based on data. They will predict the probability of outcomes of simple experiments and test their predictions.

#### 6. Communication:

Students will continue to develop the ability to communicate their mathematical thinking coherently and clearly to peers, teachers, and others, using the language of mathematics precisely. They will also analyze and evaluate the mathematical thinking and strategies of others.

### Middle School

#### 1. Numbers and Number Systems:

Students will work flexibly with fractions, decimals, and percents to solve problems. They will develop meaning for percents greater than 100 and less than 1. They will understand and use ratios and proportions to represent quantitative relationships. Students will use the associative and commutative properties of addition and multiplication and the distributive property of multiplication over addition to simplify computations with integers, fractions, and decimals. They will understand and use the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems. They will learn how to select appropriate methods and tools for computing with fraction and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, depending on the situation, and apply the selected methods.

#### 2. Algebra:

Students will represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules. They will explore relationships between symbolic expressions and graphs of lines, paying particular attention to the meaning of intercept and slope. They will use symbolic algebra to represent situations and to solve problems, especially those involving linear relationships, will generate equivalent forms for simple algebraic expressions, and will solve linear equations.

#### 3. Geometry:

Students will understand and describe relationships among types of two- and three-dimensional objects, as well as understand relationships among the angles, side lengths, perimeters, areas, and volumes of similar objects. They will use coordinate geometry to represent and examine the properties of geometric shapes. They will describe sizes, positions, and orientations of shapes. They will use two-dimensional representations of three-dimensional objects to visualize and solve problems such as those involving surface area and volume. Students will use geometric models to represent and explain numerical and algebraic relationships. They will recognize and apply geometric ideas and relationship in areas outside the classroom, such as in art, science, and everyday life.

#### 4. Measurement:

Students will understand both metric and customary systems of measurement. They will select and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume. They will develop and use formulas to determine the circumference of circles, the area of triangles, parallelograms, trapezoids, and circles. Students will solve problems involving scale factors using ratio and proportion. They will develop strategies to determine the surface area and volume of selected shapes and will solve simple problems involving rates and derive measurements for such attributes as velocity and density.

#### 5. Data Analysis and Probability:

Students will select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatter plots. They will use and interpret measures of center and spread. Students will use proportionality and a basic understanding of probability to make and test conjectures about the results of experiments and simulations. They will compute probabilities for events, using such methods as organized lists, tree diagrams, and area models.

#### 6. Communication:

Students will continue to develop the ability to communicate their mathematical thinking coherently and clearly to peers, teachers, and others, using the language of mathematics precisely. They will also analyze and evaluate the mathematical thinking of others.

## Science Department

### Early Elementary

#### 1. Life Science – Insects:

Students develop a curiosity and interest in insects and a respect for them as living things. They experience some of the great diversity of forms in the animal kingdom. They become familiar with some of the life sequences that different types of insects exhibit and observe the similarities and differences in the larvae, pupae, and adults of insects that go through complete metamorphosis. Students observe the behaviors of insects at different stages of their life cycle. They provide for their needs (air, water, food, space) and acquire a vocabulary associated with insect life.

#### 2. Physical Science and Technology - Solids and Liquids:

Students develop curiosity about objects in their world and in a guided discovery mode. They recognize differences between solids and liquids, sort materials according to properties, and combine and separate solids of different particle sizes. Students observe and describe what happens when solids are mixed with water and when other liquids are mixed with water. They use information gathered to conduct an investigation of an unknown material. They acquire the vocabulary associated with the properties of solids and liquids, using written and oral language to describe their observations.

#### 3. Earth and Space Science - Pebbles, Sand, and Silt:

Students develop curiosity about the physical world around them. They observe, describe, and sort earth materials based on properties and separate them by size, using different techniques. They observe the similarities and differences in the materials in a river rock mixture: silt, sand, gravel, and small and large pebbles. Students explore places where earth materials are found and ways they are used. They compare the ingredients in different soils. They organize and communicate observations through drawing and writing, acquiring the vocabulary associated with earth materials.

## Upper Elementary

### 1. Life Science – Environments:

Students develop an attitude of respect and understanding for life forms. They gain experience with the major environmental factors in terrestrial and aquatic systems. They conduct controlled experiments with plants to determine their tolerance. Students determine an organism's optimum conditions and environmental preferences and organize and analyze data from experiments and investigations with plants and animals. They observe and describe changes in complex systems over time, relating laboratory studies to natural systems. Students apply mathematics in the context of science and acquire vocabulary associated with environmental biology. They exercise language, math, and social studies skills in the context of biology investigations and use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, organizing, and relating.

### 2. Physical Science and Technology – Mixtures and Solutions:

Students gain experience with the concepts of mixture and solution; concentration and saturation; and chemical reaction. They apply an operational definition to determine the relative concentrations of solutions. They use group problem-solving techniques to plan investigations and use measurement in the context of scientific investigations. Students apply mathematics in the context of science; they acquire vocabulary associated with chemistry and the periodic table. They are introduced to the concept that all matter is made of very small particles called atoms and that atoms combine to form molecules. Students use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, organizing, and relating.

### 3. Earth and Space Science – Solar Energy:

Students become aware of the potential of solar energy, an inexhaustible source, as an alternative energy source to fossil fuels, a nonrenewable source. They observe differences in size and position of shadows as a result of the relative positions of Earth and the Sun. They gain experience using a compass to orient objects on Earth. They become proficient using a thermometer to monitor temperature change in a variety of materials. Students observe solar energy transfer in a variety of situations and relate the rate and amount of temperature change to variables involved in energy transfer. They design solar water heaters and passive solar space heaters. Students apply mathematics in the context of science and acquire

vocabulary associated with solar energy and energy transfer. They use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, organizing, and relating.

## Middle School

### 1. Life Science – The Human Brain and Senses:

Students become familiar with the external and internal structures of the mammalian eye. They study the properties of lenses and consider how these properties affect the function of their eyes. They investigate the structure and function of the retina. Students are introduced to the structure, orientation, and function of the brain, using the connection between the eyes and the brain as the entry point. They move beyond the mechanics of vision to the role of the brain in creating meaning out of the sensory signals that it receives. They gain an understanding of the structures and functions of the sense of touch, comparing it to the visual system. Students come to understand the process of neurotransmission and the structures that support the process. They are challenged to apply the methods they used to learn about the brain and the sense of vision and touch to investigate all five senses in greater depth. They also explore learning, memory, and sensory dysfunction.

### 2. Physical Science and Technology– Chemical Interactions:

Students are introduced to substances as unique forms of matter. They learn that elements are fundamental substances from which all matter is made and that the periodic table displays all of the known elements. They are introduced to the particle theory of matter and use it to explain how gas can be compressed. Students observe expansion and contraction of solids, liquids, and gas, and explain those observations in terms of kinetic energy of particles. They explain heating up and cooling down in terms of changes of kinetic energy resulting from collisions between two particles. They determine the amount of heat needed to change solid water (ice) into liquid water. Students learn that the phase of matter (solid, liquid, gas) can be changed by changing the kinetic energy of particles. They observe dissolving and explain the change in the appearance of substances in terms of disintegration at the particle level. They observe that starting substances (reactants) change into new substances (products) during reactions and explain the change in terms of the rearrangement of atoms. Students observe additional reactions and learn about limiting factors in reactions.

### 3. Earth and Space Science – Earth History:

Students learn how geologists use the process of observation and inference to contribute to answering questions. They are introduced to the sights and sounds of the Grand Canyon, through videos, rock samples, and multimedia. They begin to build the concept of a rock layer as a three-dimensional structure and learn that the Colorado Plateau comprises many layers. They investigate the properties of sand, sandstone, and shale, and the processes that create them. Students investigate the conditions that lead to the formation of a sedimentary rock, limestone, and how rock layers provide the evidence for ancient environments. They become familiar with the geological time scale, begin to comprehend the enormous spans of time that are described by geological time, and put the history of the Grand Canyon into scale. They are introduced to index fossils as evidence for determining the relative age of sedimentary rocks and explore fossils succession over geological time. Students are introduced to the other two types of rocks found on Earth, igneous and metamorphic, and the processes that form these rocks.

## Social Studies Department

### Early Elementary

#### 1. Topics Covered:

Family, Community, Work, Our Earth, Our Resources, Our Country Today and Long Ago, Our World, People and Places in History

#### 2. Examples of Learning:

Students describe the unique features of their nuclear and extended families. They describe ways that family, groups, and community influence their daily lives. They identify their roles as student, family member, and peer play group member. Students describe how we depend upon workers with particular jobs for goods and services. They will begin to demonstrate the ability to use correctly vocabulary associated with time, such as past, present, future, and long ago; construct simple time lines, and identify examples of change. They will be introduced to oceans, mountains, islands, different parts of the country, and the people who live there. They will compare our country at present with its beginning.

### Upper Elementary

#### 1. Topics Covered:

Communities: the people who live in them, their history, the work people do, and their government. Regions of the U.S. United States history: colonial life, the American Revolution, living in a new nation, the growth of the nation, the Civil War, expansion and change, the U.S. and its relationship with the rest of the World.

#### 2. Examples of Learning:

Students compare ways in which people from different regions of the U.S. think about and deal with their physical environment and social conditions. They describe how people create places that reflect ideas, culture, and wants and needs

as they design homes, playgrounds, classrooms, and other aspects of communities. They examine the interaction of people and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions. Students describe ways that regional, ethnic, and national cultures influence individuals' lives. They give examples of how local government does or does not provide for the needs and wants of people, establish order and security, and manage conflict. They consider the rights, roles, and status of the individual in relation to other members of a community and the importance of cooperation and interdependence among individuals within a community or region of the country. They explain how in different regions of the country science and technology have led to changes in the physical environment, such as the building of dams and levees and offshore oil drilling. In their study of the history of the U.S. students identify the key ideals of our democratic form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, providing examples of the rights and responsibilities of citizens. They identify key dates, names, and events in the broad study of the history of the U.S. and are able to explain some of the causes and effects for such events as the American Revolution, the Civil War, the growth of cities, and the development of technology.

## Middle School

### 1. Topics Covered:

History of the World: The development of civilization; ancient Egypt, India, and China; ancient Greece and Rome; regional civilizations; the Age of Encounter; revolutions and empires; our world today. World geography and cultures: The U.S. and Canada, Latin America, Europe and Russia, Africa, Asia, The Pacific Realm. United States history: The beginnings of a nation, forming a new nation, the new republic, the nation expanding and changing, the Civil War, the age of industry, Depression and war, moving toward the future.

### 2. Examples of Learning:

Students will compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns. They will explain and give examples of how language, the arts, traditions, and beliefs contribute to the development and transmission of different cultures. They demonstrate an understanding that people in different times and places view the world differently. Students will describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, etc. They will elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape. They will create, interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs, and

will use data sources, geographic tools such as aerial photographs, satellite images, map projections, and cartography to interpret information. Students will locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem. They will describe ways that historical events have been influenced by, and, in turn, have influenced physical and human geographic factors in local, regional, national, and global settings. They will describe the purpose of government and how its powers are acquired, used, and justified. Students will identify and describe the basic features of the political system of the U.S. and identify representative leaders from various levels and branches of government. They will identify and interpret sources and examples of the rights and responsibilities of citizens. They will explain the various political, cultural, historical, economic, and technological influences on the development of the U.S., including the effects of relationships with other countries. Students will identify and provide a timeline of major names, dates, documents (e.g., the Declaration of Independence, the Constitution), and events that have helped to shape our country. They will provide coherent accounts of the causes and effects of wars, especially of the American Revolution, the Civil War, and world wars.

## Foreign Language Department

The National Standards for Foreign Language Education are Communication, Cultures, Connections, Comparisons, and Communities. We will use these standards to guide our instruction. Our foreign language program will be founded upon research based methods of how and when children best learn a second language. Students will learn foreign language using authentic and meaningful vocabulary and grammar while engaging in a wide variety of educational methods. These methods include relevant interactive dialog and conversation, writing, story presentation, games, music and technology. Students will also demonstrate an understanding of the relationship between the practices and perspectives of the culture studied including art, dance, education, food, holidays, literature, sports and music. Statistically, children who study a second language score higher on verbal standardized tests conducted in English.

### Statement of Philosophy

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.

### Standards for Foreign Language Learning

#### Communication

##### Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Cultures

##### Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

#### Connections

##### Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

#### Comparisons

##### Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### Communities

##### Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Performing Arts Department

The National Standards for Music Education are:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

These standards are used to guide our instruction. Students will develop singing skills and melodic literacy, as well as rhythmic skills, harmony, expression and style. Furthermore, students will explore a variety of instruments and develop their music vocabulary.

There will be two live performances during the school year, which will exhibit some of what the students have learned. These performances will include stomp/rhythmic-type activities and a variety of music.

### Statement of Philosophy

Young artists, as compared with their peers, are likely to:

- attend music, art, and dance classes nearly three times as frequently
- participate in youth groups nearly four times as frequently
- read for pleasure nearly twice as often
- perform community service more than four times as often
- teach kids to be more tolerant and open
- allow kids to express themselves creatively
- promote individuality, bolster self-confidence, and improve overall academic performance

Reference - <http://www.creativeartspaceforkids.org/advocacy.htm>

## Visual Arts Department

Grades K-4

Content Standard 1

Understanding and applying media, techniques, and processes

Content Standard 2

Using knowledge of structures and functions

Content Standard 3

Choosing and evaluating a range of subject matter, symbols, and ideas

Content Standard 3

Choosing and evaluating a range of subject matter, symbols, and ideas

Content Standard 4

Understanding the visual arts in relation to history and cultures

Content Standard 5

Reflecting upon and assessing the characteristics and merits of their work and the work of others

Content Standard 6 (begins in 5h grade)

Making connections between visual arts and other disciplines

### Educational Technology Department

The International Society for Technology in Education (ISTE) sets the national education technology standards for students. Their program is deemed, The Next Generation. Their mission statement: Providing leadership and service to improve teaching and learning by advancing the effective use of technology in education. The Caepe will practice three levels of development:

1. Knowledge
2. Application
3. Mastery

Student development in technology applications will be pursued in the following ways:

1. Creativity and Innovation- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem-Solving & Decision-Making- Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology Operations and Concepts- Students demonstrate a sound understanding of technology concepts, systems and operations.

## Developmental/ Social Curriculum- Responsive Classroom Approach

### Guiding Principles of The Responsive Classroom

Seven principles, informed by the work of educational theorists and the experiences of exemplary classroom teachers, guide the Responsive Classroom approach:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Reference: /[www.responsiveclassroom.org](http://www.responsiveclassroom.org)

## 7. The Caepe Experiential Education Element

### Philosophy

The Caepe School Experiential Education Element inspires individual potential and leads participants toward discovering connections between learning, the natural world, and their communities.

### Mission

The Caepe School Experiential Education Element (Triple E) facilitates healthy character development for students through adventure challenges, environmental education, field trips and sustainability practices in a powerful classroom setting outside of the traditional classroom.

### Goal

To facilitate awareness, and develop a relationship with, our environment which encourages personal growth and environmental responsibility.

### Objectives

1. Utilize experiential skills to teach kids about the real world.
2. Inspire students to become self-learners.
3. Cultivate critical thinking skills and encourage students to question everything.
4. Encourage growth of the whole person--academically, emotionally, physically, and socially.
5. Involve families and communities, inviting people young and old and of all backgrounds to participate in the educational process.
6. Solidify student's knowledge by giving them the opportunity to become teachers.

Each element of The Caepe School EEE will integrate of the SPEC approach: Student-centered, Problem-Oriented, Experiential-Based, Collaborative Learning.

## 7 Guiding Principles

The Caepe EEE will operate each experiential event under the following Guiding Principles:

### 1. Judgment

Increasing one's ability to exercise good quality judgment in decision-making is critical to any Caepe EEE event. Judgment is a pervasive leadership quality that grows from the exercise of decision-making in a leadership role.

### 2. Decision-making & Problem-Solving

Decision-making and problem solving strategies are critical skills for leaders. They should be applicable to a variety of environmental and social conditions. Leaders must be able to find viable solutions to real-life challenges.

### 3. Leadership

In the current global theatre individuals should possess leadership knowledge and be able to apply this trait in a variety of settings.

### 4. Expedition behavior & Group dynamics

Expedition behavior & group dynamics is a combination of several interrelationships: individual to individual, individual to group, group to individual, group to other groups, and individual and group to multiple users, administrative agencies, and to the local population. The practice of expedition behavior & group dynamics demands motivation, self-awareness, and situational awareness applied under a varying group and environmental dynamics.

### 5. Environmental Ethics

There are both practical and philosophical bases of utilizing the outdoors with minimum impact. This area must be integrated with other curriculum points such as basic outdoor skills, cooking, equipment, natural history, health, and sanitation. Students must possess skills and techniques which promote minimum impact on the environment.

### 6. Natural & Cultural History

Students should have an awareness of an area's natural and cultural history. They understand the ecological integrity of an area, understand flora and fauna, as well as grasp an area's unique geological features.

### 7. Communication Skills

Student's efficacy in using group development, communication skills, conflict resolution, group and individual problem-solving techniques is inherent in our daily living.

As students proceed through grade-levels each principle will be integrated and built upon within each succeeding grade. This is not to say that any other principle will not be introduced, however these should be minimums integrated within the ongoing Caepe cross-curricular strategy.

### Grades K-2

#### Topics Covered:

- Judgment
- Environmental Ethics
- Communication Skills

#### Examples of Learning:

Students are provided hands-on learning by "raising" a variety of insects. Good judgment, environmental impact, and communication skills are taught and built upon throughout the year.

Students develop a curiosity and interest in insects and a respect for them as living things. They experience some of the great diversity of forms in the animal kingdom. They become familiar with some of the life sequences that different types of insects exhibit and observe the similarities and differences in the larvae, pupae, and adults of insects that go through complete metamorphosis. Students observe the behaviors of insects at different stages of their life cycle. They provide for their needs (air, water, food, space) and acquire a vocabulary associated with insect life.

### Grades 3-4

#### Topics Covered:

- Judgment
- Environmental Ethics
- Communication Skills

- Leadership

Examples of Learning:

Students are encouraged to create their own learning based on what they already know. Leadership principles are added in these grade levels to foster responsibility and socially responsible attributes.

Grades 5-6

Topics Covered:

- Judgment
- Environmental Ethics
- Communication Skills
- Leadership
- Natural & Cultural History

Examples of Learning:

Natural & cultural history themes are added at these grade levels with practical application of prior learned skills through experiential learning, i.e. field trips. Prior principles learned in earlier grade levels are applied in increasingly challenging experience-based learning. Excursions may include hikes at local parks and student's journaling the event or trips to Northern Arizona University's Outdoor Learning Center to participate in various challenge courses.

Grades 7-8

Topics Covered:

- Judgment
- Environmental Ethics
- Communication Skills
- Leadership
- Natural & Cultural History

- Expedition behavior & Group dynamics
- Decision-making & Problem-Solving

Examples of Learning:

Expedition behavior & group dynamics and decision-making & problem-solving are the final principles addressed in The Caepe School EEE. These grade levels will participate in additional challenges designed to elicit valuable life skills.

Middle-school students will be allowed to participate in the school's flagship extended excursion, The Great Caepe Escape, a multi-day, thematic learning unit set in the outdoors. Accommodations will range from moderately priced hotels/motels to improved/semi-improved/remote campground facilities.

**Program Points**

1. Field Trips

Events lasting a few hours to a full day

2. Extended excursions

Extended excursions will last a minimum of one night. Accommodations will vary from hotel/motel stays to improved, semi-approved, and/or unimproved camping sites. All camping will be conducted within national, state, or local park facilities.

3. Annual Great Caepe Escape

The Caepe Experiential Education Element Flagship Event will be the annual Great CAEPE Escape. For up to one week each school year this annual, multi-day excursion will take students to the field to experience life and learning in the grandest classroom of all.

**Challenge** - Students get intensive exposure to the magnificent landscapes, diverse cultures, and rich history of the outdoor Southwest. Depending on the event, students may camp and learn the Leave No Trace principles or a day's hike will discuss various landscapes and flora. Daily physical adventure challenges them, gives them a sense of self-reliance, and promotes cooperation, respect, and tolerance.

**Academics** - Each trip has an academic theme for which students must prepare in advance. The goal is to give participants a sense of personal discovery as they learn by direct experience. Students must keep a journal which reflects their learning and experience.

### Program Point Considerations

- Museums
- Local government buildings, processes, and events
- Native American experiences
- Cultural and ethnically diverse experiences
- Lowell Observatory
- Grand Canyon & other national parks
- Arizona State Parks
- Local park exploration
- Challenge course(s)