

Curriculum Overview 2010-11



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Mission Statement

We inspire young people of talent and promise to develop clear values, a desire for wisdom, and an appreciation for all endeavors, which broaden the mind and enlighten the spirit.

Core Values

Achieve Distinction

While celebrating the uniqueness of each child, we embolden all students to strive for excellence in their personal pursuits.

Commit to Character

Strong moral conduct is fundamental to our community and we purposefully promote appropriate conduct, encourage self-awareness, and exhort responsible habits of the mind, body, and soul.

Explore Opportunities

We believe that a child's growth is best fostered through exposure to a broad range of academic, fine art, athletic, and extra-curricular endeavors and we require all students to engage in these pursuits.

Become Yourself

By maintaining a low student-teacher ratio and promoting a personal approach to a student's school experience, we support each child's unfolding as s/he emerges into a capable, confident, conscientious young adult.

School Philosophy

At Green Hedges School, we seek to stimulate intellectual curiosity and lay the groundwork on which a life of continuous learning can be built. Our approach is to offer a comprehensive education that includes subjects and topics that are universal while remaining relevant and new to each succeeding generation. Children receive a strong foundation in mathematics, science, language arts, social studies, languages, computer technology, physical education, music, drama, and art. We challenge students with high academic standards, while encouraging creativity and aesthetic sensitivity. Students examine moral and ethical themes. They are exposed to the complexities of the world around them and encouraged to observe, investigate, and inquire.

Fine arts is an essential part of Green Hedges School. History is intertwined with legend and literature; social studies is associated with music and dance; Latin, French and Spanish are taught, not only for their own sakes, but also for their connection to the roots of language.

“It is as necessary to wait with unhurried confidence for a child’s achievement, as it is for a gardener to wait for a seed to sprout.”

-Frances Kilmer,
co-founder, Green Hedges School

Our co-founder Kenton Kilmer wrote, *“Reading is recognized not only as the practical tool indispensable for technical, professional, and economic advancement, but as the gateway to the delight and wonder of poetry; to the kaleidoscopic visions of the world of fantasy, of fiction, and of fact. Surrounded by the peace and beauty of nature, we strive to promote an awareness of the connections between the natural world and the human experience.”*

The intimacy of our campus nurtures both the intellect and the spirit. School size enables each person to be known, valued and guided as an individual. Teachers foster self-confidence by setting high goals and expecting each student to excel.

Each child is seen as an individual and encouraged to reach full potential at Green Hedges School. We appreciate that which makes each student unique: cultural and ethnic heritage, religious belief and tradition, individual ability, and socio-economic background. Green Hedges School celebrates the diversity that enriches us all.

We believe that strong moral and ethical values are fundamental to the development of our students. The School seeks to be a haven for children where each member of the community demonstrates respect, kindness, industry, and honesty.

It is of significance that at the center of the School crest is a sprouting seed. According to Frances Kilmer, *“It is as necessary to wait with unhurried confidence for a child’s achievement, as it is for a gardener to wait for a seed to sprout.”* We hope to instill a love of learning which will stay with our graduates as they continue to question, analyze, explore, experience, wonder, and find joy in life and the world around them.

Green Hedges' History

Shielded by shrubbery and ideals, Kenton and Frances Kilmer began Green Hedges School in their own home in Arlington, Virginia, out of family necessity.

“My wife and I started this school in 1942 for a variety of reasons,” Kenton recalled in an early Green Hedges Bulletin. *“We had heard of neighboring schools with classes of forty to sixty pupils, and we wanted both to do what little we could to relieve this crowded condition and to provide for our own children classes small enough to allow for some individual attention.*

One of our operating principles, perhaps the main one, may be called the enjoyment of learning...It is our endeavor to encourage and develop this spirit in each student so that he or she will approach the tasks and problems of life with the same eagerness.

We also wanted to give our children an enriched curriculum and encourage an appreciation of the best in literature, music, and pictorial art. Most of all, we wanted to develop in our children and in the others, the love of God and neighbor, a strong sense of justice and devotion to freedom, and a generous patriotism.

Children leaving our school should have the courage to act according to their own conscience, and to meet the strange, the foreign, the new with eager and joyful interest,” he said.

Fifty years later, with Green Hedges expanded and established in Vienna, Frances expressed her guiding sentiments. *“One of our operating principles, perhaps the main one, may be called the enjoyment of learning,”* she said. *“Living next door to the school, as we do, we have had the pleasure each morning of seeing the children running, skipping or dancing on their way into the school buildings. Many of them are early each day; they’re in no hurry, just happy and eager. It is our endeavor to encourage and develop this spirit in each student so that he or she will approach the tasks and problems of life with the same eagerness.”*

Kenton was the son of Joyce Kilmer, a famous American poet. Frances was the daughter of American Impressionist painter, Frederick Frieseke. Frances was a graduate of the Bach School of Music in Paris, living with her parents in Normandy. Music and poetry were her passions and her parents engaged Kenton, a Georgetown University student who edited a poetry magazine, as a poetry mentor. Their mutual love of poetry began a long distance love affair. Kenton and Frances were married in France in June of 1937 and returned to America to begin a life of over fifty years together. When their eldest became old enough for school, Green Hedges was born.

Learn more at www.greenhedges.org.





School Principles

In fulfilling our mission certain attributes define the unique experience Green Hedges School offers children. These include:

A comprehensive school program

Green Hedges offers an extensive range of academic, artistic, athletic, and social experiences that inspire healthy development. In addition to the core subjects, students explore abundant opportunities for creative expression through our comprehensive fine arts program. Furthermore, an emphasis on foreign language instruction means all children take French or Spanish in addition to Latin, which is taught as part of the “classical” education philosophy. Green Hedges’ sports program stands out for its emphasis on participation—regardless of ability—and sportsmanship.

A campus that fosters growth and learning

Nestled on four acres within a historic neighborhood, the campus provides abundant opportunities for discovery both within the classroom and among the grounds. Green Hedges provides a safe and nurturing learning environment that encourages children to explore new ideas

and take risks. In our community making a mistake is not viewed as a fault, but as a path to learning and the inevitable outcome of challenging oneself.

A commitment to diversity

Since our founding, Green Hedges has been a place that embraces and celebrates diversity while embodying a sense of family. Our children claim many different countries of origin and cross all socio-economic categories, yet we are united by the guiding principle of mutual respect.

Outstanding teachers and effective teaching practices

Green Hedges teachers are experienced and dedicated. They demonstrate enthusiasm and passion for their subject matter while modeling the excitement of learning that envelops our community. Never satisfied with good enough, Green Hedges teachers are constantly reviewing and refining educational content and instructional strategies. Whether attending a national conference, enrolling in a graduate level course, or reading up on current research, our teachers are constantly engaged in professional development activities. As important, collaboration across the departments and grades occur regularly.

The gift of being a small school with a low student: teacher ratio

Green Hedges is small by design and our size assures a unique level of familiarity and comfort among the children and the school community as a whole. Due to our small class sizes teachers are able to customize learning and meet the individual needs of our students. At Green Hedges there is constant interaction across grade levels, and younger and older students form valuable relationships.

A commitment to character

As one of the School’s core values, character development is part of the formal and informal curriculum. Green Hedges is not satisfied with simply producing good students, we are committed to educating the spirit as well as the mind. Responsible, respectful conduct is expected of all members of the school community and we celebrate our success in this area while also examining and responding to any shortcomings.

At Green Hedges School, each division works to integrate the curriculum with principles from the school mission and philosophy in developmentally appropriate ways.

Montessori

The early childhood program at Green Hedges School adheres to the Montessori philosophy of education. The curriculum, which promotes hands on learning and self-discovery, involves exploration, orientation, and order in the world around.

Montessori Curriculum

| GHS VALUES | LANGUAGE ARTS | MATH | SOCIAL STUDIES | SCIENCE |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Character development • Independence • Social skills • Coordination • Concentration • Sense of order • Joy of learning through exploration and discovery | <ul style="list-style-type: none"> • Vocabulary development and enrichment • Pre-reading skills • Pre-writing skills • Phonetic alphabet • Fine motor skills activities • Visual perception • Letter formation • Grammar • Self expression through writing | <ul style="list-style-type: none"> • Exploration of Montessori materials • Number recognition • Sequencing • Symbol identification • Association of symbol and quantity • Decimal system • One-to-one correspondence • Four basic operations • Geometry • Fractions | <ul style="list-style-type: none"> • Continent puzzle maps • Holidays • World cultures and traditions • Continent/Country study • Land Forms • Community | <ul style="list-style-type: none"> • Care of the environment • Five senses • Living/nonliving things • Four elements • Magnetic/nonmagnetic objects • Solids, liquids, and gases • Plant care • Simple machines • Solar system • Animal classification • Vertebrates/Invertebrates |

Montessori: ESSENTIAL QUESTIONS

1. Are the activities promoting development of social skills, emotional growth, physical coordination, as well as cognitive preparation?
2. Is each child becoming an enthusiastic learner and finding joy in the process?
3. Is the child developmentally ready to take on the next in a series of challenging lessons?
4. Does the work foster in each child confidence, self-awareness, self-esteem, and a better understanding of the world?

| FOREIGN LANGUAGE | MUSIC AND MOVEMENT | ART | PHYSICAL EDUCATION | SPECIAL PROJECTS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>French</p> <ul style="list-style-type: none"> • Short conversations • Listening and pronunciation • Puppets, masks, and games • Songs • Stories | <ul style="list-style-type: none"> • Introduction to simple songs, poems, and chants • Whispering, speaking, and singing voices • Gross motor activities • Ensemble types: solo, duet, trio, quartet, and quintet • Exposure to percussion instruments • Word rhythm • Basic musical rhythms and melodies (vocal and physical responses) • Creative and expressive movement | <ul style="list-style-type: none"> • Observation and reflection • Work in a variety of media • Seasonal projects • Adventures with nature | <ul style="list-style-type: none"> • Movement games • Coordination, flexibility, strength, and power • Following directions and active listening • Gross locomotor skills • Health and nutrition • Fitness • Positive peer interactions • Confidence • Kicking skills • Movement and music concepts • Non locomotor skills • Ball skills | <ul style="list-style-type: none"> • Pumpkin Patch trip • Teddy Bear Tea • Thanksgiving feast • Montessori Garden • Star Reader Program |

Lower School

This is a glance of the interrelated, comprehensive curriculum for Grade One through Grade Five. Children are taught basic information through a variety of resources and methods. They are encouraged to extend their knowledge and experiences and relate them to other areas of learning and exploration. In addition, respect, character development, and study habits are important elements of each child's development.

Grade One Curriculum

| GHS VALUES | LANGUAGE ARTS | MATH | SOCIAL STUDIES | SCIENCE | TECHNOLOGY |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Optimism Friendship Character Respect A sense of wonder Confidence Perseverance | <p><i>Harcourt Literature</i>–based Basals, <i>McGraw-Hill Spelling, Words I use When I Write, Language Arts Today, Making Meaning, Modern Curriculum Phonics, Level B, Daily Grammar Practice</i></p> <ul style="list-style-type: none"> Emergent skills in the five pedagogical areas of reading: vocabulary, comprehension, word identification, phonics, oral reading D’Nealian handwriting Spelling words and rules Sentence building and creative/expository writing Basic grammar concepts Literature and poetry integration | <p><i>Investigations–Level 1, Singapore Math, Creative Publications, Problem Solver</i></p> <ul style="list-style-type: none"> Addition Subtraction 2-D/3-D Geometry Measurement Patterns and functions Time Story problems Introduction to algebraic concepts Use of Montessori support materials | <p><i>Explorers and Discoverers, Voyage to Discovery</i></p> <ul style="list-style-type: none"> Early map concepts Explorers Holidays/cultural celebrations Timelines Citizenship Election Process | <ul style="list-style-type: none"> Care of the environment Insects Magnets Human body Observation techniques Life cycles Weather cycles | <ul style="list-style-type: none"> Keyboarding skills Digital drawing and painting Terminology Web navigation |
| <div style="border: 2px solid green; padding: 10px; background-color: #4CAF50; color: white;"> <h2 style="margin: 0;">Grade One: ESSENTIAL QUESTIONS</h2> <ol style="list-style-type: none"> 1. How do I become a good friend and make good friends? 2. How can I learn to better communicate in speech and writing? 3. What are some “circles of life” and how do I find them? 4. What helps me do my best each day? </div> | | | | | |
| FOREIGN LANGUAGE | MUSIC | ART | PHYSICAL EDUCATION | SPECIAL PROJECTS | |
| <p>French <i>Dimoïtou–Level 1</i></p> <ul style="list-style-type: none"> Conversation Repetition of poems and rhymes Listening and pronunciation Puppets, masks, and visuals to enhance vocabulary development Songs | <ul style="list-style-type: none"> Expansion of simple songs, poems, and chants Establish a basic musical repertoire Advanced vocal exploration Basic rhythms and melodies (recognition and reproduction) Creative, expressive, and choreographed movement Extension of percussion studies Introduction to Orff instruments Adagio, Andante, and Allegro tempos Instruments and instrument families | <ul style="list-style-type: none"> Primary and secondary colors Elements of design Art media: clay, paper, beads, paint Techniques: collage, sculpting, painting, drawing, decoupage, Seasonal and multicultural projects Introduction to a variety of artists and artist styles Art room etiquette | <ul style="list-style-type: none"> Cooperative games Locomotor, dance, rhythm, and balance skills Safety and health issues Movement Coordination, flexibility, strength, and power Skill development in sports Following directions and active listening Health and nutrition Aspects of fitness program Positive peer interactions Confidence Plyometrics Winter Olympic games Aerobic workouts Band workouts | <ul style="list-style-type: none"> Trip to butterfly museum at the Smithsonian Visit from Nordic Viking Class play Literature based field trips | |

Textbooks are indicated in italics.

Grade Two Curriculum

| GHS VALUES | LANGUAGE ARTS | MATH | SOCIAL STUDIES | SCIENCE | TECHNOLOGY |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Character development • Collaboration • Friendship • Conflict resolution | <p><i>Making Meaning, Words Their Way, Daily Grammar Practice</i></p> <ul style="list-style-type: none"> • Skills in the five pedagogical areas of reading: vocabulary, comprehension, word identification, phonics, oral reading • D'Nealian handwriting • D'Nealian cursive • Spelling words and rules • Story elements • Vocabulary • Grammar concepts • Phonics • Research process • Poetry • Creative writing | <p><i>Investigations-Level 2, Singapore Math, Problem Solver</i></p> <ul style="list-style-type: none"> • Number sense • Odd/even numbers • Properties of addition and subtraction • 2-D/3-D Geometry • Symmetry • Measurement • Patterns and functions • Terms and notations of fractions <ul style="list-style-type: none"> • Time • Story problems • Interface with technology | <p><i>Social Studies Alive-Community and Beyond</i></p> <ul style="list-style-type: none"> • Cultural Diversity • Global Responsibility • Public Services • Economy • Geography • Research • Interface with technology | <p><i>Discovery Works</i></p> <ul style="list-style-type: none"> • Energy and motion • Interaction of living things • Changes over time • Health issues: germs and things that make one sick • Interface with technology | <ul style="list-style-type: none"> • Keyboarding skills • Digital drawing and painting • Word processing • Terminology • Web navigation |
| FOREIGN LANGUAGE | MUSIC | ART | PHYSICAL EDUCATION | SPECIAL PROJECTS | |
| <p>French <i>Dimoitou – Level 2</i></p> <ul style="list-style-type: none"> • Conversation • Repetition of poems and rhymes • Listening and pronunciation • Using puppets, masks, games and visuals to enhance vocabulary development • Songs | <ul style="list-style-type: none"> • Rhythmic and melodic patterns (expansion and performance) • Investigation of meter • Orff and percussion studies • Curwen handsigns • Solfeggio • Musical contour • Basic notation skills • Treble staff note reading • Improvisation • Embellishment, variation, and repeat | <ul style="list-style-type: none"> • Color theory • Composition • Negative and positive spaces • Elements of design relating to specific art projects • Art media: clay, plaster, paper, beads, fabric, • Techniques: collage, sculpting, painting, drawing, decoupage, printing • Seasonal and multicultural projects • Introduction to a variety of artists and artist styles | <ul style="list-style-type: none"> • Cooperative games • Locomotor, dance, rhythm, and balance skills • Safety and health issues • Movement • Coordination, flexibility, strength, and power • Skill development in sports • Following directions and listening actively • Health and nutrition • Positive peer interactions • Confidence • Plyometrics • Leadership skills • Teamwork • Self-esteem • Cognitive building • Sportsmanship • Fair play | <ul style="list-style-type: none"> • Class play • Field trips to support curriculum • Written reports and oral presentations • Flat Stanley project | |

Grade Two: ESSENTIAL QUESTIONS

1. How can I show an awareness of myself as an individual and as part of a larger Grade Two community?
2. How do I seek out and grow from challenge?

Grade Three Curriculum

| GHS VALUES | LANGUAGE ARTS | MATH | SOCIAL STUDIES | SCIENCE | TECHNOLOGY |
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| <ul style="list-style-type: none"> Character development Collaboration Flexible problem solving Respect | <p><i>Words Their Way, Making Meaning: Vocabulary, Making Meaning: Guided Spelling, Daily Grammar Practice</i></p> <ul style="list-style-type: none"> Literature based reading with emphasis on comprehension Writing workshop Expository and creative writing Research process Revision skills Proofreading skills Book reports Parts of speech Dictionary use Handwriting practice | <p><i>Investigations–Level 3, Singapore Math, Problem Solver</i></p> <ul style="list-style-type: none"> Number sense to 1,000 Place value with 2/3 digits Odd/even numbers Early concepts of multiplication and division Inverse operations Temperatures Data analysis Properties of addition and subtraction 2-D/3-D Geometry Symmetry Measurement Patterns and functions Terms and notations of fractions Time Story problems | <p><i>Social Studies Alive: Regions of our Country</i></p> <ul style="list-style-type: none"> Geography Research skills Social science: economy, history, politics, geography Diversity in U.S. New ways of living in U.S. | <p><i>Discovery Works–Level 3</i></p> <ul style="list-style-type: none"> Animal life cycle Environmental issues Scientific method Energy and matter | <ul style="list-style-type: none"> Keyboarding skills Digital Imaging Graphing Internet research Terminology Web navigation |
| <div style="border: 2px solid green; padding: 10px; background-color: #4CAF50; color: white;"> <h2 style="margin: 0;">Grade Three: ESSENTIAL QUESTIONS</h2> <ol style="list-style-type: none"> 1. What does it mean to be a friend to the earth? 2. How do I behave respectfully towards my peers, teachers, and environment? 3. How do I develop good study habits for the future? </div> | | | | | |
| FOREIGN LANGUAGE | MUSIC | ART | PHYSICAL EDUCATION | SPECIAL PROJECTS | |
| <p>French</p> <p><i>Visages–Level 1</i></p> <ul style="list-style-type: none"> Conversation Sentence structure Introduction to grammar syntax Introduction to spelling Written work with worksheets and textbooks Listening, speaking, and pronunciation Songs | <ul style="list-style-type: none"> Recorder Playing a varied musical repertoire Rhythms and melodies (performance on recorder) Music theory: Repeat, Dotted notes, Breath Mark, Slur, Tie, Coda, and Accidentals Confidence, as a solo and ensemble performer Memorization History of recorder and wind instruments Understanding genre Composition basics | <ul style="list-style-type: none"> Color theory Applied composition Refining techniques: collage, sculpting, painting, drawing, decoupage, printing Art media: clay, plaster, paper, beads, fabric, wire New techniques: paper weaving, poster design, multi-media projects, more advanced clay techniques, three-dimensional assemblage Seasonal and multicultural projects More involved group projects Introduction to a variety of artists and artist styles Cross-curricular connections in history, social studies, science, and language arts | <ul style="list-style-type: none"> Cooperative games Locomotor, dance, rhythm, and balance skills Safety and health issues Movement Coordination, flexibility, strength, and power Skill development in sports Following directions and active listening Health and nutrition Positive peer interactions Confidence Plyometrics Aerobics Band workout/Agility Speed workout Winter Olympic games | <ul style="list-style-type: none"> Class play Constructing Native American dwellings Life-sized graphs Maypole celebration School recycling program | |

Textbooks are indicated in italics.

Grade Four Curriculum

| GHS VALUES | LANGUAGE ARTS | MATH | SOCIAL STUDIES | SCIENCE | TECHNOLOGY |
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| <ul style="list-style-type: none"> Character development Kindness Respect Intellectual curiosity | <p><i>Write Source, Daily Grammar Practice, Making Meaning: Vocabulary, Making Meaning: Guided Spelling, Words Their Way</i></p> <ul style="list-style-type: none"> Reader's Workshop approach Literature circles Comprehension skills Writer's workshop The writing process Responses to literature Various writing types: narrative, expository, persuasive, poetry, and creative Research skills Vocabulary Grammar skills Handwriting practice Differentiated spelling | <p><i>Investigations—Level 4, Singapore Math, Problem Solver, Mad Minutes</i></p> <ul style="list-style-type: none"> Multiplication and division Computational fluency Base ten number system to 10,000 Addition and subtraction Fractions and decimals Addition of rational numbers Graphs and tables Constant rate of change Representing, comparing, analyzing, and interpreting data Data design and investigation Probability 2-D/3-D figures Measurement of angles and standard units Area and volume Problem solving | <p><i>History Alive! America's Past</i></p> <ul style="list-style-type: none"> Early humans and the rise of civilization Ancient Egypt and the Near East Ancient India Research skills Native Americas European explorers Colonial America Slavery | <p><i>GEMS Explorations in Science</i></p> <ul style="list-style-type: none"> Scientific investigations, reasoning, and logic Earth patterns, cycles, and change Force, matter, and energy Interrelationships in Earth/space systems Living systems Environmental studies | <ul style="list-style-type: none"> Input and output devices such as mouse, keyboard, voice/sound recorder, scanner, digital video, CD-ROM Formats for publishing documents using a variety of media Using word processing, graphics, and multimedia authoring programs to express and solve problems Presentations for projects Editing skills Web navigation Keyboarding skills |
| <div style="border: 2px solid green; padding: 10px; background-color: #e0f0e0;"> <h2 style="text-align: center; margin: 0;">Grade Four: ESSENTIAL QUESTIONS</h2> <ol style="list-style-type: none"> 1. What is community? 2. What are my responsibilities to the classroom, Green Hedges, and the global communities? 3. What are the community's responsibilities to me? </div> | | | | | |
| FOREIGN LANGUAGE | MUSIC | ART | PHYSICAL EDUCATION | SPECIAL PROJECTS | |
| <p>French</p> <p><i>Visages—Levels 1 & 2</i></p> <ul style="list-style-type: none"> Developing skills with conversation Grammar Spelling Written work with worksheets, web support, and textbooks Listening, speaking, and pronunciation Reading Songs | <p>General Music</p> <ul style="list-style-type: none"> Recorder Play and sing an advanced musical repertoire Music theory: DS al Coda, Accent, Tenuto, Legato, Staccato, Scales, and Form Key signatures and Accidentals Confidence as a solo and ensemble performer Memorization Curwen handsigns Solfeggio Seasonal and multicultural projects Reflection and evaluation of performances <p>Band</p> <ul style="list-style-type: none"> Warm-up and practice routines Introduction to posture Scale production Improvisation Ear playing | <ul style="list-style-type: none"> Portrait in art history and today Color relationships Refining techniques: collage, sculpting, painting, drawing, decoupage, printing Art media: clay, plaster, paper, beads, fabric, wire New techniques: story book illustrations, play backgrounds, reliefs, yarn weaving, Seasonal and multicultural projects Group projects Introduction to a variety of artists and artist styles Cross-curricular connections in history, social studies, science, and language arts | <ul style="list-style-type: none"> Cooperative games Locomotor, dance, rhythm, and balance skills Safety and health issues Movement Coordination, flexibility, strength, and power Skill development in sports Following directions and active listening Health and nutrition Positive peer interactions Confidence Aerobics Leadership skills Teamwork Self-esteem Cognitive building Body control and balance Sportsmanship Fair play Overall coordination | <ul style="list-style-type: none"> Writing projects and publishing Class play Field trip to Hard Bargain Farm Invention Convention Independent projects | |

Grade Five Curriculum

| GHS VALUES | LANGUAGE ARTS | MATH | SOCIAL STUDIES | SCIENCE | TECHNOLOGY |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Character development Citizenship Confidence Self-esteem Good decision-making Respect Responsibility Independence | <p><i>Daily Grammar Practice, Write Source, Making Meaning: Vocabulary, Making Meaning: Guided Spelling, Being a Writer</i></p> <ul style="list-style-type: none"> Literature circles Individualized spelling program Workshop approach to writing Grammar Vocabulary Research skills | <p><i>Investigations–Level 5, Problem Solver, Singapore Math Word Problems</i></p> <ul style="list-style-type: none"> Number sense to 10,000 Reasoning with numbers Place value with 4/5 digits Basic operations and computation Multiplication and division Inverse operations Data analysis 2-D/3-D Geometry Decimals Fractions Equivalencies of decimals, percents, fractions, and story problems | <p><i>History Alive! The Ancient World</i></p> <ul style="list-style-type: none"> Ancient Civilizations: Earlyman China, Egypt, Greece, and Persia Geography Cultures and people Research process Book reports | <p><i>Discovery Works–Level 3, Hands-on Science–Levels 3 and 5</i></p> <ul style="list-style-type: none"> Lab expectations and lab safety Space history and technology Planets and solar system Scientific method Body systems Owl pellet dissection Plant and animal cells Ecosystems Ecology | <ul style="list-style-type: none"> Search engines Web navigation Keyboarding skills Media presentations |
| FOREIGN LANGUAGE | MUSIC | ART | PHYSICAL EDUCATION | SPECIAL PROJECTS | |
| <p>French</p> <p><i>Discovering French Nouveau-Bleu–1A</i></p> <ul style="list-style-type: none"> Speaking and listening Vocabulary Conversation Culture Videos Reading Grammar structures and writing Web support with basic skills <p>Spanish</p> <p><i>Saludos–Level 1</i></p> <ul style="list-style-type: none"> Sounds Conversations Reading and writing Learning about Spanish speaking countries <p>Latin</p> <p><i>First Year Latin, A Language Discovery Program</i></p> <ul style="list-style-type: none"> Introduction to grammar Vocabulary Culture | <p>General Music</p> <ul style="list-style-type: none"> Performance of an advanced musical repertoire Exploration of world music Global musicians and their practices Multilingual selections Key signatures and Accidentals Curwen handsigns Solfeggio Seasonal and multicultural projects Reflection and evaluation of performances Written response to musical prompts Introduction to performing arts concepts <p>Band</p> <ul style="list-style-type: none"> Warm-up and practice routines Scales Improvisation Ear playing Notation | <ul style="list-style-type: none"> Advanced techniques: sculpting, painting, drawing, printing Art media: clay, plaster, paper, beads, fabric, wire, multimedia Seasonal projects Group projects Introduction to a variety of artists and artist styles Oral presentations Art quizzes Preparation for projects in Middle School Art Cross-curricular connections in history, social studies, science, and language arts | <ul style="list-style-type: none"> Cooperative games Locomotor, dance, rhythm, and balance skills Safety and health issues Movement Coordination, flexibility, strength, and power Skill development in sports Following directions and active listening Health and nutrition Positive peer interactions Confidence Aerobic exercise Jump Rope for Heart Mini tournament Speed workout/Agility Band workout | <ul style="list-style-type: none"> Science fair and project Class play Writing collections Echo Hill trip Ancient world project Math numbers project | |

Grade Five: ESSENTIAL QUESTIONS

1. How do I show respect for myself, my peers, adults, and the entire Green Hedges community?
2. How do I develop the self-esteem and confidence necessary to make thoughtful, independent decisions?
3. How do I take responsibility for my actions and learning so that I am ready to enter Middle School?

Textbooks are indicated in italics.

Middle School

The Middle School at Green Hedges builds on the rich and challenging program in the Lower School while offering new experiences and learning opportunities. In conjunction with the basic information presented in the grade-level curriculum grids, effective study habits, sound study skills, independence, and responsibility are important components of the middle school program. The middle school years offer students exciting and rewarding opportunities to explore the expanding world of knowledge and perspectives in all subject areas.

Grade Six Curriculum

| GHS VALUES | LANGUAGE ARTS | MATH | SOCIAL STUDIES | SCIENCE |
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| <ul style="list-style-type: none"> Character development Self-awareness Empathy Independence Self-confidence <p>Awareness of Growth</p> <p><i>Skills for Adolescence</i></p> <ul style="list-style-type: none"> Physical, emotional, and social changes Communication Healthy choices Human growth and development Service learning projects | <p><i>Daily Grammar Practice, Making Meaning</i></p> <ul style="list-style-type: none"> Literature Research process Creative writing Book reports Vocabulary Short stories Poetry Grammar and editing skills Study Skills | <ul style="list-style-type: none"> Number sense Patterns and algebraic thinking Decimal operations Geometrical figures and properties Number patterns Fractions and operations Integers and operations Equations and inequalities Ratios, rates, and proportional thinking Problem solving Probability Perimeter, area, and volume Simple statistics Logical thinking games | <p><i>History Alive! The Medieval World and Beyond</i></p> <ul style="list-style-type: none"> Fall of Rome Geography Cultures and people Process and trends of elections Current events Civics Political science | <p><i>Weather and Climate, Inside the Restless Earth</i></p> <ul style="list-style-type: none"> Earth studies: pollution, weather, climate, rocks and minerals, fossils, plate tectonic, earthquakes, volcanoes Scientific method Completing reliable experiments Designing and conducting experiments Environmental Science |
| FOREIGN LANGUAGE | THE ARTS | | PHYSICAL EDUCATION | SPECIAL PROJECTS |
| <p>French</p> <p><i>Discovering French Nouveau Bleu 1</i></p> <ul style="list-style-type: none"> Class conducted in French as much as possible Speaking and listening Vocabulary Conversation Culture Videos Reading Grammar structures and writing Web support with basic skills <p>Spanish</p> <p><i>Buen Viaje Book</i></p> <ul style="list-style-type: none"> Sounds Conversations Reading and writing Geography and culture of Spain and Latin America <p>Latin</p> <p><i>Latin For Americans</i></p> <ul style="list-style-type: none"> Grammar Vocabulary Culture Readings Web support with basic skills | <p>Performing Arts</p> <ul style="list-style-type: none"> Singing Acting Kinesics Dance Design Public speaking <p>Band</p> <ul style="list-style-type: none"> Warm-up and practice routines Scales Improvisation Ear playing Notation Composition Band management | <p>Studio Art</p> <ul style="list-style-type: none"> Renaissance: Perspective, inventions, tour at National Gallery of Art Typography Expanding art techniques Digital Art Art History Inter-curricula connections City project <p>Digital Art</p> <ul style="list-style-type: none"> Digital photography Introduction to Digital Portfolio Scanning techniques Influences on artists in a digital society Graphic Design I | <ul style="list-style-type: none"> Cooperative games Safety and health issues Sportsmanship Game skills and drills Game rules Physical fitness Sports health and nutrition Aerobic exercise Muscles and function Winter Olympic games Jump Rope for Heart Band workout | <ul style="list-style-type: none"> Math projects Science fair project PE presentations on nutrition, exercise, and rest Middle School fall wilderness retreat Spring trip |

Textbooks are indicated in italics.

Grade Six: ESSENTIAL QUESTIONS

1. How can I build connections between different disciplines?
2. How can I integrate math with real life situations and other academic areas?
3. How do I learn about the world around me?
4. What makes a good written composition?
5. How does reading fiction help me understand facts?
6. What can ancient societies teach me about modern civilizations?
7. How does religion impact society?
8. What is a city's function?
9. How do I make healthy choices in life?

Grade Seven Curriculum

| GHS VALUES | LANGUAGE ARTS | MATH | SOCIAL STUDIES | SCIENCE | FOREIGN LANGUAGE |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Character development • Self-awareness • Empathy • Self-confidence • Community Involvement <p>Awareness of Growth</p> <p><i>Skills for Adolescence</i></p> <ul style="list-style-type: none"> • Physical, emotional, and social changes • Importance of effective communication • Healthy choices • Human growth and development • Service learning projects | <p><i>Daily Grammar Practice</i></p> <ul style="list-style-type: none"> • Literature • Poetry • Plays • Reading journals • Research process • Creative writing • Grammar • Vocabulary • Study skills | <ul style="list-style-type: none"> • Variables and variable expressions • Integers and operations • Number theory • Fundamentals of probability and statistics • Ratios, rates, and proportional thinking • Geometry themes • Introduction to linear functions • Introduction to polynomials • Plane geometry • Symmetry and transformations • Solids, volume, and surface area • Problem solving and logic games | <p><i>The Age of Western Expansion, The History of US, History Alive: The US Through Industrialism</i></p> <ul style="list-style-type: none"> • European Renaissance • Reformation • Spain and England and the influence in colonization • American and French Revolutions • Slavery/abolition • Geography • Current events | <p><i>Life Science</i></p> <ul style="list-style-type: none"> • Living things: cells, genetics, evolution, classification, and ecology • Ecosystems • Plants and animals • Environmental issues • Scientific method • Lab techniques and experimentation • Human body • Bacteria, fungi, and protists | <p>French</p> <p><i>Bon Voyage 1 and 2</i></p> <ul style="list-style-type: none"> • Class conducted in French as much as possible • Speaking and listening • Conversation/skits • Vocabulary • Culture • Reading comprehension • Grammar structures • Writing • Web support <p>Spanish</p> <p><i>Buen Viaje Book 1 con't</i></p> <ul style="list-style-type: none"> • Sounds • Conversations • Reading and writing • Geography and culture of Spain and Latin America <p>Latin</p> <p><i>Latin For Americans</i></p> <ul style="list-style-type: none"> • Grammar • Vocabulary • Culture • Reading comprehension |

| THE ARTS | PHYSICAL EDUCATION | SPECIAL PROJECTS |
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| <p>Performing Arts</p> <ul style="list-style-type: none"> • Singing • Acting • Kinesics • Dance • Design • Public speaking <p>Band</p> <ul style="list-style-type: none"> • Warm-up and practice routines • Scales • Improvisation • Ear playing • Notation • Composition • Band management <p>Studio Art</p> <ul style="list-style-type: none"> • Re-define techniques with emphasis on personal content; self expression • Digital imaging • Printing techniques • Different artist styles • Art History • Inter-curricula connections <p>Digital Art</p> <ul style="list-style-type: none"> • Techniques in digital photography • Digital illustration • Digital Portfolio II • Philosophical issues regarding the digital age • Graphic Design II | <ul style="list-style-type: none"> • Cooperative games • Safety and health issues • Sportsmanship • Game skills and drills • Game rules • Physical fitness • Nutrition and health • Aerobic exercise • Muscles and function • Jump Rope for Heart • Mini tournament • Speed and agility • Learning concepts of self-efficacy and its role in improving health related fitness • Winter Olympic games • Band workout | <ul style="list-style-type: none"> • Science fair project • PE presentations on nutrition, exercise, and rest • Math meets and projects • Trip to Philadelphia • Middle School fall wilderness retreat • Math-geometry sketch pad • Spring trip |

Grade Seven: ESSENTIAL QUESTIONS

1. What changes happen in my life as a middle school student?
2. How will my reading and writing abilities strengthen?
3. Why do revolutions occur?
4. How did the United States come to be?
5. How do symbols infuse meaning and help me make connections?
6. What is American?
7. What is the American experience?
8. How can I become an independent, critical, strategic thinker using knowledge, computational skills, and a positive attitude?

Grade Eight Curriculum

| GHS VALUES | LANGUAGE ARTS | MATH | SOCIAL STUDIES | SCIENCE | FOREIGN LANGUAGE |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Character development • Self-awareness • Empathy • Self-confidence • Community involvement • School leadership <p>Awareness of Growth <i>Skills for Adolescence</i></p> <ul style="list-style-type: none"> • Physical, emotional, and social changes • Importance of effective communication • Healthy choices • Human growth and development • Service learning projects | <p><i>Daily Grammar Practice</i></p> <ul style="list-style-type: none"> • Literature—plays and novels • Poetry • Essay writing • Oral presentations • Research process • Creative writing • Grammar • Vocabulary • Study skills | <ul style="list-style-type: none"> • Properties of real numbers • Multi-step equations • Graphing & solving linear equations • Quadratics • Linear inequalities • Systems of equations and inequalities • Exponents and factoring • Polynomials • Radicals and geometry connections • Radical and rational equations • Probability and data analysis • Calculator explorations • Story problems and strategies • Strategic games | <p><i>The Age of Western Expansion, The History of US</i></p> <ul style="list-style-type: none"> • Government systems and laws • Socialism • Capitalism • Economics • Civics • Reconstruction • Great Depression • WW II • Social activism • “Green” as an economic model • Industrial Revolution | <p><i>Introduction to Matter, Interactions of Matter and Forces, Motion, and Energy</i></p> <ul style="list-style-type: none"> • Matter and properties • Physical and chemical changes • Elements and compounds • Atomic theories • Chemical reactions • Forces and motion • Machines • Energy • Environmental issues • Understanding the physical world • Scientific method • Lab techniques and experimentation | <p>French</p> <p><i>Bon Voyage 2</i></p> <ul style="list-style-type: none"> • Class conducted in French • Speaking and listening • Conversation • Vocabulary • Culture • Reading • Grammar structures • Writing <p>Spanish</p> <p><i>Buen Viaje Book 2</i></p> <ul style="list-style-type: none"> • Sounds • Conversations • Reading and writing • Culture of Spain and Latin America <p>Latin</p> <p><i>Latin For Americans</i></p> <ul style="list-style-type: none"> • Grammar • Vocabulary • Culture • Readings |

| THE ARTS | PHYSICAL EDUCATION | SPECIAL PROJECTS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Performing Arts</p> <ul style="list-style-type: none"> • Singing • Acting • Kinesics • Dance • Design • Public speaking <p>Band</p> <ul style="list-style-type: none"> • Warm-up and practice routines • Scales • Improvisation • Ear playing • Notation • Composition • Band leadership <p>Studio Art</p> <ul style="list-style-type: none"> • Portfolio design • Emphasis on personal content • Advanced techniques • Graphic Arts • Contemporary Art History • Modern Art—tour at National Gallery of Art • Cross-curricula connections • Pointillism • Self-portrait • Mural <p>Digital Art</p> <ul style="list-style-type: none"> • Animation • Video editing • Personal yearbook page • Digital portfolio • Contemporary art issues | <ul style="list-style-type: none"> • Cooperative games • Safety and health issues • Sportsmanship • Game skills and drills • Game rules • Physical fitness • Nutrition and health • Aerobic exercise • Muscles and function • Jump Rope for Heart • Mini tournament • Speed and agility • Learning concepts of self-efficacy and its role in improving health related fitness | <ul style="list-style-type: none"> • Science fair project • PE presentations on nutrition, exercise, and rest • Math meets and state contests • Middle School fall wilderness retreat • Spring trip |

Grade Eight: ESSENTIAL QUESTIONS

1. How will I make a difference in my community as a leader?
2. How will I be an active member of my community?
3. What roles do economics and government play in a country?
4. Why does war occur?
5. How can we solve conflicts without force?
6. How do historical events affect us today?
7. When do I rebel, and when do I conform?
8. What is the effect of conflict on the individual?
9. How does power affect individuals?
10. How can I be prepared to meet math based challenges of everyday life and also have analytical and reasoning skills for becoming a contributing citizen of the world?

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