



SEQUOYAH
SCHOOL

Sequoyah School

**Assistant Head of School/
Director of K-8
Position Statement**

**Pasadena, California
July 1, 2021**

Under a California blue sky that splashes everything not shaded by the majestic palms, oaks and evergreens that tower over the Craftsman buildings, Sequoyah's K-8 campus buzzes with activity – some students enjoying a game outdoors, others taking advantage of some one-on-one time with their teachers, still others practicing a skit they'll perform in all-school assembly the following day. In a school whose Mission is to “challenge the mind, nurture the heart, and celebrate human dignity,” it is clear that all three aims are being met in an atmosphere that is long on joy and affection. Moreover, it is equally clear that the students and teachers on campus really want to be there and it shows.



Indeed, the sense of community at Sequoyah is palpable. One long-time Trustee says, “I think of Sequoyah as a village where people help raise each other’s children.” It’s a school where parents prepare and serve the hot lunch on Fridays; where parents and Kindergarteners go camping together; where assemblies are open to all, and parents often linger after morning drop-off or arrive early for afternoon pick-up. What began in 1958 as a parent co-op is now a progressive independent school that can boast four applicants for every spot in its Lower School, where the spirit of diversity that led to the School’s inception can now claim 51% of the student body to be non-white, where social-emotional learning has been stressed since Day One.



HISTORY AND MISSION

Founded in 1958 by educators, scientists, ministers and civil servants as a response to the segregation in Pasadena public schools, Sequoyah expressed the intention of being an inclusive, economically and socially diverse school. This philosophical base led naturally to the creation of a program that emphasizes project-based and hands-on learning and to a commitment to social justice and activism. To house such a program, in recent years the School has constructed a junior high building, community center, and outdoor play spaces and renovated original classrooms. In 2016 Sequoyah's high school opened its doors in historic

buildings a few miles from the K-8 campus on the property of the Neighborhood Church and adjacent to the Gamble House, an icon of California craftsman architecture.

Mission

Sequoyah is a school in Pasadena where students thrive in a diverse community, are appreciated for their individuality, and supported by a progressive approach to learning. One faculty member's sentiments are echoed by many, "The mission of the School is true... it resonates for us all as it is what we see and do."

Complimenting the Mission are the eight **Habits of Mind** that shape the philosophical approach to learning and life at Sequoyah and emphasize its culture and commitments. Acting on its mission, the School is always asking what can be done to help others in need. When the pandemic began, Sequoyah created a pandemic relief fund to provide immediate support to our families most impacted. Simultaneously, they organized a technology drive to provide computers for students in LA Unified schools.



THE COMMUNITY AND THE CULTURE

Sequoyah might most appropriately be termed a village, a tight knit community of faculty, staff, students and parents where everyone is encouraged to take part in the School's daily life and in its program. Parents feel very much a part of the K-8 campus as they are welcome at Morning Meetings, take part in the hot lunches on Friday and on the annual class camping trips, and are active participants in social service and classroom projects. Parents are most appreciative and describe the School as: "a loving and joyful place, and where there is a "feeling of inclusion," and a "celebration of the human spirit." ([Check out a slideshow.](#)) According to one long-time parent, "there is a high level of comfort, respect and trust among adults, whether administrators, faculty and/or staff and students."

In the words of one faculty member, "We are a group of creative risk takers and share strong opinions. We are dedicated to retaining the culture of the School. We appreciate having agency in planning for our programs. We appreciate strong communication. We are dedicated to stewardship and taking care of the environment. We have a passion for nature, exploring and camping."

THE LEADERSHIP

Founded as a membership-coop, the School now has a self-perpetuating board, which is principally comprised of current parents but also includes educators, alumni and past parents. Led by Josh Brody for the past 17 years, the experienced K-12 administrative team include the Assistant Head/K-8 Director, Director of the High School, CFO, Advancement Director, and Directors of Admissions, Athletics, Communication, Curriculum, Student Support and Field Studies.

Finances: Sequoyah operates in the black with an annual budget of over \$10 Million. There are two tuition levels, currently \$29,520 for K-8, and \$33,760 for 9-12. Through an indexed approach to tuition, the School succeeds in making itself affordable to a wide range of family incomes including faculty and staff, for whom there is a generous tuition remission policy in place. Also for employees there is a strong benefits program that includes retirement, medical, dental and vision care.

THE PROGRAM: Hands-On, Minds-On

The long-held tenets of a Sequoyah education are evident in its child-centered program which gives students the time to imagine, to be engaged in their learning, encouraged to question, to learn through play and have the time for understanding. The integrated curriculum emphasizes the understanding of concepts, the attainment of skills and is organized around essential questions. [Link to curriculum chart]

The K-8 faculty and staff number forty who see themselves as “creative risk takers and who share strong opinions.” Dedicated to retaining the culture of community, to the habits of mind and to taking care of the environment, the faculty and staff appreciate the diversity of learners at Sequoyah, believe in the importance of SEL and have long been advocates of DEI.

Central to the K-8 educational program at Sequoyah are the nine cross-grade or multi-age classrooms named to reflect their space or their story: Bamboo (K-1), Pond (K-1), Backyard (1-2), Nest (2-3), Tree house (3-4), Egret’s Perch (4- 5), Over There (5-6), Out Back (5-6), and Junior High (7-8). Students may spend one or two years in a particular classroom where placement is balanced by individual experiences, needs and learning goals, and the social dynamic of the entire group. Teachers proudly have the responsibility for designing a challenging academic environment for all students in their classrooms and annually rethink their programs as they implement new curricular materials. From the perspective of one parent, “The K-8 program is a living, breathing, changing thing that adapts to change.”

At the heart of Sequoyah’s educational program is the faculty’s freedom to develop courses of study that respond to emergent issues. Intentional and child-focused, teachers create units of study for all disciplines that incorporate essential skills and that are inspired by mission. Examples include a K/1 class which extended the traditional class unit





on “Our Homes,” beyond the nests of birds, the dens of bears, and high-rise apartments to the immediate issue of homelessness in Pasadena. Students became involved in organizations that worked with homeless, wrote letters, interviewed and wrote to the homeless, and met the city’s mayor. In the 3-4th class California history was examined one year through the lens of food production. Students considered how food is produced and distributed, its effect on immigration, and the accompanying social issues. At every age and stage, the School “stretches students to the fullest capacity for thought, feeling and action.”

A signature program, Field Studies is overseen by dedicated administrators who design, organize and implement programs that are integrated within and expand the learning across the grades. Beginning in kindergarten when students, their teachers, and their parents have a two-night trip to a local state park and continuing with longer and more challenging trips

invaluable, one parent wrote, “while often so challenging, Field Studies are at the core of what is important about Sequoyah. I have at times struggled with the often-intense experiences children face on these trips. But over time, the payoff is enormous.”

Having graduated two classes, Sequoyah’s High School is thriving and poised to become a school of choice. On campus the sense of community is palpable among a diverse student body. The faculty have developed a program that is a natural extension of the K-8, allowing for cross-graded classes, interdisciplinary

that culminate in the 7/8th grade with two longer over nights to more distant locations that have included the Rockies, the Oregon coastline and Northern California. Recognized by all as

courses, and opportunities for student expression. Informed by the Habits of Mind, Sequoyah’s High School is designed for students to take ownership of their learning in a challenging program that develops core skills and encourages social activism. Embedded in the program is the commitment to identify bias and practice cultural competence, the challenge for each student to participate and design a program that furthers personal knowledge and encourages self-reflection. The course work at the high school, “frames a journey through interrelated studies, supported by advisory program and immersive experiences outside the classroom. Core subjects include math, science, English, history, world languages, performing and visual arts.



FIELD STUDIES

It would be difficult to overstate the role of Field Studies in the life of Sequoyah School. Beginning in Kindergarten, outdoor education is woven into the curriculum all the way to Graduation. With two full-time outdoor educators on staff, with faculty participation and parent involvement, few schools anywhere can rival Sequoyah's commitment to this critical component of a well-rounded education.

Designed to complement what's going on in the classroom and to open new avenues to social-emotional development, the Field Studies program is appropriately challenging by age and maturation

and seeks whenever possible to dovetail with the curriculum. A good example is a 5/6 class that is studying immigration and *en route* to their field work in

Death Valley, the class stops at Manzanar, a WWII detention camp for Japanese-Americans, to help bring issues of immigration to the forefront.



By the time they reach high school, Sequoyah students are ready for a nine-day hike through the National Parks and Monuments of southern Utah, and plans are on the table for a culminating 24-day outing for the Senior year and a wilderness medicine class for faculty. Ever-changing and growing, the Field Studies program is a major attractor of applicants for Sequoyah and a major highlight of graduates' experience.

Field Studies continues in the High School and is complimented by the Social Innovation Program which has dedicated time in the schedule for student internships, the creation of individual and collaborative initiatives and the training for students to be social entrepreneurs.



THE CANDIDATE

The Assistant Head reports to the Head of School and is an integral part of the Administrative Team. The successful candidate will demonstrate:

- Commitment to DEI and the experience to advancing initiatives in this critical area
- Background in and a commitment to faculty professional development and evaluation
- A child-centered approach to education
- A collaborative approach to working with faculty and staff
- Understanding of the complexity of a school with two campuses enrolling enrollment of 385 students
- An expansive view that will continue the evolution of Sequoyah as a K-12 school. As one faculty member explained, “We are still understanding our K-12ness.”
- Knowledge of program to support the work of aligning K-12 programs and curriculum and integrate the campuses

Ideally, the successful candidate will have:

- Strong educational credentials, including an advanced degree
- Proven success as an independent school administrator, and as a teacher
- Exceptional public speaking and writing skills
- Excellent interpersonal skills
- Strong organizational skills
- Ability to think strategically
- Extensive pedagogical knowledge for students ranging from K through Grade 8
- Proficiency in work leading to greater diversity, equity and inclusion in a school
- A collaborative nature with a willingness to be flexible, demonstrate a sense of humor, and maintain a strong sense of community



APPLICATION PROCESS

Candidates should apply through the candidate portal on the RG175 website: <https://rg175.com/candidate/signup>

The application includes a:

- Letter of Interest
- Updated Resume
- Writing Sample

The RG175 consultants leading the Sequoyah School's search are:

Debbie Reed (dereed2014@gmail.com) and Tom Hudnut (tom@tomhudnut.com)

The deadline for applications is January 2, 2021.

Job Title: Assistant Head of School/Director K-8

Sequoyah School seeks an inspiring, passionate educator to become its Assistant Head of School/Director K-8.

Sequoyah is an independent K-12 day school in Pasadena California offering an innovative college-preparatory curriculum in a student-centered, experiential, humanistic environment. The school offers a developmentally appropriate program from elementary grades through high school. In keeping with its mission, “A Sequoyah education challenges the mind, nurtures the heart, and celebrates human dignity”, the School’s program supports a student’s social and emotional growth, and academic progress. The School was founded in 1958 and recently expanded its highly regarded elementary and junior high program to 9-12 grades. The high school campus is located just a few miles away from the K-8 campus.

Reports to: Head of School

Job Summary

The Assistant Head of School is responsible for supporting students, faculty, parents, curriculum, field studies, daycare and extra-curricular activities, in the Lower School (grades K-8) and serves as the primary point of contact for students and families in the K-8. In addition to her/his role as Director of K-8, he/she will continue to develop and promote curriculum, programs, and pedagogy that reflect Sequoyah’s schoolwide commitment to diversity, mutual respect and inclusion. The Assistant Head is also responsible for coordinating effective day-to-day operations across both campuses, overseeing the school’s calendar of events K-12, and assumes chief administrative duties in the Head’s absence.

Essential Duties and Responsibilities

The Assistant Head supports the school’s mission and culture, is a collaborative and constructive member of the School’s leadership team, and must be willing to participate fully in the life of the school including attendance at events on evenings and weekends. The position’s responsibilities include but are not limited to the following areas:

Director K-8

- Student discipline
- Parent concerns
- Professional development of faculty and staff
- Recruitment and hiring of faculty and staff
- Supervision of Director of Community Programs, support staff, and faculty
- Collaboration with Director of Curriculum on program development and assessment

Social Emotional Learning

- Oversees the social emotional program at Sequoyah
- Oversees and implements policies related to student conduct and parent relations

Job Title: Assistant Head of School/Director K-8

Operations and Logistics

- Sets the annual calendar K-12
- Assumes administrative duties in the Head's absence
- Fosters communication and collaboration across K-12

Accreditation

- CAIS —self-study, goal setting and action plan implementation

Emergent issues as assigned by the Head of School

Desired Expertise and Experience

The Assistant Head of School will foster an environment that promotes individual learning and personal growth in accordance with Sequoyah's mission and Habits of Mind. She/he will report to Head of School and embody most if not all of the following qualifications, experiences and traits:

- Strong educational credentials, including an advanced degree
- Proven success as an independent school administrator, and as a teacher
- Exceptional public speaking and writing skills
- Excellent interpersonal skills
- Strong organizational skills
- Ability to think strategically
- Extensive pedagogical knowledge for students ranging from grades K-8
- Practice in work towards diversity, equity and inclusion
- A collaborative nature with a willingness to be flexible, demonstrate a sense of humor and maintain a strong sense of community
- A willingness to embrace all aspects of the school experience while keeping things in proper perspective



SEQUOYAH SCHOOL

A K-12 independent school

Curriculum Map

For more than 60 years, Sequoyah School has been dedicated to providing an education that challenges the mind, nurtures the heart, and celebrates human dignity. Sequoyah's curriculum emphasizes deep understanding of concepts and mastery of important skills. This is accomplished through an integrated curriculum in which students investigate essential questions. Units of study culminate in exhibitions and performances that demonstrate student learning. In addition, students design and implement service projects that apply learning and benefit the community.

The Curriculum Map outlines the introduction of concepts and skills over time and across subjects. Many skills and concepts overlap from classroom to classroom. The Map is designed to support both teachers and parents in attending to the individual needs of students.

Glossary

CURRICULUM UPDATE

A bi-monthly letter from classroom teachers and specialists describing learning objectives and activities

EMERGENT CURRICULUM

Topics of study that arise spontaneously from current events and/or student curiosity; teachers help give shape to these projects

ESSENTIAL QUESTIONS

Open-ended questions designed to facilitate higher-order thinking through inquiry and discussion, with emphasis on preparing each student to support their ideas by drawing upon learning from texts and experiences

HABITS OF MIND

A framework of dispositions that guides teaching and learning

INTEGRATED CURRICULUM

An interdisciplinary exploration of academic content

PLACE-BASED LEARNING

Curriculum inspired and guided by learning that happens in a particular place or environment

PROJECT-BASED LEARNING

A process of learning about and solving real-world problems through an interdisciplinary approach

PROBLEM-BASED LEARNING

Centering curriculum projects on local or societal challenges so students can learn about issues and collaboratively design thoughtful solutions



SUBJECT AREAS

Language Arts

The Language Arts program utilizes a workshop approach to help students to develop a love for reading and writing, the skills to construct meaning from text, and the confidence for public speaking and self-expression. Students celebrate the work of great authors, while working to become published authors in various forums, including Sequoyah's schoolwide literary journal, *Talon Tales*.

Math

The Math curriculum seeks to inspire students to recognize the beauty and relevance of mathematics, while preparing students to master the necessary skills while becoming patient and creative problem solvers. The program emphasizes five essential aspects of mathematical thinking: numbers and numeration; operations and computing; data and chance; measurement and geometry; and patterns, functions and Algebra. In the younger classes (K-2), instruction emphasizes conceptual understanding and application through the use of real materials. In the older classes (3-8), students build upon their conceptual understanding while developing fluency through a variety of computational strategies, problem solving, and application.

Science

The Science program helps students cultivate their innate proclivity to experiment and observe, while supporting the development of analytical skills through inquiry. Students use their curiosity to explore both the physical and life sciences.

Social Studies

The Social Studies program begins with a focus on individual identity and then expands outward to local communities, Los Angeles, California, the nation, the world, and yes, the cosmos. Teachers build upon emergent opportunities to encourage the collaborative study of individuals and groups within society.

Library, Research & Technology

Asking questions and knowing how to investigate those questions are essential habits of lifelong learners. Research and technology skills are integrated into the curriculum.



ESSENTIAL QUESTIONS

READING

What do I enjoy about reading?

What makes a good story, poem, or argument?

How can I analyze and use words effectively?

How can I read for main ideas and details?

Who are my favorite authors?

WRITING

How can I use words to express myself?

How can I write a strong paragraph, story, poem, lyric, or essay?

ORAL COMMUNICATION

How does it feel to share my ideas?

How can I be an effective speaker and an active listener?

NUMBERS & NUMERATION

What are numbers?

Where can I find patterns?

What are different ways to count?

OPERATIONS & COMPUTATION

What different ways I can solve, model and explain the problem?

Which ways are most efficient for me?

DATA & CHANCE

How can I collect and analyze data to solve problems?

How can I visualize data?

MEASUREMENT & GEOMETRY

How can measurement help me?

What is the most effective way to measure?

How can I represent quantities visually and shapes numerically?

In what ways can I recognize and apply math concepts in the world around me?

PATTERNS, FUNCTIONS & ALGEBRA

How do I solve for an unknown?

How do we utilize equations to solve problems?

How can I persevere to make sense of and solve problems?

How do I develop research questions?

How and why do I practice different forms of data collection?

How can I use data to help me recognize patterns and draw conclusions?

How do I design experiments?

How do I select and use scientific tools?

When and why do I incorporate controls and variables?

How can we understand people who are different from us?

What is the relationship between people and their environments?

How do we balance the needs of our community with those of the environment?

How can cultures from various times and places inform the way we see the world?

How does understanding history help us make decisions today?

How should public policy balance individual freedom with group needs?

How do I use the library to learn?

How do I find books and other resources?

How do I use and cite sources?

How can I determine authorship, credibility, and bias; and how do they inform my work?



BAMBOO FOREST / POND

READING Develop phonological awareness (syllables, rhyming words, sight words); letter-sound and sound-to-letter recognition; and comprehension of narrative; recognize basic elements of plot, characterization, setting, and conflict

WRITING Independently communicate ideas through dictation, pictures, labeling, and writing; develop stories with plot (beginning, middle, end); focus on uppercase and lowercase letters; use invented spelling to develop understanding of phonics

ORAL COMMUNICATION Describe observations, thoughts, and feelings; respond to other students' ideas; practice asking questions; retell; learn to act out stories; recite short passages with expression; practice active listening

NUMBERS & NUMERATION

Count by 1s to 100; skip-count by 2s, 5s, and 10s to 100; practice estimating collections of more than 20; exchange 1s for 10s, 10s for 100s; model equal halves, thirds and fourths; compare and order sets and numbers up to 100; continue patterns

OPERATIONS & COMPUTATION Model and represent sums and differences with 10, use different strategies (100 square, manipulatives, number lines, mental math) to add and subtract single-digit numbers; compare numbers using >, =, < up to 20

DATA & CHANCE Collect and organize data into bar graphs and draw conclusions

MEASUREMENT & GEOMETRY Explore non-standard methods for measurement and comparison of length, width, height; time to nearest half-hour, days of week, coin values, temperature; identify and describe shapes; find symmetry

APPLICATION Use counting, tallying, and graphing during social studies and science units, and with personal collections; use multiple types of math materials to demonstrate counting, addition, and subtraction; help count in the classroom, e.g. inventory of class materials

CONCEPTS How are things similar and different? Experimentation and observation of characteristics

SKILLS Use multiple senses to observe; practice using scientific drawing during observation; focus on details; use tools such as magnifying lenses; practice mixing combinations of liquids and solids; learn to categorize into groups

PLACE-BASED LEARNING Through their desert study at Anza-Borrego, students use multiple senses to observe plants and animals and study the night sky. In Gardens for Learning, students explore plants and trees on campus; study seeds and how they grow; examine types of soil, and learn efficient watering methods.

PLACE-BASED LEARNING Through their desert study at Anza-Borrego, students use multiple senses to observe plants and animals and study the night sky. In Gardens for Learning, students observe changes in plants and trees on campus; study pollinators and their relationships to plants, insects, and animals; practice vermicomposting; and learn efficient watering methods.

CONCEPTS Comparative study of self and family, including family traditions; importance and awareness of feelings; teamwork

SKILLS Participate in group discussion; use new vocabulary in writing; use tables, graphs, and charts to visually represent data and recognize patterns and trends

PLACE-BASED LEARNING Students explore the social and emotional landscape of home and school through the arts, storytelling and thematic activities; examples include geo-ethnic storytelling from home and class installations about feelings.

CONCEPTS Library organization; book selection; story genres

SKILLS Locate appropriate fiction and nonfiction sources in the library; learn to listen attentively; illustrate and communicate original ideas and stories using digital tools (digital stories, drawings, photos and video, audio); demonstrate the safe and cooperative use of technology

READING Develop encoding and decoding skills, beginning fluency, and accuracy; continue comprehension practice by recognizing and analyzing basic elements of plot, characterization, setting, and conflict

WRITING Begin to write stories independently; tell a story with a sequence of events; focus on new words and how they are used; describe details; make a statement and follow it with related ideas; use phonetic spelling; write using a word book to facilitate word choice

ORAL COMMUNICATION Describe observations, thoughts, and feelings; respond to other students' ideas; practice asking questions; retell; recite short passages with expression; practice active listening; participate in reader's theatre

NUMBERS & NUMERATION

Count by 1s, 2s, 3s, 4s, 5s, 10s, 25s and 100s to 1,000,000; find multiples of 2, 5, and 10; count backward by 1s from any number; use mental math; understand place values to 10,000; Roman numerals, and basic fractions

OPERATIONS & COMPUTATION Know math facts for basic addition, subtraction, and multiplication; compare and order numbers to 1,000; add and subtract 3-digit numbers; solve multiplication and division problems

DATA & CHANCE Collect and organize data to create graphs; use graphs to answer questions; describe events using basic probability terms

MEASUREMENT & GEOMETRY Measure length and width using standard units; read and write monetary values in dollars and cents; read time to the minute; describe and compare shapes; recognize patterns and attributes; count unit squares to find the area of rectangles; use geometric terms to describe lines and shapes

APPLICATION Practice using different strategies to solve a Problem of the Week and continue using multiple types of math materials to demonstrate understanding of counting, addition, subtraction, multiplication, division, and fractions; write and present math problems based on social studies or science project work

CONCEPTS What type of changes happened? Cause and effect; classification of plants, animals, and minerals; plant and insect anatomy; garden habitats; sunlight and shadows; seasons and cycles; astronomy; sound; physical and chemical changes

SKILLS Continue to practice observational skills; learn to create charts and graphs, as well as design experiments; make plans for developing habitats

PLACE-BASED LEARNING Land and ocean habitats are a central focus. Students take trips to local destinations to study the ocean and other water-based ecosystems. They also study, design, create, and maintain habitats on campus. On their trip to Anza-Borrego, students take on leadership roles and help younger students.

CONCEPTS Community; change; celebration of cultural similarities and differences

SKILLS Collaborate with different-age students; learn to use maps in the classroom and the community; conduct surveys and interviews to learn about the community; make concept webs; learn to interpret and present findings visually; observe change

PLACE-BASED LEARNING Students visit galleries, parks, organizations, and exhibits in the neighborhood. Visits may be to a nearby convalescent home where students share stories and artwork, or to Arlington Garden to join in planting and harvesting.

CONCEPTS Library organization; available sources

SKILLS Create questions to find specific information; create concept webs to find connected ideas and topics; illustrate and communicate original ideas and stories using digital tools (digital stories, drawings, photos and video, audio); demonstrate the safe and cooperative use of technology

BACKYARD

READING Continue to build encoding and decoding skills, develop fluency and accuracy through independent and class reading; continue recognizing and analyzing basic elements of plot, characterization, setting, and conflict; recognize correct sentence structure and sight words; learn to use vocabulary according to individual level

WRITING Learn the basic steps of the writing process through personal narrative, informational essays and fictional writing; continue development of descriptive moments in stories, while collecting ideas for future stories, create multi-paragraph compositions with a topic sentence, supporting details, and opening and closing statements; create fictional pieces that include characters with developed traits and motives, setting, conflict, and a developed plot

ORAL COMMUNICATION Describe observations, thoughts, and feelings; respond to other students' ideas; practice asking questions; retell; recite short passages with expression; practice active listening; participate in reader's theatre

NUMBERS & NUMERATION

Count forward and backward by 1s, 2s, 3s, 4s, 5s, 10s, 25s, and 100s to 10,000; use mental math; understand place values to 1,000,000; basic fractions, and decimals to hundredths; find multiples of whole numbers less than 10; find whole number factors

OPERATIONS & COMPUTATION Compare and order numbers to 1,000,000; add and subtract 4-digit numbers; use basic multiplication and division; know multiplication and division facts up to 10s; demonstrate multiple strategies for computing problems

DATA & CHANCE Collect and organize data to create graphs; use graphs to answer questions; describe events using basic probability terms

MEASUREMENT & GEOMETRY Measure length and width using standard units; read and write monetary values in dollars and cents; read time to the minute; describe and compare shapes; recognize patterns and attributes; count unit squares to find the area of rectangles; use geometric terms to describe lines and shapes; measure the perimeter and area of shapes; plot coordinates on a grid

PATTERNS, FUNCTIONS & ALGEBRA Extend, describe, and create numeric patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions that involve the four basic arithmetic operations and use those rules to solve problems

APPLICATION Students collect and represent data from science experiments. They continue demonstrating understanding of addition, subtraction, multiplication, division, fractions, decimals, and percents, using multiple materials and written algorithms. They find the perimeter and area of spaces around the campus.

CONCEPTS How do living things need to survive? Habitats and adaptation; ecosystems; weather systems; mammals; marine biology; buoyancy; electricity; magnetism

SKILLS Form questions for experiments; design and conduct experiments; use tools to collect and analyze data; draw conclusions and make recommendations

PLACE-BASED LEARNING Students use conclusions from scientific work relating to water and food issues on campus and make recommendations to the school community. Often students have implemented some of these recommendations as service projects.

CONCEPTS History of California's water use and food production; land use; California geography; immigration; civil rights

SKILLS Organize, prioritize, and ask questions; study cause and effect; create timelines; read and create maps; practice identifying current and historical perspectives and stakeholders; use concept webs; take notes for main ideas and details; summarize information; analyze different types of media; synthesize information in creative projects

PLACE-BASED LEARNING Students visit the Los Angeles Aqueduct, reservoirs, St. Francis Dam disaster site, Arroyo Seco, Eaton Canyon Natural Area, water treatment facilities, and local farms. Students make decisions about how to improve resource use at Sequoyah and make presentations to the school and surrounding community.

CONCEPTS Book structure; multiple perspectives; interpretation; investigation; directed research; online electronic sources

SKILLS Use an encyclopedia, a dictionary, and a table of contents; create questions and determine keywords to find specific information; create concept webs to find connected ideas and topics; identify, research, and collect data using digital resources; demonstrate the ability to navigate in virtual environments such as e-books, simulation software, and websites; create original animations or videos; create a website portfolio

NEST

READING Develop greater independence with book selection, practice fluency, accuracy, intonation, and expression; identify main ideas and supporting details; summarize plot, characterization, setting, and conflict; determine themes and genres; develop independence through the selection of level-appropriate, high-interest texts

WRITING Become more independent in the writing process through personal narrative, informational essays and fictional writing; continue development of descriptive moments in stories, while collecting ideas for future stories, create multi-paragraph compositions with a topic sentence, supporting details, and opening and closing statements; create fictional pieces that include characters with developed traits and motives, setting, conflict, and a developed plot

ORAL COMMUNICATION Share comprehension of text through Literature Circles and Author's Chair; create oral presentations with organized ideas and present with clear enunciation, pose, and eye contact; participate in discussions; respond to others; ask clarifying and analytical questions

NUMBERS & NUMERATION

Count forward and backward by 1s, 2s, 3s, 4s, 5s, 10s, 25s, and 100s to 10,000; use mental math; understand place values to 1,000,000; basic fractions, and decimals to hundredths; find multiples of whole numbers less than 10; find whole number factors

OPERATIONS & COMPUTATION Compare and order positive and negative numbers; add and subtract 4-digit numbers; multiply and divide by 2-digit numbers; know addition, subtraction, and multiplication facts up to 12s

DATA & CHANCE Collect and organize data to create graphs; use graphs to answer questions; describe events using basic probability terms; find the range, median, mean, and mode and make inferences; express the probability of an event as a fraction, decimal, or percent

MEASUREMENT & GEOMETRY Estimate length with and without tools; measure to the nearest 1/8 inch and millimeter; draw angles with given measures; describe and use strategies to find perimeter and area of shapes; choose and use appropriate formulas to calculate the area and volume of shapes; define pi as the ratio of a circle's circumference to its diameter; use ordered pairs of numbers to name, locate, and plot points on a coordinate grid; identify, describe, compare, name, and draw different angles

PATTERNS, FUNCTIONS & ALGEBRA Extend, describe, and create numeric patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions that involve the four basic arithmetic operations and use those rules to solve problems

APPLICATION Students collect and represent data from science experiments. They continue demonstrating understanding of addition, subtraction, multiplication, division, fractions, decimals, and percents, using multiple materials and written algorithms. They find the perimeter and area of spaces around the campus.

CONCEPTS How does land use impact the ecosystem? Why are estuaries important and how do we protect them? Wetland, island and rainforest habitats; adaptation and ecosystems; engineering; archaeology; scientific method; resource use; waste production data

SKILLS Deepen practice of observation and use of written descriptions; practice with the scientific method (ask questions that can be answered by experimentation, use controls in experimental methods, carefully gather and analyze data, draw conclusions and ask further questions); use scientific tools, such as a triple-beam balance; practice representing data in tables, graphs, and maps

PLACE-BASED LEARNING Students explore the Arroyo Seco watershed and make detailed observations through water testing, monitoring water levels, and conducting insect and plant population surveys.

PLACE-BASED LEARNING Field studies focus on the California coast wetlands, ocean, and unique island habitats. An annual camping trip to Joshua Tree National Park allows students to compare the Sonoran Desert flora and fauna they observed in the younger classes with that of the Mojave Desert. Students also visit the Huntington Botanical Gardens to study rainforest habitats.

CONCEPTS Comparison of societies in California's history; human geography; civics; civil rights and justice; African-American history

SKILLS Ask questions from the perspective of an historian; study cause and effect; create timelines; use maps; practice making social comparisons using Venn diagrams and the Santa Barbara area; students explore how land was used by the Chumash people, and local farms. Students make decisions about how to improve resource use at Sequoyah and make presentations to the school and surrounding community.

PLACE-BASED LEARNING Students explore communities that developed along the California coast and nearby islands. On trips to the Channel Islands and the Santa Barbara area, students explore how land was used by the Chumash people, and local farms. Students make decisions about how to improve resource use at Sequoyah and make presentations to the school and surrounding community.

CONCEPTS Book structure; multiple perspectives; interpretation; investigation; directed research; online electronic sources

SKILLS Use an encyclopedia, a dictionary, and a table of contents; create questions and determine keywords to find specific information; create concept webs to find connected ideas and topics; identify, research, and collect data using digital resources; demonstrate the ability to navigate in virtual environments such as e-books, simulation software, and websites; create original animations or videos; create a website portfolio

TREEHOUSE

READING Continue to develop a love of literature through independent reading; read with comprehension fluency, accuracy, intonation, and expression; comprehend main ideas, common words, and root words, while drawing inferences and making connections; summarize and critique fiction for plot, characterization, setting, conflict, themes, and genres; share book critiques and recommendations

WRITING Take greater ownership in writing essays with clear opening and closing statements, topic sentences, and supporting ideas and details; continue writing stories with plot, character, conflict and setting development; learn the basics of biography writing; write and edit with attention to content, organization, style, and mechanics

ORAL COMMUNICATION Share comprehension of text through Literature Circles and Author's Chair; create oral presentations with organized ideas and present with clear enunciation, pose, and eye contact; participate in discussions; respond to others; ask clarifying and analytical questions

NUMBERS & NUMERATION

Understand place values, decimals up to hundredths and some thousandths; use mental math; identify prime numbers; find factors of numbers; represent equivalent names for decimals and fractions

OPERATIONS & COMPUTATION Compare and order positive and negative numbers; add and subtract 4-digit numbers; multiply and divide by 2-digit numbers; know addition, subtraction, and multiplication facts up to 12s

DATA & CHANCE Collect and organize data to create graphs; use graphs to answer questions; describe events using basic probability terms; find the range, median, mean, and mode and make inferences; express the probability of an event as a fraction, decimal, or percent

MEASUREMENT & GEOMETRY Estimate length with and without tools; measure to the nearest 1/8 inch and millimeter; draw angles with given measures; describe and use strategies to find perimeter and area of shapes; choose and use appropriate formulas to calculate the circumference of circles and to solve area, perimeter, and volume problems; continue coordinate graphing; describe, classify, and draw angles; determine angle measures by applying properties of orientations of angles

PATTERNS, FUNCTIONS & ALGEBRA Determine whether number sentences are true or false; solve open number sentences and explain the solutions; use a letter variable to write an open sentence to model a number story; use a pan-balance model to solve linear equations with one unknown

APPLICATION Students collect and research data for use in a field budget; and also collect Jophton data for use in calculating runners' times and distances. They continue weekly exploration of math skills using word problems and playing number sense games such as Cribbage, in which they challenge their skills for quick computing and calculating probability.

CONCEPTS How does land use impact the ecosystem? Why are estuaries important and how do we protect them? Wetland, island and rainforest habitats; adaptation and ecosystems; engineering; archaeology; scientific method; resource use; waste production data

SKILLS Deepen practice of observation and use of written descriptions; practice with the scientific method (ask questions that can be answered by experimentation, use controls in experimental methods, carefully gather and analyze data, draw conclusions and ask further questions); use scientific tools, such as a triple-beam balance; practice representing data in tables, graphs, and maps

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CONCEPTS Classification of ideas and sources

SKILLS Understand and use the Dewey Decimal classification system, the Sequoyah Library catalog, and online electronic research databases; develop note-taking strategies for research; learn to support research; understand copyright and fair-use rules; practice using nonfiction and reference books; develop keywords for print or digital reference searches; identify, research, and collect data using digital resources; demonstrate the ability to navigate in virtual environments such as e-books, simulation software, and websites; create original animations or videos; create a website portfolio

EGRET'S PERCH

READING Continue to develop a love of literature through independent reading; read with comprehension fluency, accuracy, intonation, and expression; comprehend main ideas, common words, and root words, while drawing inferences and making connections; summarize and critique fiction for plot, characterization, setting, conflict, themes, and genres; share book critiques and recommendations

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NUMBERS & NUMERATION

Understand place values, decimals up to hundredths and some thousandths; use mental math; identify prime numbers; find

Habits of Mind

PERSPECTIVE

To seek, honor, and reflect on multiple viewpoints, in order to broaden understanding and solve problems

INQUIRY

To become curious, motivated, self-reflective learners who generate questions to deepen understanding

COMMUNICATION

To engage in constructive dialogue, value literature and language, and express oneself effectively through a variety of modalities

COLLABORATION

To know when and how to lead, follow, and work together as an active listener and meaningful contributor

CREATIVITY

To approach challenges with an open mind and a willingness to take imaginative risks while generating ideas and refining solutions

APPLICATION

To integrate and apply acquired knowledge in and out of the classroom

STEWARDSHIP

To take care of people, take care of things, take care of the environment, and seek to make the community a better place for all

OWNERSHIP

To do one's best work

Assessment

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?

Reflection is a fundamental aspect of learning, and Sequoyah emphasizes assessments in which students take an active role. Through assessment students gain the insight to understand themselves as learners. The components of assessment at Sequoyah include: exhibitions; portfolios; student-led, parent-teacher conferences; and narrative reports.

Exhibitions

Students share learning of concepts and skills from units of study through a variety of creative presentations.

Portfolios

Students reflect on personal goals and collect work samples related to central academic concepts and skills.

Student-Parent-Teacher Conferences

Supported by parents and teachers, each student takes a central role in reflecting on their learning.

Reports

Teachers provide thorough feedback about each student's social-emotional growth and academic learning in all subject areas.

This map is a schematic overview of curriculum from entry level through junior high. It is not intended to represent all content knowledge that may be covered during a school year, nor the full depth and responsiveness of teaching and learning that occurs in our classrooms each day.

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SUBJECT AREAS

Spanish

The Spanish program helps students develop an appreciation for the Spanish language through speaking and listening, reading and writing, grammar, and creative application. Students build a personal connection to Spanish while exploring the geography of Spanish-speaking countries and the diversity of their cultures. Local traditions are incorporated, such a Cesar Chavez Day and Día de los Muertos celebrations.

Music

The Music program is grounded in Carl Orff's approach to music education. Orff believed children best learn music by fully experiencing it through singing and body movement, as well as instrumental expression. Students are given opportunities to perform individually and as members of an ensemble. Students share their work at exhibitions, all-school meetings, and the annual Musicale.

Visual Arts

The Visual Arts program encourages student artists to innovate, explore, and take risks. It provides opportunities for self-expression through various materials and concepts and leads students to discover their own creative methods. Students use the elements and principles of art and design as building blocks.

Theatre

The Theatre program inspires confidence and creativity and empowers students as performers, critics, and collaborators. Students progressively deepen their understanding of ensemble – the experience of participating as a member of a group. Theatre experiences are often integrated into other subject areas.

Field Studies

Expanding the traditional classroom to encompass the surrounding community and natural world, the Field Studies program brings curriculum to life. While practicing stewardship and self-reliance, students use experiences in the field to develop questions and collect information relating to their topics of study.

Gardens for Learning

The Gardens for Learning program explores science content through investigations and experimentation on the Sequoyah campus.

Physical Education

The Physical Education curriculum provides fun opportunities to cultivate personal habits for fitness and well-being. Students learn when and how to lead, work as a group, and support others' ideas.

ESSENTIAL QUESTIONS

How does learning another language help me understand culture, community, and myself?

How can music provide a mode of expression for my ideas and feelings?

How can music deepen my understanding of the world around me?

How does taking on different roles in an ensemble deepen my understanding of the elements and patterns of music?

How does the written language of music help me understand musical concepts?

What is art?

How does art impact how I see the world?

What are the elements of art?

What are the principles of art?

How do the elements and principles of art help me to see, study, and create art?

What are the qualities of a strong performance ensemble?

How does a performance ensemble provide opportunities to practice communication and collaboration?

How does performing help me understand multiple perspectives?

How can theatre be used to explore and address local, national, and global issues?

How does exploration in the field help me deepen my inquiry?

How can I develop my understanding of the communities and environments I visit?

How can I be a good steward of the places I visit?

How can I take responsibility for the well-being of our group during trips?

How do the gardens provide opportunities for stewardship?

What is needed to keep the garden ecosystem balanced?

How can the scientific method and the cycle of inquiry support my work in the garden?

In what ways do sports and physical activities provide opportunities for collaboration and communication?

How can I embrace fitness for life?

5-6 FOREST / POND

VOCABULARY Alphabet; the calendar; greetings; numbers (1-20); colors; classroom objects; family words; seasons; animals

GRAMMAR Conjugating "ser/estar"; subject pronouns "yo/ta"

APPLICATION Students sing, learn chants, play games, and listen to and act out stories. They use scripted skits with a partner to introduce each other. They speak out loud to count items and say color names; state their favorite color and animal; and name the current month and season.

CONCEPTS Listening; rhythm; movement; singing

SKILLS Acquire basic music skills through listening activities and rhythmic games; recognize rhythms in names, nursery rhymes and everyday speech; singing, creative dance, and instrumental exploration; demonstrate rhythms using body percussion and pentatonic scale on xylophones; learn about use and care of the voice; memorize words and melodies; begin to improvise; learn classic Sequoyah songs for school events and Anza-Borrego; study folk, world, and classical music; share live-music listening experiences

ELEMENTS Engagement with horizontal, vertical, diagonal, curved, and zigzag lines; direction; shape; color/hue

SKILLS Know how to successfully apply wet and dry materials; know how to use direction, line, shape, and color in various art exercises

EXPRESSION Students delight in discovering how music, color, and creative movement come alive through visual art. They learn from guiding the materials and from allowing the materials to guide them. Students are introduced to the inherent relationship between art and nature during their Anza-Borrego experience.

CONCEPTS Ensemble; language of theatre; character; environment

SKILLS Learn to create a performance ensemble; improvise; create characters; learn movement (dance, isolation of body parts, physical control); recognize dramatic structure (plot, character, setting); learn vocal projection; practice listening to and following directions

CONCEPTS Exploration and observation; desert habitats; teamwork

SKILLS Ask questions; learn to observe and compare; identify and compare Sequoyah campus plants with desert plants; learn basic camping skills (packing a daypack, keeping track of gear, cooking, cleaning up, tent setup); make and use maps; study astronomy and constellations; explore how people of the past learned from the night sky; practice stewardship

PLACE-BASED LEARNING Students begin their field studies experiences in Anza-Borrego Desert State Park. A two-night trip culminates weeks of investigation and preparation. Additionally, the class explores the Sequoyah campus and surrounding neighborhood. Students make decisions about how to provide service in these locales.

CONCEPTS Origins of seeds and plants; growth cycles; physiology of flowers; different types of plants; garden care

SKILLS Sort and identify seeds; learn about plant seeds; observe and identify plants; care for gardens by properly watering plants and pulling weeds

CONCEPTS Having fun with exercise; coordination; conditioning; soccer and basketball

SKILLS Learn to move safely and quickly in a group; learn basic soccer skills (dribbling, passing with instep, throw-ins); learn basic basketball skills (dribbling, bounce and chest passes, introductory shooting); practice for Jogathon

6-7 BACKYARD

VOCABULARY Food; colors; shapes; parts of the body; animals; numbers (20-40); asking words

GRAMMAR Conjugating "tengo/ tiene"; plurals; noun gender; articles "el/ la"

APPLICATION Students recite and identify a variety of food items; state favorite foods; identify shapes as they appear in food and their world; act in Spanish-speaking skits.

CONCEPTS Listening; rhythm; coordination; patterns in music; singing; instrumental performance

SKILLS Further develop basic music skills through listening activities and rhythmic games; recognize rhythms in names, nursery rhymes and everyday speech; singing, creative dance, and instrumental exploration; demonstrate rhythms using body percussion and pentatonic scale on xylophones; learn about use and care of the voice; listen to and reproduce pitches; memorize words and melodies; learn to improvise with the pentatonic scale; learn classic Sequoyah songs for school events and Anza-Borrego; learn songs in other languages; study folk, world, and classical music; share live-music listening experiences

ELEMENTS Further engagement with line, direction, size, color/hue

SKILLS Use color theory, primary, secondary colors, tints, and shades; identify and apply complementary colors; use scissors; demonstrate understanding of direction in art; identify and create positive and negative space

EXPRESSION Students are immersed in highlighting and celebrating different modes of learning (auditory, kinesthetic, and visual). Students further explore the inherent relationship between art and nature during their Anza-Borrego experience.

CONCEPTS Audience; staging; Living Diorama"

SKILLS Learn to create a performance ensemble; improvise; create characters; learn movement (dance, isolation of body parts, physical control); recognize dramatic structure (plot, character, setting); enunciate and practice vocal projection; memorize lines; perform scripted material; basic stage use; learn mask and puppet making; prepare and perform short plays; attend local performances

CONCEPTS Community; change; desert habitats

SKILLS Explore, observe, and ask questions; learn basic camping skills (packing a daypack, keeping track of gear, cooking, cleaning up, tent setup); investigate habitats; identify mammals' adaptive traits

PLACE-BASED LEARNING Students take advantage of opportunities for stewardship by making partnerships with local agencies, including an animal shelter and ocean foundations. Learning to explore their city via public transportation, students visit Chinatown and Olvera Street. Returning to Anza-Borrego, students study trails of desert animals. Some students learn independence by making the journey without a parent and acting as mentors to younger students.

CONCEPTS Relationships between plants, insects, and animals; relationships between soil and insects; relationships between plants and soil

SKILLS Practice planting and weeding; practice watering methods; observe changes in the gardens; identify plant parts; make soil comparisons; learn about composting and vermicomposting; identify small insects and their body parts; observe stages of caterpillar metamorphosis

CONCEPTS Beginning sports game play; coordination; soccer; basketball

SKILLS Learn to move safely and quickly in a group; continue refining skills for soccer (long kicks with laces) and basketball; practice for Jogathon

7-8 NEST

VOCABULARY Greetings; seasons; numbers (40-60); colors; house; feelings; traditional games of Latin America; money; verbs as actions

GRAMMAR Demonstrative adjectives; using "ser" to tell time; using plurals to count money; some asking words as they support greetings; using "estar" to state feelings

APPLICATION Students create house models, labeling rooms and explaining their vision for their house. Students count out loud and spell numbers. They learn traditional Latin American games and role play to learn to express feelings and ask about costs.

CONCEPTS Critical listening; rhythm; coordination; patterns in music; movement; singing; instrumental performance; compositional form

SKILLS Demonstrate basic musical skills; beginning recorder; show ability in listening activities, rhythmic games, and recognizing rhythms; singing, creative dance, and instrumental exploration; demonstrate rhythms using body percussion and pentatonic scale on xylophones; recognize rhythms and melodies in daily environments; learn about use and care of the voice; listen to and reproduce pitches; memorize words and melodies; practice improvising and composing with the pentatonic scale; learn good practice techniques; learn classic Sequoyah songs for school events and Anza-Borrego; learn songs in other languages; study folk, world, and classical music; share live-music listening experiences; explore musical styles and composers

ELEMENTS Direction, texture, and gradation; color/hue, value, and intensity; symmetry and asymmetry; 2-D and 3-D

SKILLS Learn to define the outside edges of an object through contour line; explore how color/hue, tints, and shades are applied to create gradation; identify and utilize texture through 2-D and 3-D materials and techniques

EXPRESSION Students are immersed in highlighting and celebrating different modes of learning (auditory, kinesthetic, and visual). Students' understanding and application of the inherent relationship between art and nature is expanded during their final Anza-Borrego experience.

CONCEPTS Interpretation of texts; classical theatre; satire; Living Diorama"

SKILLS Further develop previously learned skills; critique and create dramatic structure (plot, character, setting); write plays and poems; design scenes, costumes, and props; learn introductory theatre history and multicultural styles of theatre; use theatre performances to explore and address local, national, and global issues; write short melodramas to address ideas from social studies and science; and perform radio dramas

CONCEPTS Urban, desert, and marine habitats; cultures and history of Los Angeles; stewardship

SKILLS Further develop camping skills (packing a daypack, keeping track of gear, cooking, cleaning up, tent setup); investigate habitats; identify mammals' adaptive traits

PLACE-BASED LEARNING Students take advantage of opportunities for stewardship by making partnerships with local agencies, including an animal shelter and ocean foundations. Learning to explore their city via public transportation, students visit Chinatown and Olvera Street. Returning to Anza-Borrego, students study trails of desert animals. Some students learn independence by making the journey without a parent and acting as mentors to younger students.

CONCEPTS Healthy habitats and ecosystems

SKILLS Observe, design, and maintain habitats on campus; determine needs for specific species; identify all species on campus and observe interactions

CONCEPTS Sports game play; defense; conditioning

SKILLS Learn to move safely and quickly in a group; continue refining skills for soccer (shooting) and basketball (5-on-5 games); practice for Jogathon

8-9 TREEHOUSE

VOCABULARY Foods; weather; family; courtesy words; ages and birthdays; numbers to 50 and counting by tens to 100; intro to present tense verbs

GRAMMAR Introduce punctuation; common verbs: "ser," "tener," and "quero"; conjugate in the first, second, and third person singular; plurals; noun gender; and articles "el/la"

APPLICATION Students use skits to learn to order food and play a TV weather forecaster in Spanish. They create recipes and shopping lists. Then they take field trips to practice ordering at a restaurant and go shopping at a grocery store. Students present their family tree and create a video project in Spanish about their family.

CONCEPTS Aural training; rounds; coordination and dexterity; instrumental performance; songwriting

SKILLS Build on the musical skills previously developed: beginning recorder; sing, play, and notate simple melodic passages in the treble clef staff; reproduce whole-, half-, quarter-, and eighth-note rhythms on body percussion and instruments; learn beginning recorder. Orff instruments, keyboard, and guitar; continue to create original compositions; recognize the strong beat in words and phrases; further develop good practice techniques; practice more complex choral singing; incorporating two-part rounds and developing more sophisticated dynamics and blending techniques; learn folk songs from the Sequoyah tradition; use creative body movement to explore musical rhythms and compositional forms

PRINCIPLES Repetition; contrast; variation

SKILLS Gain a deeper understanding of art materials; hone observational drawing techniques; successfully use and apply 2-D and 3-D materials; develop a strong understanding of color theory; understand and employ the value of color to create volume and depth in a composition; begin to study art history

EXPRESSION Students make connections to art outside of the context of the classroom through camping experiences, museum field trips, and field studies that include art exercises.

CONCEPTS Styles of theatre; satire; poetry and playwrighting; theatre analysis

SKILLS Further develop previously learned skills; critique and create dramatic structure (plot, character, setting); write plays and poems; design scenes, costumes, and props; learn introductory theatre history and multicultural styles of theatre; use theatre performances to explore and address local, national, and global issues; write short melodramas to address ideas from social studies and science; and perform radio dramas

CONCEPTS Water systems; food systems; stewardship

SKILLS Make observations and ask questions; make connections between class texts and field studies; make maps; record observations in journals through narrative and drawings; expand camping skills to include trip planning, packing, tent setup and repacking, cooking and cleaning up meals, and the group

PLACE-BASED LEARNING Furthering inquiry into their topics of study, students visit the Los Angeles Aqueduct, Hyperion water treatment facilities, pumping stations, reservoirs, local farms, El Capitan State Beach, Silverwood Lake, and Leo Carrillo State Park. Students learn to explore and observe each place on bicycles and/or on foot.

CONCEPTS Growing food effectively; making improvements to existing agricultural methods

SKILLS Practice soil testing and comparison; compost; use hexagonal and other planting methods; experiment with vertical gardening; experiment with different watering methods; observe harvest times; apply inquiry-based methods to make improvements with garden work

CONCEPTS Inclusion; group awareness; strategy; offense-defense transitions

SKILLS Continue to develop skills for soccer and basketball; develop agility and coordination

9-10 EGRET'S PERCH

VOCABULARY Family; house; school; navigation and cities; asking words; telling time

GRAMMAR Present-tense conjugation; articles; plural nouns and adjectives

APPLICATION Students engage a family project in which they describe physical traits using adjectives. They also interview a friend to learn about their family. They collaborate to make a Spanish video tour of the Sequoyah campus.

CONCEPTS Aural training; harmony; coordination and dexterity; instrumental performance; song structure; musical theatre

SKILLS Practice advanced notation and sight-reading, including more complex dotted and uneven rhythms; intermediate and advanced recorder to practice aural, breathing, articulation, sight-reading, and notation skills; practice solo and ensemble singing, incorporating three-part rounds and two-part harmony; practice songwriting skills; find words and phrases that most naturally fit rhythmic passages; create original songs; learn new folk and popular songs

PRINCIPLES Repetition; emphasis; dominance; variation; proportion

SKILLS Apply the principles with the elements of art; begin to master observational drawing; use foreground, middle ground, and background successfully in a composition; understand and use value to create depth in observational studies, such as site-specific drawing and working from life; incorporate previously learned knowledge of color and apply it to each composition; explore form and function in 2-D and 3-D applications

EXPRESSION Art students become strong decision makers and are able to identify the powerful relationships between materials and ideas. Personal and artistic growth is highlighted through storytelling, critique, self-assessment, and the recording of camping experiences.

CONCEPTS The connection of social issues and theatre; satire; dramatize historical events and people

SKILLS Identify and perform multiple perspectives in relation to social issues; form strong performance ensembles, and reflect with a group; research historical characters and use research to inform developing and acting out the character; explore musical theatre; rehearse and perform short plays; attend local performances

CONCEPTS Ecology; sustainability; culture; society; self-confidence

SKILLS Make observations and collect data in the field; interview scientists and public officials; read maps; use museums to do research; participate in pre-trip research and more complex trip planning; expand camping skills to include packing, tent setup and repacking, cooking and cleaning up meals

PLACE-BASED LEARNING Students study the history of native Californians in the Channel Islands and the Santa Barbara area. Students also study the relationship between society and natural environments in the Morro Bay area by working with scientists to collect data in the marshes, tide pools, and mudflats, and by interviewing local public officials about issues regarding development and sustainability. Students also visit local landfills to understand resource use and waste. Additionally, students develop confidence and courage through rock climbing and cave exploration at Joshua Tree National Park.

CONCEPTS Plant physiology and phenology (comparative study of budding cycles)

SKILLS Develop observation methods; identify native plant types and stages; use Project Budburst database to record stages online; analyze and interpret collected plant data; share conclusions with the community

CONCEPTS Introduction to football and Ultimate

SKILLS Continue agility and coordination work; develop skills for football (running, passing, catching) and Ultimate (throwing, positioning in open space)

10-11 OVER THERE / OUT BACK

VOCABULARY Family; clothes; school; asking words; telling time

GRAMMAR Present- and preterite-tense conjugation; articles; plural nouns and adjectives

APPLICATION Students engage a family project in which they describe physical traits using adjectives. They also interview a friend to learn about their family. They collaborate to make a Spanish video tour of the Sequoyah campus.

CONCEPTS Aural training; harmony; different key centers; major and minor tonalities; instrumental performance; appreciation; songwriting

SKILLS Use the skills developed in previous classes to explore musical performance, composition, and analysis with greater depth; express musical opinions on a piece-by-piece basis through ensemble experience and related discussion; practice making interpretations of compositions based on musical terms, notes, and symbols; participate in an ensemble as a singer, instrumentalist, or both

PRINCIPLES Balance; dominance; proportion; variation; movement

SKILLS Gain a deeper understanding of how to combine the principles with the elements of art; master the use of various 2-D and 3-D materials; demonstrate deep understanding of material compatibility; balance observational drawing from life with concepts in art; integrate visual thinking strategies with self-assessment

EXPRESSION The acknowledgement of unique qualities in the students' own works propels deeper connections. Student artists learn to recognize the deep impact art can have.

CONCEPTS The connection of social issues and theatre; satire; dramatize historical events and people

SKILLS Further develop skills learned in previous classes: review dramatic structure (plot, character, setting); research historical characters, and practice using research to inform acting out the character; continue researching theater and costume history and multicultural styles; create mini-movies; rehearse and perform classic and modern plays; rehearse and perform staged readings; perform a radio drama; attend local performances

CONCEPTS Observation; research; planning and budgeting; collaboration; leadership; land use

SKILLS Develop independent inquiry and share with the group; record observations through detailed notes and drawings; plan for two five-day trips; create budgets; conduct pre-trip research; independently manage most aspects of the camping experience; use maps

PLACE-BASED LEARNING Study emphasizes more student collaboration and trip planning. Students do independent observation and research on organisms and geology. Field studies trips are usually to Sequoia National Park, Yosemite National Park, and Pfeiffer-Big Sur State Park. Students frequently explore Pasadena's Arroyo Seco and visit other public spaces to examine community land use. Students engage in social studies activities such as visiting city halls, and have observed Occupy LA and Tea Party discussions.

CONCEPTS Leadership and service

SKILLS Practice composting, planting, weeding, watering, and harvesting; support younger students to learn these skills; make improvements to the Gardens for Learning outdoor classroom

CONCEPTS Health and daily exercise; agility; flexibility; endurance; speed and coordination; cross-lateral coordination and connections to academic learning

SKILLS Practice daily exercise routines; develop game play and strategy for soccer, basketball, volleyball, and Ultimate

12-13 JUNIOR HIGH

VOCABULARY Family; city; transportation; directions; hobbies; sports

GRAMMAR Irregular verb conjugation; future and preterite tenses; subject and verb agreement

APPLICATION Students create an imaginary city project using location words and directions for navigating. They further connect to Spanish on a personal level through a family video project using adjectives to describe likes and dislikes, hobbies, and other family information. This video project is supplemented by a written description.

CONCEPTS Aural training; harmony; instrumental performance; appreciation; songwriting

SKILLS Choose a specific area of focus to continue refining skills learned over the years, while developing independence; select one of the following four choices:

Chorus Choose material with the teacher and practice both solo and group parts; further develop listening and blending skills with two- and three-part harmonies

Band Practice previously introduced skills; learn to read and follow band parts and learn basic composition

Music Production Learn and explore the GarageBand™ platform with new compositions (songs, narrative soundscapes, or a mixture of both); learn the basics of audio production as a means of setting up, dismantling, and caring for the school PA system; learn to support technical aspects of productions

Music Appreciation Practice critical listening and analysis skills through the exploration of pop, rock, jazz, world, and classical music; present informed opinions in class discussions and writing projects

PRINCIPLES Balance; unity; movement; rhythm; harmony; dominance; variation; proportion

SKILLS Develop an understanding of art history and contemporary art practices; know how to implement concepts through art from multiple perspectives; demonstrate knowledge in selecting appropriate materials to convey specific ideas; take ownership of ideas; successfully research and write about art concepts and history; successfully make a big idea from concept through completion; create work inspired by critical, conceptual, and referential strategies; experiment with and evolve traditional techniques

EXPRESSION Students at this level enjoy celebrating the poetics of the art-creation process and develop an ownership of the poetic nature of art.

CONCEPTS Production and performance

SKILLS Collaborate as a class to select a play to produce and perform for the Sequoyah community; participate in an area of production or performance:

Backstage Construct and run all aspects of production; explore directing and stage management; create sets; collaborate on costume, prop, and sound design

On-Stage Work as an ensemble to perform, while exploring various acting techniques, dramatic structure, and stage conventions; learn vocal and movement exercises

CONCEPTS Geology; culture; leadership; sustainability

SKILLS Study geological formations and features in the field; plan for and independently manage logistical aspects of two ten-day trips; create maps; collect data

PLACE-BASED LEARNING Students venture on two 5- to 10-day trips, during the fall and late spring. They work together to choose places to visit by train in the Southwest: Northern California, the Rockies, and/or the Oregon coast. Trips focus on ecology, geology, and culture, as students visit wilderness areas and native communities. Students take on more advanced levels of independence and are responsible for plans, budgets, physical campsites, and many logistical aspects of the trips.

CONCEPTS Leadership and service

SKILLS Practice composting, planting, weeding, watering, and harvesting; teach younger students these skills

CONCEPTS Rules and skills for sports: soccer, basketball, team handball, volleyball, football, and Ultimate; cardiovascular conditioning, including core-strength development; principles of sportsmanship, fair play, and gender balance

SKILLS Use and communicate game rules and strategy; practice skills for each sport; continue conditioning and flexibility exercises