

## 5TH GRADE

## 6TH GRADE

## 7TH GRADE

## 8TH GRADE

### ESSENTIAL QUESTIONS

- Why do different groups of people immigrate to the United States?
- How do geography and resources affect the economy, politics, and social organization of a nation?
- What did it mean to become an independent United States? And what did it mean to be an American?
- How are borders and sovereignty fluid?
- When should an individual take a stand in opposition to something they don't agree with?

- How does the environment influence human migration, how people live, and the development of societies?
- How do we create systems to connect people as groups?
- How do we as a society interact when we have different priorities?
- What is a civilization? Who decides what is a civilization?
- What happens when the belief systems of a society and a group of individuals come into conflict?

- Why do societies become interconnected?
- What are the ways people of different cultures interact? What are the effects of their interactions?
- What impact does human expansion have on the environment?
- What is power?
- What is an individual's responsibility to the community, as well as the community's responsibility to the individual?

- What does freedom mean to different groups of people?
- How does the expansion of a nation state impact diverse groups within a society?
- Who is considered an American?
- How do we eliminate racism?

### TOPICS

- Making a New Nation
- The Land and People before Columbus
- Age of Exploration and Encounters between Europeans and Native Americans
- Cooperation and Conflict in North America
- Settling the Colonies
- Evolution of the Labor System in the Colonies
- The Road to War
- The Development and Significance of the U. S. Constitution
- New Nation's Westward Expansion and the Impact on Indigenous Environments and Resources

- World History and Geography: Ancient Civilizations
- Early Humankind and the Development of Human Societies
- The Early Civilizations of Mesopotamia, Egypt, and Kush
- The Ancient Israelites (Hebrews)
- Ancient Greece
- The Early Civilizations of India
- The Early Civilizations of China
- The Development of Rome

- World History and Geography: Medieval and Early Modern Times
- The World in 300 CE
- Rome and Christendom, 300-1200
- Southwestern Asia, 300-1200: Persia and the World of Islam
- South Asia, 300-1200
- East Asia, 300-1300: China and Japan
- The Americas, 300-1490
- West Africa, 900-1400
- Sites of Encounter in the Medieval World, 1150-1490
- Global Convergence, 1450-1750
- The Impact of Ideas, 1500-1750

- United States History and Geography: Growth and Conflict
- The Development of American Constitutional Democracy, 1776-1788
- Envisioning a New America, 1788 - early 1800s.
- The Divergent Paths of the American People, 1800-1850
- The Causes, Course of, and Consequences of the Civil War
- The Rise of Industrial America, 1877-1914

### HIGHLIGHTS

- Alcatraz Uncovered: The historical context of national events and their impact on Alcatraz
- California Historical Society
- Tour of The California State Capitol
- Angel Island Immigration Station

- Investigating artifacts: archaeology
- Full Belly Farm - agriculture study
- Phoebe A. Hearst Museum of Anthropology
- Rosicrucian Egyptian Museum
- Places of worship: Buddhist, Jewish, etc
- Creation of ancient site to scale, including demonstration of technology used to build
- Industrial arts at The Crucible

- Chinese Historical Society
- Islamic Society of San Francisco
- Iranian and Persian cultural organizations
- Schooner trip on SF Bay
- Ashland Shakespeare Festival
- Marine ecology trip

- Trip to Washington DC
- Meet and interview a local or state representative
- Follow a bill through Congress
- Civil War fort on Angel Island

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### ESSENTIAL QUESTIONS

- How do we use different types of writing to communicate ideas?
  - How do writers gather and organize relevant information?
  - How do you know which resource materials to use?
  - How do readers distinguish between relevant and irrelevant non-fiction text?
  - How does historical fiction provide a perspective into real life?
- What can we learn from characters about the people around us?
  - How does writing help us think and express ourselves?
  - Which experiences shape our sense of ourselves?
  - How can I communicate the importance of my experience?
  - What is my point of view?
- How does expressive reading and writing support the development of personal and social identity?
  - Why is the ability to read and write informational pieces essential to function in the world?
  - How is language used to influence perspectives, decision making, and actions?
  - How do personal and social identities change as a result of research and the exchange of information and ideas?
  - What are the major differences between a modern drama and a Shakespearean drama?
- How does writing reflect personal experiences?
  - Which has more benefits: writing a persuasive letter or trying to convince someone verbally?
  - What effect, if any, does the writing purpose have on organizational structure?
  - What is the impact of the First Amendment on the press and how does it impact student journalism?

### TOPICS

- Explore history through novels and research
  - Investigate relationships and perspectives through the writing of personal narratives
  - Manage nonfiction sources, including primary and secondary materials
  - Comprehend and synthesize multiple texts and other sources
  - Research-based argumentative essay
  - Find and cite evidence to support opinions regarding text
  - Research reports
  - Media literacy: evaluating online sources
- Thesis based personal essay
  - Writing personal narratives
  - Writing literary essays
  - Non-fiction topic of personal interest to research for an informative speech
  - Root words, prefixes, suffixes, Latin cognates
  - Literary devices - metaphor, simile, imagery, symbolism, and hyperbole
  - Analyzing text organization
  - Media literacy: taking responsibility for your online presence
- Multimedia presentations
  - Analyzing online sources
  - Writing realistic fiction
  - Literary essays
  - Research-based argumentative essays
  - Shakespeare
  - Citation formats
  - Media literacy: What is “fake” news?
- Investigative journalism
  - Literary essays
  - Position papers: research and argument
  - Multimedia presentations
  - Analyzing informational texts with conflicting information
  - Analyzing the craft and structure of poems and fiction
  - Appreciating literature through Newbery Medal Award books - book fair presentations to school community

### HIGHLIGHTS

- Create high quality keepsake book for their kindergarten buddy
  - Research report fair: presenting to the community
  - Digital publishing of essays
- Digital publishing of narratives
  - Publish a school newspaper
  - Soap box project: public speaking on topic chosen and researched by student
- Ashland Shakespeare Festival
  - Publish a class literary magazine
  - Create and maintain Crestmont student website on students’ favorite books
- Capstone project - written, multimedia, oral presentation
  - Writing for social activism
  - Create and maintain a website of every day local heroes and changemaking efforts
  - School yearbook

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### ESSENTIAL QUESTIONS

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| <ul style="list-style-type: none"> <li>• What can affect the relationship between numbers?</li> <li>• How does multiplying fractions relate to real world problems?</li> <li>• What patterns occur in our number system?</li> </ul> | <ul style="list-style-type: none"> <li>• Why are numbers and operations represented in many different ways?</li> <li>• Why do we need both decimals and fractions?</li> <li>• How do you decide when it's appropriate to use factors and multiples?</li> </ul> | <ul style="list-style-type: none"> <li>• Why do we have negative numbers?</li> <li>• What are some real world applications for fractional operations?</li> <li>• Why are there so many different forms of numbers to represent the same value?</li> </ul> | <ul style="list-style-type: none"> <li>• What makes a solution reasonable?</li> <li>• Why is it useful to represent situations in different ways?</li> <li>• Which is better to base choices on, experimental or theoretical probability?</li> </ul> |
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### TOPICS

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| <ul style="list-style-type: none"> <li>• Decimals - place value and all operations</li> <li>• Volume</li> <li>• Fractions - all operations</li> <li>• Geometry - 2D figures</li> <li>• Coordinate graphing</li> <li>• Measurement &amp; data</li> <li>• Fluency with whole number operations</li> </ul> | <ul style="list-style-type: none"> <li>• Ratio and proportional relationships</li> <li>• Applying decimals and fractions to solve problems</li> <li>• Number theory and rational numbers</li> <li>• Use of variables in equations</li> <li>• Statistics and probability</li> <li>• Coordinate planes</li> <li>• Geometry - area, surface area, and volume</li> <li>• Fluency with using operations to solve problems</li> </ul> | <ul style="list-style-type: none"> <li>• Applying understanding of ratio and proportion to solve problems</li> <li>• Expressions and equations</li> <li>• Understanding integers</li> <li>• Probability and statistics</li> <li>• Plane geometry - area, perimeter, angles, symmetry</li> <li>• Solid geometry - surface area, volume, and properties of solids</li> </ul> | <ul style="list-style-type: none"> <li>• Linear equations</li> <li>• Functions</li> <li>• Area and Pythagorean theorem</li> <li>• Polynomials</li> <li>• Scale and geometric constructions</li> <li>• Quadratic equations and functions</li> </ul> |
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### HIGHLIGHTS

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| <ul style="list-style-type: none"> <li>• How were free states and slave states represented in Congress?</li> <li>• How much of what you see in the media is advertising?</li> </ul> | <ul style="list-style-type: none"> <li>• How do the rules of an election affect who wins?</li> <li>• Design a playground for new campus</li> </ul> | <ul style="list-style-type: none"> <li>• Do taller Olympic sprinters have an unfair advantage?</li> <li>• How have temperatures changed around the world?</li> </ul> | <ul style="list-style-type: none"> <li>• Are solar panels worth the cost?</li> <li>• Create simple video game: apply translations, rotations, reflections, and dilations to solve a simple game</li> </ul> |
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### ESSENTIAL QUESTIONS

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| <ul style="list-style-type: none"> <li>• What are the ways matter can change?</li> <li>• Can new substances be created by combining other substances?</li> <li>• How does water move around and through the world?</li> <li>• What is energy? How do we use energy?</li> <li>• How do we observe things moving in the universe?</li> <li>• How does matter/energy cycle through ecosystems?</li> </ul> | <ul style="list-style-type: none"> <li>• What makes up our solar system and universe?</li> <li>• How does the earth's movement through the solar system affect us?</li> <li>• How has life on Earth changed over time?</li> <li>• What geologic activity happens on Earth's surface?</li> <li>• How does the atmosphere change and how does that cause weather?</li> <li>• How do people use the Earth and how does our use affect it?</li> </ul> | <ul style="list-style-type: none"> <li>• How do organisms evolve?</li> <li>• How and why do living things reproduce?</li> <li>• How do living things interact to survive?</li> <li>• What do living things need?</li> <li>• What are the building blocks of life?</li> <li>• How are living things organized?</li> </ul> | <ul style="list-style-type: none"> <li>• Why do different kinds of matter act the way they do?</li> <li>• How and why do objects move?</li> <li>• How does energy transfer?</li> <li>• How do scientists use models?</li> <li>• How do scientists think?</li> <li>• What are waves?</li> </ul> |
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### TOPICS

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| <ul style="list-style-type: none"> <li>• Conservation of matter and energy</li> <li>• Alchemy</li> <li>• Density and measurement</li> <li>• Water as a resource, water cycle</li> <li>• Sources of alternative energy</li> <li>• Types of energy and transformations</li> <li>• Nutrient cycles and food chains</li> <li>• The scientific method</li> </ul> | <ul style="list-style-type: none"> <li>• Life cycle of stars</li> <li>• Origin and model of solar system</li> <li>• Mineral and rocks</li> <li>• History of life on Earth</li> <li>• Earthquakes and volcanoes</li> <li>• Weather and climate</li> <li>• Climate change</li> <li>• Weathering, erosion, and landslides</li> <li>• Rocks, minerals, and mining</li> <li>• History of science</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence for evolution</li> <li>• Natural selection</li> <li>• DNA, genes, and sources of genetic variability</li> <li>• Reproduction</li> <li>• Populations, communities, and ecosystems</li> <li>• Characteristics of living things</li> <li>• Cells</li> <li>• Body systems</li> <li>• Survey of life</li> <li>• Science ethics</li> </ul> | <ul style="list-style-type: none"> <li>• Matter and its interactions</li> <li>• Motion and stability</li> <li>• Experimental design</li> <li>• Newton's Laws</li> <li>• Magnetic and electrical forces</li> <li>• Mathematical models of explaining waves</li> <li>• Light and sound</li> </ul> |
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### HIGHLIGHTS

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| <ul style="list-style-type: none"> <li>• Terrariums</li> <li>• Alternative energy project</li> <li>• Rube Goldberg device</li> </ul> | <ul style="list-style-type: none"> <li>• Create solar system model</li> <li>• Astronomy Night and/or visit Chabot</li> <li>• Making fossils and stream models</li> <li>• Scaled geologic timeline project</li> <li>• Project Mare Islands curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Visit to CA Academy of Sciences</li> <li>• Optional dissections</li> <li>• Disease reports</li> <li>• Marine ecology overnight at Ft. Ross</li> </ul> | <ul style="list-style-type: none"> <li>• Visit to Exploratorium</li> <li>• Amusement park physics</li> </ul> |
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### ESSENTIAL QUESTIONS

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| <ul style="list-style-type: none"> <li>• What should I do in my head when trying to learn a language?</li> <li>• How can I express myself when I don't know the words of the target language?</li> </ul> | <ul style="list-style-type: none"> <li>• What am I afraid of when speaking the language?</li> <li>• How can I overcome my hesitancy?</li> </ul> | <ul style="list-style-type: none"> <li>• How does learning another language change my view of the world?</li> <li>• How can learning a another language enrich my life?</li> </ul> | <ul style="list-style-type: none"> <li>• How can I explore and describe cultures without stereotyping them?</li> <li>• What cultural lessons can another language show me?</li> </ul> |
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### TOPICS

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| <ul style="list-style-type: none"> <li>• Verbs: present tense; -ar, -er, -ir verbs</li> <li>• Vocabulary: directions, cognates, family, foods</li> <li>• Grammar: noun-adjective-article agreement</li> <li>• Spelling</li> <li>• Culture and Geography: understanding Mexican influence in the U.S.</li> </ul> | <ul style="list-style-type: none"> <li>• Verbs: past tense</li> <li>• Vocabulary: ordering at a restaurant, schedules, clothing, likes and dislikes</li> <li>• Grammar: questions, writing a string of sentences</li> <li>• Spelling</li> <li>• Culture: Central American and Caribbean</li> </ul> | <ul style="list-style-type: none"> <li>• Verbs: past, present, future</li> <li>• Vocabulary: travel, music, sports</li> <li>• Grammar: writing paragraphs</li> <li>• Spelling</li> <li>• Culture: South American</li> </ul> | <ul style="list-style-type: none"> <li>• Verbs: irregular</li> <li>• Vocabulary: meeting people, shopping, asking for help</li> <li>• Grammar: writing an essay</li> <li>• Spelling</li> <li>• Culture: European</li> </ul> |
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### HIGHLIGHTS

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| <ul style="list-style-type: none"> <li>• End of year choral performance in Spanish and ASL</li> <li>• Make a piñata for party organized for grades K-2</li> <li>• Order a meal in Spanish at a local restaurant</li> </ul> | <ul style="list-style-type: none"> <li>• Preparing a Central American meal for the school, inviting parents, all marketing is done in Spanish</li> <li>• Fashion show done in Spanish</li> </ul> | <ul style="list-style-type: none"> <li>• Write books with illustrations all in Spanish, and share with younger grades (with dramatic performances)</li> <li>• Study South American poetry and share at National Poetry Day</li> </ul> | <ul style="list-style-type: none"> <li>• Emailing with pen pals in Spanish</li> <li>• Present a bilingual play to school community</li> </ul> |
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ESSENTIAL QUESTIONS

**MAKING, PRACTICING**

- What does the artistic process look like?
- How do I solve problems as I move through an art project?
- How do we define success in art?
- Does art have to be about something?

**INTEGRATING, COLLABORATING**

- Does art have to be permanent to make an impact?
- Can we design a world that's more in harmony with nature?
- Can art be something that others can participate in?
- How can we integrate art with our world?

**LOOKING OUTWARD**

- What's my perspective?
- How can I use metaphors in my work?
- How do I communicate clearly with an image?
- How can I see the world through an artist's eyes?

**LOOKING INWARD**

- Can art ask questions?
- Where do artists find inspiration?
- What do I do with feedback from peers?
- How do I find my own voice as an artist?

TOPICS

- Shading, creating dimension, perspective
- Still life
- Dry brush, wet brush techniques
- Joining clay, finishing surfaces
- Chuck Close

- Green/environmental design - Friedensreich Hundertwasser and Frank Lloyd Wright
- History of murals in the Mission
- Creating a work that others can participate in
- Impermanent pieces - Vic Muniz
- Tattoos?

- Framing your world
- History of photography
- Editing a photograph
- Editing a series
- Composite image making: David Hockney
- Wabi-sabi

- Art as political commentary - Banksy
- Mimicking style/process as a way of learning
- Designing and completing a final project
- Graphic design

HIGHLIGHTS

- Continue work on the Crestmont mural
- Painting on canvas
- Coil and slab construction - clay
- Working large - fall installation
- Annual self-portrait: Chuck Close

- Mural in the community - greenway
- On-site sculpture - clay
- Wings and portraits for Crestmont
- Building design
- Annual self-portrait: chocolate

- Pinhole cameras
- Camera obscura
- Bookmaking: photography
- Cyanotypes
- Annual self-portrait: photo

- Case study of an artist
- Opinion piece: poster
- Independent project
- SFMOMA
- Annual self-portrait: printmaking

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### ESSENTIAL QUESTIONS

#### INTRO TO THEATER

- What is theater? Why do we do it?
- What elements make a scene effective and engaging?
- How do we use/control our bodies and voice to portray meaning/emotions in daily life?

#### THEATER AROUND THE WORLD

- How did the environment influence theater in various cultures around the world?
- What do different culture's theater arts have in common and how are they different?
- What is the role of theater in various cultures?

#### SELF-EXPLORATION THROUGH THEATER

- How do I see myself? How do others see me? How are these two images the same and different?
- How do I control how others see me? How do I want to be seen?
- How do actors portray the inner and outer aspects of a character?

#### POLITICAL THEATER

- What elements make a play engaging, effective?
- What is the goal of a play?
- What is the role of dramatic arts in the human experience?
- How can theater be used as a vehicle for change?

### TOPICS

- Introduction to different types of performing arts and specifically types of theater
- Introduction to the actor's use of their body and voice as an instrument
- Introduction to the basics of modern theater forms in production

- Study of various forms of theater through history and throughout the world
- Study of short stories
- Connection to visual arts throughout the world

- Character studies
- Preparing a character for performance including subtext
- Using stories to show a piece of who we are
- Host Crestmont's own "The Moth Story Hour"

- History of theater overview
- Playwrite studies
- Introduction to political theater

### HIGHLIGHTS

- Production of a collection of scripted scenes

- Production of original mini-plays inspired by the study of world civilizations and theater history

- Production of original and scripted monologues that explore self-identity
- Ashland Shakespeare Festival

- Production of a full scale original political play

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### ESSENTIAL QUESTIONS

- What is sportsmanship and why is it important?
- How can your behavior and choices affect your learning and the learning of those around you?
- What does it mean to strive for excellence?
- Why do we have rules for sports?
- What does it mean to be a good teammate?

- How does communication affect cooperation?
- Why is it necessary to set fitness goals?
- What kind of focus do I need to improve at a skill?
- What can I learn from participating on a team?

- What does it mean to be a team player?
- How can you improve performance?
- What types of movement are fun?
- How can I pay attention to what my body is telling me?
- What does it mean to be an athlete?

- How can I encourage teammates?
- How can I push myself in positive ways?
- What messages does the media give us about athletes and sports?
- What are my physical limits?

### TOPICS

- Benefits of warm ups and cool downs
- Aerobic vs anaerobic exercise
- Importance of daily exercise
- Introduction to healthy nutrition
- Soccer - introductory skills and strategy
- Basketball - introductory skills and strategy
- Volleyball - introductory skills and strategy
- Cross country - introductory skills and strategy

- Heart rate monitoring RPE (Rate of Perceived Exertion)
- Determining a workout's level of intensity based on personal baseline
- International games, i.e. cricket, gola, etc.
- Nutrition for energy and fitness
- Field hockey - introductory skills and strategy
- Ultimate frisbee - introductory skills and strategy
- Track and field - introductory skills and strategy
- Handball - introductory skills and strategy

- Core workouts
- Personal fitness choices
- Teamwork and communication
- Individualized healthy eating choices
- Soccer - intermediate skills and strategy
- Basketball - intermediate skills and strategy
- Volleyball - intermediate skills and strategy
- Cross country -intermediate skills and strategy

- Outdoor skills for camping and backpacking
- Personal fitness interests and goals
- Media and body image
- Personalized workouts
- Field hockey - intermediate skills and strategy
- Ultimate frisbee - intermediate skills and strategy
- Track and field - intermediate skills and strategy
- Handball - intermediate skills and strategy

### HIGHLIGHTS

- Survey and interview adults re: daily exercise
- Movie Pelada - soccer around the world
- Experiments with sugar in processed foods

- After-school team sports start
- Pair projects - designing and presenting P.E. warm-ups
- Sending a group to local 5k race

- Teach new international games to rest of school - field day at end of school year
- Presidential FitnessGram
- Personal fitness logs

- TV sports ads - analysis and presentations
- Backpacking trip
- Lead adult vs. student kickball fundraising game

Crestmont School will offer team sports that meet after school and compete with other EBISA schools. Here's the tentative schedule:

Fall - Co-ed cross-country  
 Winter - Boys basketball; Girls basketball  
 Spring - Co-ed track and field; Co-ed ultimate frisbee



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ESSENTIAL QUESTIONS

- How do I express myself as a musician?
- How can I express my unique musical ideas?
- How do we experience music?

- What makes music popular?
- How does music reflect the culture and time from which it comes?

- How do musicians (past and present) express feelings and ideas?
- What makes a song last a lifetime?

- Where does the control of an ensemble originate?
- What is my personal relationship to music?
- What makes great musical art?

TOPICS

- Elements of music (melody, harmony, tempo, dynamics)
- Sight singing
- Performance practice etiquette
- Bluegrass, blues and shape note singing, in the historical and cultural context
- Songs of social justice
- Overview of the Orff-Schulwerk Approach

- Continued study of elements of music (form, tone color, style)
- Harmony and part work
- Latin American music and salsa dancing in a historic and cultural context
- Songs of social justice

- Harmony, part work, and expression
- Harmonies of Bach, Chopin
- Advanced sight singing
- European medieval renaissance music and dance in the cultural and historic context
- Songs of social justice

- Overview of 20th century American music, foundations of jazz, blues, rock, funk, r&b and hip hop
- Advanced harmonic progressions
- Scat singing
- Songs of social justice
- Jazz as the culmination of all styles studied
- Music of the African Diaspora

HIGHLIGHTS

- Introduce larger instrument of the recorder family
- Crestmont band - opportunity to integrate band instruments studied outside school
- Middle school chorus starts

- Field trip to salsa club
- Salsa dance lessons

- Study of specific composers
- Field trip to an early music concert

- Field trip to a jazz concert
- Annotated timeline of 20th century American music

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ESSENTIAL QUESTIONS

- What is mentorship?
- How can I use mentorship?
- What is nature?

- How do I fit into a group?
- What do I need from a group to feel safe?
- What are my values?
- How do I connect with nature?

- What does it mean to come of age?
- What is leadership?
- How can I best represent my values?
- How can nature be my guide?

- How can I support my community?
- How do people best listen to others?
- How do I want to celebrate my transition into high school?
- How is my community embedded in nature?

TOPICS

- Nature skills
- Introduction to council structure
- First overnight
- Solo time in nature

- Being an ally
- Restorative Justice Circles
- Friction fire and fire tending (camping trip)

- Becoming a mentor to others
- Backpacking skills

- Community engagement
- Basic Wilderness First Aid
- Transitions into high school

HIGHLIGHTS

- Social skills games
- Westminster Woods Challenge Course

- Mindfulness
- Non-violent communication
- Identity project

- Study of global coming of age rituals
- Case study of a changemaker
- Overnight hike in Point Reyes

- Mentoring 4th graders to support their transition to middle school
- Self-chosen community service project
- 12-hour solo time on camping trip

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OVERNIGHT TRIPS

- Westminster Woods Challenge Course (3 nights) - Finding your growth zone, team building, reflection and debriefing skills

- Full Belly Farm (1or 2 nights) - investigating agriculture and its relationship to migration, commerce, and the environment
- Backpacking in the Sierras (2 nights) - stargazing and our solar system

- Ashland Shakespeare Festival (2 nights) - performance of Shakespearean play students read, and one contemporary play
- Ft. Ross Marine ecology (1 night) - hands-on learning about marine biology, including data collection protocols and scientific analysis

- Washington DC (1 week) - National Archives, Smithsonian, Capital Hill, Supreme Court, monuments and memorials
- Backpacking in the Sierras (4 nights) - This trip will provide the opportunity for 8th graders to focus on their leadership skills and their relationship with nature. Students will also have time for reflecting on their goals for their final year at Crestmont.

DAY TRIPS

- Alcatraz Uncovered: The historical context of national events and their impact on Alcatraz
- California Historical Society: Western overland travel
- Tour of California State Capitol: historic legislation in the national context
- Ordering lunch at a Spanish speaking restaurant

- Phoebe A. Hearst Museum of Anthropology
- Rosicrucian Egyptian Museum
- Places of worship: Buddhist, Jewish, etc
- The Crucible - ancient civilization and tools
- East Bay murals: art field trip to prepare for creating a mural on the Greenway

- Chinese Historical Society
- Islamic Society of San Francisco
- Iranian and Persian cultural organizations
- Schooner trip on SF Bay

- Civil War fort on Angel Island
- Federal elected official's local office
- Exploratorium
- Amusement park physics
- SFMOMA

# 5TH-6TH GRADE SAMPLE WEEK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM – 8:20 AM	MORNING MEETING	MORNING MEETING	MORNING MEETING	MORNING MEETING	MORNING MEETING
8:20 AM – 9:30 AM	<b>MATH</b> <ul style="list-style-type: none"> <li>Applying concept of least common multiples using number lines</li> </ul>	<b>MATH</b> <ul style="list-style-type: none"> <li>Participate in Math Congress to understand factors and multiples - peer review, justify and defend explanations</li> </ul>	<b>MATH</b> <ul style="list-style-type: none"> <li>Discover common denominator algorithm for dividing fractions by modeling various expressions</li> </ul>	<b>MATH</b> <ul style="list-style-type: none"> <li>Compare two common algorithms for dividing fractions: common denominator and invert-and-multiply</li> </ul>	<b>MENTORING</b> <ul style="list-style-type: none"> <li>What do I need from the group to feel safe?</li> <li>Introduction to “council” format.</li> </ul>
9:30 AM – 10:00 AM	<b>HUMANITIES</b> GEOGRAPHY <ul style="list-style-type: none"> <li>Mapping the Middle East for last 2000 years</li> </ul>	<b>HUMANITIES</b> WORD STUDY <ul style="list-style-type: none"> <li>Latin prefixes and suffixes</li> </ul>	<b>HUMANITIES</b> HISTORY <ul style="list-style-type: none"> <li>Mesopotamia as an agrarian society - the preconditions and results</li> </ul>	<b>HUMANITIES</b> WORD STUDY <ul style="list-style-type: none"> <li>Latin prefixes and suffixes</li> </ul>	<b>HUMANITIES</b> HISTORY <ul style="list-style-type: none"> <li>Informational text on Sumerian religion</li> </ul>
10:00 AM – 11:00 AM	<b>HUMANITIES</b> READING <ul style="list-style-type: none"> <li>Ancient mythology of Middle East</li> </ul>	<b>HUMANITIES</b> READING <ul style="list-style-type: none"> <li>Read myths and begin compare and contrast essay</li> </ul>	<b>HUMANITIES</b> READING <ul style="list-style-type: none"> <li>Informational texts on modern hunter-gatherer peoples; note taking for oral presentation</li> </ul>	<b>HUMANITIES</b> WRITING <ul style="list-style-type: none"> <li>Narrative style - myths</li> </ul>	<b>HUMANITIES</b> WRITING <ul style="list-style-type: none"> <li>Myths continued</li> </ul>
11:00 AM – 12:00PM	<b>HUMANITIES</b> WRITING <ul style="list-style-type: none"> <li>Literary essay - in what ways do these myths relate to life today?</li> </ul>	<b>HUMANITIES</b> MEDIA LITERACY <ul style="list-style-type: none"> <li>What is a good digital citizen? Start partner research and presentations</li> </ul>	<b>VISUAL ARTS</b> <ul style="list-style-type: none"> <li>Introduction to Chuck Close</li> <li>Begin work on initial sketch</li> </ul>	<b>DRAMA</b> <ul style="list-style-type: none"> <li>Physical and vocal warm ups</li> <li>Theme - finding character</li> </ul>	<b>HUMANITIES</b> RESEARCH & WRITING <ul style="list-style-type: none"> <li>Begin research for multimedia presentations in response to essential question: How is folklore simultaneously revealing and limiting?</li> </ul>
12:00 PM – 1:00 PM	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 PM – 2:00 PM	<b>SPANISH</b> <ul style="list-style-type: none"> <li>Past tense verbs: to go, to take, to give, to eat, to pay</li> </ul>	<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Characteristics of matter: carbon dioxide and its role in climate change</li> </ul>	<b>GARDENING</b> <ul style="list-style-type: none"> <li>Planting greens for fall Harvest Festival</li> </ul>	<b>SPANISH</b> <ul style="list-style-type: none"> <li>Students retell, write, and present skits</li> </ul>	<b>P.E.</b> <ul style="list-style-type: none"> <li>Begin field hockey and field handball unit</li> </ul>
2:00 PM – 3:00 PM	<b>MUSIC</b> <ul style="list-style-type: none"> <li>Why do we like the music we like? Begin exploration of melody in old time and current pop music</li> </ul>	<b>P.E.</b> <ul style="list-style-type: none"> <li>Introduce nutrition, healthy eating, and hydration for fitness</li> </ul>	EARLY DISMISSAL	<b>MUSIC</b> <ul style="list-style-type: none"> <li>Students learn to play “Barbara Allen”</li> <li>Explore current pop song of student’s choice</li> </ul>	<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Experiments with carbon dioxide (dry ice)</li> </ul>