

First Grade Curriculum Guide

Our Mission as a Friends School

A handbook of the curriculum will always be a ‘work in progress,’ a phrase that describes many aspects of schools with dynamic vision. We invite your comments so that we can continue to provide a clear and useful guide.

The curriculum at The Friends School of Atlanta is guided by the mission statement, which embodies Friends values (testimonies), and by developmentally appropriate practice. We believe that in educating children we are guiding them toward an awareness and appreciation of their own uniqueness. For this reason, our curriculum is concerned with all aspects of human development: intellectual, moral, aesthetic, physical, social and emotional. The process by which children learn is as important to us as what they learn.

Academic excellence is the ultimate goal, as we help each child discover the full range of her or his abilities. Teaching new ideas and skills helps us attain that goal by providing a link between the child’s present interests and abilities and his or her innate capacities. We want our students to appreciate that knowledge and understanding open countless possibilities for their lives. In the words of William Damon, Professor at Brown University, and nationally renowned thinker on the moral development of children:

Children do best—intellectually, personally, morally—when they are striving for excellence. Any activity that encourages children to strive for excellence will enhance their motivation to learn, and any instruction that shows them how to achieve excellence will advance their competence. Children are inspired, not stressed, when faced with challenging tasks. They crave the chance to achieve something meaningful.

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STUDENTS WILL LEARN ABOUT

- The six Quaker testimonies, Simplicity, Peace, Integrity, Community, Equality, Stewardship (SPICES), orally and through art and literature
- The purpose of Silent Meeting
- The “inner light” or “that of God” in each of us

STUDENTS WILL HAVE OPPORTUNITIES TO EXPERIENCE AND TO PRACTICE

SILENCE

- Have strategies for settling into silence
- Use silence to reflect
- Use silence as part of conflict resolution
- Understand silence as something other and more than the absence of sound

SIMPLICITY

- Recognize that sometimes the simple solution can be the best solution and learn to look for the simple solution

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PEACE

- Show awareness of the gift of thought and its power to create a happier and more peaceful life through actions, speaking and art
- Identify the physical and emotional feelings of being at peace
- Know and use strategies to restore personal peace
- Identify and express a range of emotions
- Use “I” statements in negotiating conflict
- Listen without interruption to someone else’s story/perspective
- Take responsibility for one’s words and actions
- Make and accept apologies
- Seek help at the appropriate time
- Walk away to disengage

INTEGRITY

- Show awareness of one’s “healthy core” of good feelings, making good choices and understanding ourselves and others through actions, speaking and art
- Recognize the connection and/or gap between personal values and actions
- Take responsibility for one’s words and actions
- Embrace the courage to tell the truth regardless of consequences

COMMUNITY

- Make agreements for peaceable cooperation within a community
- Problem-solve with the needs of the group in mind along with the needs of the self
- Act to assist and/or care for people in need

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EQUALITY

- Know how to respond when people are put-down or called names

STEWARDSHIP

- Make use of daily habits that maintain the school facility and materials

The Early Elementary Schooling Approach

Using developmentally appropriate practice, teachers allow children time to grow, explore, and discover. Our program meets varied learning styles by integrating a traditional learning model, in which teachers present skills, information and ideas directly to students, with a progressive model, in which teachers engage students in activities and processes to strengthen the child's abilities and skills. In a supportive and noncompetitive atmosphere, children develop as writers, speakers, readers and thinkers. Students conduct research, calculate, experiment, compute and solve problems. Our classrooms and outdoor gardens and habitat provide a stimulating environment so that experiential learning can take place.

Our curricula progress through a recurring spiral movement; that is, students are introduced to a broad range of topics, materials and skills, through which they cycle several times. In math, for instance, students work with geometrical and algebraic concepts at the same time as they learn arithmetical facts.

The curriculum allows them to spiral around through these concepts again and again while developing mastery. In science, students may use the same skills in different units and in successive years, but expectations of breadth, depth and performance are different. At specified places and times in the program, teachers know when to expect mastery of particular skills.

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The advantages of this approach within developmentally appropriate practice are numerous. It allows for more individualized instruction, since students can follow the spiral and develop at their own pace. For some, the light bulb will glow the first time through the unit, for others the third, for others, the fifth. For the student who has the “aha” experience the first time around, the next time, more challenging objectives are presented and expectations for that student are greater. This approach allows for a more coherent learning experience, because the unit can develop in an inclusive and connected fashion, rather than through isolated learning blocks. And this model more closely resembles how a person actually learns, which is through immersion, assimilation and adaptation while scaffolding new concepts and information.

True to Quaker educational practice, a spiraling curriculum can be forgiving and noncompetitive. The nature of the world we live in requires that our students learn the value of cooperation and collaboration. We encourage them to learn from one another by working together on projects, by answering classmates’ questions and by listening to opinions, ideas and beliefs of others. The Friends School of Atlanta wants students to understand and appreciate that they are positive and powerful individuals living constructively within a community of learners.

In sum, as the school seeks to support the Quaker values of peace and equality, we are led to strive for diversity in its student body, faculty and staff. This belief calls for the community’s continued support for and understanding of the impact that such diversity has on communications, teacher practice and student learning and curriculum development. We resonate with the words of the late Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, and a prominent Quaker educator, in his last book, *The Basic School*:

The most essential ingredient of an effective school—the one idea that holds it all together—is best described by the simple word “connections.” An effective school connects people, to create community. An effective school connects curriculum to achieve coherence. An effective school connects classrooms and resources to enrich the climate. An effective school connects life to build character.

Academic Subjects

LANGUAGE ARTS

TEXT SELECTION

Textbooks

Handwriting Without Tears, Grade 1

Benchmark Writer's Workshop

Foundations Phonics Program

Friends' Values

Friends' values and FSA's mission reverberate through the language arts curriculum, promoting self-esteem and honor and respect for the voices, talents and styles of each student to realize Friends' belief in the unique worth and value of each individual. The values of equality and community guide the selection of texts, themes and materials used in classrooms. Teachers make sure that literature represents a variety of voices in our culture in order to reflect the diversity of cultures within our community as well as to encourage students to develop a global view of culture. Teachers are content conscious when choosing literature for students to read or to put in classroom and school libraries. Teachers carefully review in advance content that depicts or sanctions violence, disrespect or inequalities among people, genders, ethnic or racial groups and sometimes reject texts for these reasons. Or, teachers may decide to use a provocative text as a teaching tool to encourage students to thoughtfully consider and clarify values or to focus on creating the kind of world that would not harbor violence. Friends' values encourage a climate of respect for each child's developing voice. Paula Lawrence Wehmiller, former principal of the lower school at Wilmington Friends School, writes: "Here at a Friends school, there is a place for the expression of the spirit. It is available to teachers and to children to cope with the unexplained, the mysterious, the larger forces at work in our lives (from "The Miracle of the Bread Dough Rising")." Finally, at the Friends School of Atlanta, teachers frequently model for students how to honor other students' work and ideas, in accordance with Friends' values of integrity and equality. Listening respectfully, offering

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comments in a positive way and not comparing work with another student are all strategies that we commonly use in our classrooms to honor each person's thoughts, feeling and work.

KEY CONTENT THEMES

The mission of the language arts program is for children to become confident and capable communicators through effective writing, reading, listening and speaking. We fulfill this mission by building on students' talents, interests and experiences and providing opportunities for mastery of basic skills. We honor each child by individualizing expectations through differentiation of instruction and assessment, by incorporating high interest, culturally diverse literature and by recognizing a variety of communication styles. We aspire to instill in each learner a love of language that sustains a lifelong process of learning. The Friends School of Atlanta approaches a language arts curriculum through a balanced language program that includes phonics instruction, guided reading and rich language experiences. Developmentally appropriate instruction forms the core of the program. Skill-based activities and opportunities for dramatics and public speaking are provided to help students develop excellence in writing, reading, listening and speaking. The entire school strives to be a print-rich environment, with labels, posters and teacher- and child-made writings decorating the walls and class libraries. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects inform our practice.

LEARNING OBJECTIVES

The traditional skills of reading, listening, speaking and language arts (writing, spelling, grammar and handwriting) are taught in a developmentally appropriate manner to meet the varying levels of ability in each class. In the course of a day, students are involved in reading, language-based activities and phonics instruction.

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Reading

Friends School of Atlanta has adopted the “Reading Workshop” approach for teaching reading, authored by Lucy Calkins. We teach beginning readers decoding, phonics and sight words. Emergent readers also learn other strategies, such as context, syntax and picture clues, to decipher unknown words. Fluency in reading is a developing reading skill beginning in the early years. A typical reading period begins with a mini-lesson that introduces a specific skill or strategy followed by a period of independent, paired or small group reading with a teacher.. Teachers use mini-lessons to expose students to comprehension skills, new ideas, new vocabulary and elements of style.

Students will:

- Develop a love of reading and books
- Read every day at school
- Cultivate a knowledge and enjoyment of many types of literature: fiction, nonfiction, poetry, biography, folktales, legends, myths, mysteries and plays.
- Become proficient readers
- Develop comprehension abilities and critical and analytical skills to learn to read for information

Speaking

Effective speaking techniques are brought into the curriculum through opportunities to develop conversation, poetry reading, dramatic activities and public speaking. Students view the classroom as a place to share and collaborate, generating many opportunities for verbal interaction. Students learn how to be responsive listeners and speakers. Clarity of speech and focus of thought are emphasized. Dramatic or thematic celebrations provide a more public venue for showcasing verbal expression skills and students take pride in their accomplishments before an audience of other classes and/or parents. Some classrooms begin the day with singing, which develops a child’s ear for musical language as well as the speaking qualities of rhythm, inflection, volume, articulation and pacing. Oral reports about books and projects allow students to practice proper body language and eye contact when addressing a group. Tone of voice, volume, pacing and inflection are speaking skills taught at various points in the elementary program, with a view toward truthful and kind communication.

Students will:

- Use speech to vocalize needs and communicate effectively and appropriately in different situations

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- Learn oral language skills including articulation, inflection, volume and tone of voice
- Express ideas, thoughts and opinions in discussions
- Be provided opportunities for experiential learning through a range of expressive roles: retelling stories, reciting poetry, role-playing, group and individual oral reading, dramatics, oral presentations and public speaking

Listening

Throughout the day, students are actively learning about the power of language. Listening to other's opinions and learning to comprehend oral material are accomplished through group discussion and written reflection. Sequence of events, details about setting, plot and characters and point of view are encouraged by asking students to recall and retell what they have heard or read. Cooperative work in small and large groups encourages listening to and negotiating or accepting another point of view as students find ways to move ahead with their projects.

Students will:

- Use active listening skills with peers and adults in small and large group settings
- Use listening activities to develop an appreciation for point of view, perspective, oral literature and shared writing
- Use listening to follow directions and to develop attention span

Language Arts, Writing, Spelling, and Handwriting

The Kindergarten through sixth grades unify the teaching of grammar, usage and mechanics with the Benchmark Writer's Workshop. The content expands from one grade level to the next, with new information building on previously learned material. The curriculum supports students at all stages of writing from the beginning writer to the more advanced writer. Teachers guide students in the writing process through modeling. Mini lessons are presented to help the students learn how to create organize and communicate ideas. Books are read to provide examples of the types of writing with the goal of aiding students in generating thoughts and ideas. Writing is a fluid, inventive process. Students developing writing skills rarely move from one discrete stage of the process to another, and often they do not go through each stage with every piece of writing. The Friends School of Atlanta uses what is known among

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educators as the process-writing approach with 5 stages: pre-writing, drafting, revision, editing and publishing. Spelling is an integral part of writing and language arts. Our youngest children begin writing creatively using inventive or temporary spelling to facilitate fluency. Temporary spellings allow children to write down the sounds of the words they don't know without losing track of their thoughts. Beginning in first grade, students are introduced to conventional spelling rules and word patterns along a developmental continuum from vowel sounds to classical roots and affixes. We teach handwriting (pre-K through 4th) with the *Handwriting Without Tears* © curriculum.

Students will:

- Think of themselves as writers and authors.
- Use a process approach when writing and publishing.
- Use grammatical constructions and spelling rules through skill-focused writing.
- Feel a sense of ownership and authorship through a “real-world” product (i.e. individual or group publication).
- Practice writing on selected topics after researching (reading for information).

SKILLS

Reading

Students will:

Reading Foundational Skills

Print Concepts

- Demonstrate understanding of the organization and basic features of print
 - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
 - Copy and generate own written words and sentences

Phonological Awareness

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- Demonstrate understanding of spoken words, syllables and sounds (phonemes)
 - Count, pronounce, blend and segment syllables in spoken words
 - Blend and segment onsets and rimes of single-syllable spoken words
 - Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (not including CVCs ending with /l/, /r/)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
 - Distinguish long from short vowel sounds in spoken single-syllable words
 - Orally produce single-syllable words by blending sounds (phonemes), including beginning and ending consonant blends
 - Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Phonics and Word Recognition

- Knowing and applying grade level phonics and word analysis skills in decoding words
 - Use the spelling- sound correspondences (graphemes) for common consonant digraphs
 - Decode regularly spelled one-syllable words
 - Know final –e and common vowel team digraphs to represent long vowel sounds
 - Use knowledge that every syllable must have a vowel sound to determine how many syllables in a printed word
 - Decode two-syllable words following basic patterns by breaking the words into syllables

Fluency

- Read words with inflectional endings

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- Recognize and read grade-appropriate irregularly spelled words
- Distinguish long and short vowel sounds when reading regularly spelled one-syllable words
- Use spelling-sound correspondences for common vowel teams
- Reading with sufficient accuracy and fluency to support comprehension
 - Read on-level text with purpose and understanding
 - Read on-level text orally with accuracy, appropriate rate and expression on successive readings
 - Use context and/or pictures to confirm or self-correct word recognition and understanding, rereading as necessary

Comprehension for Literature Comprehension

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences in it; cite specific textual evidence when writing or speaking to support conclusions drawn from text
 - Ask and answer questions about key details in a text
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting ideas and details
 - Retell stories, including key details, and demonstrate understanding of the central message or lesson
- Analyze how and why individuals, events and ideas develop over the course of a text
 - Describe characters, setting and major events in a story using key details

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone

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- Ask and answer questions about unknown words in a text
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole
 - Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types
- Assess how point of view or purpose shapes the content and style of a text
 - Identify who is telling the story at various points in the text

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
 - Use illustrations and details in a story to describe its characters, setting or events
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
 - Compare and contrast the adventures and experiences of characters in stories
 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) from different cultures or by different authors, with prompting and support (WPS)

Range of Reading and Level of Text complexity

- Read and comprehend complex literary and informational texts independently and proficiently
 - Reading prose and poetry of appropriate complexity for the age and grade (WPS)

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Comprehension for Informational Text

Read closely to determine what the text says explicitly and to make logical inferences in it; cite specific textual evidence when writing or speaking to support conclusions drawn from text

- Ask and answer questions about key details in a text
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting ideas and details
 - Identify the main topic and retell key details in a text
- Analyze how and why individuals, events and ideas develop over the course of a text
 - Describe the connections between two individuals, ideas, events or pieces of information in a text

Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone
 - Ask and answer questions about unknown words in a text
 - Ask and answer questions to help determine or clarify the meaning of words or phrases in a text
- Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole
 - Know and use various text features (e.g., headings, tables of contents, glossaries, to locate key facts or information in a text)
- Assess how point of view or purpose shapes the content and style of a text
 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

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Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
 - Use illustrations and details in a text to describe its key ideas
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
 - Identify the reasons an author gives to support points in a text
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
 - Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures)with prompting and support
 - Compare and contrast the most important points presented by two texts on the same topic

Range of Reading and Level of Text complexity

- Read and comprehend complex literary and informational texts independently and proficiently
 - Read informational texts appropriately complex for first grade

Language Arts

Students will:

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

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- Use frequently occurring nouns and verbs
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
- Produce and expand complete sentences in shared language activities
- Print all upper- and lowercase letters
- Use common, proper and possessive nouns
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
- Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
- Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
- Use frequently occurring adjectives
- Use frequently occurring conjunctions (e.g., and, but, or, so, because)
- Use determiners (e.g., articles, demonstratives)
- Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun I
 - Recognize and name end punctuation

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- Write a letter or letters for all consonant and short-vowel sounds (phonemes)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- Capitalize dates and names of people
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Vocabulary Acquisition and Use

- Appropriate to grade level, determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and becoming familiar with reference materials, as appropriate.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word
 - Use sentence-level context as a clue to the meaning of a word or phrase (Developing)
 - Use frequently occurring affixes as a clue to the meaning of a word (Developing)
 - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) (Developing)
- Demonstrate understanding of word relationships and nuances in word meanings
 - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
 - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)

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- Identify real-life connections between words and their use (e.g., note places at home that are cozy)
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
 - Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much and because she likes that)
 - Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy) (Introduced)

Writing

Students will:

Text Types and Purposes – These broad types of writing include many subgenres

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure

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- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization and analysis of content
 - Write informative/explanatory texts in which they supply some facts about the topic and provide some sense of closure
 - Write narratives to develop real or imagined experiences using effective technique, well-chosen details and well-structured event sequences
 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure

Production and Distribution of Writing

- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach
 - Focus on a topic, respond to questions and suggestions from teachers and peers and add details to writing as needed with guided support.

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation (WGS)
 - With guidance and support, participate in shared research and writing projects (e.g., read a number of books on single topic to produce a report; record scientific observations)

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- Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source and integrate the information while avoiding plagiarism
 - Recall information from experiences or gather information from provided sources to answer a question (WGS)

Speaking and Listening

Students will:

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups
 - Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion)
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges
 - Ask questions to clear up any confusion about the topics and texts under discussion
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally
 - Ask and answer questions about key details in text read aloud or information presented orally or through other media
- Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric

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- Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood

Presentation of Knowledge and Ideas

- Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style as appropriate to task, purpose and audience
 - Describe people, places, things and events with relevant details expressing ideas and feelings clearly
- Make strategic use of digital media and visual displays of data to express information and enhance understandings of presentations
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
 - Produce complete sentences when appropriate to task and situation (See grade 1 Language standards 1-3 for specific expectations)

MATHEMATICS

Introduction

Everyday Mathematics curriculum developed by the University of Chicago (published by Wright Group/McGraw Hill) is used in the elementary from Pre-Kindergarten through Grade 4. It is research-based and extensively field-tested. Information about the research can be found on the program's website (everydaymath.uchicago.edu). The curriculum is developmental and emphasizes

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real-world problem-solving and complex topics at all grade levels. The curriculum is taught through six strands: Number and Numeration, Operations and Computation, Data and Chance, Measurement, Geometry and Patterns.

This program is in its fourth edition (2011-12) and follows standards developed by the National Council of Teachers of Mathematics (NCTM). Some of the characteristics of this program we find compelling are its developmental nature, its spiraling curriculum, its emphasis on the language of math and its provision for many kinds of activities to meet students' varied learning styles, all characteristics that dovetail with the school's mission.

Process

The aim of mathematics at the elementary level is to give shape and form to the intuitive mathematics knowledge that each student brings to school. Instruction builds on prior knowledge and every day experiences. Investigations in what might be considered advanced topics – geometry, data and statistics, algebra – begin in Kindergarten and increase in complexity throughout the grades. Whole group instruction is balanced with small group activities and independent work time. Models, manipulatives and tools help scaffold a child's learning through each concept. At the elementary level each class devotes between 3.5 and 4 hours per week to math activities including instruction, independent work time, morning meeting or calendar activities, creative play, other academic units as well as mental math and math games.

In first grade, children continue to make a gradual transition from concrete to more abstract thinking skills. We use manipulatives such as plastic money, counters, base ten blocks, Unifix cubes, attribute blocks and 3-dimensional shapes to provide concrete experiences for learning the new skill or concept. Math instruction occurs four days a week in a small group setting. Each class begins with a teacher-directed lesson. The teacher reviews the previous lesson and introduces the skill to be presented for the day. The children work in whole groups, half groups, with partners or individually to complete assignments in their journals. Sometime during the regular lesson or on the fifth day of the week, a variety of math games are introduced to supplement the skills. Some of the math games are for partners or small groups. In addition, math skills and concepts are reinforced during morning meeting, calendar and integrated unit activities. Periodically, a unit review is given to assess retention of the lessons in the unit. At the beginning of a new unit, teachers send home a Family Letter explaining the new unit and the vocabulary to guide parents when assisting their children with any assigned homework. Also, suggestions for family games are given. During the week, approximately 3 to 3.5 hours are spent on math instruction and activities.

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TEXT SELECTION

Everyday Mathematics, Grade 1, from The University of Chicago

LEARNING OBJECTIVES

Numbers and Numeration

Students will:

Number and Numeration

- Perform rote counting
- Count by 2s, 5s and 10s forward and backwards (may include concrete objects)
- Count by numbers greater than 10
- Count by 25s
- Count by 100s
- Locate numbers on a number line; count up and back on a number line; complete a number line
- Count using a calculator or calculator repeat key
- Count up and back on a number grid

Rational Counting

- Perform rational counting
- Estimate quantities of objects

Place Value and Notation

- Construct or use sets of objects to represent given quantities
- Read and write numbers to 20
- Read and write 2-, 3-, 4- and 5-digit numbers

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- Display and read numbers on a calculator
- Read, write or use ordinal numbers
- Identify place value in a 2-, 3- or 4-digit number
- Make exchanges among place values
- Use dollar and cent notation
- Explore uses for decimals
- Identify the number that is one more or one less than a given number
- Explore place value using a number grid
- Write numbers in expanded notation
- Use a calculator to count/compute money amounts

Meanings and Uses of Fraction

- Construct concrete models of fractions and equivalent fractions
- Identify fractions on a number line
- Identify numerator and denominator
- Shade and identify fractional parts of a set
- Understand that the amount represented by a fraction depends on the size of the whole (ONE)
- Use fractions in number stories
- Understand the meaning or uses of fractions

Number Theory

- Explore or identify even and odd numbers

Equivalent Names for Whole Numbers

- Find equivalent names for numbers

Equivalent Names for Fractions, Decimals and Percents

- Find equivalent fractions

Comparing and Ordering Numbers

- Compare and order numbers 0-20
- Compare and order 2- and 3-digit numbers
- Compare numbers using the symbols $<$, $>$ and $=$
- Compare and order fractions; use manipulatives to identify/compare fractions

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Operations and Computation

Students will:

Addition and Subtraction Facts

- Find and use components of 10
- Practice basic +1 fact families
- Make and solve number-grid puzzles
- Practice extension of basic facts

Addition and Subtraction Procedures

- Understand the meaning of addition/subtraction; model addition/subtraction using concrete objects
- Investigate the inverse relationships between addition and subtraction
- Use mental arithmetic or fact triangles to add/subtract
- Explore calculator functions
- Make up and/or solve addition/subtraction numbers stories; determine the operation needed to solve a problem
- Use an addition/subtraction fact table
- Add/subtract using a number grid
- Add/subtract using a number line
- Add/subtract using a calculator
- Add/subtract multiples of 10
- Add/subtract two or more 1-digit numbers
- Add/subtract 2-digit numbers
- Add/subtract money amounts/decimals
- Solve money number stories
- Make change

Multiplication and Division

- Use manipulatives, drawings/arrays, number sentences repeating addition or story problems to explain or demonstrate the meaning of multiplication/division

Computational Estimation

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- Estimate reasonableness of answers to basic facts
- Use estimation strategies to add/subtract; make ballpark estimates
- Round whole numbers to the nearest ten
- Estimate cost

Models for Operation

- Solve change-to-more and change-to-less number stories/diagrams
- Solve part-and-total number stories/diagrams
- Solve comparison number stories/diagrams

Data and Chance

Students will:

Data Collection and Data

- Use a weather map
- Make a tally chart
- Record data in a table/chart
- Record days/events on a timeline
- Create/interpret a bar graph, pictograph or Venn diagram
- Create/interpret a line plot
- Collect data by counting
- Collect data by interviewing
- Conduct a survey

Data Analysis

- Read data tables, graphs and maps (including map scale, scale drawings)
- Summarize and interpret data
- Compare two sets of data; use a calculator to compare data
- Make predictions about data
- Compare quantities from a bar graph
- Find the minimum/maximum of a data set
- Find the range, median and mode

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- Use data in problem solving

Qualitative and Quantitative Probability

- Explore equal chance events
- Conduct experiments, test predictions using concrete objects
- Understand the language of probability to discuss the likelihood of a given situation (using words such as *certain, likely, unlikely, always, maybe, sometimes, never, possible, impossible*)
- Predict outcomes; solve problems involving chance outcomes
- Find combinations (Cartesian products)

Measurement and Reference Frames

Students will:

Length, Weight and Angles

- Name tools used to measure length
- Estimate, compare and order lengths/heights of objects
- Measure heights with non-standard units
- Measure to the nearest foot
- Measure to the nearest inch
- Measure to the nearest centimeter
- Investigate the meter
- Use a pan balance
- Estimate, compare and order weights
- Use a bath scale

Area, Perimeter, Volume and Capacity

- Investigate area
- Find the area of regular shapes concretely
- Estimate volume/capacity
- Compare and order the capacities of containers

Units and Systems of Measurement

- Select and use appropriate non-standard units to measure times

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- Estimate the duration of a minute
- Investigate the duration of an hour
- Identify customary and/or metric units of capacity

Money

- Recognize the dollar
- Calculate the value of coin combinations
- Calculate the value of coins and bills
- Identify equivalencies and make coin exchanges
- Identify equivalencies and make coin/bill exchanges
- Recognize pennies, nickels, dimes and quarters
- Compare values of sets of coins or money amounts using $>$, $<$ and $=$ symbols

Temperature

- Use the Fahrenheit and Celsius temperature scales
- Solve temperature number stories
- Use a thermometer

Time

- Demonstrate an understanding of the concepts of time; estimate and measure the passage of time using words like before, after, yesterday, today, tomorrow, morning, afternoon, hour, half-hour
- Order or compare events according to duration; calculate elapsed time
- Relate past events to future events
- Investigate a.m. and p.m.
- Investigate the second hand; compare the hour and minute hands
- Tell time on the half-hour
- Tell time on the quarter-hour
- Tell time to the nearest five minutes
- Tell time to the nearest minute
- Use the calendar to identify today's date
- Number and name the months in a year or days in the week
- Use an analog or digital clock
- Use digital notation
- Read time in different ways and/or identify time equivalencies

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Geometry

Students will:

Lines and Angles

- Draw line segments with a straightedge
- Draw line segments to a specific length
- Draw designs with line segments

Plane and Solid Figures

- Explore shape relations
- Recognize open and closed figures
- Identify characteristics of 2-dimensional shapes; sort shapes by attribute
- Explore 2-dimensional shapes utilizing technology or multimedia resources
- Identify characteristics and use appropriate vocabulary to describe properties of 2-dimensional shapes
- Construct models of polygons using manipulatives such as straws and geoboards
- Draw 2-dimensional shapes (such as triangles and quadrilaterals; draw/describe objects in the environment that depict geometric figures)
- Combine shapes and take them apart to form other shapes
- Record shapes or designs
- Identify or draw congruent or similar shapes
- Classify and name polygons
- Compare 2-dimensional shapes
- Compare polygons and non-polygons
- Construct 2-dimensional shapes
- Create extended designs with 2-dimensional shapes
- Identify/compare 3-dimensional shapes and/or describe attributes of each group
- Locate 2-dimensional shapes on 3-dimensional shapes
- Identify the shapes of faces

Transformations and Symmetry

- Identify symmetrical figures or symmetry in the environment

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- Fold and create symmetrical figures
- Create/complete a symmetrical design/shape using concrete models, geoboards and/or technology
- Identify lines of symmetry
- Use objects to explore sides, flips and turns; predict the results of changing a shape's position/orientation using slides, flips and turns

Spatial

- Recognize that the quantity remains the same when the spatial arrangement changes
- Arrange or describe objects by proximity, position or direction using words such as over, under, above, below, inside, outside, beside, in front of, behind
- Identify structures from different views or match views of the same structures portrayed from different perspective

Patterns, Functions, and Algebra

Students will:

Patterns and Functions

- Add and subtract using a number grid
- Explore counting patterns using a calculator
- Solve frames-and-arrows problems with one or two rules
- Find patterns in addition and subtraction facts
- Explore patterns in doubling or halving numbers
- Explore and extend visual patterns
- Find patterns and common attributes in objects/people in the real world
- Create and complete patterns with 2-dimensional shapes
- Identify and use patterns on a number grid
- Investigate even and odd number patterns; create, describe and extend simple number patterns/sequences
- Solve "What's My Rule?" problems (e.g., function machine problems)

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Algebraic Notation and Solving Number Sentences

- Use symbols +, -, pictures, manipulatives, and models to organize, record and communicate mathematical ideas
- Compare numbers using < and > symbols
- Write/solve number sentences with missing addends
- Write/solve addition and subtraction number sentences

Properties of Arithmetic Operations

- Investigate properties of addition/subtraction
- Explore number properties (commutative, zero and identity)

SCIENCE

At the heart of the science curriculum at The Friends School of Atlanta is the belief that Science learning is an active process guided by students' natural curiosity about the world. Our aim is to encourage inquiry through experiential activities and discussion, while also teaching a body of knowledge within a non-competitive developmental program that addresses the whole person and is sensitive to diverse learning styles and interests.

From Pre-Kindergarten through 8th grade, the science program addresses life sciences, earth sciences and physical sciences, integrating them as necessitated by the curriculum. Within this framework, the scientific process guides the direction of our activities: observing, recording information, predicting outcomes, forming hypotheses, experimenting and analyzing and summarizing findings. Scientific studies are naturally woven into other curricular areas through reading, writing, researching, recording, measuring, graphing, explaining and portraying results, comparing, contrasting and analyzing. In keeping with the Quaker testimonies of simplicity, peace, integrity, community, equality and stewardship, students explore the effects of their actions as individuals, families and communities on their immediate environment and the world. FSA encourages students to be mindful of the power of one to bring about change in light of scientific facts.

FSA follows the endorsement of teaching evolutionary science by the National Science Teachers Association (NSTA). Their position statement can be found at the following address: <http://www.nsta.org/about/positions/evolution.aspx>.

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Elementary Science Program

The elementary school science program is informed by the Next Generation of Science Standards. Each year students in kindergarten through fourth grade work in the areas of physical sciences, life sciences, earth and space sciences and engineering, technology, and applications of science. Younger students work to recognize patterns and inquire about the world around them. Older students gather, describe, and apply information about the natural world and engineered world. Each year the skills and the information learned build upon what was learned the previous year.

Elementary classrooms also encourage daily interest in experiential science through terrariums, aquariums, classroom pets and activities such as weather observations and measurements, recycling and composting. Weekly, monthly and seasonal activities may include cooking, nature walks, bird and tree observation, creek or pond studies and planning, planting and caring for classroom and school gardens. Through unit topics and integrated studies, science is part of both academic and routine parts of the day.

Science is regularly integrated into language arts and reading. Whether during read-aloud or independent reading, books related to the science unit are incorporated into the day.

FIRST GRADE SCIENCE

Habits of Mind

Students will:

- Be aware of the importance of curiosity, honesty, openness and skepticism in science and will exhibit these traits in their own efforts to understand how the world works
- Raise questions about the world and be willing to seek answers to some of the questions by making careful observations with the five senses and trying things out
- Have and/or use the computation and estimation skills necessary for analyzing data and following scientific explanations
- Use whole numbers for counting, identifying and describing things and experiences

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- Make quantitative estimates of nonstandard measurements (e.g., blocks, counters) and check by measuring
- Use tools and instruments for observing, measuring and manipulating objects in scientific activities
- Use ordinary hand tools and instruments to construct, measure (i.e. balance scales to determine heavy/light, instruments for collecting weather data and tools for non-standard units for length) and look at objects (e.g., magnifiers to look at rocks and soils)
- Make something that can actually be used to perform a task using paper, cardboard, wood, plastic, metal or existing objects
- Communicate scientific ideas and activities clearly
- Describe and compare things in terms of physical attributes, such as number, shape texture, size, weight, color, and motion begin to draw pictures that portray features of the object, time or space being described
- Use senses to make observations
- Draw from observation and illustrate facts through drawings in science journal
- Record information (facts, vocabulary and personal thoughts on subject) from class discussions in science journals
- Learn how to use an observational log and record data and observations about the subject of study
- Participate in class discussions
- Read or listen to unit-related books

Key Content Areas: Next Generation of Science Standards

The following standards are reproduced verbatim from the NGSS official list of standards. To search the full list, as well as the full K-12 NGSS curriculum, visit <http://www.nextgenscience.org/>.

Waves and their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Make observations to construct an evidence-based account that objects can be seen only when illuminated.
- Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam

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of light.

- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Heredity: Inheritance and Variation of Traits

Students who demonstrate understanding can:

- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Earth's Place in the Universe

Students who demonstrate understanding can:

- Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- Make observations at different times of year to relate the amount of daylight to the time of year.

Engineering Design

Students who demonstrate understanding can:

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve

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- a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

SOCIAL STUDIES

The social studies program at FSA is designed to balance an introduction to academic content and discipline specific skills, all undertaken through the lens of our mission as a Quaker school. Over the course of the program, students investigate themes related to geography, history, cultural studies and anthropology, government and civics, religion, economics and resources, as well as current events. At FSA we have designed our program to prioritize learning how to engage in social science inquiry in the belief that students can study any area successfully so long as they have internalized the tools, processes and methods of the discipline. Students will study American history and world history again in high school, so our goal is not comprehensive coverage of these areas. Instead, our classes provide strategically-defined explorations of content areas that cast into relief the *processes* of social studies and the *role* of the social scientist in performing these processes.

Students certainly learn important and time-honored concepts that are critical to becoming intelligent and thoughtful participants in community and world affairs. But they engage the content while mastering tools that can be carried into a wide variety of future courses and projects along with developing the confidence and self-awareness that will allow them effective use of those tools.

Studies of history and culture provide numerous opportunities for students to explore how human decision-making has sought to institute these values or has instead pursued outcomes that undermine these values. The testimony of integrity requires that we also confront the ways in which decision-makers may believe they seek an outcome, for example, the equitable distribution of resources, while choosing actions that actually undermine that outcome, whether through self-deception or the limitations of human understanding. Yet, what might tend toward a relentless gaze into human frailty and misdirection is redeemed by the Quakers' continual search for that of goodness or God in every individual and therefore in every decision maker.

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Elementary Social Studies Program

Our aim in elementary social studies is to encourage, nurture and foster students' knowledge of the physical and social world, both past and present, by developing an awareness of how people in many communities and cultures interact with their environment, how they live and what they believe. We also seek to look at the social sciences through the lens of the distinctive experience and perspective of Friends' principles: peace, equality, integrity, community, stewardship and simplicity.

Teachers use a project-based approach with topics that follow developmentally appropriate practice, as well as teacher and student interests. Resources available for social studies include kits, videos, curriculum materials, resource books in the library, the Web and other software in the media lab. Teachers are also guided by Georgia performance standards in choosing units of study. The elementary topics dovetail with the middle school topics in history and geography. In the life of the school, social studies is explicitly taught during specific time periods weekly, and it figures prominently in the implicit curriculum – through routines and classroom management practices, through teacher and student language, through modeled expectations and most of all through Quaker values, such as equality /respect, community-building and peace/conflict resolution. We follow a “social curriculum,” the Responsive Classroom program (Northeast Foundation for Children), which emphasizes cooperative, responsible and compassionate class culture allowing all students to begin on the same page every day, ready to learn. Teachers take week-long workshops to learn how to create equitable classrooms so that knowledge about use of materials, teacher expectations and academic routines and choices are modeled and referenced from the first day of school to the last. These ideas combine well with the values of a Quaker school.

One additional feature of the elementary social studies program is Many Nations Day. Each class chooses a country, time period and/or culture to study and present to others on a chosen day during the year. Many Nations Day studies may include presentations by a guest speaker or parent, chances to taste foods, activities and games and opportunities to hear language and music from other cultures.

In sum, social studies is the place in school life when children are learning what it means to be a group member, as well as an individual, and how to express feelings with words in a constructive manner. Social studies are everywhere!

First Grade Curriculum Guide

SOCIAL STUDIES CURRICULUM FOR FIRST GRADE: KEY CONTENT THEMES

Introduction

The moment children enter school they begin to develop a sense of themselves and their world through their interaction with each other, their teachers and others in the school community. For first graders, social studies means learning about the cultural patterns, customs, historical facts, needs and wants of individual children and their families and friends.

In the first grade program, students are introduced to ideas, events, communities, needs and famous people through the lens of American history. During the first semester, students study important historical figures and the positive character traits that they showed, including how their actions reflect values, such as those embodied in the acronym SPICES for values integral to Quaker schools, i.e., simplicity, peace, integrity, community, equality and stewardship. Teachers also introduce American folk tales and their place in our country's heritage as well as folk tales from around the world. Students also study the winter holidays. First graders also select a country to study in depth for Many Nations Day..

Process

Social studies lessons are also integrated into other academic areas with exploration of literature, songs, poems, creative movement, games, role-playing, puppetry, fact writing, book making and art projects. Extensive lessons may culminate in a field trip.. Discovery class, one of our Friday Enrichment classes, introduces social studies lessons in a smaller, multi-age grouping with one teacher in a four week rotation during the year. Each class lasts 50 minutes.

The unit, All About Me, is taught at the beginning of the year, and provides experiences that help the children discover and reflect on themselves and each other. Families are encouraged to share a holiday tradition with the class during the Winter Holidays and Celebrations unit .The implicit social studies lessons occur during the many routines and activities of community life during the school day. For example, teachers explicitly teach the importance of working together to keep the room clean after eating and project times. Every game time provides opportunities to teach the Quaker values of peace, equality, simplicity and community. Teachers model conflict resolution skills at the beginning of the year and reinforce these throughout the day, every day.

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In the first-second grade class, students have social studies instruction once weekly for about one hour, with activities sometimes extended into project times. Teachers introduce the lesson topics to the whole group and then break students into smaller groups or individual spaces for activities, games and projects. Often teachers weave social studies topics into math, language arts and science. And, as with other ages, implicit social studies lessons occur during the many routines and activities of community life during the school day. For example, teachers explicitly teach the importance of working together on classroom agreements, such as being kind and respectful and taking care of the room.

LEARNING OBJECTIVES

Habits of Mind

Students will:

- Use both print and non-print references to gather information
- Compare similarities and differences
- Organize items chronologically

Problem Solving

Students will:

- Identify issues and/or problems and find alternative solutions

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SKILLS

All About Me Unit

Students will:

- Share personal interests and activities with the class through speaking about personal artifacts
- Show understanding of the interests of classmates, family members and friends through retelling and writing simple facts
- Show awareness of one's physical features through observation, speaking, writing and art
- Memorize their address and phone number
- Describe in words and art the definition of family
- Notice and describe in words and through art one's own family structure and that of others
- Describe in words and art and show in actions the definitions of friend and friendship, sharing, listening to and respecting each other
- Show knowledge about personal and classmates' information, such as favorite things, living situations, birth dates, etc., through graphing and art

Holidays and Celebrations Unit

Students will:

- Show knowledge of dates and facts (including symbols, rituals, songs, traditions, stories and games) of the major winter holidays represented in the school community, such as Christmas, Hanukkah, Winter Solstice, New Years', Kwanza, Santa Lucia Da, and Three King's Day, through speaking, writing and art
- Share information about the holidays/traditions celebrated by their own family
- Participate in holiday observances shared by other students and parents
- Participate in a stewardship activity planned by class

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American Heros and Quaker Hero's Unit

Students will:

- Read about and describe the life of historical figures in American history including Benjamin Franklin, Thomas Jefferson, Sacagawea, Harriet Tubman, Sequoyah, Theodore Roosevelt, George W. Carver, Susan B. Anthony, Benjamin Banneker, William Penn, Lucretia Mott, Paul Cuffee and Bayard Rustin.
- Identify the contributions of these figures and describe how their everyday lives are similar to or different from everyday life in the present
- Read or listen to American folktales and explain how they characterize our national heritage

Service Learning Unit

Students will:

- Develop and participate in a project that enriches the curriculum and provides a service to their community

Many Nations Unit

Students will:

- Be aware that there are many countries and cultures throughout the world
- Focus on one nation/country annually
- Try some typical cultural experiences of a chosen country or culture (e.g., food, games, songs or dances)
- Describe the basic geography of the chosen country/culture

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Geography

Students will:

- Describe the cultural and geographic systems associated with the historical figures listed above

Civics and Government Understandings

Students will:

- Describe how the historical figures above display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance and commitment
- Describe how these traits are reflective of the Quaker SPICES

Quaker Education

Students will:

- List the Quaker values or testimonies (simplicity, peace, integrity, community, equality and stewardship) and explore their meaning through literature, art, writing, music, gardening and other activities
- Develop a beginning understanding of how the Quaker values are reflected in and a part of daily life; begin to integrate the language of the values in regular conversation
- Experience the process of building consensus as a means of decision making
- Develop a beginning understanding of queries and their use in guiding reflection; participate in the writing of and reflection upon queries
- Show growth in the practice of participating in Silent Meeting