# Table of Contents

About The Langley School............................................................2

Fine Arts........................................................................................4

Language Arts.............................................................................10

Library...........................................................................................13

Life Skills......................................................................................16

Mathematics...............................................................................17

Physical Education........................................................................21

Science.........................................................................................24

Social Studies...............................................................................26

Technology....................................................................................28

World Languages.........................................................................31

The Langley School is comprised of students, teachers, parents, and staff who believe that a diverse school community promotes learning and growth, preparing students for responsible and compassionate citizenship in the global community. We administer all programs and policies without discrimination based on race, ethnicity, religion, nationality, gender, sexual orientation, or any other category to the extent protected by applicable laws.
About The Langley School

Founded in 1942, The Langley School is an independent coed day school educating more than 500 students in preschool through eighth grade. The school strives to embrace the unique qualities of every child through an engaging program of rigorous academics, fine arts, athletics, service learning, and a 7:1 student/teacher ratio. By nurturing, supporting, and academically challenging our students, our inclusive community builds quietly confident, independent thinkers who flourish as learners and individuals.

From preschool to eighth grade, the school’s rigorous academic curriculum reflects the developmental differences between grade levels while encouraging risk-taking, cooperative learning, hard work, and persistence. Langley’s dynamic teachers inspire every student to experiment, share, problem-solve, create, perform, and think in new ways.

Because we believe a first-rate education should be a constantly evolving process, Langley continues to examine and evaluate our program of study. We see our curriculum as a work in progress, a fluid set of guidelines that will change as the needs of our students change.

Langley’s Primary School offers a half-day preschool program and a junior kindergarten program from 8:00 a.m. – 12:50 p.m., both with options to extend the school day. Our full-day kindergarten program runs from 8:00 a.m. – 2:50 p.m. five days a week. Focusing on the social, emotional, physical, and intellectual growth of each child, the Primary School provides a nurturing and stimulating environment in which to learn on a daily basis. For students in grades 1-5, Langley’s Lower School offers a challenging, developmentally appropriate academic program. Homeroom teachers work collaboratively with special subject teachers to create integrated lessons that develop creativity and problem-solving abilities.

With small class sizes, ample student leadership opportunities, and a wide variety of subject areas to explore, Langley Middle School students in grades 6-8 become self-confident, inquisitive thinkers who are able to express their opinions. A wide variety of electives, music ensembles, dramatic productions, and sports options round out the Middle School experience.

Frequent field trips throughout the year provide hands-on learning opportunities for students of all ages, while service learning activities in each division help students develop a sense of social responsibility. The school’s Community Contract articulates five core values which are essential to creating an environment in which students develop personal integrity and learn the value of individual and collective responsibility.

By seamlessly incorporating technology into the curriculum, Langley empowers students to confidently use digital tools to collect, communicate, and process information. All Middle School students have iPads to use at school and at home, while students in kindergarten through third grade have access to iPads in the classroom. The Middle School also has MacBook Air laptop carts, and fourth and fifth grades have 1:1 laptop programs in the classroom.

As a founding member of the Capital Athletic Conference, Langley offers competitive team sports at the varsity and junior varsity levels in soccer, cross country, basketball, lacrosse, baseball, and softball for students in grades 5-8. Students may also participate in an annual track and field meet and as part of a coed tennis program.

The school’s 9.2-acre campus includes a new Middle School, an artificial turf athletic field, an arts center, a 20,000-volume library, three computer labs, a green-screen media studio, interactive whiteboards in every classroom, an athletic center with two gyms and a climbing wall, and two outdoor playgrounds.
MISSION STATEMENT
We believe that each child’s potential is boundless and every child can act with integrity, generosity, and consideration for others. We reach across multiple disciplines to discover, amplify, and embrace the talents of every child, every day. By nurturing, supporting, and academically challenging our students, our inclusive community builds quietly confident, independent thinkers who flourish as learners and individuals.

MISSION CORNERSTONES

A child-centered focus. We are proud to be a primary through eighth-grade school serving students of promise and ability. We are uniquely able to nurture our younger students while meeting their cognitive, emotional, social, and physical needs. Our students blossom in a safe, structured, and academically rigorous community that enables intellectual risk-taking while promoting positive social and personal development. We celebrate the middle school years to ensure they are not simply a sandwiched transition between elementary and high school. Our graduates are independent and critical thinkers, poised and knowledgeable about themselves, and possess a strong sense of responsibility to the larger community. Academically, socially, and emotionally, they are preparing for a life of intellectual engagement and responsible citizenship.

Differentiated teaching and comprehensive curriculum. For every child, on every day, our innovative and differentiated teaching is tailored to the different learning styles of our students. Our hands-on, experiential learning brings the curriculum alive and enables a child to explore. Our comprehensive curriculum is integrated across disciplines, enabling academic rigor and creating inventive approaches to motivate and challenge each child and engage every student’s multiple intelligences.

A caring community. Our sense of community is distinct, rooted in our cooperative past where parents and teachers worked shoulder-to-shoulder to maintain our school buildings and educate our students. We still retain this tradition of sharing and caring and continue to believe that children benefit most when parents, teachers, and staff join in partnership on behalf of our students’ welfare. We know that our community is stronger for our collective sense of responsibility and respect toward one another.

Community stewardship. Community service has been an integral part of the Langley experience from our earliest years. From the youngest to the oldest, we instill in all our students a sense of responsibility for others in the local and global community. We are proud that our students develop into globally engaged and responsible citizens.

Character and integrity. We have high expectations for our students. Every child can act with integrity, generosity, and consideration for others. The values in our Community Contract – respect, kindness, honesty, trustworthiness, and citizenship – govern our students’ behavior and frame our expectations for their conduct.

PHILOSOPHY OF TEACHING
At The Langley School we are committed to establishing and sustaining a diverse, inclusive, and safe community. We create a child-centered environment that is academically challenging and uniquely engaging. Differentiation and innovation are hallmarks of our curriculum, which is integrated across disciplines, developmentally appropriate, and multicultural. Authentic learning experiences and assessment guide teaching and learning, allowing students to reach their potential. We take pride in and are valued for our understanding of and advocacy for each student, our support of one another, and our role in the larger community.
Fine Arts

Art

PRIMARY SCHOOL

In the Primary School, art is integrated into the classroom on a daily basis by the classroom teacher, with an emphasis on process over product. The program is based on the creative exploration of a variety of art media. Lessons may include texture painting, multimedia printing, rubbings, collage, masks, puppets, beadwork, toothpick sculpture, and bookmaking. It is typical for art instruction to take place in small groups of three to six students, although some lessons may have all the students participating at one time. In addition, kindergarten students have art one period a week with the art specialist. As the children progress through the Primary School, lessons often are inspired by classroom curriculum, field trips, books, or a visitor and may be completed in two or more stages.

LOWER SCHOOL

Grades 1 and 2

The art program for first and second grades is based on experimentation, exploration, and self-discovery. The students explore the elements and principles of design – line, color, shape, texture, balance, pattern – through media such as tempera and watercolor painting, texture rubbings, collage, printmaking, wood and wire sculpture, puppetry, basket weaving, and glazed clay pinch pots and figures. Subjects for artwork are drawn from students’ personal experiences, imagination, nature observation, stories, poetry, music, and related classroom studies. Art appreciation is an essential part of the curriculum. Master works including those of Pablo Picasso, Vincent van Gogh, Claude Monet, and Alexander Calder, as well as student art, serve as vehicles for discussion, illustration, and inspiration.

Grade 3

Third-grade students continue to build upon the skills and knowledge that they have acquired in art throughout the previous years. The elements and principles of design are further explored. There is an emphasis on drawing, and the students are encouraged to observe subjects carefully and to incorporate detail in their work. Lessons may include portraiture drawing and painting, tapestry weaving, book arts, sandpaper prints, carved block prints, and glazed coil pottery. Art appreciation is an essential part of the curriculum. Master works of Gilbert Stuart, Georgia O’Keefe, and Maria Martinez, as well as student art, serve as vehicles for discussion, illustration, and inspiration.

Grade 4

In the fourth grade, students have art class for one trimester as part of a fine arts rotation that integrates drama, music, art, social studies, and literature. Lessons may include creating masks using facial molds and casts made from mixed media and plaster and drawing self-portraits with emphasis placed on proportion. Students are encouraged to experiment as they continue to refine their skills while working with a variety of media and techniques. Students are challenged to be problem-solvers and to take pride in their art. They are expected to stretch their ideas and take risks as they develop their work with greater detail than in earlier grades. Models of African and Asian art, in addition to master works by Pablo Picasso and Georges Braque, serve as vehicles for discussion, illustration, and inspiration.
**Grade 5**

New media and artistic techniques are introduced in fifth grade which build upon the skills the students have mastered. Students are challenged to be problem-solvers and to take pride in their art. They are expected to stretch their ideas and take risks as they develop their work with greater detail. Lessons may include drawing and painting both from life and from imagination, collage, wire sculpture, carved block printing, metal repoussé, sculpture, and clay vessels incorporating several hand-building techniques. Art appreciation and art criticism are woven through the curriculum with emphasis placed on the classroom studies of ancient Sumeria, Egypt, Greece, and Rome.

**MIDDLE SCHOOL**

The Middle School art program employs a trimester rotation system in conjunction with drama and music. After building a solid foundation during their multimedia, hands-on sixth-grade art course, seventh- and eighth-graders are given choices so that they may pursue their interests and passions within the visual arts. In all courses, students are exposed to various forms of artistic expression and learn to be both critical producers and observers of art. In keeping with The Langley School Community Contract, the Middle School seeks to promote a classroom environment in which free expression, trust, and productive collaboration thrive. Responsibility, creativity, setting and meeting goals in the production of art, and independence are all features of the art curriculum. Students keep a portfolio of their work throughout the trimester.

**Grade 6**

During the hands-on, studio-based trimester, sixth-graders continue to develop the skills, tools, and language of artistic expression. They build on their foundations of painting (watercolor and acrylic), drawing, and design. In projects, students review concepts of line, contour, and value, elements of layout and design, structure, texture, color, and shape. Sixth-grade students translate concrete and abstract ideas into visual representations. The computer is also introduced as a viable tool for artistic expression, with students gathering and manipulating images and text in the graphics lab. Students also begin to study art history and use this knowledge to inform their own artistic expression.

**Grades 7 and 8**

Seventh- and eighth-grade students may choose from trimester-long courses in drawing, painting, and sculpting. In each course, students improve their skills in art production and design, experimentation, and selection, execution, and evaluation of their work. Creativity, decision-making, and artistic risk-taking are encouraged and cultivated. Through the study of master artists, works, and movements, as well as the work of their peers, seventh- and eighth-graders develop the skills of art criticism, including observation, description, and analysis of visual elements.

**Drama**

**PRIMARY AND LOWER SCHOOLS**

Drama in the Primary and Lower Schools is integrated with the curriculum, allowing students to perform, develop public speaking and leadership skills, and express themselves artistically in a variety of ways. The annual Primary School spiral unit celebration, kindergarten play, first-grade polar regions extravaganza, first- and second-grade musical, third-grade Colonial play, fifth-grade musical, and other performances such as readers’ theater plays allow each child to perform in front of his or her peers and family and to experience a production from the first rehearsal to the final performance.

In fourth grade, drama is a trimester-long course taught by a drama specialist which supports the social studies curriculum. Students select and create props and costumes as they delve into character study, and learn about the craft of storytelling as they perform folktales from the cultures they have been researching.
in social studies class. Each trimester culminates in a fourth-grade art share, during which students perform their folktale for their Lower School peers and their families.

MIDDLE SCHOOL

Drama in the Middle School focuses on the fundamentals of acting: improvisation, sensory recall, focus, physical and vocal flexibility, emotional versatility, and teamwork. Students explore how these skill sets work in a variety of performance opportunities, including scene study, monologues, performance art, dance, movement, skits, storytelling, playwriting, pantomime, one-act play production, and public speaking. Students keep journals, prepare written self-analyses, and critique and coach each other. Students attend professional as well as school productions, and perform in assemblies as a required part of class. The Middle School drama program employs a trimester rotation system in conjunction with art and music. Students also have the opportunity to supplement their class study by being involved in one or both of Langley’s two yearly main-stage drama productions, produced by students in many leadership roles.

Grade 6
The sixth-grade course explores the world of drama from Greek origins to the modern theater. With a focus on the fundamentals of acting, including improvisation, physical and vocal flexibility, emotional versatility, and teamwork, students rehearse, stage, and perform scripted and improvised scenes. The etiquette of constructive criticism is explicitly taught in an effort to establish a creative and supportive atmosphere, and students utilize basic theatrical vocabulary to evaluate work. The collaborative nature of a production is emphasized, as students learn the many roles essential to a successful show.

Grades 7 and 8
Seventh- and eighth-grade students may choose from offerings in the following areas of drama: dramatic performance, public speaking, and theatrical production. Each trimester-long course promotes a collaborative, creative, and supportive atmosphere. Dramatic performance classes reinforce the fundamentals of acting and continue to develop students’ command of the basic elements of stagecraft, including vocal technique, gesture and physical movement, stage directions, and awareness of the audience. Students work independently and in small groups to create theatrical performances and perform them in front of their peers. Public speaking courses focus on the effective use of voice and body while speaking, techniques for relaxation and overcoming nervousness before and during presentations, and independent work on speech writing. Students gain experience presenting a variety of impromptu and planned speeches in front of an audience as they develop the very important leadership skill of speaking before a crowd. Finally, theatrical production classes allow students to explore the “behind-the-scenes” design processes and to utilize technical and aesthetical elements essential to a great production. In each of these courses, students develop and utilize important leadership skills.

Music

PRIMARY SCHOOL

A true enjoyment of and deep appreciation for music is the main focus of the Primary School music program. Movement and singing are important components of each instruction period. Elements of dance, drama, chants, and storytelling are also introduced. The classes regularly involve the use of rhythmic and melodic percussion instruments. Basic note-reading skills are introduced. Students learn about composers and listen to excerpts of their music. Classroom study is reinforced whenever possible. Children participate in monthly assemblies with the entire Primary School. Age-appropriate performance opportunities, including Grandparents & Special Friends Day, a spiral unit celebration, Earth Day, and a spring kindergarten musical revue, reinforce the joy of making music.
**LOWER SCHOOL**

**Grade 1**
Movement and singing are important components of each instruction period in first grade, with each child involved in both group and individual activities. The development of a true enjoyment of music is the primary goal of the first-grade class. One or more of each of the content areas of musicianship, literacy, improvisation, listening, and the playing of instruments is touched upon in each class. Multicultural, seasonal, and age-appropriate songs and games are chosen and presented with a diversity of interests in mind. Classroom study is reinforced in music class whenever possible.

**Grade 2**
One or all of the content areas of singing, movement, playing of instruments, improvisation, listening, literacy, and musicianship are emphasized in this activity-oriented class. Individual and whole-class activities are stressed. Pitched and non-pitched instruments are used on a regular basis. Independent singing is encouraged with canons and partner songs. Learning about the basic elements of music and reading readiness are important concepts in second grade as preparation for playing musical instruments such as the recorder in the third grade. Orff arrangements and multicultural, seasonal, and age-appropriate songs and games are chosen with the students’ interests in mind. Units of study from the students’ homeroom are reinforced in music class whenever possible.

**Grade 3**
Third-grade students learn to play the recorder, and one or more of the content areas of singing, movement, playing of instruments, improvisation, listening, literacy, and musicianship are touched upon. The Orff arrangements become more complex and the students are encouraged to become more independent players and singers. When possible, units correlate to the social studies curriculum. Songs and dances are presented in ways that serve diverse skills. Students also listen to the music of the great composers with an emphasis on Mozart, Dvorak, and Beethoven, and are introduced to string instruments.

**Grade 4**
Fourth-graders apply the musical skills learned in first through third grades through choral singing and instrumental playing during their trimester-long course. As part of the fourth-grade fine arts rotation, students participate in music, drama, and art classes that support and enrich the academic program. Students learn folk music and dancing from regions of study in social studies, including cultures found in North America, Asia, and Africa, and play melodic, rhythmic, and harmonic accompaniments on barred percussion and unpitched percussion instruments in complex, multi-part arrangements. As a culminating performance, each class presents the songs, dances, and instrumental pieces they have learned during an assembly at the end of the trimester in addition to performing choral music at the two Lower School concerts each year.

**Grade 5**
Fifth grade is the culminating year in the Lower School, and all of the skills and musical techniques taught and learned in first through fourth grades are applied in music class. Higher-level Orff and choral arrangements are studied and performed in the fifth grade. Orff arrangements often include as many as eight different parts. The interpretation of playing music is stressed in class. Higher-level thinking skills are used to study musical form and chords. American music is covered from the blues to Aaron Copland. Each year, fifth-graders prepare and present a musical theater production. Students perform a full-staged production by learning songs in union and two-part arrangements, practicing their music-reading skills, building vocal technique, learning choreography, and acquiring staging and acting techniques. Additionally, fifth-grade students perform several choral songs at the Lower School spring concert.
MIDDLE SCHOOL

Grade 6
In sixth grade, all students participate in one music class, including strings and world music, and one performing arts class, including chorus and drama, as part of their fine arts rotation. Each course lasts one trimester and provides a foundation for music offerings in seventh and eighth grades. Strings class includes instruction on instrumental techniques for violin or cello such as instrument hold, bow hold, and fingerings. Students practice pieces individually as well as in an ensemble setting. The world music class combines aspects of music appreciation, music history, and music participation in a hands-on exploration of music and sound. An important component of the course, the World Music Drumming program uses an African drum circle as a vehicle for learning music, culture, and components of character education. In addition to receiving formal music instruction, sixth-graders may elect to be part of the sixth-grade chorus. Students practice proper vocal technique such as posture, breathing, intonation, and harmony using a variety of warm-up exercises and choral pieces, and perform at one of the Middle School concerts.

Grades 7 and 8
Seventh- and eighth-graders choose among several trimester-long music classes as part of their fine arts rotation. While specific course offerings may vary year to year, options include courses in choral music, instrumental music, and music appreciation.

Choral Music:
Seventh- and eighth-grade students may opt to participate in chorus for two consecutive trimesters. In chorus, students learn vocal techniques such as posture, breathing, intonation, diction, and blend, in addition to learning to sight-read music using solfege and interpret notation in a choral score. The chorus performs classical, folk, and popular choral pieces in unison and two- to three-part harmony at two Middle School concerts, various school events, and an overnight music festival each year.

Instrumental:
Students may choose from instrumental music classes such as strings, piano, guitar, harmonica, percussion, and lab band. In each class, students learn proper instrumental techniques such as posture, fingerings, intonation, dynamics, articulation, and balance. Opportunities for individual and ensemble performances exist throughout the year during rehearsals, Middle School concerts, various school events, and an overnight music festival each spring.

Music Appreciation:
Eighth-grade students may choose the Lyrics as Literature course, during which they examine lyrics of songs for meaning, impact, and poetic content. In addition to studying the lyrics from works of many styles, students compose their own song lyrics.

Band & Strings

LOWER SCHOOL

Grade 4
Beginning in the fourth grade and continuing throughout the program, band focuses on encouraging individual potential and responsibility to the ensemble. Basic instrumental skills are taught to students on a variety of band and string instruments, including flute, clarinet, trumpet, trombone, violin, viola, cello, and bass. Students progressively develop proper instrumental posture and hand position. Careful attention is paid to proper development of skill-appropriate music reading. Characteristic tone development for each type of instrument occurs over the course of the year. Class structures vary and include individual instruction for students, sectional rehearsals, and full-ensemble performance. Students are required to practice 15 to 20
minutes per day and are graded according to practice time as recorded in individual band books. Additional assessment approaches include in-class playing checks and group playing quizzes. Students perform in two major concerts, one in the winter and one in the spring.

**Grade 5**
Fifth-grade band students progressively develop fundamentals while continuing to improve skills taught at the fourth-grade level. Developing an increased range of notes on all instruments, understanding an expanded musical vocabulary, applying more advanced rhythm combinations, and memorizing scales are skills developed throughout the year. Music from a variety of style periods (Renaissance, Baroque, etc.) and geographic origins, student-created tunes, and custom arrangements of concert works help teach skills in an interesting way. Class structures vary and include individual instruction for students, sectional rehearsals, and ensemble performance. Students are required to practice 15 to 20 minutes per day and are graded according to practice time as recorded on weekly practice records. Additional assessment approaches include in-class playing checks and group playing quizzes. Students perform in two major concerts, one in the winter and one in the spring.

**MIDDLE SCHOOL**

**Grades 6-8**
The Langley School Symphonic Band program seeks to expose students to the aesthetic and creative joy of making music in a large ensemble. Students learn the equal importance and interrelation between individual self-discipline and accomplishment and ensemble esprit-de-corps and success. Regular home practice is expected. Assessment includes in-class playing checks, tape-recorded playing tests, practice records, and occasional worksheets. Students study a large variety of literature, including selections from graded concert band literature (classics and contemporary works), holiday and ceremonial music, and popular selections. The most advanced Symphonic Band students may try out for membership in two select ensembles: the Wind Ensemble and the Jazz Band. There are five major performances throughout the year. The high point of the year is a trip to another city where the bands perform in an adjudicated competition with other bands from throughout the nation.
Language Arts

PRIMARY SCHOOL

The language arts program in the Primary School provides a foundation for building each child’s interest in the written and spoken word. Language arts is incorporated throughout the curriculum and represents a common thread linking cognitive, social, emotional, gross-motor, and fine-motor skills together. The program encompasses oral language, both expressive and receptive; reading, whether the child is learning to identify the alphabet, exhibiting reading readiness skills, or reading fluently; written expression of ideas, whether dictated or independent; appreciation of literature; and participation in creative dramatics, puppetry, and story dramatizations.

Preschool

Oral language and fine motor development, coupled with a love for stories and literature, provide the foundational components that develop students’ early reading and writing skills during the preschool year. Students develop oral expression and receptive language skills through dramatic play, show and tell, and the retelling and sequencing of stories. Preschoolers gain letter recognition and sound identification skills through rhyming activities, storytelling, and activities related to the "letter of the week." Students are also introduced to handwriting readiness skills using the Handwriting Without Tears program and a variety of fine motor activities. Lessons are structured around whole-group, small-group, and individual instruction.

Junior Kindergarten

Students in the junior kindergarten class begin to connect the written formation of letters with the sounds they make. Children are encouraged to write letter sounds with the help and knowledge of phonics without regard to spelling or punctuation, and use the Handwriting Without Tears program to practice the correct formation of uppercase letters. Students are introduced to sight words, they read and write daily messages, and many begin to read independently.

Kindergarten

In the kindergarten class, the children continue to expand their knowledge of writing using the foundation laid in the preschool and junior kindergarten programs. Identifying and writing upper and lowercase letters, recognizing consonant and vowel sounds, blending letters and sounds into words, identifying rhyming words and word families, developing vocabulary, and creating original stories are some of the many skills learned. Writing a sentence, spacing, punctuation, and capitalization are introduced to solidify the emergent writing skills. Using the Writer’s Workshop framework, kindergarten students create their own books, from brainstorm to publication. Class books based on the various units, field trips, and values of each month are also created throughout the year. In addition to incorporating these activities into the daily routine, the students are constantly exposed to different genres of literature – fiction, nonfiction, poetry, and plays.

In kindergarten, technology is used in various ways to support language and story development. Students have an opportunity to illustrate creative writing pieces using computers. They may also elect to play various language-based games such as letter recognition on the keyboard, word families, or word treasure hunts using classroom iPads.
LOWER SCHOOL

Grade 1
The first-grade language arts program aims to develop the skills and appreciation of reading that will foster a lifelong interest in literature and writing. Students experience daily reading and writing through small-group and class instruction. The Daily 5 program provides students with time each day for independent literacy activities. Daily lessons provide emphasis on word analysis, phonics, sight word memorization, context clues, and other aspects of reading and writing fluency. Reading comprehension is explored with written and verbal responses. Students are regularly assessed through oral reading, dictation, and guided discussions. Compound words, syllabication, prefixes, suffixes, and simple grammar rules are analyzed in the process. Writing occurs in the form of notes, letters, journals, writer’s workshop, and story writing. Writing sentences with sequence of thought, spacing, punctuation, and capitalization is expanded upon to enhance writing skills. Technology is an added tool in the creative writing process, providing a way to view individual text and computer illustrations and to construct books. Students practice upper and lowercase letter formation, size, and spacing using the Handwriting Without Tears program. Spelling features are explicitly taught using the Words Their Way word study program.

Grade 2
The second-grade language arts curriculum is a fully integrated, diverse program that teaches the basic skills of reading, writing, listening, and speaking through an interdisciplinary and collaborative effort with special subject teachers. Reading is taught daily in small flexible groups and focuses on the development of the following skills through the use of literature: phonics, fluency, spelling, punctuation, elementary research skills, vocabulary development, reading comprehension, and writing skills. Students develop independent literacy skills by making Daily 5 choices. These choices include: read to someone, read to self, work on writing, work with words, and listen to reading. Class discussions cover the study of characters, plots, and setting, as well as motives and feelings. Writing is interwoven throughout the curriculum and in all disciplines. Weekly writer’s workshops emphasize story-mapping, summarizing, and developing ideas. Students hone skills associated with the writing process, such as brainstorming, planning, writing drafts, and editing. The major units of study include personal narratives, realistic fiction, all about books, poetry, and stories. Literature is integrated into social studies by reading and discussing works related to Native Americans and immigration.

Grade 3
The third-grade language arts curriculum is designed to strengthen literacy skills through activities involving reading, writing, listening, and speaking. A literature-based reading program offers students opportunities to explore a variety of genres at appropriate reading levels. Students respond to their reading through small- and large-group discussions, written responses, projects, and dramatic presentations. Comprehension, word study, and critical-thinking skills are taught within the context of the material and reinforced throughout the curriculum. The writing program offers students opportunities to write in different styles and for a variety of purposes. Students compose basic paragraphs, skits, dialogues, stories, articles, journal entries, poems, and reports. Teachers use individual, peer, and small-group conferences to support students as they explore the writing process. Spelling, grammar, and cursive handwriting are taught through the use of workbooks, games, and oral and written exercises. Keyboarding is formally introduced in third grade, and technology continues to enhance the program with class sets of iPads. The language arts curriculum supports the social studies curriculum through the use of relevant novels, writing assignments, and dramatic presentations.

Grade 4
The language arts curriculum in fourth grade is closely integrated with the social studies and science programs. Reading is taught across the curriculum in a whole-class setting to encourage oral responses and in small, skill-focused groups for individualized attention. Students develop critical reading skills as they analyze plots, characters, main ideas, and literature genres. They learn to summarize texts and read for information, thus increasing vocabulary and acquiring general knowledge. Nonfiction texts, newspapers, and magazines, as well as classic children’s literature titles, are some of the reading choices. In small reading groups, students receive added instruction to develop fluency, accuracy, and comprehension. Students also meet in small
groups to study word structure, spelling, and sentence analysis. Using the facts learned through reading, students select information and write reports supported by their research. Laptops are used to enhance creative writing through keyboarding, word processing, and research. Teacher-guided activities help students through the writing process to reach a polished final product. Organization of thoughts, literal and inferential comprehension, writing, and critical reading skills are refined through a variety of receptive and expressive language arts projects, journal and response book writing, poetry, and plays.

Grade 5
The language arts component of the fifth-grade curriculum is a combination of vocabulary, spelling, comprehension, and grammar which is explored through the reading and writing processes. Students read novels, poetry, short stories, and various nonfiction selections. They write responses to the reading, critical analyses, poetry, and a research paper. Often the literature is integrated with other disciplines such as social studies and science. Grammar is taught through extensive use of diagramming, and then is integrated into the students’ writing. Public speaking skills are an important component, with students learning to speak confidently, clearly, honestly, and persuasively, and to support their views in class discussions. All language arts activities are integrated with technology. The fifth grade has 1:1 classroom laptop computers that allow for online work, editing, and research.

MIDDLE SCHOOL

Grade 6
Sixth-grade language arts is designed as a foundation course. It is comprehensive in nature, focusing on literature, composition, spelling, vocabulary, and grammar. Toward this end, students are made aware of the intricacies of the reading and writing process by developing and implementing effective reading and writing strategies. Students are exposed to a variety of genres, including nonfiction, novels, short stories, essays, plays, and poems. Writing is used as an exploratory tool that students employ to develop critical-thinking skills and discover their distinct literary voices. Higher-level research process skills are emphasized. The English mechanics portion of the curriculum covers the eight parts of speech, the sentence, punctuation, and capitalization. Technology, including iPads and laptops, is used to enhance learning in all aspects of the curriculum.

Grade 7
Students are challenged throughout the seventh-grade year to become better readers, writers, and critical thinkers. Readings include a variety of genres such as novels, short stories, plays, poetry, and nonfiction texts. The drafting process is emphasized throughout the year in order to allow students to see the recursive nature of writing. Writing skills are developed both in and out of school through assignments that ask students to make use of the following types of writing: narrative, descriptive, poetic, expository, analytical, and persuasive. In addition, students develop vocabulary, grammar, and spelling skills. Technology is an integral component of language arts, particularly in writing the creative components of this curricular area.

Grade 8
Designed to build upon the strong foundation established in previous grades and to ready students for the challenge of high school, this course focuses on developing the ability to communicate effectively. The English mechanics portion of the curriculum provides knowledge of the way the English language is constructed. It also provides students with the grammatical terminology needed for discussing correct usage, correct punctuation, and improved sentence structure in composition work. The primary purpose of the literature program is to encourage students to read in order to interpret their own experiences, broaden their interests, and deepen their respect for other cultures and peoples. Students study, in depth, all forms of literary works and literary terms, with particular emphasis placed on the study of the novel. Composition is an integral part of the literature program, but it is also taught in isolation in order to emphasize types of writing, structure, and development. Technology is a vital component of language arts, particularly in the writing components of this curricular area.
The Pat Bush Library strives to be a source of ideas, information, and pleasure. The collection and services promote the ethical use of information, developing in our students a responsible approach to research and learning. The library provides a broad array of the highest quality print and online resources in order to support the curricular research needs and recreational reading interests of the students. The collection holds more than 20,000 titles, over 30 magazine and professional journal subscriptions, and more than 15 online reference resources. The library’s materials, services, and programs reflect the school’s commitment to educate the whole child in the context of our diverse society, while promoting a lifelong love of reading.

The library program is cumulative and builds heavily upon skills and concepts learned in previous academic years. While Primary and Lower School classes work with the librarians on a fixed schedule, Middle School classes work with librarians according to projects to be completed. Also, teachers may schedule additional time in the library to fit the needs of specific curricular projects.

**PRIMARY SCHOOL**

**Preschool and Junior Kindergarten**

The very best examples of children’s literature are featured to nurture the students’ natural curiosity and love of story. Books presented are related to classroom curricular themes and to broad natural interests of young children. Students learn to listen attentively, to recognize rhyme, rhythm, and repetition, and to recall main events of the stories. They are introduced to library procedures, select books to take home, and learn to become responsible for library materials.

**Kindergarten**

Students learn to identify several elements of a book such as author, title, illustrator, and spine label. They are introduced to the concept of the call number which is used to locate the book in the library. Students listen to engaging stories, recalling sequential elements in addition to discussing main events. Creative literature forms such as folktales, poetry, and song are emphasized. Nonfiction forms are introduced and students learn to differentiate between fiction and nonfiction. Students learn and practice respectful and responsible library procedures and behaviors.

**LOWER SCHOOL**

**Grade 1**

First-graders listen to and discuss engaging stories related to the curriculum. Students learn to recognize various literary genres such as poetry, nonfiction, biography, and autobiography, while honing their pre-viewing and predicting skills. As their reading skills advance, they move from picture books to easy readers, chapter books, and nonfiction for their own personal reading choices. Students identify parts of a book such as call number, spine label, title page, publisher, dedication page, and index. They continue building on the concept of alphabetical arrangement, and they become familiar with the system of grouping books together in a library by call number. First-graders are introduced to the visual interface of the library’s catalog in the latter half of the school year, where they first learn to locate and select books by subject. Library procedures emphasize responsibility by encouraging returning books on time. Sharing and cooperation are taught by understanding book “holds” and renewals. Knowledge of each child’s own personal library identification number is reinforced.
**Grade 2**
Building on the library experience from earlier years, second-graders continue to listen to and discuss the very best examples of children's literature related to their academic and recreational reading interests. With a firm grasp of the differences between fiction and nonfiction, they practice the skills of previewing and predicting, learn to distinguish variants in comparative folktales, and learn to connect literature with current events. Students continue to identify and use additional parts of a book, including the glossary and table of contents. Their use of the catalog to locate and select books on a wide variety of topics by subject, author, and title continues to develop and improve. Students are introduced to basic reference resources such as dictionaries and encyclopedias, as well as to magazines for pleasure reading and for information gathering. The students are introduced to skimming their reading material for relevant information and begin to practice note-taking.

**Grade 3**
Third-graders continue building on their library experiences from previous years by listening to and discussing the very best examples of children's literature related to their academic and recreational reading interests. They learn to analyze literature for plot, character, setting, and theme; they learn to recognize the literary and artistic styles of particular authors and illustrators; and they study award-winning programs and selections such as the Caldecott Medal. Students continue to learn about the broad divisions of the Dewey Decimal System and apply what they know to their book selections. They sharpen their use of the catalog. The research process begins with the librarian and the teachers evaluating and previewing appropriate sources to be used by the students. The idea that sources of information must be evaluated critically is introduced and discussed. Collaborating in small groups on projects, students begin to work with general encyclopedias, both print and online. Specialized reference books relevant to the area of study, such as single-subject encyclopedias, are also used. Students hone their skimming and note-taking skills. The concept of giving credit to sources of information (bibliographic citation) is introduced by instructing students to acknowledge the author/creator of the resource used.

**Grade 4**
Following their library experiences of earlier years, fourth-graders continue to listen to and discuss the very best examples of children's literature related to their academic and recreational reading interests. Students explore Newbery Medal winners and literary genres such as realistic, historical, and fantasy fiction, biography, poetry, and folklore. Their understanding of the basic principles of the Dewey Decimal System as it applies to the organization of information in libraries continues to grow. Using both print and online resources, fourth-grade students engage in more sophisticated and in-depth information-seeking projects. Their developmental understanding of how to evaluate sources of information continues to mature. Students practice and improve their skimming and note-taking skills. They use dictionaries, almanacs, atlases, general encyclopedias, and subject encyclopedias, both print and online. They continue to build upon their understanding of bibliographic citation.

**Grade 5**
Fifth-grade students continue to advance their understanding of the concepts of information literacy: defining the information need, locating information, evaluating it, and using it effectively. Emphasis is given to the responsible and ethical use of information. Building on the library experience from earlier years, students continue to listen to and discuss the very best examples of children's literature related to their academic and recreational reading interests. Nonfiction areas of particular focus include ancient civilizations and authors. Students are introduced to additional print and online reference resources, particularly in the areas of biography, history, and music. The librarian, teachers, and instructional technologists collaborate on selecting appropriate academic and authoritative Web sites for the students to use. When citing sources, students practice the style format set by the Modern Language Association (MLA).
MIDDLE SCHOOL

Grade 6
Students advance their understanding of information literacy, the organization of libraries, books, and other information sources. They continue to develop their ability to select the best source for their specific information need. They become increasingly competent and independent in locating, selecting, and using books and other information sources. Librarians collaborate with classroom teachers to integrate information literacy skills into the content areas. Students learn the basics of independent and honest scholarship as well as a respect for copyright and privacy laws. Students continue to practice using the Modern Language Association (MLA) style format for citing sources. To continue to promote recreational reading, the librarian presents book talks during language arts classes.

Grade 7
Students continue to learn to select the most relevant reference books and online resources for their particular research needs. They apply information literacy vocabulary and concepts proficiently to research needs. Emphasis is given to the responsible and ethical use of information. They continue to use the Modern Language Association (MLA) style format for citing print and online sources. Students review and reinforce their understanding of previously taught print and online reference resources. Additional subject-specific print and online subscription databases are introduced. To heighten student interest in recreational reading and book discussion, the librarian presents book talks on various literary genres during language arts classes throughout the year.

Grade 8
Students advance in their proficient use of subject-specific resources. They sharpen their skills in evaluating particular sources for particular projects. They master not only the use of the library’s catalog to find materials by author, title, subject, and keyword, but also the use of general online reference databases. Consistent use of MLA citation style format is reinforced. Effective research strategies are presented to students at the beginning of each assignment. Emphasis is given to the responsible and ethical use of information. The library collection strongly supports the curriculum in language arts, social studies, music, science, and the visual arts. The focus of the fiction and poetry collections is on the African-American, Hispanic-American, Asian-American, and Native-American experience. Nonfiction emphasis is on the development of jazz and jazz musicians, African-American history, American ethnic groups, and critical issues of contemporary society.
Life Skills

The life skills program provides a framework in order for students to become knowledgeable about human development and understand how to promote healthy lifestyles that will extend into adulthood. This framework includes the ability to communicate effectively in ever-widening and complex social systems and to solve problems, make good decisions, and deal with conflict. Additionally, students are encouraged to explore their individual talents and interests as well as their roles in groups, and to apply this knowledge toward academic success. The Langley School’s core values define our community and provide a foundation for the teaching of life skills.

PRIMARY AND LOWER SCHOOLS
In the Primary and Lower Schools, life skills is integrated within the curriculum and teaching day. In the beginning of Lower School, life skills is a formal class period that meets once weekly. There are nine units of study taught throughout the year that reflect the core values of Langley’s Community Contract. These units of study include: friendship, respect, honesty, responsibility, generosity, acceptance, perseverance, cooperation, and self-discipline. Classroom meetings, discussions, and activities are primary to the objective of students demonstrating competence in communication and problem-solving. Students use and understand vocabulary and concepts specific to interpersonal relationships and conflict resolution strategies that are appropriate for their stage of development. Additional topics for life skills focus upon an understanding of health and the human body. Topics relevant to developmental age include nutrition and diet, hygiene, health, and exercise. Students demonstrate their understanding of pertinent knowledge, issues, and concepts through discussion, presentations, role play, and group projects.

MIDDLE SCHOOL
Life skills in the Middle School is taught as a distinctive course and integrated into the school day. Additionally, students meet several times a week in advisory groups to reinforce topics discussed in life skills. The Community Contract continues to guide discussions regarding respect for self, others, and community. Through discussions, activities, and presentations, students explore the social issues particular to the Middle School experience, such as navigating relationships, communicating effectively, using the Internet safely, and understanding group dynamics. Additional topics for life skills focus on an understanding of the human body and development, and may include discussions regarding health, nutrition, wellness, the heart and cardiovascular health, sexuality, and drugs and alcohol.
Mathematics

PRIMARY SCHOOL

Preschool
Math in the preschool incorporates the daily experiences, ideas, and developmental skills of the world of 3- and 4-year-olds. Exploratory activities, social learning, and interactions with materials lay the groundwork for growth in all developmental domains. The math program is integrated into daily activities, exploratory activities, social learning, and units of study. Integrated units of study facilitate connections with other areas of the curriculum such as language arts, science, social studies, visual arts, music, library, and physical education. Students are continually surrounded by materials and social experiences that encourage the development of mathematical concepts such as quantity, sequences, patterns, classification, spatial relationships, and comparison. Hands-on experiences enable students to discriminate differences and likenesses in sizes, shapes, numbers, and other attributes. They also begin to understand the potential for such attributes to change.

Junior Kindergarten
The junior kindergarten mathematics program incorporates hands-on experiences and varied manipulatives in settings that encourage exploration of age-appropriate math concepts. Learning number rhymes, songs, and measuring are examples of activities that encourage children to understand that math is a part of their everyday world. Opportunities to provide estimations and comparisons while graphing the results provide for visual and tactile experiences. Throughout the year, the children continue to explore the concepts of matching, sequencing, classifying, and patterning with increasing complexity through integrated units of learning. Age-appropriate problem solving is introduced with manipulatives, literature, and social interactions. As the year progresses, the children are encouraged to discover their own problem-solving capabilities and are introduced to quantitative concepts, shapes, space, and time.

Kindergarten
Math is an integral part of the kindergarten experience. Connections with everyday living are interwoven into all aspects of the curriculum. Children are provided with as many manipulative and hands-on opportunities as possible to explore and understand math concepts and their application through integrated units of learning. The program is designed to provide relevant experiences with quantity, basic geometry, symmetry, money and values, measurement, time, estimation, graphing and data analysis, classification, and patterning. The concepts of addition and subtraction are also taught using a variety of approaches to help each student become comfortable with these basic operations and facilitate problem-solving in a variety of contexts. The class comes together as a whole group for daily calendar activities, math games, and graphing. Small-group time allows for exploration with manipulatives and teacher observation and assessment. Interviews and observations are used for gaining information for teaching, early intervention, and extension.

LOWER SCHOOL

The mathematics program in the Lower School is designed to provide an environment for the study of mathematics that encourages all students to respond to math activities with interest and enthusiasm while motivating them to develop to their fullest potential. The program’s developmental approach equips students to become problem-solvers by the study of various problem-solving strategies, allowing them to approach new mathematical challenges. In addition to problem solving and critical thinking, the math program emphasizes basic mathematical skills and concepts with a focus on developing mental computation skills. Students are encouraged to explain their mathematical thinking in writing.
A variety of student-centered activities help the students understand concepts and skills. Puzzles, problems, manipulatives, historical and cultural perspectives, writing in mathematics, and games are used as teaching tools and reinforce daily math lessons. Each grade offers a variety of student-centered instructional approaches, including cooperative groups, whole-class instruction, working with manipulatives, and using calculators and computers. At all grade levels, technology is integrated into the curriculum when appropriate. There are continual opportunities to integrate mathematics into other content areas.

Grade 1
In first-grade mathematics, students build upon and broaden their practice and understanding of concepts. A significant emphasis is placed upon addition and subtraction with whole numbers less than 20. Students also focus on number sense topics, including skip counting, basic place value, ordinal numbers, familiar fractions, and the values of common coins. Students will engage in activities to encourage an understanding of length and capacity measurement units. They will further develop their abilities to tell time to the hour and half hour and build their knowledge of basic geometry with plane shapes and symmetry. Increased opportunities are provided for students to experience varied problem-solving activities and to promote algebraic thinking through logic puzzles and function relationships. Children will learn to communicate mathematically and see the connections between mathematical topics and real-world examples.

Grade 2
The second-grade mathematics program extends work with numbers through three digits and introduces the concept of quantity to 1,000. Students work to master regrouping and addition and subtraction facts. Estimating, measuring, patterning, graphing, data gathering and analysis, and developing spatial sense are woven into the curriculum. Opportunities are made available for students to analyze mathematical processes and to apply them in meaningful problem-solving situations. This allows students to view mathematics as a tool for daily living and learning. Thematic units reinforce the concepts of measurement and solid and plane figures. Students learn to read and write time with digital and analog clocks. A culminating flea market project completes the study of money.

Grade 3
Third-grade mathematics includes learning experiences with whole numbers through millions, fractions, decimals, the concepts of multiplication and division, basic facts, measurement, geometry, probability, money, time, and graphing. Activities that promote the development of problem-solving strategies, logical reasoning, and classification are also important components of the program. Communicating using mathematical terms and connecting mathematics to the real world are heavily emphasized. Students are encouraged to make connections between mathematics and other subject areas in order to see the relevance of mathematics in today’s world.

Grade 4
Fourth-grade mathematics expands upon traditional concepts and skills and provides students with many opportunities to engage in experiences involving problem-solving, measurement, data collection and analysis, and algebraic thinking. Topics include the study of double-digit multiplication, long division, addition and subtraction of fractions and decimals with like and unlike denominators, additional geometry concepts, estimation, and number theory. Students are provided with many opportunities to engage in rich problem-solving experiences and to recognize the importance of mathematics as a tool for explaining and problem-solving. Connections are made between mathematics and other subjects to help students see the usefulness of mathematics in their lives.

Grade 5
Problem-solving strategies, logical reasoning skills, and algebraic thinking skills continue to be developed and refined. Students continue computation with decimals. Fraction work becomes more advanced and includes the addition, subtraction, and multiplication of unlike denominators. The concepts of ratio, proportion, and percent are studied and compared to each other. Students explore topics in measurement, geometry, data analysis, and probability. Operations involving integers are introduced in fifth grade. Connections are made
between mathematics and other disciplines such as science, social studies, and physical education. Students are provided with many opportunities to engage in rich problem-solving experiences and to recognize the importance of mathematics as a tool for explaining and resolving daily problem situations.

MIDDLE SCHOOL

The mathematics program in the Middle School is organized to build on and extend the program of the Lower School. This program provides an environment for the study of mathematics that develops interest and enthusiasm, thereby motivating students to develop to their fullest potential. The Middle School math program has also incorporated the philosophy put forth in "Principles and Standards for School Mathematics" introduced in 2000 by the National Council of Teachers of Mathematics (NCTM) and also the Common Core curriculum.

Mathematics in the Middle School is a solid curriculum designed as the beginning of a strong preparation for secondary mathematics. It expands on students’ knowledge of numbers, computation, estimation, measurement, and geometry. It explores statistics, probability, patterns, and functions. These topics are taught as an integrated whole, not as isolated topics. The curriculum is concept-driven and reflects the full breadth of relevant mathematics and its interrelationships with technology. A 1:1 iPad program allows for individualized, differentiated instruction. Mathematics is taught by content specialists.

Grade 6

Sixth-grade mathematics places continued emphasis on the study of whole numbers, decimals, and fractions. The study of ratio, proportion, and percent is also emphasized. Students will use ratios to compare data sets and construct scale drawings, make geometric constructions, classify angles and triangles, and solve linear equations in one variable. The class continues to work with operations involving integers. Problem-solving is integrated throughout all areas of study so students can develop a wide range of skills and strategies for solving a variety of real-life problems. Computer and calculator technologies are integrated into the curriculum.

Grade 6 Advanced

Sixth-grade advanced mathematics emphasizes solving problems involving consumer applications, using proportional reasoning, and gaining proficiency in computation with integers. The students apply the properties of real numbers, solve two-step linear equations and inequalities, and make inferences, conjectures, and predictions using data analysis techniques. Two- and three-dimensional representations, graphing transformations in the coordinate plane, and probability are extended. Opportunities for students to acquire the specialized vocabulary and language patterns of mathematics are provided throughout each mathematics strand. Problem-solving continues to be integrated throughout all areas of study so that students can develop skills and strategies for solving problems in a variety of disciplines. Computer and calculator technologies are integrated into the curriculum.

Grade 7

Seventh-grade mathematics reviews and extends previously learned concepts and skills while introducing new content that is foundational to the more abstract concepts in algebra and geometry. Students gain proficiency in computation with rational numbers and use proportions to solve a variety of problems. New concepts include: learning algebraic expressions, solving two-step equations and inequalities, graphing linear equations, and using data analysis techniques. Students represent relations and functions using tables, graphs, and rules. Opportunities for students to acquire the specialized vocabulary and language patterns of mathematics are provided throughout each mathematics strand. Problem-solving continues to be integrated throughout all areas of study so that students can develop skills and strategies for solving problems in a variety of disciplines. Computer and calculator technologies are integrated into the curriculum.
Grade 7 Advanced or Grade 8 (Algebra I)
Algebra I incorporates all of the foundation skills that are necessary for students to pursue college preparatory mathematics in high school. The properties and operations on numbers are extended to include the comprehension of the real number system. Sets, equations, inequalities, exponents, polynomials, functions (linear, quadratic, absolute value, and exponential), graphing, direct and indirect variation, systems of equations and inequalities, and quadratics are the major topics of study. Additionally, the ability to make comparisons of one-variable data sets using statistical techniques is an expectation for all students in Algebra I. Graphing calculators are utilized to enhance the understanding of functions and provide a powerful tool for solving and verifying solutions to equations and inequalities. Other existing and emerging technologies are used as tools to facilitate the problem-solving process, data analysis techniques, and graphing.

Grade 8 Advanced (Geometry)
Geometry is a unified study of plane, solid, and coordinate, a geometric concept which provides students with the prerequisite skills that will facilitate the study of advanced mathematics. Investigations of lines, planes, congruencies, similarities, geometric inequalities, vectors, parallelism, perpendicularity, polygons, areas, volumes, triangles, circles, and three-dimensional figures are incorporated to provide a complete course of study. Formal and informal deductive-reasoning skills are developed and applied to the construction of formal proofs. Opportunities are provided for discovery learning through hands-on activities and experiences that allow for utilizing computer software and graphing calculators to explore major concepts, perform constructions, and develop problem-solving skills.
Physical Education

PRIMARY SCHOOL

Primary School students are engaged in activities that encourage creative movement and spatial awareness. Activities are based on fundamental locomotor and non-locomotor movement patterns such as jumping, galloping, hopping, skipping, leaping, sliding, bending, reaching, and balancing. Students practice basic manipulative skills such as throwing, catching, rolling, kicking, and dribbling with a wide variety of age-appropriate equipment. Movement stations and obstacle courses are designed with music that adds a rhythm element to instruction. Inclusiveness and independence are fostered as young children learn to take turns, share, be kind, and encourage their peers. Additionally, students are engaged in fitness concepts and knowledge of their own bodies from an early age.

LOWER SCHOOL

Grade 1

During the first trimester, first-grade classes are centered on the review and practice of fundamental locomotor and non-locomotor skills such as running, galloping, hopping, skipping, jumping, bending, and balancing. Students are given greater responsibility since physical education classes require more structure and organization in the Lower School. Through the course of the year, students engage in challenge by choice activities. The students have the opportunity to create their own challenges and are taught to encourage their peers. All students participate in setup and cleanup of the instructional space.

As the year continues, fundamental sports skills are introduced. Individually, in pairs, and in small groups, students participate in activities that encourage the practice of rolling, trapping, catching, throwing, kicking, dribbling, juggling, and striking of balls of different sizes and other equipment such as balloons, beanbags, and scarves. Students practice balancing, rolling, and transferring weight to promote gross motor development. In the winter, students participate in a unit of dance and creative movement in which they contribute to class choreography with modern music. The year culminates with activities that will prepare the students for Field Day, an all-school activity that occurs at the end of the year. Units in physical education are organized around skill and movement themes, in combination with Langley’s core values.

Grade 2

The focus in second grade continues to be the further practice and refinement of locomotor and non-locomotor skills introduced in the previous year. The classes participate in a routine of exercises and warm-up activities that are led by the students. Sports skills are practiced in small groups as well as individually and in pairs. Games are designed to encourage the practice of these skills in a setting that requires some decision-making. Second-grade units are organized according to common skills and movement concepts, such as throwing and catching, dribbling and volleying, striking with racquets and long-handled implements, balancing, and rolling.

During the third trimester, the students begin preparation for the annual Kickball Friendly game that is scheduled each May. Kickball skills and concepts learned in class are then transferred to a tournament of modified kickball where the application of rules allows students to have an enjoyable and successful team experience. The final unit before the end of the school year is the preparation for Field Day, an annual Langley tradition each spring.
Grade 3
The locomotor, non-locomotor, and sports skills that have been practiced and achieved are now transferred into games and activities within small groups in a more complex environment. Modified team sports are introduced. Students learn and practice the fundamental skills and tactics needed for sports such as soccer, basketball, volleyball, and other team activities. Rules are modified so that each child can gain at least a minimum level of competency and success. In addition to traditional sports, students participate in rock-wall climbing, cooperative activities, and team-building activities. Third grade marks the introduction of themed units arranged around sports such as basketball, volleyball, soccer, indoor tennis, and cooperative games. The year culminates with the preparation and practice of skills and exercises needed to compete in Field Day.

Grade 4
In fourth grade, practice and repetition of skills take place more frequently in a small-group setting. Further practice and learning occur with team sports such as soccer, basketball, handball, volleyball, and ultimate Frisbee. Track and field and t-ball skills are introduced in the spring.

The health and fitness component for the fourth grade includes both health- and skill-related aspects of physical fitness and consists of the measurement of cardiovascular endurance, flexibility, agility, abdominal strength, and upper body strength. The end of the school year culminates with team-building games and challenges, combined with skill practice associated with Field Day.

Grade 5
In fifth-grade classes, the students are introduced to the general rules and skills of various team sports, including soccer, flag football, basketball, volleyball, handball, and indoor tennis. Small and large groups are used to practice these skills so they may be implemented into game settings.

As part of the fitness program for the grade, students focus on exercises and workouts designed to improve flexibility, strength of the core, endurance running, and sprinting techniques. Time is also spent discussing diet, healthy living, and ways to develop cardiovascular fitness and strength. All students in the fifth grade experience and learn the game of cricket, culminating with an all-day tournament. The final unit in class involves preparing for Field Day.

There is also an opportunity for fifth-graders to participate in Langley’s junior varsity athletic teams. Fifth-graders may participate in soccer or cross country in the fall, basketball in the winter, and lacrosse, baseball, or softball in the spring. The after-school sports program also offers fifth-graders the opportunity to participate in a cross country meet in October and to be selected for a track and field meet in the spring.

MIDDLE SCHOOL

Grade 6
In sixth grade, many sports skills are taught and practiced so that they may be implemented into game-like situations. General rules and skills are reinforced for such team sports as soccer, basketball, volleyball, floor hockey, field hockey, and football. Students work in pairs, small groups, and large-group settings to practice these skills. In between major team sport units, the students participate in other units that may help develop such skills as upper-body strength, coordination, balance, and endurance. Examples of these units include fitness, cross country, and problem-solving challenges. Our program is based on a personal improvement philosophy. We believe that all students can improve their skills and learn strategies for a healthy lifestyle.

Sixth-graders may participate in the junior varsity level of Langley’s athletic teams. Students may participate in soccer or cross country in the fall, basketball in the winter, and lacrosse, baseball, or softball in the spring. They also have the opportunity to participate in a cross country meet in the fall and a track and field meet in the spring.
Grades 7 and 8
Conventional sports such as soccer, basketball, t-ball, volleyball, and indoor tennis are taught and practiced in both grades throughout the year. There are also many unconventional activities planned for the students which emphasize teamwork and cooperation such as capture-the-flag and ultimate Frisbee. The students also participate in an extensive track and field program. The goal of the program is to learn and develop advanced techniques in up to three chosen track and field events. The last few weeks of class are spent revisiting team sports that have been addressed earlier in the academic year. Students have the opportunity to select, organize, and participate in popular games, providing one final opportunity to further develop and execute techniques and strategies.

Seventh- and eighth-graders comprise the varsity teams in Langley’s athletic program. Students may participate in soccer or cross country in the fall, basketball in the winter, and lacrosse, baseball, or softball in the spring. They also have the opportunity to compete in a cross country meet in the fall and a track and field meet in the spring.
At the Primary School level, science and health are integrated across the curriculum. The teachers guide students in exploring and observing the natural world around them and their school environment. The program utilizes the knowledge each child brings to the group as well as his/her natural sense of curiosity, and it provides for experiential and hands-on participation. The teachers acknowledge the developmental levels of the students and respect their ideas and perceptions as they strive to make the curriculum relevant to the students’ daily lives. The curriculum goals include stimulating awareness, developing investigative skills and scientific concepts, providing an environment for independent learning, and, most of all, nurturing the natural sense of wonder in a young child.

The goal of the science program in the Lower School is to create a challenging, age-appropriate academic environment for students to develop critical-thinking skills, gain core science knowledge, and become enthusiastic about learning science. Whenever possible, units are integrated with other academic disciplines. Health education is also currently addressed in first through fifth grade. Teachers use a variety of educational strategies to provide multiple pathways for students to learn the material presented, and activities are designed to be student-centered and developmentally appropriate. Course work consists of labs, projects, activities, and class-related homework assignments that encourage inquiry skills and utilize the scientific method.

First-grade science classes are experiential, explorative, and active, providing each student with the opportunity to discover and experiment with the natural world. Content includes scientific process skills such as hypothesizing, making predictions, classifying, comparing, observing, measuring, asking scientific questions, and testing ideas. Students learn basic lab skills for measurement with balances, thermometers, and graduated cylinders, and are introduced to data collection with simple digital devices. Scientific topics include safety, measurement, plants, buoyancy, basic chemistry and elements, flightless birds and penguins, light, sound, electricity, airplanes, rockets, ecology, recycling, food chains, and animals such as insects, worms, and lower vertebrates. Many science units are integrated with topics in other classes.

Second-grade science classes are very “hands-on.” Content includes: invertebrate physiology, characteristics of the sun, introduction of the solar system, energy, adaptations of birds, introduction to the scientific method and inquiry, paleontology, chemical properties of water and the molecule, properties of aquatic ecosystems, and introduction to chemicals and chemical reactions.

Third-grade coursework consists of demonstration labs, hands-on activities, field labs, and homework related to class projects and labs. Content includes: the scientific method, classification of living things, marine biology, plant biology with an emphasis on flowers and pollination, the vertebrate life cycle, sustainable fishing, buoyancy and density, and boat design. Students are active participants in class.

Fourth-grade coursework consists of labs, hands-on activities, field labs, and homework related to class projects and labs. Content includes: scientific method, lab safety, metric measurement, magnets, electricity, species adaptations, climate and geography, introduction to physics, rockets, and animal classification.
Grade 5
Coursework for the fifth-grade science class consists of labs, hands-on activities, projects, lecture notes, and homework related to class projects and labs. Content includes: scientific inquiry/lab skills, trees, cells, basic atomic structure, chemistry, physics (including Newton’s laws), astronomy, and the human reproductive system. In the fall, fifth-graders take an overnight trip to Camp Highroad which focuses on environmental education and community-building.

MIDDLE SCHOOL
The primary goal of the Middle School science program is to provide a broad, general understanding of the fundamental principles of environmental/earth, physical, and life sciences. A strong emphasis is placed on applying the scientific method, incorporating math and technology into the curriculum, and building core concepts and knowledge for future learning. Hands-on activities are designed to reinforce concepts discussed in class, and the teachers strive to develop the observation, questioning, critical-thinking, and problem-solving skills of their students. Students learn by doing through a combination of hands-on activities, lab explorations, demonstrations, discussion, and direct instruction. Students construct an ever-growing base of scientific knowledge. Many inquiry projects are created and conducted by individuals or small groups of students.

Grade 6
Content in the sixth-grade science class includes: water quality factors and test methods, a study of the Potomac River watershed, crystal structure and growth, mineral formation and identification, rock formation and identification, plate tectonic theory, earthquakes, volcanoes, and structural testing. Field trips include day trips to study local ecosystems and assess water quality.

Grade 7
Seventh-grade content includes: matter and temperature, changes in the state of matter, understanding atoms, molecules and compounds, atomic structure, the periodic table of elements, chemical bonds, the use of formulas and names of compounds, acids, bases, and organic compounds, measuring matter, motion, speed, velocity, acceleration, forces, gravity, and energy.

Grade 8
Content for eighth-grade science class includes: biodiversity and natural resources, cells as the basic unit of living things, photosynthesis, cellular respiration and division, meiosis, Mendelian genetics and heredity, the central dogma of molecular biology (DNA, RNA, and protein), evolution and natural selection, and human anatomy and health. Eighth-graders also take a week-long trip to Costa Rica to study environmental sustainability.
Social Studies

PRIMARY SCHOOL

In the Primary School, social studies is integrated into every discipline. It focuses on the social development of the children and increases their awareness of the world in which they live. The program incorporates civics, history, and geography at an age-appropriate level. Students begin to realize and understand how people are similar and different. Values of the month such as sharing, cooperation, respect, love, and trustworthiness are introduced and reinforced in all areas. Field trips and guest presenters enrich the curriculum.

LOWER SCHOOL

Grade 1
Students continue to acquire knowledge about their world and the world around them as they learn more about themselves, their community, and important people in their lives. The theme of friendship is incorporated into the daily routine by modeling concepts of respect, listening, inquiry, and social problem-solving. The Langley Community Contract provides a basis for discussions about rights and responsibilities in the classroom and beyond as students consider the similarities, differences, and common rights of all people. Students also study historical figures whose lives provide examples to emulate, including Clara Barton, Martin Luther King, Amelia Earhart, and many contemporary role models. The world is brought to the students through geography which is introduced through maps, globes, and technology. They explore the various cultures and traditions of each continent. Social studies is closely integrated with language arts, science, music, art, and technology studies. Field trips, guest speakers, and films further enhance the students' experiences.

Grade 2
The social studies curriculum is designed to broaden and improve the students’ understanding of the world through the study of communities, including their own. Throughout the year, map skills are integrated within curriculum topics. Major themes for the year include Native Americans, “Coming to America” (which focuses on immigration and ancestry), the United Nations, Washington, DC, and symbols of the United States. Students are encouraged to work cooperatively to solve problems and share their discoveries. They explore library resources and technology tools to gather knowledge of important landmarks and other countries. Technology is integrated into the curriculum through the use of selected Web sites and projects which develop students’ research and presentation skills.

Grade 3
The third-grade social studies curriculum is an introduction to the early history and geography of the United States. The year begins with the exploration and early settlement of the United States. Students follow the history of the United States from Colonial America and early Virginia history to the Revolutionary War and westward expansion, including the journeys of Lewis and Clark. Themes of citizenship, patriotism, and heroism are explored using an interdisciplinary, hands-on approach to social studies. The social studies curriculum is closely integrated with language arts, math, science, music, art, library, and technology. Online resources, Web sites, and word processing programs are utilized to complete research projects. Field trips to museums and historic sites in Washington, DC, enrich the curriculum. Students undertake further studies of the geography of the United States and discover the impact of geography on the regions of this diverse nation.

Grade 4
The fourth-grade social studies program introduces students to modern American culture and cultures of the world through geography, economics, sociology, religion, and political science. The use of map skills is interwoven throughout the year. Students learn a broad range of geographic terms and identify landforms around
the world. They focus closely on North America, specifically the United States, which they compare and contrast with countries around the world, focusing on the continents and cultures of Asia and Africa. Civics is more formally introduced at this level through inquiry, problem-solving, and decision-making. The program is integrated into other areas of study, including class novels, projects utilizing technology, and resources found in the library. Students give weekly oral presentations on current, national, and world events which are filmed in the school’s media studio and broadcast on Langley’s in-house television station (LTV).

Grade 5

The fifth-grade social studies curriculum introduces students to ancient civilizations that formed the basis of Western civilization. The curriculum moves from pre-history through the development of civilization, and focuses on Mesopotamia, Egypt, Greece, and Rome. The curriculum is integrated into other areas of study including literature, technology, and art. The use of laptop computers is integrated into the curriculum, with students using Inspiration and word processing to produce research papers.

MIDDLE SCHOOL

Grade 6

The sixth-grade social studies curriculum examines world cultures, including Europe, Asia, Africa, and the Middle East. Students take a chronological journey through world history from ancient civilizations to the time of the Enlightenment. The development of societies is studied through an analysis of art, music, architecture, religion, literature, and inventions. Emphasis is placed on understanding the interaction between historical events and geography, culture, and major historical figures, such as Abraham, the Buddha, and Galileo. Students research historic events using classroom laptops, Langley’s library, technology labs, and media studio. An understanding of geography and current events is an integral part of the social studies curriculum.

Grade 7

The seventh-grade curriculum covers the growth, development, and transformation of the United States from the Jamestown settlement of 1607 to the end of the Civil War in 1865. Students are introduced to major events in American history, including Native American cultures, early European settlement, colonization, the American Revolution, and the Civil War. The use of primary documents is stressed, with access to Langley’s library and computer labs facilitating the study of the early history of the United States. Students gain an in-depth understanding of the political, economic, and social changes experienced by America during this critical time period. Field trips provide students with experiences outside of the classroom which reinforce and expand upon themes studied throughout the year.

Grade 8

The eighth-grade curriculum covers America’s history and its role in world affairs from Reconstruction to the present. Students analyze primary documents and political cartoons, and re-enact famous court cases as they undertake a study of America’s past, including key international events from World War I, World War II, and the Civil Rights movement. A field trip to the U.S. Holocaust Memorial Museum provides students with a deeper understanding of the human dimensions of history. Technology and research skills are integrated into all aspects of the curriculum. Current events on the national and international scene are discussed and debated weekly as students further refine their skills in debate and public speaking.
Technology

In accordance with international/national standards for technology integration, Langley believes it is important to infuse the curriculum with technology using age-appropriate tools. To meet this goal, the school’s technology team works with students, faculty, and staff to help them grow more comfortable with the use of technology. Whether in the classroom, in a lab, or in the field, curriculum-based activities incorporate technology in a seamless manner, allowing students to work both individually as well as in small groups. Thus, technology functions as a fully-integrated, curriculum-enhancing tool. Occasionally, when teaching students about media education or computer ethics, etiquette, and safety, technology teachings are separated from the curriculum and taught inside a life skills pull-out class or assembly. Although the school encourages all teachers to integrate these separate lessons in their general curriculum, in certain instances, both a pull-out and fully-integrated approach are valuable in order to ensure that all students achieve a solid set of media literacy and Internet safety skills.

All students have access to computers, scanners, printers, digital still and video cameras, and interactive whiteboards in classrooms and computer labs, as well as a fully-equipped creative media studio featuring green screen technology. All classrooms are equipped with or have access to personal response systems and digital cameras/camcordes for student use. Technology tools include: keyboarding and word processing programs, database and spreadsheet programs, multimedia presentation programs, concept-mapping software, Internet access and Web-based resources, logical and geometrical skill programs, programming software, video conferencing, distance-learning projects, simulation software, real-time data projects, and online collaborative learning projects. An instructional technologist assigned to each division supports teachers in the integration of technology into their curriculum. The technology team’s ultimate goal is to help classroom teachers use the tools mentioned above to support hands-on, project-based, student-centered learning.

All Middle School students are issued iPads for use at school and home, receive e-mail accounts, and have access to laptop carts stationed in classrooms. Middle School students may also take part in several STEM electives such as coding or Odyssey of the Mind. As part of their life skills class and during Middle School assemblies, students learn about netiquette, online bullying, and how to be safe online.

PRIMARY SCHOOL

Technology is incorporated in the Primary School as appropriate. All Primary School classrooms have interactive whiteboards. Beginning at the kindergarten level, an instructional technologist partners with teachers to incorporate technology activities into the curriculum. Kindergartners learn basic computer anatomy, computer terminology, and how to care for the equipment. At this level, students are introduced to creativity tools including graphics, spreadsheet, robotics, and multimedia programs, digital cameras, and iPads both inside the classroom and through visits to the PC lab. In addition, a laptop center is available in each classroom with appropriate curriculum-related software. In the PC lab, students are introduced to programs such as Kidspiration, Kidpix, Learn About Animals, Microsoft Office, and keyboard awareness software. By the end of their kindergarten year, students have learned how to log in, navigate, and recall their work from the school’s network. When working with technology, students are often encouraged and reminded to think about computer ethics, etiquette, and safety.

LOWER SCHOOL

Grade 1

First-grade students begin to work with software and Web-based activities to develop keyboard awareness with a focus on keeping both hands on the keyboard, learning the location of keys, and learning proper posture. In addition, they use different software and technology tools such as digital cameras, Kidspiration/
Inspiration, Kid Pix, Microsoft Word, PowerPoint, and Excel as they develop curriculum-related projects. Supervised Web-based activities are limited to Langley’s online resources and sites selected by teachers. Real-world projects are often videotaped to help students begin to develop presentation skills. Classroom computers are made available to support group work in spelling, writing, and other language arts activities. When working with technology, students are often encouraged and reminded to think about computer ethics, etiquette, and safety.

**Grade 2**
Second-graders continue to build on the skills introduced in first grade. A significant number of curriculum-based activities infuse technology studies in age-appropriate ways, allowing students to work both individually, as well as in small groups. Students also use technology to enrich their study of American Indians as they complete their first research-related Web searches. All projects encourage students to think about computer ethics, etiquette, and safety. Classroom computers are made available to support group work in spelling, writing, and other language arts activities. Supervised Web-based activities continue to be limited to Langley’s online resources and teacher-selected sites.

**Grade 3**
Formal keyboarding instruction begins in third grade when students’ hand size and fine motor skills permit training. Class sets of iPads increase the opportunities for mobile learning within and outside of the classroom walls. Concept-mapping programs, such as Timeliner and Inspiration, help 8- and 9-year-olds to visually grasp the sometimes amorphous concepts of time, place, order, and historical relationships. All curriculum-based projects encourage students to think about computer ethics, etiquette, and safety. Students further develop their presentation skills by being filmed for various multimedia projects throughout the school year. When third-graders perform research outside of the Langley online databases, teachers pre-select sites appropriate for students to use.

**Grade 4**
Beginning in fourth grade, students receive individual classroom access to one-on-one laptop computers. Critical-thinking and problem-solving activities are reinforced by a basic introduction to programming using Microworlds. All curriculum-based projects encourage students to think about computer ethics, etiquette, and safety. Starting in fourth grade, homeroom teachers, librarians, and instructional technologists introduce notions of a developmentally appropriate search process, beginning to instill in students a more sophisticated appreciation of Internet research, formal methods of citation, and a need to critically evaluate and assess what they find when performing research. Students continue to develop presentation skills through weekly news broadcasts which are produced in Langley’s media studio and broadcast throughout the school. Students further develop their presentation skills with the addition of videotaped interviews of Langley community members.

**Grade 5**
Fifth-graders have access to a set of classroom computers and digital cameras, as well as the use of computer labs. They learn how to blog, podcast, and work together with others in online environments. Curriculum-based programming activities, such as learning math concepts by programming objects in Microworlds, help to reinforce critical-thinking and problem-solving skills. Homeroom teachers, librarians, and instructional technologists continue to introduce notions of a developmentally appropriate search process, instilling in students an appreciation of the differences between search engines, formal methods of citation, and a need to critically evaluate and assess what they find when performing research. When research projects are introduced, homeroom teachers and instructional technologists help students begin to compare and contrast two search engines.
MIDDLE SCHOOL

The Middle School provides each student with an iPad to use throughout the year. The use of mobile technology allows for creative ways to explore ideas and show mastery. Technology is integrated throughout the school day in addition to being explicitly taught during elective and arts classes.

Grade 6
As students move into the Middle School, technology continues to be integrated into all aspects of the curriculum. The technology team works closely with teachers to integrate imaging, sound, video, and simulation software, real-time data projects, online collaborative learning projects, PASCO probeware, and other technology resources into the curriculum. In addition, students are given the opportunity to participate in several technology-based electives, such as publications, robotics, Web design, television broadcasting, film creation, and more.

Grade 7
Seventh-graders continue to take advantage of the Middle School’s technology resources, and technology maintains a strong presence across the curriculum, both in traditional classes and in technology-based electives. Seventh-graders also participate in a media class, focusing on media literacy and production. Readings and class discussions guide students as they design, analyze, and critique magazines, films, television shows, podcasts, blogs, and multimedia Web sites.

Grade 8
In their final year at Langley, eighth-graders further use technology in all areas of study, utilizing high-end multimedia software, digital cameras, scanners, and other Internet-based tools. Teachers work with instructional technologists to include technology tools in curriculum subjects. By the end of eighth grade, all students are expected to display proficiency in Microsoft Office, presentation skills, Web-based research skills, and responsible and ethical Internet use. Students are continuing to learn how to become more media literate as they work with tools relevant in the Web 2.0 world.
World Languages

PRIMARY SCHOOL

Preschool, Junior Kindergarten, and Kindergarten (Spanish)
Students participate in games, songs, and Total Physical Response activities. The goal is to make initial exposure to another language a natural, enjoyable, and rewarding experience while developing an appreciation of the Spanish language and its rich and varied cultures. Emphasis is placed on the development of correct pronunciation skills, response to commands, recall and knowledge of basic vocabulary words, and counting, singing songs, and reciting nursery rhymes.

LOWER SCHOOL

Grade 1 (Spanish)
The primary goal in first grade is to develop beginning oral, listening comprehension, and pronunciation skills. Emphasis is placed on developing an authentic accent, responding to simple commands, understanding and recalling basic vocabulary words, counting, exhibiting expression on topics studied, and engaging in daily social dialogue. The methodology includes the use of simple symbol cards and other visual techniques to teach vocabulary and sentence structure in a straightforward, intuitive manner. Students have simple conversations with yes/no questions, express likes/dislikes, and begin to provide basic information. Vocabulary topics include alphabet, clothes, place, time, nuclear family, school, and animals. Through the learning of a second language, students develop an awareness and appreciation of other cultures.

Grade 2 (Spanish)
Building on the methodology used in first grade, students in second grade are encouraged to speak using various kinds of questions, provide descriptive and argumentative statements, and make basic comparisons and contrasts. More complex speaking skills are elicited and reinforced through gradual substitution of symbols with written words. Vocabulary topics include sports and recreation, means of transportation, people, weather, and geography. Students continue to develop an awareness and appreciation of other cultures.

Grade 3 (Spanish)
The primary goal continues to be the development of oral, listening comprehension, and pronunciation skills. Continuing the progression of the curriculum, students learn to write simple paragraphs, transition to reading without visual symbols, and study various topics including days of the week, body parts, expressions of feelings, and health. Students narrate using long and complex sentences, study organization of speech, begin to express needs, and demonstrate comprehension of simple auditory cues. Students continue to develop an awareness and appreciation of other cultures.

Grade 4 (Spanish)
In fourth grade, students engage in discussions with more than two people, learn colloquialisms, and develop an expanded ability to describe, compare and contrast, identify, state, and understand feelings and emotions. Students can read and write without the support of visuals, master correct use of punctuation, and comprehend the main idea in various media. Vocabulary topics include spatial prepositions, professions, schedules, time, size, weather, family, and quantity. Students are encouraged to write imagined stories, incorporating all of the grammar and vocabulary learned to date.
Grade 5 (Spanish)
During their last year in the Lower School language program, students continue to study how to conjugate verbs and to structure sentences with correct subject-verb agreement in both their speaking and their writing. They are able to perform written narrations, write letters, and write simple, guided compositions. Vocabulary topics are varied and include family, food and drinks, eating habits, money, household places and objects, travel and tourism, and festivals celebrated in Spanish-speaking countries. Students are encouraged to work independently, as well as cooperatively on group projects. They demonstrate an understanding of various cultures associated with their language of study.

MIDDLE SCHOOL

Through the development of the skills acquired throughout the Lower School curriculum, students are able to make a smooth transition to the Middle School program. The fundamental goal of the world languages program in the Middle School is to develop students' various communication skills in the target language. As in the Lower School, the program's objectives are designed to be progressive. Skills introduced in each grade are expanded upon and refined at incremental levels throughout the sixth, seventh, and eighth grades. During this course of study, students acquire and develop listening, speaking, reading, and writing skills. The target language is the focus and the primary means of communication between the teacher and the students. The design of the curriculum ensures an adequate level of proficiency, enabling students to meet the challenges of a high school curriculum. Equally important, the curriculum is infused with a broad cultural component derived from a range of countries speaking French, Spanish, or Chinese.

Grade 6 (French, Spanish, or Chinese)
During the first year of transition into the Middle School, additional class time allows for a more comprehensive approach to the language learning process. Students participate in oral discussions, skits, reading, writing, and individual and group projects. The importance of literature is stressed by reading selections of known authors. Students use appropriate French, Spanish, or Chinese periodicals, primary resources, and multimedia materials to further develop their skills. In French classes, cultures of North American French-speaking countries are studied, and in Spanish classes, cultures of Mexico, Central America, Spanish-speaking Caribbean countries, and cities of the United States are stressed. In Chinese classes, students explore the cultural heritage of China. Informal assessments are frequent. Evaluations include cultural elements and all aspects of the four basic language acquisition skills: listening, speaking, reading, and writing.

Grade 7 (French, Spanish, or Chinese)
In seventh grade, students continue to develop their skills in listening/comprehension, reading, writing, and speaking. In addition to being able to speak about present and near future events, students are also introduced to the past tense in seventh grade. The importance of literature is stressed by reading selections of known authors. Students use appropriate French, Spanish, or Chinese periodicals, primary resources, and multimedia materials to further develop their skills. Every year, students take part in the National French or Spanish Exam, or the Youth Chinese Test as appropriate. A cultural component of the French class involves the study of French-speaking African countries and Caribbean islands. In Spanish classes, the focus is on South American countries, while the focus is on China in Chinese classes. Informal assessments are frequent. Evaluations include cultural elements and all aspects of the four basic language acquisition skills: listening, speaking, reading, and writing.
**Grade 8 (French, Spanish, or Chinese)**

At this level, in addition to consolidating all concepts previously studied, students acquire more advanced grammatical features which include the imperfect and future verb tenses, expand their vocabulary, and further develop their speaking and writing skills. To that end, students are able to write lengthy paragraphs independently. They speak and write about museums, sports activities, restaurants, fitness, travel, and their daily routine. The integration of technology continues to play an important role in the development of the students’ language skills. The importance of literature is stressed by reading selections of known authors. Students use level-appropriate French, Spanish, or Chinese periodicals, primary resources, and multimedia materials to further develop their skills. Every year, students take part in the National French or Spanish Exam, or the Youth Chinese Test as appropriate. French students focus on various cultural aspects of France, while Spanish students focus on various cultural aspects of Spain. Chinese students discover the cultural aspects of China. Informal assessments are frequent. Evaluations include cultural elements and all aspects of the four basic language acquisition skills: listening, speaking, reading, and writing.
At The Langley School we are committed to establishing and sustaining a diverse, inclusive, and safe community. We create a child-centered environment that is academically challenging and uniquely engaging. Differentiation and innovation are hallmarks of our curriculum, which is integrated across disciplines, developmentally appropriate, and multicultural. Authentic learning experiences and assessment guide teaching and learning, allowing students to reach their potential. We take pride in and are valued for our understanding of and advocacy for each student, our support of one another, and our role in the larger community.