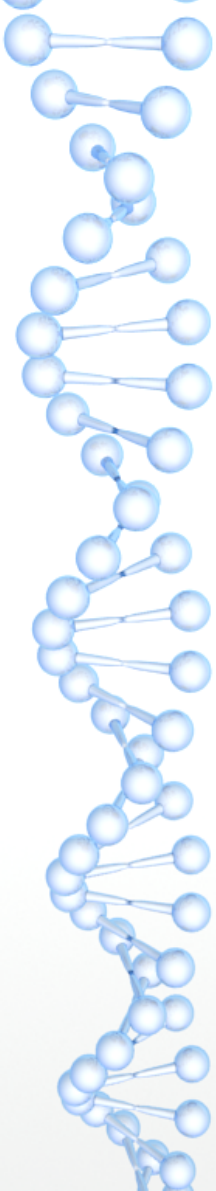

The Dome School Elementary Program Presents…

Curriculum Night!

On the Menu ...

I. History of the Dome School

II. Our Mission and Philosophy

III. Educational Approaches and Influences

- a. Small, Multi-age Classes
- b. Emergent Thematic Curriculum
- c. Social Justice Orientation
- d. Multiple Intelligences
- e. Arts Integration

… On the Menu

IV. Social and Emotional Learning

V. Academic Learning – Reading, ‘Riting, ‘Rithmetic

- a. Self-Esteem the Cornerstone
- b. Literacy Program: Balancing Whole-Language and Phonics
- c. Mathematics Program

VI. Uniquely Dome: Gifts and Challenges

VII. Bloom’s Taxonomy Assessments

I. History of the Dome School

(from domeschool.org)

- The Dome School began in 1975 as a home schooling collective. The classes were held in a dome structure located in Takilma, Oregon. In 1976 the school was incorporated as a 501(c)3 non-profit organization. In 1979, the need for a larger and more permanent facility brought the community together to build the school's present building, known locally as the Takilma Community Building or TCB.

- The present structure is a multi-purpose building located on eight acres of community-owned land. The forested location provides a relaxed, natural atmosphere and many opportunities for science, nature studies and recreation.

- Parent and community involvement has always been integral to the functioning of the school. To be a part of the rhythm of the day is an enriching experience for both parent and child. The teachers integrate the interests of the children, the parents and the community volunteers to create a curriculum that is unique each year.

II. Our Mission & Philosophy

(from domeschool.org)

- At the Dome School, we strive to work with the whole child. We are concerned with helping children develop their academic potential, but are equally concerned with their social and emotional development. We want children to be able to be creative and allow their natural curiosity to thrive. The challenge we face as teachers is to respond to each child and meet his or her needs.
- Teachers are facilitators who encourage discovery and exploration while fostering good communication skills.
- Mission: The Dome School works hand in hand with families to ignite a lifelong love of learning and a deep caring for the diversity of humanity and the natural world. By weaving together school, family and community, we create a sense of belonging that empowers children to be leaders in a changing world.

II. Our Mission & Philosophy

The Dome School

- Teaches the whole child
- Uses a thematic curriculum
- Uses conflict resolution
- Has multi-level classrooms
- Stresses self-esteem
- Uses community members as mentors
- Is a parent cooperative
- Teaches non-violent solutions to problems
- Teaches every child as a unique individual

III. Educational Approaches and Influences
a. Small, Multi-Age Classes

~From its inception, the elementary class has been an intimate gathering space for children of different ages, from age 6 to age 12 or so.

~In a multi-age classroom…

~ children of different ages form friendships

~ older children learn to mentor and lead

~ younger children learn to receive guidance from their older peers

~ teachers and children form a longer-lasting relationship, and we become a close-knit family.

III. Educational Approaches and Influences
a. Small, Multi-Age Classes

~ Keeping our class size small has also helped facilitate an intimate atmosphere.

~ The teacher-student ratio has ranged from 1:7 to 1:10 through the years. At times, all the children have spent the entire day with each other. Other times (when the group gets a bit big), the class splits into two learning areas.

III. Educational Approaches and Influences
a. Small, Multi-Age Classes

~Currently the class is split:

16 younger elementary students in the Serpentine Room

10 older elementary students in the Amethyst Room

~ "Some Benefits of Multi-age Grouping" (Early Care and Education Center at the University of Wyoming).

III. Educational Approaches and Influences
b. Emergent Thematic Curriculum

~ Multiple subjects can be integrated into study of a theme

~ Sometimes…

~ children will spend an entire day, week, or even multiple weeks focused entirely on a theme. We dive deeply into the theme, conclude our explorations, and then move on.

"Winter Holidays Around the World" (Nov.-Dec. 2017)

~ a theme will last the entire year, playing a smaller part in the daily curriculum, coming in and out of focus over a longer period of time, like an undercurrent to our year.

- Africa (2016-2017), Oceans (2017-2018), Oregon (2018-2019)

III. Educational Approaches and Influences
b. Emergent Thematic Curriculum

~ Although teachers may provide the initial inspiration for the theme, it is the children's interest that will guide the theme's development and duration, allowing the theme to organically emerge into its fullest form.

~ The initial theme may lead somewhere completely unexpected, even to entirely new themes.

III. Educational Approaches and Influences
b. Emergent Thematic Curriculum

- Example: Winterfest (November-December 2017)
  - Theatre: “Winter Holidays Around the World”
  - Music: Six songs!
  - Literacy: Memorization of lines and lyrics
  - Social Studies: Hindu, Buddhist, Islamic, Christian, Jewish, pagan, and atheist winter celebrations
  - Art: Theatre backdrop, winter celebrations
  - Science: The literal reason for the season, winter constellations

III. Educational Approaches and Influences
b. Emergent Thematic Curriculum

Example: Africa (2016-2017)

- Literacy: African-related read-a-louds
- Social Justice: Studied Nelson Mandela, Wangari Maathai
- Geography: *Africa Is Not a Country!* 54 countries
- Theatre: African fables performance, African countries theatre games
- Science: African elephants
- Social Studies: Africa is the birthplace of humanity
- Art: “Dr. Ellie,” paper mache life-sized baby African elephant
- Music: “That’s Africa!” performance, African dances ABC

III. Educational Approaches and Influences
c. Social and Environmental Justice

~ The Dome School has a long and proud history of activism.

~ Children and adults consciously practice a respect for all cultures, genders, and ways of living; for all species and for Mother Earth.

~ We learn the histories of people whose stories have been silenced, and when we feel the call, students and families take peaceful action to heal our planet.

~"Creating Classrooms for Social Justice"

III. Educational Approaches and Influences
c. Social and Environmental Justice

Six Elements of Social Justice Curriculum Design for the Elementary Classroom

III. Educational Approaches and Influences
c. Social and Environmental Justice

Examples:

- Protested clear-cutting when Rep. Defazio visited Cave Junction
- Standing Rock: Created banner of support that was sent to Standing Rock (noDAPL,Water is Life)
- Mining Proposal: Created banner of support for mining ban, wrote messages of support, representatives presented banner and messages to state senators, state representatives, and U.S. senate representatives in Brookings
- Indigenous Peoples Day
- Ban stryofoam in Cave Junction?

III. Educational Approaches and Influences
c. Social and Environmental Justice

Examples:

- Self-esteem, self-love, learning to stand up for yourself, learning to resolve conflicts peacefully
- Curriculum represents *all* the people of the world
- Discussing race, gender, different types of families, different political and religious beliefs, different ways our bodies can be
- Pronoun parity in children's literature

III. Educational Approaches and Influences
d. Multiple Intelligences

~ Theory of Multiple Intelligences (Howard Gardner)

~ Every human is intelligent and gifted, yet our strengths are diverse

~ Nine types of intelligence: (1) logical-mathematical, (2) verbal-linguistic, (3) musical, (4) visual-spatial, (5) interpersonal, (6) intrapersonal, (7) naturalistic, (8) bodily-kinesthetic. (9) existential

III. Educational Approaches and Influences
e. Arts Integration

~ Arts Integration incorporates the fine and performing arts into other curricular areas.

~ The newest influence to the program

~ Method taught by veteran educator Gina Angelique, coordinator of the Illinois Valley Riverstars Performing Arts program

~ Uses “Viewpoints” (developed by SITI Theatre Company, New York City)

III. Educational Approaches and Influences
e. Arts Integration

Examples of arts-integration classroom management:

- Shape: Focusing activity "Facial Expressions – Freeze!"
- Tempo: Vary our tempo when talking with the kids

- Examples of an arts-integrated lesson:
  - Africa is Not a Country*!*

III. Educational Approaches and Influences

And the Influences Never Cease...

~ We've never stopped experimenting with learning at the Dome School, and we probably never will!

- Brain-based learning
- Play-based philosophy of Bev Bos
- Waldorf
- Growth versus Fixed mindsets
- Montessori
- Reggio Emilia
- Anarchist Pedagogies
- Just ...being here now

IV. Social-Emotional Learning

With Love & Respect

Classroom Management and Conflict Resolution

- “We Take Care”
- Conflict Resolution, informal
- Conflict Resolution, Incident Report & My Story
- Code of Conduct

V. Academic Learning
The Three R's: Reading, 'Riting, 'Rithmetic

- Self-Esteem the Cornerstone
- Early Elementary: Reading
- Upper Elementary: Mathematics

V. Academic Learning

Self-Esteem

- There are 3 Ways to Read a Book
  - 1. Read the Pictures
  - 2. Retell the Story
  - 3. Read the Words
- There are 3 Ways to Write
  - 1. Write in Pictures
  - 2. Write in Your Own Spelling
  - 3. Write in Standard Spelling
- Math is Making Mistakes

V. Academic Learning

- Literacy: Learning to Read
  - Explode the Code (8 books)
  - Choices Beyond Explode the Code
    - Wordly Wise
    - Newsela
- Mathematics
  - Miquon Mathematics (6 books)
  - Choices Beyond Miquon
    - Beast Academy
    - Life of Fred Mathematics

V. Academic Learning
Explode the Code Literacy Program

Explode The Code Scope and Sequence

	Consonant Sounds	Short Vowels	Consonant Blends	Long Vowels	Consonant Digraphs	Vowel Digraphs	Compound Words	Syllable Types	Common Endings	Word Families	Diphthongs	R-Controlled Vowels	Silent Consonants	Soft c and g	Affixes
Get Ready for The Code Book A	■														
Get Set for The Code Book B	■														
Go for The Code Book C	■														
Explode The Code Books 1 & 1½	■	■													
Explode The Code Books 2 & 2½			■												
Explode The Code Books 3 & 3½				■	■	■									
Explode The Code Books 4 & 4½							■	■	■						
Explode The Code Books 5 & 5½			E						■	■	■				
Explode The Code Books 6 & 6½						E					■	■	■		
Explode The Code Book 7										E			■	■	
Explode The Code Book 8															■

E = Extends previous knowledge

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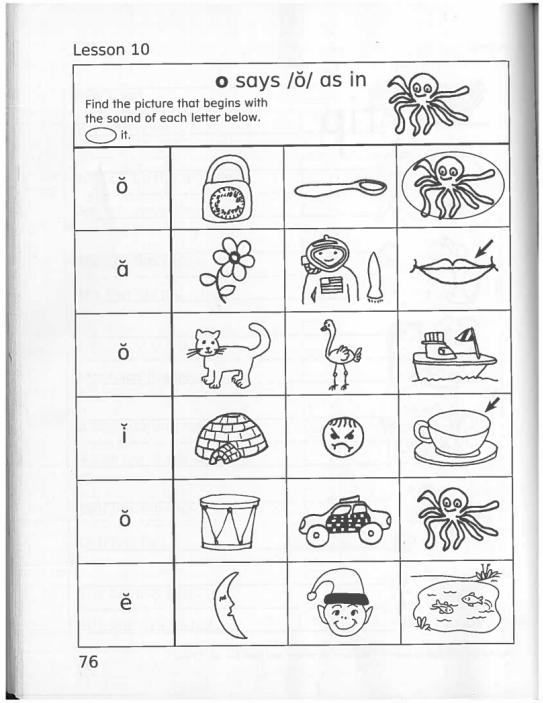
V. Academic Learning
Explode the Code – Sample Pages from Book 1



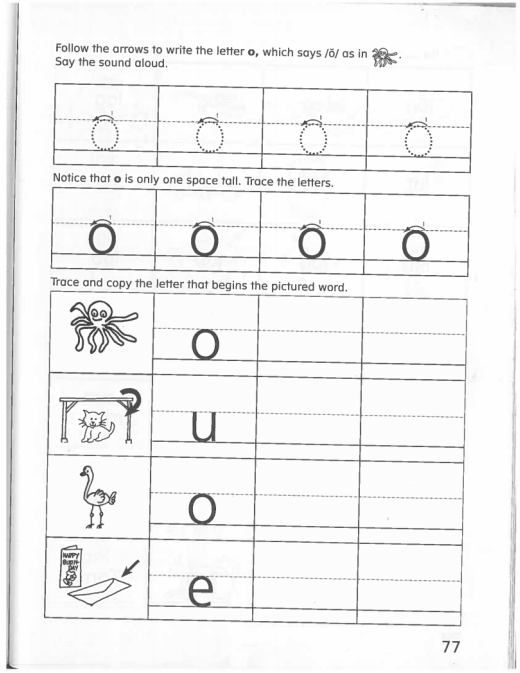
Lesson 10

o says /ŏ/ as in

Find the picture that begins with the sound of each letter below.
Circle it.

ŏ			
ă			
ŏ			
ĭ			
ŏ			
ĕ			

76



Follow the arrows to write the letter **o**, which says /ŏ/ as in .
Say the sound aloud.

Notice that **o** is only one space tall. Trace the letters.

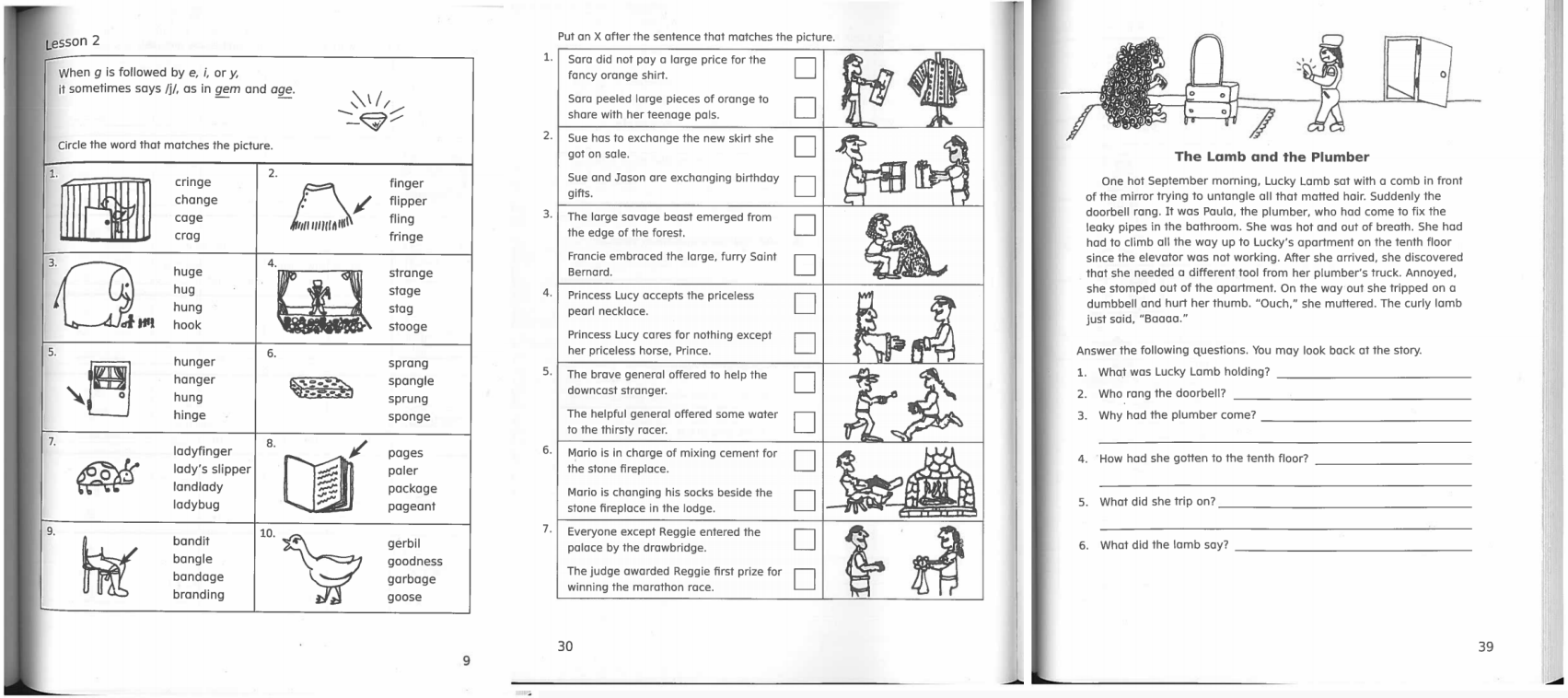
o o o o

Trace and copy the letter that begins the pictured word.

	o
	u
	o
	e

77

V. Academic Learning
Explode the Code – Sample Pages from Book 7



Lesson 2

When *g* is followed by *e*, *i*, or *y*, it sometimes says /j/, as in *gem* and *age*.

Circle the word that matches the picture.

1.	cringe change cage crag	2.	finger flipper fling fringe
3.	huge hug hung hook	4.	strange stage stag stooge
5.	hunger hanger hung hinge	6.	sprang spangle sprung sponge
7.	ladyfinger lady's slipper landlady ladybug	8.	pages paler package pageant
9.	bandit bangle bandage branding	10.	gerbil goodness garbage goose

9

Put an X after the sentence that matches the picture.

1.	Sara did not pay a large price for the fancy orange shirt.	☐
	Sara peeled large pieces of orange to share with her teenage pals.	☐
2.	Sue has to exchange the new skirt she got on sale.	☐
	Sue and Jason are exchanging birthday gifts.	☐
3.	The large savage beast emerged from the edge of the forest.	☐
	Francie embraced the large, furry Saint Bernard.	☐
4.	Princess Lucy accepts the priceless pearl necklace.	☐
	Princess Lucy cares for nothing except her priceless horse, Prince.	☐
5.	The brave general offered to help the downcast stranger.	☐
	The helpful general offered some water to the thirsty racer.	☐
6.	Mario is in charge of mixing cement for the stone fireplace.	☐
	Mario is changing his socks beside the stone fireplace in the lodge.	☐
7.	Everyone except Reggie entered the palace by the drawbridge.	☐
	The judge awarded Reggie first prize for winning the marathon race.	☐

30

The Lamb and the Plumber

One hot September morning, Lucky Lamb sat with a comb in front of the mirror trying to untangle all that matted hair. Suddenly the doorbell rang. It was Paula, the plumber, who had come to fix the leaky pipes in the bathroom. She was hot and out of breath. She had had to climb all the way up to Lucky's apartment on the tenth floor since the elevator was not working. After she arrived, she discovered that she needed a different tool from her plumber's truck. Annoyed, she stomped out of the apartment. On the way out she tripped on a dumbbell and hurt her thumb. "Ouch," she muttered. The curly lamb just said, "Baaaa."

Answer the following questions. You may look back at the story.

1. What was Lucky Lamb holding? _____
2. Who rang the doorbell? _____
3. Why had the plumber come? _____
4. How had she gotten to the tenth floor? _____
5. What did she trip on? _____
6. What did the lamb say? _____

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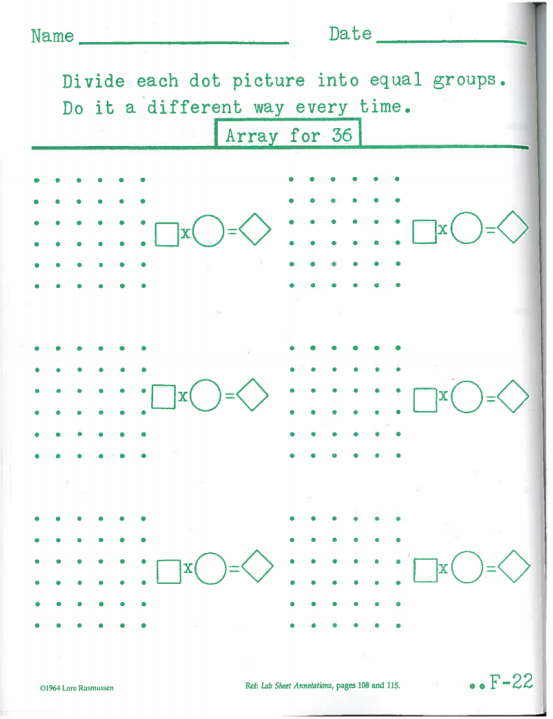
V. Academic Learning
Miquon Mathematics

- Developed by Miquon School in 1964

V. Academic Learning
Miquon Mathematics

Section	Topic	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		Orange Book	Red Book	Blue Book	Green Book	Yellow Book	Purple Book
A	Counting	A1-A24	--	--	--	--	--
B	Odd-Even	--	B1-B12	B13-B20	--	--	--
C	Addition	C1-C11	C12-C25	C26-C4	C35-C36	C37-C46	--
D	Subtraction	D1-D4	D5-D12	D13-D16	D17-D18	D19-D22	D23-D44
E	Addition & Subtraction	E1-E25	E26-E41	E42-E49	--	E50-E53	E54-E57
F	Multiplication	F1-F12	F13-F22	F23-F42	F43-F46	F47-F50	F51-F56
G	Addition, Subtraction, & Multiplication	G1-G8	G9-G12	G13-G20	--	--	--
H	Fractions	H1-H6	H7-H24	H25-H42	--	H43-H56	H57-H64
I	Addition, Subtraction, Multiplication, & Fractions	--	I1-I8	I9-I16	--	--	--
J	Division	--	J1-J12	--	J13-J18	J19-J26	J27-J32
K	Addition, Subtraction, Multipliation, Fractions, & Division	--	K1-K8	K9-K16	--	K17-K22	--
L	Equalities & Inequalities	L1-L4	L5-L10	--	L11-L16	L17-L20	L21-L24
M	Place Value	--	--	--	M1-M16	M17-M20	M21-M24
N	Number Lines & Functions	N1-N4	--	--	N5-N10	N11-N18	--
O	Factoring	--	O1-O4	--	O5-O6	O7-O12	--
P	Squaring	--	--	--	P1-P6	--	P7-P18
Q	Simultaneous Equations	--	--	--	--	Q1-Q8	--
R	Graphing Equations	--	--	--	--	--	R1-R30
S	Geometric Recognition	S1-S4	--	S5-S8	--	S9-S11	--
T	Length, Area, & Volume	T1-T8	--	--	T9-T20	T21-T28	--
U	Series & Progressions	--	--	--	U1-U6	U7-U12	--
V	Grid & Arrow Games	--	--	V1-V6	--	V7-V8	V9-V10
W	Mapping	--	--	--	W1-W12	--	--
X	Clock Arithmetic	X1-X10	--	--	X11-X14	X15-X16	X17-X18
Y	Sets	--	--	--	--	--	Y1-Y10
Z	Word Problems	--	--	--	--	--	Z1-Z13

V. Academic Learning
Miquon Mathematics – Sample Pages from Book 2


Name _____ Date _____

Divide each dot picture into equal groups.
Do it a different way every time.

Array for 36

□ x ○ = ◇

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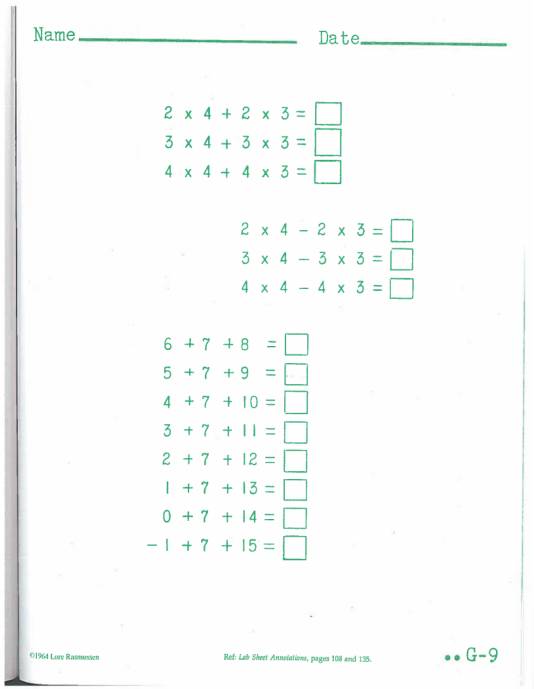
Ref: *Lab Sheet Annotations*, pages 108 and 115.

•• F-22


Name _____ Date _____

2 x 4 + 2 x 3 = □
3 x 4 + 3 x 3 = □
4 x 4 + 4 x 3 = □

2 x 4 − 2 x 3 = □
3 x 4 − 3 x 3 = □
4 x 4 − 4 x 3 = □

6 + 7 + 8 = □
5 + 7 + 9 = □
4 + 7 + 10 = □
3 + 7 + 11 = □
2 + 7 + 12 = □
1 + 7 + 13 = □
0 + 7 + 14 = □
−1 + 7 + 15 = □

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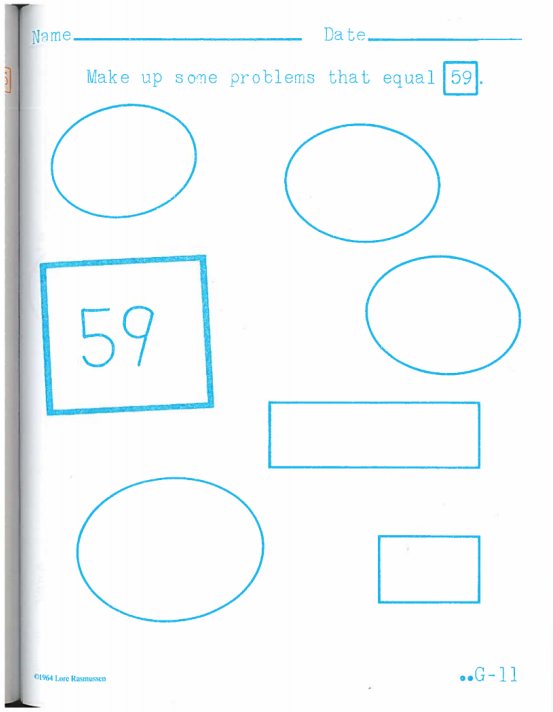
Ref: *Lab Sheet Annotations*, pages 108 and 135.

•• G-9


Name _____ Date _____

Make up some problems that equal 59.

59

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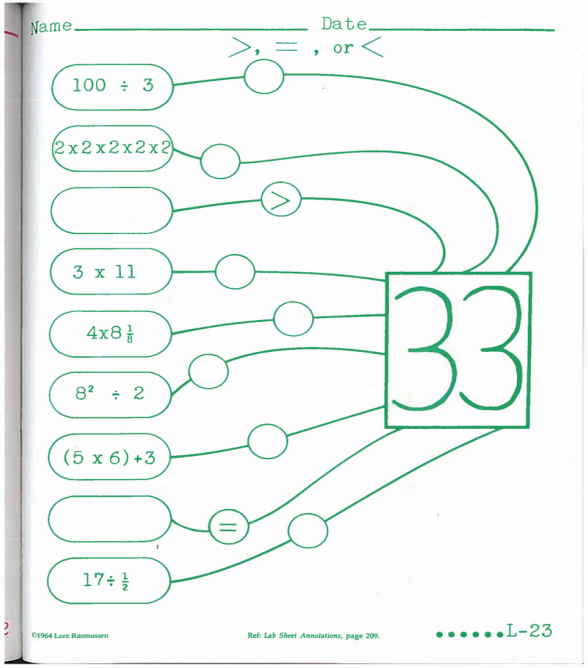
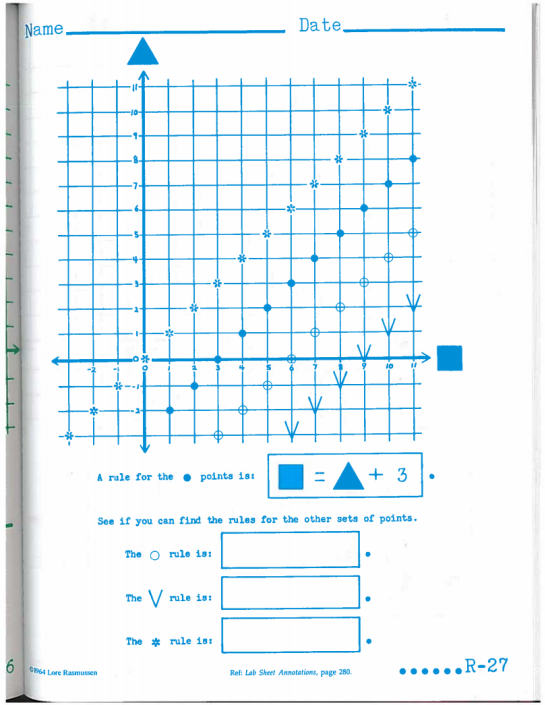
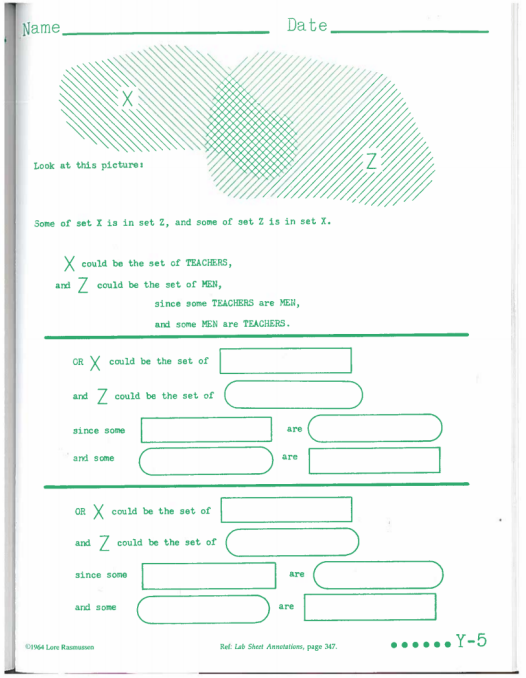
•• G-11

V. Academic Learning
Miquon Mathematics –
Sample Pages from Book 6 (final book)







VI. Uniquely Dome – Gifts and Challenges

- Fewer instructional hours by design
  - Shorter school day
    - 4 hours of instruction per day at Dome
    - 5.33 hours of instruction at Evergreen
  - Shorter school year
    - 161 instructional days per year at Dome
    - 176 instructional days at Evergreen
  - Fewer instructional hours per year
    - 644 instructional hours per year at Dome
    - 938.7 instructional hours at Evergreen
    - 68% of instructional hours as compared to Evergreen

VI. Uniquely Dome – Gifts and Challenges

- Commitment to Our Mission and Philosophy
  - Valuing the arts, music, theatre
    - - 2 hours of literacy + 1.5 hours of mathematics daily at Evergreen
    - - Most arts, music, theatre programs eliminated from instructional day at Evergreen
  - Valuing science
    - Common Core State Standards do not test in Science until the 5th grade
    - Although there are Science Standards for PK-12, in practice most public school classrooms teach little or no science until 5th grade
  - Valuing process over product
    - We are more interested in the process of learning than presenting a “perfect” finished product to parents
  - Valuing the outdoors, recess, free play, field trips, hikes
  - Valuing social and emotional learning
    - Ultimately, which do we want most from our children once they become adults?
      - (A) The ability to multiply fractions
      - (B) The ability to stand up for themselves assertively and peacefully with self-love and compassion?

VII. Bloom's Taxonomy Assessments

VII. Bloom's Taxonomy Assessments

- Level 1 Remembering: Can the student recall or remember information?
- Level 2 Understanding: Can the student explain ideas or concepts?
- Level 3 Applying: Can the student use the information in a new way?
- Level 4 Analyzing: Can the student distinguish between different parts?
- Level 5 Evaluating: Can the student justify a stand or decision?
- Level 6 Creating: Can the student create some new, or offer a new point of view?

Source: Lynn Schultz and Richard C. Overbaugh, Old Dominion University

VII. Bloom's Taxonomy Assessments
Example 1: Oceans Theme

Level 1 ~ Remembering

I know the names of the five ocean zones are Sunlight, Twilight, Midnight, Abyss, and Trench.

Level 2 ~ Understanding

I understand that Pacific Ocean sea life in the Sunlight Zone is being affected by the amount of trash littering the ocean.

Level 3 ~ Applying

I apply my knowledge to research the different types of trash in the Pacific Garbage Patch.

Level 4 ~ Analyzing

I can compare and contrast the toxins of each type of trash and how each type affects sea life.

Level 5 ~ Evaluating

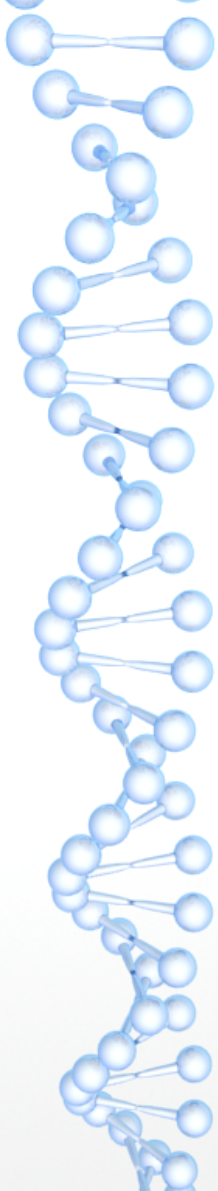
I selected styrofoam as the most damaging type of trash in the Pacific Garbage Path, and support my argument with evidence and reasoning.

Level 6 ~ Creating

I am creating, with my classmates, a proposal that asks the Cave Junction City Council to ban styrofoam.

VII. Bloom's Taxonomy Assessments
Example 2: Mathematics

- Level 1 ~ Remembering
  - I know that 2 x 3 = 6.
- Level 2 ~ Understanding
  - I know that 2 x 3 = 6 because if I add 2 + 2 + 2, I will get 6. I can also make two groups of rocks, and put three rocks in each group, and I'll have 6 rocks all together.
- Level 3 ~ Applying
  - I can use what I know about 2 x 3 = 6 to solve other multiplication problems.
- Level 4 ~ Analyzing
  - I understand there are different algorithms (or ways of solving) math problems.
- Level 5 ~ Evaluating
  - I have learned different multiplication algorithms, can evaluate their similarities and differences, and argue for my preferred method of solving multiplication problems, using evidence to support my choice.
- Level 6 ~ Creating
  - I created my own multiplication algorithm or multiplication game!



The End!

Elementary Class

www.elementsofelementary.weebly.com

Dome School

www.domeschool.org