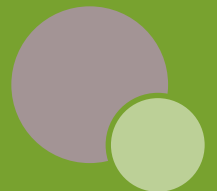


BLACK PINE CIRCLE SCHOOL

A SCHOOL OF THOUGHT

SCHOOL OVERVIEW



OUR MISSION

COMMITMENT to our MISSION

Annual themes drive our scholastic planning and encourage us to revisit our core values to keep them at the center of all we do. In past years themes have included:

“Be the Change You Wish to See in the World,” identifying ways we can improve ourselves and our community.

“That’s a Really Good Question,” highlighting the importance of Socratic inquiry and the quest to seek truth.

“Music is the Art of Thinking with Sound,” emphasizing the intellectual enjoyment of music.

“What’s Your Story?,” exploring the development of individual and cultural identity and the power of narrative.

“Take a Chance — Be Kind, Be Curious, Take a Stand,” exploring the themes of intellectual risk-taking, shifting concepts of failure, and the importance of an inclusive social school culture.

Black Pine Circle School has been a model for inquiry and discovery-based teaching and learning since 1973 when Black Pine Circle School expanded its day camp into a day school. Black Pine Circle School has remained true to its original purpose: to foster critical thinking through inquiry, exploration, and creative expression and by nurturing curiosity.

The mission of Black Pine Circle School is to create a learning community that encourages humanity, empathy, moral depth, cultural understanding, and freedom in intellectual and artistic pursuits.

Educationally, it is our goal to create intellectually vibrant people and inspire independent thinkers who never lose their passion for learning, their delight in research and their involvement in cultural pursuits.

Socially, it is our goal to instill mutual respect, compassion, and empathy among our students. Our caring, engaged educators are dedicated to creating a warm supportive environment in which children can safely address problems and grow in their understanding of themselves and others.

OUR APPROACH TO LEARNING

Our core goals revolve around developing and nurturing these four qualities of authentic understanding. Black Pine Circle School students carry these gifts throughout the rest of their lives.

CURIOSITY

Children are born with a sense of wonder and curiosity. Our mission at Black Pine Circle School is to nurture those natural tendencies!



COMMUNITY

Black Pine Circle School aspires to be an authentic community in which our activities match our core values. Partnerships with local diversity, community, learning, and betterment organizations are essential to our school culture.



INQUIRY

Socratic or inquiry-based learning, is the drawing out of ideas around a topic toward a conclusion or further questions. It involves using students' prior knowledge to develop and test hypotheses, examine the possibilities, and make meaning.



VOICE

Each day, students engage in the creative arts through visual representations, dance, drama, and music. All learning leads to self-discovery, cultural understanding, greater self-confidence, and new strength as communicators.



OUR CURRICULUM

With enthusiastic and dedicated teachers, small classes, and a school philosophy that encourages reasoning and imagination, we strive to accomplish the one essential goal of education: to teach the love of learning along with vital academic skills.

“Drama has been fun because it inspired me to stand up and be able to say stuff in front of other people.”

— Thomas

“Drama helps you build your confidence.”

— Caroline

ACADEMIC EXCELLENCE

At Black Pine Circle School children receive a quality education in a warm, non-competitive setting respectful of children’s individual needs. We believe that this type of supportive yet structured, environment is essential for the inner growth and maturing of the child. This nurturing develops self-respect and confidence in which the courage to disagree, venture theories, ask questions, and risk “wrong” answers is encouraged.

From Kindergarten to 8th Grade, students are engaged in interdisciplinary study and enrichment in: Math, Language Arts, History, Spanish, Drama, Visual Arts, Music, Technology Integration, Science, and Physical Education. Eighth graders receive additional enrichment in Philosophy. This foundation of skill-building, encourages students to think critically and explore the world of ideas and possibilities.

CREATIVE EXPRESSION

Each day, students engage in the creative arts through visual representations, dance, drama, and music. Wherever possible, the visual and performing arts are integrated with the core curriculum. All course themes lead to self-discovery, cultural understanding, greater self-confidence, and better communication.



OUR MUSIC PROGRAM

Black Pine Circle School offers a rich and varied Music Program, with music fundamentals as part of the regular curriculum in every grade, plus an extra-curricular program of instrumental training and ensemble groups.

CLASSROOM MUSIC & DANCE

The program utilizes the Kodaly and Orff methods of teaching music, which emphasize ear-training, music notation, rhythmic and melodic patterns, and performing as an ensemble. Students develop an understanding of a variety of musical genres and time periods by reading, writing, composing, performing, listening to, analyzing, and researching music. The music history portion of the program includes introduction to terminology, traditional forms, social impact, instruments and techniques, and familiarity with major composers. Lower School students also experience music physically through dance activities and performances.



EXTRA CURRICULAR MUSIC

One unique aspect of Black Pine Circle School's music program is that students may begin learning violin or cello as early as Kindergarten. Our program also nurtures all musical talent within the student body through various ensembles. These are extra curricular classes taught either during the regular school day (K-3rd grade strings), or just before or after school (band and orchestra), requiring a small extra fee. About half of all Black Pine Circle School students are involved in some facet of the extra-curricular music program.



LOWER SCHOOL GRADES K-5

The Head Teachers in the Lower School teach the core subjects of Reading, Writing, Social Studies, and Math. The enrichment program is taught by Specialists and includes topics such as Science, Technology, Spanish, Art, P.E., Gardening, Music, and Dance. Enrichment is supplemented with at least six field trips that are historical, environmental, or artistic in nature. Lower School teachers are lifelong learners themselves, bringing a rich, balanced background in the Sciences and the Humanities to our school culture. All Head Teachers and Specialists have Teaching Credentials and some also hold other advanced degrees.

Socratic
teaching is...

*“not making
the students just
accept stuff...
it’s proving logic
around ideas.”*

— 7th grader



LANGUAGE ARTS

Children learn the power of the written word early. We integrate reading, comprehension, writing, and spelling skills with other curricula, such as Science, Math, Literature, and Social Studies. For instance, the fourth grade may write journals of imaginary wagon train journeys or Gold Rush adventures as part of their study of California history. In fifth grade, Literature and Drama are integrated with the study of American History with historical reenactments of life in the colonies. Students write daily, expressing their thoughts in journals, telling about drawings they’ve made, or labeling Science and Math work. Enthusiasm for independent reading is encouraged at an early age. Reading selections are chosen from children’s novels, short stories, poetry and non-fiction. Traditional texts are also used for building vocabulary and comprehension skills. Creative dramatics provide a fun way to apply reading and writing skills through choral readings, puppet shows and shadow plays, pantomime and improvisational drama, dramatizing favorite stories, and writing and producing plays as a group. Creative writing, including simple phrases, journal writing, poetry, and short stories, occurs at all levels with increasing sophistication at each level. In addition to creative writing, children are taught research skills, and formal report and draft writing.

SPANISH

Spanish instruction begins in Kindergarten with simple conversation and vocabulary. These lessons vary to include games, songs, stories, and large and small group activities. In grades 1-5, students continue to acquire Spanish vocabulary both orally and through writing activities, incorporating games, play-acting, puppetry, picture words, and simulated real-life situations. Simple readings in grammar and language structure are introduced at the more advanced levels. Concurrent with language study is the appreciation of Spanish and Latin American culture through stories, films, songs, dances, celebration of holidays, preparation of native dishes, and dramatizations.



MATHEMATICS

We teach the fundamentals of Mathematics with textbook exercises and teacher-prepared materials and manipulatives. Math is introduced through counting, learning about shapes, and use of numbers in a variety of everyday classroom situations. Children quickly progress to addition and subtraction, multiplication and related division, place value, introduction to logic, simple functions, negative numbers, reading and making graphs and charts, telling time, counting coins, and measurement. In grades 3-5, students study functions, graphing, exponentiation, modular arithmetic and introduction to algebra, bases, number theory, equations, geometry, negative numbers, probability, set theory, fractions and decimals, and sequence. In addition to daily math lessons with the Head Teacher, students work with a Math specialist on a weekly basis. Use of math games, pattern blocks, challenging puzzles and problem-solving activities are used to apply and reinforce math skills.

SCIENCE

We foster wonder and curiosity about the scientific world with a rich array of texts, stories, equipment, hands-on materials, lab experiments, and field trips. Students are encouraged to use scientific methods to make their own discoveries. Ecology and an enlightened respect for the natural world are values threaded throughout the science curriculum. Students learn a “whole earth” approach to caring for the earth through organic gardening and composting, and recycling. Students may observe plant varieties and classification, discuss ecological concepts, and examine chemical and thermal properties of compost. Local museums, nature centers, and the affiliation with the Lawrence Hall of Science provide materials, samples, and enrichment. Some examples of topics explored at the younger levels are plants, food, the body, volcanoes, water, sound and light, the solar system, insects, pre-historic animals, simple machines, and reptiles. Studies in matter and elements in fourth and fifth grade prepare students for middle school studies of chemistry, physics, astronomy, electricity, meteorology, and optics. Studies of plant and animal life (including the care and feeding of classroom pets) prepare them for topics such as nutrition, biology, botany, and zoology. Head Teachers work closely with our science specialist who brings in hands-on experiments each week which complement the science lessons.

Socratic
teaching is...

*“when you guys
make us figure it
out on our own.”*

— 8th grader



LOWER SCHOOL GRADES K-5

Socratic
teaching is...

*“letting the kids
talk.”*

— 6th grader

Socratic
teaching is...

*“making the
kids the main
part of the
learning process”*

— 8th grader



SOCIAL STUDIES/HISTORY

By learning how, where, and why other people live and have lived, students develop the understanding and the empathetic skills that are essential to future world citizens who must see themselves as part of a complex and constantly interacting whole. Readings, news events, field trips, and the examination of cultural holidays are a part of social studies. In grades K-3, subject areas include the rich diversity of our local community and the cultures it encompasses, local Native Americans and their customs and environment, and a study of world geography. California history (the Gold Rush, Spanish missions, and Russian and Chinese settlers) is covered in the fourth grade. The study of great world explorers, early American history up to the Civil War, and civics are covered in fifth grade. A wide variety of texts and resources are used including biographies and auto-biographies of notable people, and guest speakers.

TECHNOLOGY

Throughout the grades we endeavor to instill in the Black Pine Circle School student a perception of the use of technology as a means to an end rather than as an entity in and of itself. Thus, much as one picks the best tool to suit the job, so our students learn to choose the optimum technology in the completion of his/her goal. Age appropriate lessons build a solid foundation in three fields of technology: systems application, multimedia creation/presentation, and Internet utilization. Systems application includes skill building in word processing, spreadsheet and database. Multimedia creation/presentation involves planning and designing a content-driven interactive presentation, writing stories, and quizzes using student-generated graphics, sounds and text. Internet utilization involves guided searches, note taking, and web page creation using HTML. Students also learn the function of hardware components through hands-on exploration. Kindergarteners begin short introductory lessons which supplement emerging reading and math skills with computer games.

MUSIC & DANCE

The fundamentals of music are taught using the Orff and Kodaly methods: basic musical concepts (pitch, intervals, note-values, dynamics, etc.); sight-singing skills through solfège training; and rhythmic studies through songs, body-movement, and percussion instruments and recorders. Ensemble singing is done in all grades with a folk and classical repertoire, starting with unison and simple rounds and canons, leading eventually to use of descant, ostinato, and part-songs. As part of the classroom music program, one period per week is devoted to folk dance in Kindergarten-third grade starting with “play-party” songs and simple circle dances in Kindergarten and 1st grade, to reels, and line dances from all over the world for older grades. Fourth and fifth graders learn to play recorder, which reinforces note-reading and rhythmic interpretation as well as offering the experience of ensemble playing.

ART

Art is recognized as a mode of self-expression and evidence of emotional well-being. Students are encouraged to take away from the activity a greater understanding of the practice of art and a deeper sense of themselves. The young artists gain an appreciation of the visual arts by experimenting with a variety of mediums, books, films, and visits to local museums. They are guided in the elements of design through print-making, collage, drawing, painting, sculpture, and ceramics. Art is also integrated with classroom lessons. The children's art decorates the hallways and bulletin boards all over the school and is displayed for our annual Art Fair.

PHYSICAL EDUCATION

Students develop coordination skills, such as catching, throwing, skipping, jumping, tumbling, as well as a sense of cooperation and all-round good sportsmanship through organized games such as soccer, basketball, volleyball, baseball, and handball. Students develop individual strength, gain enjoyment of physical activity, and learn proper health and fitness habits.

SOCIAL & EMOTIONAL CURRICULUM

The Lower School Social and Emotional Curriculum is centered on involving the children in problem-solving, conflict resolution, empathetic reasoning, and personal reflection. Black Pine Circle School teachers use the "Talk-It-Out" Program which guides children through a series of lessons and role-plays to learn how to manage their anger, discover solutions together, and practice communication skills. As a correlary to this program, teachers guide students in weekly discussions and role-plays of common dilemmas students may face on the playground, in the classroom, and elsewhere. Also, a consulting psychologist helps children work through inhibitors that may prevent them from reaching their social and academic potential.

AFTER SCHOOL LIFE

A variety of extracurricular activities offered in the Extended Daycare program invite each child to explore other realms of academics, creative expression, and physical activity. After serving a nutritious snack, on-site daycare staff provide structured and unstructured activity time, including arts and crafts, playtime, games, and study time. Afterschool classes are also taught on-site by outside specialists and have included classes in Mad Science, sewing, fitness, sign language, chess, carpentry, ceramics, wilderness survival, yoga, Mandarin Chinese, and more.



Socratic
teaching is...

*“when we have
discussions about
our answers and the
adults tell us our
opinions matter.”*

—7th grader

UPPER SCHOOL GRADES 6-8

Upper School teachers engage students in the creation of a welcoming school culture in which students take risks and practice intellectual generosity. During this dynamic developmental time, young adolescents require a careful balance of challenge and support. Our advisory program allows students to meet weekly with an advisor in a small group, checking in about concerns, reflecting on academic and social progress, and covering social-emotional learning topics. Our eighth grade MasterWorks project allows each student to create a culminating project reflective of his or her interests and passions. Outdoor Education excursions and Service Learning projects are coordinated for each grade level. This rich and varied experience nurtures curiosity, demonstrated by the questions our students ask. The originality and depth of their ideas infuses all aspects of middle school life and creates a unique community of learners.

SIXTH GRADE

Sixth graders enter Black Pine Circle from many elementary schools. Our sixth grade program builds community and confidence as students become increasingly independent learners and thinkers. We integrate English and History classes in an interdisciplinary Humanities course, combine Math and Science class periods, and intentionally teach Spanish in mixed-ability groupings. Sixth graders take a whole-class trip to the Marin Headlands each spring, combining team building and natural science education.

HUMANITIES

Sixth grade Humanities includes English, History, and the area where the two disciplines overlap. In Humanities we read, think, discuss, and write about stories and histories in an effort to understand larger themes, to make connections, and to interpret information. The course encourages curiosity and the love of literature while building critical thinking skills; students learn to read for meaning and develop and articulate ideas in writing. The shared texts for the English portion of the course are chosen for their thematic value, especially with regard to community building. We also choose texts that represent a variety of genres and styles, allowing students to engage critically at all points. Students write a great deal in Humanities, ranging from journal assignments to more formal written arguments. In History, we study the development of early humans and the Agrarian Revolution before delving into Sumer, classical Greece, and China during the Qin and Han dynasties. Through studying geography, political structures, and culture we examine the relationships between people and their environments, the development and destruction of societies, the vision humans have of their own journey, and the question of how we understand history.

MATH & SCIENCE

What role do mathematics and science play in our daily lives? How do scientists study their surroundings? How do we use mathematics to describe the world around us and solve problems? We teach 6th grade Math and Science as a core program to integrate the two subjects. We base science learning on careful observation, questioning, hypothesizing, experimenting, and hands-on activities. Students engage their natural curiosity to look at the world through a scientist's lens and practice the skills scientists need to explore the world around them. Science lessons regularly incorporate math topics, such as measurement, graphing, scale, and data analysis. Curiosity also drives our studies in mathematics. As students learn new math concepts, they apply them directly to our science investigations or to solving problems from the real world. We regularly integrate Technology into the program as well. Science units include Geology, Engineering, Gardening, Learning about Learning, History of Science and Mathematics, current topics in Science, Sex Education, and the Marin Headlands Field Science program. Math topics include numbers and operations, measurement, data analysis and probability, geometry, and problem solving.



SEVENTH & EIGHTH GRADE

Seventh and eighth graders take increased responsibility for their own learning, taking on longer-term projects and more choices in their work. Student voice grows as seventh graders create podcasts for online broadcast and eighth graders write original plays for community performance on Drama Night. Our Outdoor Education programming continues with a seventh grade leadership retreat and an eighth grade field science week at Yosemite Institute. We carefully advise students and families about their high school options and are always so pleased to see Black Pine Circle School graduates attending a wide array of high schools, a testament to the diversity and individuality of our students.

ENGLISH

In seventh and eighth grade English, students bring the reading and writing skills introduced in sixth grade Humanities to the next level. Seventh graders study the American Dream as represented in literature. We examine how students themselves, characters and authors — define the American Dream. We also think about how the American Dream might be different for diverse groups within the United States. The eighth grade English curriculum is built around utopias and dystopias using the seventh grade theme of the American Dream as a point of departure. Students observe how authorial intent behind dystopian or utopian societies fit into and depart from the concerns that supposedly typify the respective time frames. They analyze and criticize the lessons readers are expected to absorb and apply to their own lives and personal moralities. In both grade levels, students write in journals regularly in order to improve skills in developing voice, expanding ideas, and revising for clarity. Daily vocabulary words emphasize word roots. We incorporate regular grammar exercises into class, encouraging retention by anchoring the lessons both in literature and in writing assignments. Group work and presentations allow students to learn from each other as well as from the teacher. Rigorous attention to the five-paragraph essay, exposure to different literary theories, and thoughtful class discussions help students to grow as readers and writers.

HISTORY

The framework for thinking analytically about history laid down in sixth grade Humanities continues to grow in seventh grade World Studies and eighth grade U.S. History. Eighth graders also take a once-a-week History of Philosophy class that allows students an introduction to Western Philosophy and a chance to engage in big ideas as seen through a philosopher's lens. Seventh graders investigate the watershed year of 1492 and the varied facets of its story. Students study diverse perspectives on major historical events and learn tools for thinking like historians. Narrowing the focus of historical studies to a specific time period and tying it together in the context of a major event allows us to present historical facts in a manner that is accessible to a range of students at various stages of developmental transition from predominantly concrete thinking to abstraction and logical reasoning. In addition, students learn the five themes of geography, studying how geography affected lives in the historical periods we explore as well as its current implications. Seventh graders learn to draw a map of the world from memory.



UPPER SCHOOL GRADES 6-8

SCIENCE

The goal of Science at this level is to give students a better understanding of, and an enhanced appreciation for the world around them. Though the tools and the content change radically, there is consistency to the process of science, which uses observation and experimentation to attempt to explain our universe. The specific content taught in Science is secondary to the process. It is most important to foster students' curiosity about how the world works and help them develop the ability to investigate answers to the questions that arise. We use experiments and hands-on activities as much as possible. However, written exercises, lab write-ups, and class discussions are essential to developing science literacy. Seventh grade works with basic concepts in matter and energy, exploring the chemical nature of the world around us. Topics covered include: properties and phases of matter, the particulate nature and composition of matter, atomic structure and differences in the elements, the difference between chemical change and physical change, chemical energy and its role in chemical reactions. We emphasize as an underlying theme the finite nature of material resources on this planet and the implication of that for ecological issues. We use the Black Pine Circle School garden as an outdoor classroom, looking at chemical themes in the context of the garden and discovering that in a very real way we are what we eat. Eighth grade Science focuses on biology. We use the concept of systems to organize complex material in the areas of ecology, physiology and cell biology. Students build on the chemistry they learned last year learning some basic chemical principles important to ecosystems and physiological systems. Students work in the garden to compare anatomy and physiology of plants, and to look at the complexity that arises in the interaction between living systems, i.e. in an ecosystem.



MATH

As "All Star Mathletes" Math Competition Champions for nine straight years, Black Pine Circle School' Math Club students demonstrate the strength of our Math Program. The Mathematics curriculum at Black Pine Circle School provides a foundation for increasing every student's math abilities and overall math awareness, taking the Chinese proverb "I hear and I forget. I see and I remember. I do and I understand" as its central tenet. The main elements of this foundation in seventh and eighth grade are Algebra, Geometry, and Applied Mathematics/Physics. Seventh grade algebra students understand the concepts of variable, expression, polynomial, and equation; develop confidence in solving linear equations using concrete, informal, and formal methods in doing operations on polynomials and equations; and apply algebraic methods to solve a variety of real-world and mathematical problems. Eighth grade Algebra includes explorations of algebraic concepts such as algebraic fractions, systems of equations, inequalities, and radicals along with processes related to them. Students represent situations and number patterns with graphs, rules, equations, and inequalities and investigate the interrelationships of these representations, solving a variety of mathematical, scientific, and real-world problems. Seventh and eighth graders also study the geometry of one, two, and three dimensions as a deductive system in which a few simple statements are assumed and then used to derive more complex ones. We introduce all of the geometric concepts usually presented in a traditional high school Geometry course in an investigative and application-oriented format. Students see the beauty of geometry as a deductive system and develop an appreciation of Geometry as a means of describing the physical world. Since Mathematics is also the key to our understanding of the physical world, we also explore some topics in Physics.



UPPER SCHOOL GRADES 6-8

COMMON ELEMENTS OF THE UPPER SCHOOL PROGRAM

SPANISH

The Spanish program provides a comprehensive approach to language development with a concentration on conversation. As students progress, we place a greater emphasis on reading and writing, grammar, and idioms. All grades explore Spanish-speaking cultures and continue practicing conversational skills. Supplementary activities—dramatic skits, poetry and proverb familiarization, language games, selected television commercials, videos, and field trips—round out the program. Eighth graders have the option to spend two weeks at an intensive language school in Mexico or Central America, living with host families and furthering their cultural understanding and language skills.

TECHNOLOGY

Black Pine Circle School's computer education focuses on three areas of technology: production applications, multimedia creation/presentation, and Internet research and use. We emphasize technology as a tool of—and not a substitute for—effective learning strategies. Technology class supports content learning in other classes whenever possible. It also focuses heavily on information literacy and responsible use. Students continue to develop skills as media consumers by practicing safe, efficient, and analytical Internet searching, website evaluation, and correct web-source and image citation.

PHYSICAL EDUCATION

Black Pine Circle School seeks to engage all students in a Physical Education program that emphasizes health, fitness, teamwork, and love of sport. Students learn about being good sports while building athletic skills and increasing their body awareness.

VISUAL ART

The Upper School Art program aims to instill in students an appreciation of art, both as creators and as viewers. Art class focuses on students creating artwork, improving technical skills, experimenting with different media, critiquing their work informally, and having the opportunity to show their work on an ongoing basis. Students also view the work of many artists and cultures through history, thus developing an understanding of what goes into the making of art, a greater understanding of how life and art connect, and a sense of their own creative process.

DRAMA

The Drama program offers students a vital entry point into creative expression while reinforcing basic theater and public speaking skills. Students explore sense memories and develop emotional expression through movement and voice. They examine practical characterization to discover the building blocks that bring conviction and truth to a role. Students learn stage directing, sound and light direction, set building and playwriting.

MUSIC

Upper School Music classes allow students to discover how music is constructed, and why it moves us, by reading, writing, performing, listening to, composing, and analyzing music from many genres and time periods. Through vocal performance, composition, movement, individual projects, and use of the keyboard, students develop a sequenced skill set and increased ability to explore their responses to music. We are pleased to offer orchestra, beginning and advanced band, and an Upper School chorus (Cantiamo) as extracurricular facets of our music program.

AFTER SCHOOL ACTIVITIES

Various enrichment activities for the middle school students are offered in addition to our regular extended daycare program. Some of the most popular include: math club, drama and improv, orchestra, band, chorus, technology club (iWeb, pod casting), gaming club, and athletics (soccer, volleyball, basketball, and running).



WILLIAM WEBB
Head of Upper School

LAURA WOLFF
Head of Lower School

JOHN CARLSTROEM
Head of School

Black Pine Circle School At-A-Glance:

FOUNDED: 1973
ENROLLMENT: 237

K-5 AVERAGE CLASS SIZE: 20
6-8 AVERAGE CLASS SIZE: 20
K-5 STUDENT/FACULTY RATIO: 10:1
6-8 STUDENT/FACULTY RATIO: 20:1

FACILITY HIGHLIGHTS:

Facility for Arts & Drama (a California Registered Historic Building)

Library and Classroom Annex added in 2005

Podcasting Studio and student-produced radio station KBPC

Member of California’s Green Schools Program

State-of-the-Art Computer Lab

Socratic teaching is... *“more fun than just reading a textbook. You give us clues; we discover as we go.”*

—7th grader



Socratic
teaching is...

“good teaching.”

—6th grader





“Above all, it is expected that the attention of instructors to the disposition of the minds and morals of the youth under their charge will exceed over other care; well considering that though goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.”

— John Phillips



BLACK PINE CIRCLE SCHOOL

A SCHOOL OF THOUGHT

2027 7th Street
Berkeley, CA 94710
K-5 Tel: 510.845.0876
6-8 Tel: 510.644.1023

www.blackpinecircle.org