Greens Farms Academy

Lower School Curriculum Guide
From the Head of Lower School:

The early elementary years are a critical time for the development of intellectual curiosity, self-esteem, physical health and a genuine love for learning. Our goal is to provide a stimulating learning environment in which children take joy in being part of a community and gain an appreciation for the diversity of the world around them.

At the heart of our school is a sense of community. Daily class meetings, a family-style lunch, community service and weekly assemblies are just some of the ways we build our community. We pride ourselves on knowing every student and family well.

In small classes, we seek to address the needs of every child as well as ways in which each individual contributes to the larger community. Small group work, personal challenge and responsibility and an appreciation for the connections among all disciplines are integral components of our program. We hope this “map” of our curriculum will help you become acquainted with the broad range of topics and skills covered in our program.

As a co-ed school, we believe that boys and girls benefit from working together. We believe that our lives at school should reflect the lives we lead in the real world; that school is a place where boys and girls are exposed to and work compatibly with one another, and that differences and commonalities can become a valuable learning opportunity.

Finally, our facilities are designed with the needs of young children at the forefront. Spacious, light-filled classrooms, a community assembly hall, science lab, library, music and art rooms, full gymnasium, three wireless traveling computer labs, and outdoor “labs” by Long Island Sound and the adjoining Salt Marsh, allow for in-depth, experiential learning at every level. Of course the best way to get a feel for a school is to visit.

We welcome you to watch our teachers and students in action and to get a sense of the GFA community.
Philosophy of Play

GFA’s Pre-Kindergarten program is designed to provide a developmentally appropriate program for four- and five-year-olds in a stimulating academic environment prior to their kindergarten year.

The goal of the PreK Program is to nurture each child’s strengths and sense of competence, to help develop a sensitivity to others, and to encourage each child to take pleasure in being a member of the community. The curriculum fosters self-reliance and self-esteem, stimulates curiosity, creativity, and a love for learning, and focuses on the intellectual, social, emotional, and physical growth of each child.

Play is an important vehicle through which we teach children to take risks, develop physical strength in mind and body, and become capable and confident members of their classroom.

Academic areas include emerging literacy skills, mathematics, and social studies, complemented by instruction in library, art, physical education, music, Spanish, and explorations. By integrating activities across disciplines, students take part in authentic experiences that make meaningful connections to the real world. The objective is to create confident, independent learners who work well together and are excited about learning.

A small class size, close attention from experienced early childhood teachers, and a classroom designed specifically with four- and five-year-olds in mind, provides a stimulating program that meets the needs of the individual.

Language Arts

Immersion in rich language experiences forms the foundation of our program and exposes young children to the pleasure that comes from reading, writing, speaking and listening. In small groups, students are introduced to reading and writing skills through a combination of explicit and inquiry-based learning experiences.

Mathematics

The primary objective of the mathematics program is to build strong number skills, instill an aesthetic awareness of relationships and order in our environment, and to help children acquire ease in using the language of mathematics. Mathematical reasoning and problem-solving are emphasized as are hands-on activities in patterning, sorting and classifying, working with shapes, comparing, estimation, number sense and numeration, measurement, and graphing.

Explorations

By using community resources and the outdoors as our classroom, the opportunities for “hands-on” experiences abound. Themes are integrated across disciplines: cooking, art, music, science experiments, writing, reading etc. The result of a multifaceted approach to a particular topic in which children learn to observe, listen, ask questions, share ideas, and even more importantly, appreciate their sense of self and how their place in the world relates to diversity in the world around them.

The Outdoors

We take advantage of our beautiful location on Long Island Sound for explorations in the salt marsh, at Burying Hill Beach, and on the Audubon trails. In addition, we spend significant time outdoors on the playground in all kinds of weather; we consider vigorous physical play essential to the healthy development of young bodies and minds. Parents occasionally join us for field trips to local points of interest.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>8:30-9:45am</td>
<td><strong>Morning Choices</strong></td>
<td>Block-building and structures, art, science, and math-related projects, writing/listening center focusing on letters, sounds, language and the enjoyment of books</td>
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<tr>
<td>9:45-10:10am</td>
<td><strong>Morning Meeting</strong></td>
<td>Activities that support students’ social, emotional, and cognitive development</td>
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<tr>
<td>10:10-10:30am</td>
<td><strong>Snack</strong></td>
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<tr>
<td>10:30-11:00am</td>
<td><strong>Recess</strong></td>
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<tr>
<td>11:00-12:00pm</td>
<td><strong>Specials</strong></td>
<td>Library, Art, Physical Education, Music Spanish, Explorations</td>
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<tr>
<td>12:00-1:00pm</td>
<td><strong>Lunch and Storytime</strong></td>
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<tr>
<td>7:40-8:30am</td>
<td><strong>Extended Day</strong></td>
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<td>1:00-2:40pm</td>
<td><strong>Extended Day</strong></td>
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<tr>
<td>2:40-5:30pm</td>
<td><strong>After Care</strong></td>
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Lower School Program
A Day in the Life of a Lower School Student

8:00am Morning Meeting. Prepare for the day.
8:30am SMART Board lesson. Patterns and sorting in kindergarten. Fractions in fifth grade.
9:15am PE class on the playing fields. Soccer in the sun.
10:00am Kindergarten Spanish class. Dancing and shouting bailar! Fifth grade French class.
11:15am Pull on waders. Walk to the marsh to collect specimens.
12:30pm Lunchtime. Sample pesto from the organic garden.

1:00pm Recess. Monkey bars and four square.
1:30pm Reading groups. Journal writing. Fifth grade weekly planner time.
2:15pm Assembly. Hear results of Math Olympiad. Sing happy birthday to friends.
2:40pm Pick-up time. Fourth graders head to the Performing Arts Wing for music rehearsal.
4:00pm Fifth grade pick-up. Get psyched with teammates for tomorrow’s lacrosse game.
LANGUAGE ARTS—KINDERGARTEN
Reading: Identification of upper and lower case letters of the alphabet; matching consonant and short vowel sounds to letters; blending letter sounds in a consonant-vowel-consonant pattern; beginning blends and digraphs; development of a beginning sight word vocabulary; use of pictures and context to make predictions; identifying character, setting, and important events in a story; exploring a variety of literary genres.
Writing: use of spelling approximations (phonetic spelling); creation of original stories using simple sentences; writing left to right and top to bottom, introduction to D’Nealian handwriting techniques; weekly journal writing; group stories as a response to books read aloud; introduction to sentence structure, end punctuation, and capital letters.
Listening and Speaking: Recognizing and using complete coherent sentences when speaking; expansion of receptive and expressive vocabulary; retelling of familiar stories, poems, and rhymes; describing people, places, things, locations and actions when sharing orally.

LANGUAGE ARTS—GRADE 1
Reading: Develop phonetic skills; identification of letters, words and sentences; distinguish initial, medial and final sounds and long and short-vowel sounds in a single-syllable word; creation of a series of rhyming words; recognition of common and irregular sight words; reading aloud with fluency; following one-and two-step written instructions; identification of plot, setting, characters and supporting details; use context clues to make predictions; recollection discussion, and writing about books read during the year.
Writing: Generate topic for personal writing; journal writing; brainstorming, drafting, editing, conferencing and publishing a story; basic rules for punctuation including use of periods, exclamation points, and question marks; develop use of descriptive language; increasing emphasis on conventional spelling; develop penmanship skills.
Listening and Speaking: Attentive listening; giving, restating and following two-step directions; staying on topic when speaking; use of descriptive words when describing people, places and things; reciting poems, rhymes, songs, and stories; retelling stories using basic story grammar and sequence; developing fluency and precision with oral language usage.

LANGUAGE ARTS—GRADE 2
Reading: Expand upon word attack skills (decoding to oral fluency and expressions): suffixes and prefixes; use of regular and irregular plurals; syllabication; antonyms and synonyms; use of titles, table of contents, and chapter headings to locate information; cause and effect relationships; reading aloud with fluency and intonation; exposure to a variety of genres; developing understanding/comprehension orally and in writing.
Writing: Process Writing (brainstorming, drafting, editing, conferencing, publishing; journal writing; writing narratives based on personal experience; use of reference materials; grammar and punctuation; introduction to nouns, verbs, adjectives and adverbs; consistent use of standard spelling; introduction to cursive penmanship; letter writing.
Listening and Speaking: Paraphrasing information; giving and following three- and four-step directions; organizing presentations in a sequential order; recounting experiences in logical sequence; retelling stories to include characters, setting and plot.
Themes from diverse cultures and time periods play an important role in the creation of artwork at all levels. Students explore artists and art forms through two- and three-dimensional media, including drawing, painting, print-making, sculpture, textiles and computer graphics. Beginning in pre-kindergarten, students also make music through rhythmic and melodic games and movement. Over time, students learn musical elements and concepts that allow them to begin to read, write, do part work, memorize and ultimately play and compose music. Fourth and fifth graders become part of a chorus and band or orchestra. They play a stringed, wind or percussion instrument and work toward performances throughout the year.
LANGUAGE ARTS—GRADE 3

Reading: decoding multi-syllable words; reading of narratives and expository pieces with fluency; plot, characterization and setting; antonyms, synonyms and homonyms; use of sentence and word context to find meaning of unknown words; use of reference materials and dictionary; syllabication; parts of speech; reading and recitation of poetry; develop sustained silent reading skills; respond to literature through written responses, group discussions, shared reading, and book reports.

Writing: Writing Workshop (rehearsal, drafting, conferencing, rewriting and publishing; writing non-narrative, personal narrative, literary essays; fiction; poetry, and descriptive passages using sensory details; writing formal and personal letters; develop topic sentence and paragraph writing; punctuation (commas, periods, quotations, colons and capitalization; spelling and alphabetization; subject and verb agreement; parts of speech: pronouns, adjectives, compound words, and articles; master cursive penmanship.

Listening and Speaking: Paraphrasing; connecting personal experience to a speaker’s topic; responding to and formulating questions; reading poetry and prose aloud with expression and fluency; comparing and contrasting points of view; distinguishing between opinion and fact.

LANGUAGE ARTS—GRADE 4

Reading: Reading expository and narrative text aloud with fluency and understanding; word origins and derivations; use of reference materials (dictionary, thesaurus, internet); distinguishing between fact and opinion; following multi-step instructions; identifying the main events of a plot, their causes, and their influences on actions; written summaries of literature; character motivation, figurative language (simile, metaphor, and personification); relating literature to the social science curriculum.

Writing: Writing creative narratives; use of introductory paragraphs, topic sentence, supporting facts, and a concluding paragraph; editing and revision of personal work; peer editing; writing narrative responses to literature; writing legibly in cursive; keyboarding skills; regular and irregular verbs, adverbs, prepositions and conjunctions; parentheses, commas, apostrophes and capitalization.

Listening and Speaking: Summarizing main ideas in oral presentations; effective introductions and conclusions in oral presentations; use of details, examples, anecdotes to explain; narrative and informational oral presentations; memorization and recitation of poems, soliloquies, and dramatic dialogues.

LANGUAGE ARTS—GRADE 5

Reading: Reading narrative and expository text aloud with fluency and understanding; figurative and metaphorical use of words; drawing inferences and conclusions from reading; identifying and analyzing characteristics of poetry, fiction and non-fiction; identifying plot, character, setting, and theme; relating themes in literature to themes in history; emphasis on literary devices (imagery, metaphor, and symbolism); supporting details, inferential skills, and the author’s purpose.

Writing: Writing of multi-paragraph narrative compositions which include entertaining beginnings, description, suspense building, and satisfying endings; expository compositions that establish a topic supported by details ending with a concluding paragraph; use of resource materials, especially internet; editing and revising work; grammar, usage and parts of speech (prepositional phrases, subject/verb agreement, transitions and conjunctions); phonics and word analysis; vocabulary development.

Listening and Speaking: Delivery of narrative presentations; delivery of an informative presentation which establishes an idea, frames questions, and develops the topic with facts, details, and examples; responding orally to literature; using examples from texts to support conclusions; sharing of original writing; participating in literature groups and discussions.
The athletics program is designed to develop a lifelong commitment to strong physical health and activity. At the primary level, development of motor skills as well as physical fitness is emphasized. In fifth grade, students become part of an Interscholastic Athletic program which includes soccer, cross country, field hockey, volleyball, basketball, wrestling, lacrosse, baseball, softball and tennis. In-house fitness is offered as well. Students at this level compete in games against other teams in our league.
MATHEMATICS—KINDERGARTEN
Observations of emerging number patterns; introduction to ordinal numbers and place value; number sense (one to one correspondence, conservation of number, writing numerals 0 – 20, identification and construction of sets, identification of basic shapes; introduction to simple story problems; concepts of time, money, measurement; ordering by sorting, classifying and patterning; introduction to simple addition and subtraction; looking for symmetry in nature; experimenting with volume; beginning graphing and Venn diagrams.

MATHEMATICS—GRADE 1
Understanding fact families and acquiring automaticity in addition and subtraction. Correct formation of numerals 0 – 20; counting to 100 by 2’s, 5’s, 10’s, etc.; counting forward and counting on; place value to 100’s place; basic addition and subtraction, multiplication and division; sort, classify, identify and create patterns with manipulatives; time, money, measurement; graphing using bars and symbols, estimation and tallying; spatial awareness; 2D shapes; circle, square, triangle; solving word problems; predicting outcomes. Exploring fractions using pattern block, equivalencies; number stories; designing and recording shapes on geoboards; collecting, recording and displaying data; mental math strategies.

MATHEMATICS—GRADE 2
Using bar models for addition and subtraction, multiplication and division; metric length, mass and volume; multiplication tables of 2, 5, 10; metric measurement of length; regrouping in addition and subtraction to 3 digits; place value to thousands; comparing weights; telling time to the nearest five minutes; understanding money; collecting, ordering and recording data; creation of line, picture and bar graphs; use of logic estimation; word problems. Calculating time on a time line; classifying geometric shapes by sorting attribute blocks.

MATHEMATICS—GRADE 3
Mental math and estimation; addition and subtraction to 10,000; using bar models for addition and subtraction; multiplication tables of 6, 7, 8 and 9; bar models for multiplication and division; metric length, mass and volume; real world problems; bar graphs and line plots; fractions; length, weight and volume; time and temperature; 2D shapes; area and perimeter; rounding and estimation.

MATHEMATICS—GRADE 4
Estimation and number theory; numeration, place value, rounding, comparing; computation in all four operations; multiplication and division; computation to 3- and 4-digit numbers by 2-digit numbers; comparing and ordering decimals to hundredths and thousandths; short and long division; multiplication with multi-digit numbers; use of logic to solve problems; finding equal fractions; reducing fractions; adding and subtracting common denominators; geometry (plane and solid); segments, lines and angles; perimeter and area; graphs (bar, line and pictograph); problem-solving strategies; angles; perpendicular and parallel lines; area and perimeter, symmetry, tessellations.

MATHEMATICS—GRADE 5
Computation in all four operations; decimals; fractions and mixed numbers; measurement (metric and customary units, perimeter, area and volume); geometry (emphasis on plane; introduction to solid); ratio; proportion; percent; graphing and integers; probability; use of logic in problem-solving; properties of prime, composite, and square numbers; exponents; algebra; area of triangle; ratio; percentage; properties of 4-sided figures; 3D shapes; volume of cube and rectangular prism.
GLOBAL STUDIES—KINDERGARTEN
Self-awareness; examination of the child’s world (health, safety, cooperation, friendship); finding examples of honesty, courage, determination and individual responsibility in stories and folklore; location of objects and places using near/far, right/left, and behind/in front; human relationships with nature and animals; identifying land and water areas on a map; putting events in temporal order using a calendar; exploring how people lived in earlier times and how their lives would be different today; holidays and their connections to families and periods in history; famous people; naming seasons, months and days of the week.

GLOBAL STUDIES—GRADE 1
Fair play and sportsmanship; respecting the rights and opinions of others; “The Golden Rule”; being a part of a community; comparing and contrasting life in different times and places; beginning map skills; the rainforest; famous Americans; introduction to north, south, east and west; how location, weather and the physical environment affect the way people live. Recognizing ways in which we are all part of the same community; important aspects of a healthy community; Native Americans; Alaska, the Inuit; the Amazon Rainforest.

GLOBAL STUDIES—GRADE 2
The Westward Movement (pioneers, Plains Indians, quilting; Oceanography; Whaling in New England; Lighthouses; Pilgrims settling in 1600’s to Colonial Period; placing events on a time line; participating in an historical simulation, labeling lakes, rivers and mountain ranges on a map of North America; understanding the importance of individual action and character; research skills. What makes a school community; lakes, rivers, and mountain ranges; the Oregon Trail.

GLOBAL STUDIES—GRADE 3
Connecticut history (early settlers to the Revolution); cultural heritage; tracing the history of a family through a primary and secondary source; locating a country of family origin on a map; immigrant life; discovery of the “new world” and explorers; geography (continents and oceans); land forms; map skills; research skills; current events. Impact of physical geography on culture; simulations of colonizing and executing a voyage to the New World to plant a colony.

GLOBAL STUDIES—GRADE 4
U.S. History 1700 – 1899 (emphasis on 18th and 19th century life and culture); human adaptation and change in US history from early exploration to colonization and the Civil War; simulations of the challenges faced during specific periods of history; routes of early explorers; relationships between Native Americans and the first settlers; U.S. geography map and globe skills; locations of all 50 states; research skills; simulations; trip to Sturbridge Village.

GLOBAL STUDIES—GRADE 5
Early Man (basic needs and nomadic style of life); study of Ancient World Cultures (Mesopotamia, Egypt, Greece, Rome); archaeology simulation; importance of rivers and agriculture to the development of ancient western civilizations; evidence and impact of each civilization’s contribution to modern world; Civil Rights Era; simulation of archaeological dig; cultural aspects of Ancient Greece; world geography; map skills. PROJECT S.E.E.D. Research food production and consumption; the role seeds play in the sustainability and existence of humanity; understand how our role as responsible citizens connects with the rest of the world.
SCIENCE—KINDERGARTEN

Earth Science
Living and non-living; natural and man-made. The 3 R’s to help our environment.

Physical Science
Properties of matter, secret formulas, predicting, measuring, experimenting, analyzing sinking and floating

Life Science
The five senses and signs of spring; observing, comparing, sorting, counting, recording and measuring, seed development, farm animals, and their young, animals in winter.

SCIENCE—GRADE 1

Earth Science
Earth’s top layer; ecosystem comparison, soil study, sun and seasons; observing comparing, sorting, counting; recording; measuring.

Physical Science
Sound and music; waves and vibrations. Listening and communicating, light and sound, color, opaque, transparent, translucent.

Life Science
Needs of living organisms; the human body. Metamorphosis, sequencing, inferring, comparing, caring for living organisms.

SCIENCE—GRADE 2

Earth Science
Ocean life, seasons and the relationships of earth, moon and planets, tides, salinity, intertidal zone, plant and animal adaptations, inferring, recording and dissecting.

Physical Science
Weather, properties of air; forces of gravity; wind power; force and motion.

Life Science
Structures and functions of living organisms; food pyramid and digestive system; observing, predicting, experimenting analyzing, inferring, recording and dissecting. Food chains and populations.

SCIENCE—GRADE 3

Earth Science
The salt marsh; pollution and conservation; renewable energy, solar power, problem solving.

Physical Science
Magnetism and electricity. Invisible forces, atoms, simple circuits, movement of electrons.

Life Science
Circulatory and respiratory systems; observing, predicting, testing, inferring, problem solving, recording, North American Owls, Natural Communities, producers, consumers and decomposers.
SCIENCE—GRADE 4

Earth Science
Earth’s history; plate tectonics. Geology, minerals, rock cycle, fossil fuels

Physical Science
Simple machines: kinetic and potential energy; (energy) heat, light, friction, force and motion, wind energy, renewable energy controlling variables.

Life Science
Role of bacteria and fungi; skeletal system: investigating, calculating, predicting, testing, recording, measuring, planting a garden, observing and classifying.

SCIENCE—GRADE 5

Earth Science
Rivers and flood plans, watershed systems, watercycle, earth’s water, renewable energy (hydroelectric, solar, wind)

Physical Science
Chemical reactions; acids and bases; electricity, metric and scientific method,

Life Science
Testing, inferring, analyzing, recording, graphing, transportation, environmental, effects of packaging, carbon cycle and footprint, sustainability, global comparison of food consumption and food systems.
WORLD LANGUAGE—KINDERGARTEN
Spanish
Developing listening and speaking proficiency as well as cultural awareness; basic vocabulary, structures and expressions for everyday communication; build confidence when speaking in the target language; responding to simple questions, statements and commands using words, phrases, and short sentences, basic vocabulary using the Total Physical Response technique. Interactive tasks are integrated through the use of technology; SMARTBOARD activities and the use of the language website, Linguascope.

WORLD LANGUAGE—GRADE 1
Spanish
Increase students’ knowledge of Spanish cultures; continued development of listening and speaking skills; association between the spoken and written word; listening to familiar folk or fairy tales with comprehension; increasing vocabulary through the Total Physical Response Technique. Interactive tasks are integrated through the use of technology; SMARTBOARD activities and the use of the language website, Linguascope.

WORLD LANGUAGE—GRADE 2
Spanish
Refinement and development of listening and speaking skills; building upon students’ knowledge of Spanish cultures; developing comprehension abilities; reinforcing and improving reading skills; introducing writing skills; building vocabulary and comprehension. Interactive tasks are integrated through the use of technology; SMARTBOARD activities and the use of the language website, Linguascope.

WORLD LANGUAGE—GRADE 3
Spanish
Comparing and contrasting aspects of the Spanish cultures; development of proficiency in reading, writing, listening and speaking; developing general oral communication skills. Building vocabulary using the Total Physical Response technique. Interactive tasks are integrated through the use of technology; SMARTBOARD activities and the use of the language website, Linguascope.

WORLD LANGUAGE—GRADE 4
French
Developing listening and speaking proficiency; basic vocabulary using Total Physical Response technique; structures and expressions for everyday communication; building of confidence when speaking in target language; responding to simple questions, statements & commands using words, phrases & short sentences; reading & writing taught through study of phonetics; language through adaptations of fairy tales & folk songs using TPR Story Telling methods; exploration of French speaking cultures. Interactive tasks are integrated through the use of technology; SMARTBOARD activities and the use of the language website, Linguascope.

WORLD LANGUAGE—GRADE 5
French
An in-depth review of and expansion of all vocabulary and structural units presented in the fourth grade program increasing writing and reading abilities, including the composition of original sentences; study of geography and French speaking cultures; Total Physical Response Story Telling; exploration of basic grammatical structure; and an exploration of French speaking cultures. Interactive tasks are integrated through the use of technology; SMARTBOARD activities and the use of the language website, Linguascope.
STUDIO ART

STUDIO ART—KINDERGARTEN
Emphasis on exploration, manipulation and enjoyment of art materials; safe handling of tools; increasing awareness of art as a means of communication; Concepts: color, shape and size identification; symmetry; drawing from memory, imagination and observation; concept of mixing colors; sculpture and 3D work; introduction to basic vocabulary; development of ideas for expression in visual form; Diego Rivera, Eric Carle and the Huichol Indians of Mexico.

STUDIO ART—GRADE 1
Creation of art based on imagination, reinforcing personal voice and expressions; the process of looking at art and its integral role as a part of everyday life. Perceiving and describing what we see in our own work and the work of others; understanding the elements and principles of design; use of tempera and watercolor; color mixing; crayon resist; print-making; collage; weaving; sculpture; Faith Ringgold, Henri Matisse; Oaxaca wood sculptures.

STUDIO ART—GRADE 2
Sensory awareness and visual recall; creation of original artwork, making intentional choices with line, color, shape and other visual elements; drawing, painting and sculpting from observations; introduction to abstract artists; developing perceptual skills and art vocabulary; building on skills, including combining media; Georgia O’Keeffe; Alexander Calder; African “batik” technique.

STUDIO ART—GRADE 3
Continued use of imagination, recall, and observation; portraying details; depicting actions; use of multiple vantage points, problem-solving to create model, express ideas, or send a message; increasing vocabulary to allow for critical evaluation of contrasting visual qualities; art from other cultures; cultural origins; Nikkie de Saint Phalle “Skinnies”; Jesus Soto geometric paintings.

STUDIO ART—GRADE 4
Creation of more sophisticated, multi-layered artwork; ability to discuss and evaluate art work; sustained concentration in sketching, planning and multi-step processes; using color to create mood, line to create action, and repetition to create visual rhythm; reliefs; using natural materials for felting; basket-making; integration of technology; concept of animation (through claymation); art history; exploration of how art is made, who the audience is, and what its historical context is.

STUDIO ART—GRADE 5
Creation of art to communicate ideas and express feelings; proportion; perspectives; color interactions, and other design concepts; sustained attention to artwork; respect and appreciation for different styles and cultures; representational, abstract, expressive, functional, establishing criteria for judging art; effect of light on perception of color, form and texture; Leonardo da Vinci; Egyptian masks.
LIBRARY—KINDERGARTEN
Introduction to the library; responsibility for the care and return of books; understanding the arrangement and order of the library; exposure to fiction and non-fiction; beginning awareness of illustration styles; listening to stories read aloud; encouraging a love of books and reading.

LIBRARY—GRADE 1
Familiarity with a variety of books, both fiction and non-fiction; listening to stories followed by discussions that draw out the meaning of stories; beginning catalog and internet searching; circulation procedures; care and return of books; exploring theme of families; encouraging a love of books and reading.

LIBRARY—GRADE 2
Independent use of the library media center; listening to stories read aloud; selecting books independently; catalog and internet searching; circulation procedures; function of various parts of a book; locating fiction books; beginning research; encouraging a love of books and reading.

LIBRARY—GRADE 3
Independent use of the library media center; introduction to the reference section (dictionary, encyclopedia, thesaurus, atlas and almanac); understanding the difference between fiction and nonfiction; encouraging a love of books and reading for both pleasure and for information.

LIBRARY—GRADE 4
Increasing the ability to use the school library independently; use of a wide range of materials; advanced catalog and internet searching; source evaluation; bibliographies; Dewey Decimal System; independent evaluation and selection of materials for information and enjoyment.

LIBRARY—GRADE 5
Making full use of library materials for information and enjoyment; skills of inquiry and investigation; use of reference books and online resources; understanding, interpreting and presenting what is read; bibliographies; note-taking skills; research and reports; evaluation and selection of materials for information and enjoyment.
MUSIC—KINDERGARTEN
Orff-Schulwerk and Kodaly-centered music curriculum; developing steady beat through movement, speech, and instruments; tuneful singing and voice exploration through echoing, imitating animal sounds, and singing games; explore musical concepts of high/low, fast/slow, same/different, beat/rhythm; ‘story’ songs integrated with core curriculum; performances in assemblies, Grandparent’s Day, and Holiday and Spring Concerts.

MUSIC—GRADE 1
Orff-Schulwerk and Kodaly-centered music curriculum; continue to explore beat and rhythms through movement, speech, and instruments; continue developing tuneful singing; introduce symbols of music notation; playing short pieces with drums, unpitched percussion instruments, and xylophones; performances in assemblies, Grandparent’s Day, Holiday and Spring Concerts, and Lower School Talent Show.

MUSIC—GRADE 2
Orff-Schulwerk and Kodaly-centered music curriculum; continued development of skills in reading music using recorder, singing, and mallet instruments; continued ear training through solfege and singing rounds; performances in assemblies, Grandparent’s Day, Holiday and Spring Concerts, and Lower School Talent Show.

MUSIC—GRADE 3
Orff-Schulwerk and Kodaly-centered music curriculum; continued development of skills in reading music using recorder, singing, and mallet instruments; continued ear training through solfege, singing rounds, and two-part music; performances in assemblies, Grandparent’s Day, and Holiday and Spring Concerts, and Lower School Talent Show.

MUSIC—GRADE 4
Orff-Schulwerk and Kodaly-centered music curriculum; continued development of skills in reading music using recorder, singing, and mallet instruments; continued ear training through solfege, singing rounds, and two-part music; playing woodwind or strings instruments; playing in band or orchestra; performances in assemblies, Grandparent’s Day, and Holiday and Spring Concerts, and Lower School Talent Show.

MUSIC—GRADE 5
Orff-Schulwerk and Kodaly-centered music curriculum; continued development of skills in reading music using recorder, singing, and mallet instruments; continued ear training through solfege, singing rounds, and two-part music; playing woodwind or strings instruments; playing in band or orchestra; performances in assemblies, Grandparent’s Day, and Holiday and Spring Concerts, and the Lower School Talent Show.
PHYS. ED.—KINDERGARTEN
Introduction to developmental movement concepts and body awareness through cooperative games; participation, sportsmanship and teamwork are emphasized; development of general spatial concepts (movement within boundaries, movement at a number of levels, movement in concert and coordination with others); basic skills such as running, hopping, jumping, galloping, sliding, leaping and walking; manipulative skills of throwing, catching, kicking, rolling and bouncing.

PHYS. ED.—GRADE 1
Developmental movement concepts and body awareness through cooperative games; participation, sportsmanship and teamwork are emphasized; development of general spatial concepts (movement within boundaries, movement at a number of levels, movement in concert and coordination with others); basic skills such as running, hopping, jumping, galloping, sliding, leaping and walking; manipulative skills of throwing, catching, kicking, rolling and bouncing.

PHYS. ED.—GRADE 2
Development of skills with large and small motor coordination tasks; ball handling, long and short rope skills; non-competitive team games with simple rules and strategies; focus on health, teamwork, cooperation, nutrition and sportsmanship.

PHYS. ED.—GRADE 3
Developing and refining movement skills; introduction to team seasonal sports as a focal point for manipulative skills; practice with both individuals and with groups; participation in coeducational intramural sports; non-competitive small and large group games; develop appreciation of athletic performance through physical fitness.

PHYS. ED.—GRADE 4
Refining skills during games and activities in both competitive games and cooperative activities; skill development focusing on the beginning stages of accuracy and learning strategy in a variety of team sports; participation in coeducational team sports, including soccer, basketball, lacrosse, tennis, baseball, flag football, field hockey and floor hockey; develop appreciation of physical fitness through physical activity.

PHYS. ED.—GRADE 5
Beginning to master advance movement patterns while participating in a variety of team sports, cooperative games and individual activities; skill development focusing on the beginning stages of accuracy and learning rules, strategy, sportsmanship in a variety of team sports; participation in soccer, basketball, lacrosse, tennis, baseball, flag football, field hockey and floor hockey; develop appreciation of physical fitness through physical activity. Participate in competitive 5th/6th grade games at the interscholastic level.
TECHNOLOGY—KINDERGARTEN
Understanding of the basic parts of a computer; using a track pad to point, click, double click and drag; identifying letter and number keys; use of the space bar, delete key, etc; create art using graphic tools; view internet as information source; eye-hand coordination; proper care and handling of computers.

TECHNOLOGY—GRADE 1
Care for computers; exposure to a variety of software; use of space bar, enter, delete, and shift keys; correct use of letter and number keys; creation of short sentence or word list; proper spacing; art work using graphic tools; creation of multimedia presentation; viewing internet as a source of information.

TECHNOLOGY—GRADE 2
Word processing (complete sentences, proper spacing, changing letter fonts and sizes); insertion of graphics; creation of art using graphic tools; create multimedia projects for presentation; use of the internet as a research tool.

TECHNOLOGY—GRADE 3
Connection of computer use with daily lives; keyboarding (use of home row, correct posture, keyboard shortcuts); word processing: sentences and multi-paragraph documents; proofread and edit documents; use of graphic tools for original artwork; digital cameras; a multimedia presentation with multi-slides; importing graphics, text and sound; appropriate use of internet and navigation of websites.

TECHNOLOGY—GRADE 4
Use of computer as a tool; keyboarding (home row and correct finger typing); word processing (write complete story or report; proofreading and editing; insertion of graphics; use of digital video and camera; creation of original art work; import graphics; collect and enter data; graphs; appropriate use of the internet for conducting research.

TECHNOLOGY—GRADE 5
Using computer as a tool; keyboarding with fluency; creation of multi-page documents using spell check and editing; importing graphics and spreadsheets into text documents; use of digital video and cameras; creation of original artwork using graphic tools; collection and entry of data; appropriate use of internet for research; email; introduction to programming; creation of web pages
HEALTH—KINDERGARTEN
Identifying emotions; acknowledging the unique qualities of individuals; celebration of families; introduction to the concept of community; care for self and others; health and nutrition.

HEALTH—GRADE 1
Identifying emotions and reactions to situations; knowing one’s feelings; relationships with siblings and peers; building the community; expressing appreciation; healthy eating habits.

HEALTH—GRADE 2
Building on knowing one’s feelings; relationships with siblings and peers; building a foundation for communication by identifying “put ups” and “put downs;” identifying people that make you feel safe; personal safety; listening skills; giving compliments and expressing appreciation; discussion of appropriate use of medication.

HEALTH—GRADE 3
Expanding listening skills; identifying those things that make us feel good; skills for dealing with worries; handling “put downs”; building relationships that allow students to ask for help; giving compliments and expressing appreciation; increasing listening skills; decision-making and choices; nutrition; the negative impact of nicotine, caffeine, and alcohol.

HEALTH—GRADE 4
Identifying characteristics in peer relationships that are challenging; resolving conflicts; making good decisions; personal safety; redirecting conflict; increasing self-esteem; dealing with peer pressure; increasing listening skills; nutrition; the negative impact of drugs.

HEALTH—GRADE 5
Identifying “put ups’ and “put downs;” refining skills of communication; effects of advertising on image and self-esteem; human growth and development; nutrition and body changes; healthy diet; identifying strengths and weaknesses; validation of others, the negative impact of drugs.