



LOWER SCHOOL FOR BOYS

SPRINGSIDE CHESTNUT HILL ACADEMY

CURRICULUM GUIDE

Pre-Kindergarten - 4th Grade

2019-2020

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ART CURRICULUM

PHILOSOPHY:

The visual arts provide an outlet for creativity and self-expression, enabling children of all ages to express their thoughts and feelings in a unique and personal way. The boys learn to closely observe, and respond to the world around them. They are exposed to many materials and techniques, and the subject matter used for inspiration is varied. Our goal is to find each student's strength through the exploration of different mediums.

GOALS:

- To understand and experience the joy of creativity.
- To stimulate visual awareness.
- To develop the ability to look and talk with comfort about what one sees.
- To develop intellectual and emotional responses to one's environment.
- To communicate ideas, spirit, and feeling in visual form.
- To encourage experimentation and risk taking with materials, concepts, and techniques.
- To know art as personal discovery through original thinking and self-expression.
- To promote a sense of responsibility and respect for the unique capabilities of self and others.
- To create a broad base of understanding about artists and works of art in past and contemporary times and its contribution to our understanding of history.
- To make students aware of the connection between art and other disciplines.
- Methods:
- Teacher demonstration of tools, materials, or techniques.
- Group brainstorming to expand project ideas.
- Hands-on design and construction with two- and three-dimensional materials.
- Assigned projects—individual and group.
- Independent projects—individual and group.
- Viewing and discussing displays of student artwork.
- Interdisciplinary study with homeroom and other departmental classes.

CONTENT:

Kindergarten:

In autumn, the Kindergarten boys create wood

sculptures, work with terra-cotta clays, utilize watercolor and tempera paints, develop their cutting and pasting abilities through collages with paper, scissors, and adhesives, and regularly refine their drawing skills. Boys learn the value of recycling and repurposing materials, work on projects collaboratively as well as individually, while also creating art that enhances the Kindergarten homeroom studies. The boys also keep personal sketchbooks to record their ideas, stories, design concepts, and doodles.

In the second semester, Kindergarten develops and hones their sense of craftsmanship, fine motor skills, and problem-solving abilities through several drawing and painting assignments. Boys continue to work on wood-based projects, as well as terra-cotta clay, as they create colorful sculptures, bas-reliefs, and assemblages. Kindergartners enjoy the artistic concept of repurposing and recycling materials and become resourceful practitioners of the genre. Their use of personal sketchbooks remains a popular activity.

First Grade:

First grade boys develop their use of paint, wood, and drawing media to create art both collaboratively and individually. They make use of terra-cotta clay and become familiar with watercolors, as well as tempera painting techniques. Three-dimensional paper skeletons are crafted while learning about the Mexican Day of the Dead, and homeroom studies are enhanced while building dream catchers from natural materials. The boys also keep personal sketchbooks to use during open theme periods to record their ideas, designs, plans, concepts, and graphic brainstorming. First grade classes immerse themselves in the artistic



traditions of their respective cultural explorations within their homerooms' social studies curriculum, namely the art of the Arctic lands and Aboriginal Australians. In addition to their involvement with drawing and painting materials, wood, and terra-cotta clay, the boys cleverly utilize up-cycled and recycled art supplies to formulate imaginative sculptures and constructions. Their personal sketchbooks continue to be a joyous source of expression during open theme periods.

Second Grade: Second grade students work with traditional materials of terra-cotta clay, watercolor and tempera paint, drawing media and wood, as well as found objects. Projects include wood sculptures based on students' ideas, owl sculptures in clay and wood, scratch art from crayon and oil pastel, and wood carvings of cars utilizing beginner techniques with handheld woodworking tools. They utilize their personal sketchbooks as visual design idea diaries. Second grade continues to develop their woodworking skills as they carve their versions of American cityscapes and patterns inspired by Moroccan latticework in wood, which will be featured in the All-School Art Show. Both educational and fun, several two-dimensional art assignments expand the boys' drawing and painting skills and stretch their critical-thinking abilities throughout the semester. The second grade also makes extensive use of their personal sketchbooks during open theme periods.

Third Grade:

Third grade boys expand on their painting and drawing skills and develop their woodworking

techniques while creating sculptures and objects of their own design. They also utilize terra-cotta clay, kiln-fired clay, drawing media, recycled and natural materials, and paint to develop elaborate projects both collaboratively and individually. The boys also make use of personal sketchbooks during open theme periods. Third graders complete several self-initiated and collaborative creations. Students generate artwork for the All-School Art Show and make advancement in their knowledge and practical use of techniques and materials involving terra-cotta clay, painting and drawing media, fibers, and digital media. Their sketchbooks are utilized during open theme periods, and the art studio's colorful library of picture books and art history are studied and pored over often.

Fourth Grade:

The fourth grade boys' art program revolves around the Elements of Art. The art projects are designed and developed to build upon the art concepts and skills/techniques taught in preceding years. Lessons are inspired by various cultures and traditions throughout the ages and into modernity. The elements include line, shape, form, color, value, texture, and space. Media materials explored are drawing, collage, painting, wood, clay, weaving, papier-mâché, plastering, wire, and Adobe Photoshop. Artists/art traditions studied include Saul Steinberg, Basotho houses (Africa), Keith Haring, the Fauves (Europe), Navajo eye dazzlers (North America), Alberto Giacometti, sumi-e paintings (East Asia), and Oaxacan wood sculptures (South America).



CENTER FOR ENTREPRENEURIAL LEADERSHIP (CEL)

Entrepreneurial skills are developed in our Lower School by channeling the students' natural desire to learn by doing. In an educational environment that promotes a problem-solving mindset, students are asked to look both locally and globally to identify a gap between the way things are and the way things should be. Through the use of design thinking skills, coupled with an understanding of financial literacy and new media tools, children work innovatively to close that gap. As students strengthen their entrepreneurial skills, they engage again and again in projects that require creative inquiry, critical thinking, and analysis. Ultimately, they begin to see the outsized impact their ideas can have, not only on their own community but also on the larger world.

Pre-Kindergarten:

In Pre-Kindergarten, the students are introduced to the idea of communicating ideas both verbally and through drawings. Students collaborate with others around a specific entrepreneurial project that allows them to listen to and identify a user's needs. Kindergarten: In Kindergarten, students continue to strengthen their communication skills through generating and asking questions, allowing them to interview people within their community and beyond. They engage in conversations about failures and how to use that information in order to improve their work in the future.

First Grade: In first grade, the students continue to strengthen the skills they have acquired in the previous years, and they begin to identify their own strengths within a working group as well as to independently organize data. They continue to give and receive positive comments and suggestions, and they are encouraged to persevere through project failures.

Second Grade:

In second grade, students begin to use persuasive language when communicating their ideas. They begin to organize and create a plan for asking questions. The students begin to organize and synthesize their collected data. Once they have

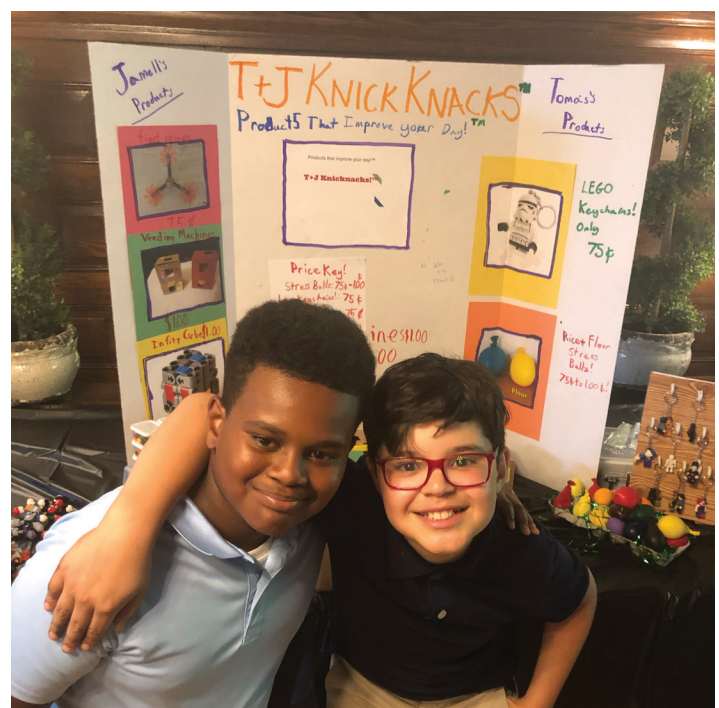
shared their findings, the students build off others' ideas and work to defer judgment during the brainstorming process.

Third Grade:

In third grade, the students begin to use the skills they have acquired in a new light. Rather than attempting to demonstrate, they now begin to master their skills. For instance, when communicating, the students do so with purpose through a variety of presentation formats, and they use persuasive language when communicating their ideas. They engage in conversations about their group's collaborative effectiveness at each stage of their project. They also recognize the strengths of their group members. When faced with project failure, the students persevere and reflect on the process.

Fourth Grade:

In fourth grade, the students are now effectively persuading their audience on the value of shared ideas and continue to communicate their well-developed ideas using a variety of tools and presentation formats. They are consistently giving and receiving feedback and successfully applying it to the project they are working on in the classroom. Our fourth grade students participate in a yearlong financial literacy unit of study through the implementation of a classroom economic model and experience entrepreneurial process through Market Day.



LANGUAGE ARTS

PHILOSOPHY:

"Language is the most powerful, most readily available tool we have for representing the world to ourselves and ourselves to the world. Language is not only a means of communication, it is a primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity."

~ National Council of English & International Reading Association

GOALS:

- To nurture joy and skill in reading and writing and build confidence in each student's ability to express ideas orally and in writing through an immersion in children's literature (fiction and nonfiction), the writing process, and explicit skill development.
- To develop the skill of listening.
- To connect reading, writing, speaking, and listening to the student's own experiences.
- To integrate language arts in all subject areas.
- To develop students with multiple literacies, able to use technology and digital media effectively.
- To infuse rigor through increasingly complex language arts tasks as students progress through Lower School.
- Methods:
- Reader's and Writer's Workshop is implemented in all classrooms that include the following components: planned, focused mini-lessons, independent work time, individual conferences or small group work, and sharing time.
- Foundations, a systematic, sequential phonics program is used in Pre-K–3rd grade to teach

letter sounds, handwriting, and decoding.

- Word study is used throughout Lower School to emphasize phonemic awareness, phonics, and spelling.
- Exposure to a wide range of literature at school and at home promotes understanding of story structure, plot development, vocabulary development, and the wider world.
- Reading is individualized for each child and assessed regularly by the classroom teacher using a variety of assessment measures, including the Fountas and Pinnell Benchmark Level Assessment and other standardized measures. Assessment results help teachers plan differentiated reading instruction, phonics, and comprehension instruction leading to literacy proficiency for each student.

CONTENT:

Pre-Kindergarten:

Literacy acquisition in Pre-Kindergarten focuses on reading, writing, listening, and speaking through activities such as daily read-alouds and circle time discussions. Children are immersed in a literacy environment in order to build pre-reading skills and listening comprehension. Children participate in read-alouds by predicting, answering questions, and retelling stories. Writing is promoted through art and writing center and with simple materials such as restaurant order pads in Café. Formal handwriting instruction begins in Pre-Kindergarten with a program that uses music, movement and fine motor building games, and activities to build letter recognition and formation.

Kindergarten:

Kindergarten lays the foundation for the routine of Reader's and Writer's Workshop. The workshop models create an environment of independent, confident, and respectful readers and writers. Students learn rituals and routines, while exploring and experimenting with what it means to be readers and writers. Building upon the reading activities in Pre-Kindergarten, the Reader's Workshop model develops fluency and lifelong reading skills and is an instructional model for reading that marries explicit instruction in reading strategies with opportunities for students to practice each reading strategy independently, with a peer, or in small group. The workshop begins with a focused lesson that accompanies a teacher read-aloud text. The



Reader's Workshop is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students.

The Writer's Workshop, similar to the Reader's Workshop, teaches writing using a workshop method. Students are given opportunities to write in a variety of genres, which helps to foster a love of writing. The Writer's Workshop allows teachers to meet the needs of their students by differentiating their instruction and gearing instruction based on information gathered throughout the workshop. Teachers model how to stretch words (phonemic awareness), label, and write sentences. Teachers are modeling conventions: spacing, capital letters, and punctuation. Kindergartners author their own class books and keep them in the classroom library, use large chart paper to model story writing, utilize a word wall as a visual for words learned throughout the year, and listen to daily read-alouds. The phonics curriculum is built on a program called Foundations, which is a multisensory program that begins in Kindergarten. Foundations focuses on developing an awareness of letters and that letters have specific sounds. Foundations also focuses on the relationship of letters to words and words to sentences. Handwriting is also a core component of the program and skills are practiced to develop proper letter formation to make writing a fluid process.

First Grade:

Building on the framework of Readers' and Writers' Workshops learned in Kindergarten, first grade boys are immersed in reading and writing in a variety of contexts in an environment that celebrates literacy and seeks to develop lifelong learners. From a teacher read-aloud, boys listen to reading to develop their own fluency, comprehension, and vocabulary. During independent reading, boys choose books wisely and read just-right books independently for a sustained period of time. The teacher works one-on-one or with small groups to supplement learning and acquisition of skills and strategies with the boys. A variety of assessments are used to determine needs and create differentiated instruction for each boy every day.

Through modeled writing activities, boys are engaged in the active process of constructing and co-constructing text, which scaffolds their own ability to write independently. In keeping a writer's journal, the boys choose to write and rewrite stories in a wide variety of genres. Beginning with a picture helps boys to brainstorm, organize, and plan a story; the boys refer to and add details to that picture that later become a part of a written narrative. Through the stages of story development, the boys begin to recognize how to construct a sequential piece of writing. Boys write in a variety of modes, including lists, letters, and poems, and write nonfiction pieces after researching a topic. Phonics instruction helps them learn to decode in reading and encode in writing and continues to be modeled in the Foundations program. Additionally, handwriting skills are further developed with a focus on lowercase letter formation and writing. Second Grade: Second grade literacy is designed to build the independent reading and writing skills of students within the context of Reader's and Writer's Workshop. Reader's Workshop emphasizes the importance of student engagement and the interaction between student and text. It provides differentiated instruction in reading, teaching the strategies needed to decode words, comprehend, and build vocabulary. With greater independence among readers, boys face greater challenges but are equipped with the skills to attack new words. In the context of Writer's Workshop, students participate in a mini-lesson where the teacher models a specific writing skill. The students are then encouraged to practice this technique in their own writing. Some techniques are modeled through a mentor text, where the author's craft is



studied and then applied. Throughout the year, a variety of genres are taught and written. Second graders are expected to revise their work and improve the quality of their writing. The Foundations phonics program is used to support phonics and grammar as well as story construction. Spelling, phonics, and vocabulary are supported through the Words Their Way program. Words Their Way is an approach to spelling and word knowledge that includes stages of development and instructional levels that are critical to the way students learn to read.

Third Grade:

SCH Academy continues the balanced literacy approach in third grade, as well, through well-established reading units of study using the Reader's Workshop model. Students build upon the skills developed in second grade, engaging in independent reading of authentic literature, while addressing fluency and comprehension. Data garnered from established benchmark assessments enables the teacher to differentiate, meeting the spectrum of learners' interests and needs. Through strategic read-alouds, student self-selected reading, small group instruction, and individual conferring, teachers are able to guide students in honing comprehension and critical-thinking skills. Project design briefs are also conduits of literacy instruction, as students address essential criteria while producing unique and purposeful evidence of their voyage through a text.

Writing in third grade is also a natural extension of established routines and expectations from earlier years through the format of Writer's Workshop. Writer's Workshop includes purposeful mini-lessons that employ explicit, direct instruction to tailored one-to-one conferring. As in previous years, students navigate the writing process from generating ideas and drafting to editing, revising, and publishing. While writing for a variety of purposes, third graders hone their skills with forms of narrative, expository, and poetry. Formative assessments take on the shape of ongoing individual and small group consultations. Their pieces gain depth and meaning as students are taught to elaborate ideas more purposefully. In third grade, students continue to be prolific writers, using a writer's notebook as a container for their ideas. They learn to incorporate correct grammar, capitalization and punctuation, and simple

paragraphs through targeted lessons. Spelling, phonics, and vocabulary are supported through the Foundations program that includes stages of development and instructional levels that are critical to the way students learn to read.

Fourth Grade:

In fourth grade, students continue to refine their independent reading skills using the Reader's Workshop model. As in third grade, students are immersed in a variety of genres, including poetry, fiction, and nonfiction. They discover that characters in texts have similar motivations, like freedom, fairness, and power. Finding text evidence to support the students' thinking and examining characters' perspective are key elements of discussion. In fourth grade, informational texts gain more relevance as students learn to synthesize and research, examining the author's purpose, recurring themes, and the subtext. The combination of structured mini-lessons that further develop literacy skills is an integral part of the differentiated reading instruction. Fourth graders experience rigor and a growth mindset by maintaining reflective reading notebooks, sustaining productive book discussions with partners and book clubs, and responding critically to teacher-directed questions. Writers in fourth grade build upon the foundation established in previous years through Writer's Workshop. Students develop, organize, and sustain ideas throughout more complex writing projects and become more cognizant of the importance of revision throughout the writing process. This is explicitly modeled and structured by the teacher through mini-lessons. Using mentor texts as a foundation, students analyze other authors. As nonfiction writing takes on more relevance, students learn to decipher the value and purpose of information and to convey meaning in a logical, intriguing manner. Students learn to incorporate correct grammar, appropriate capitalization and punctuation, and more complex sentences in multiple paragraphs. Spelling patterns, grammar, and vocabulary are supported through rich literature, and more specifically, weekly mentor sentences analysis.



LIBRARY

GOALS:

- To empower students to develop into critical thinkers and lifelong learners.
- To promote literacy development and foster lifelong reading.
- To collaborate with teachers to help students become competent, critical, and ethical users and finders of information and independent reading—both at SCH and in the wider world.
- To provide each community member with a venue for exploring questions that arise out of personal curiosity/interest.
- To maintain open access to a diverse, balanced collection of resources in a variety of formats to meet information, curricular, and independent reading needs of the SCH community.

METHODS:

Pre-Kindergarten and Kindergarten:

- Read-alouds: introduction to a variety of genres.
- Identify title and author.
- Discriminate between fiction and nonfiction.
- Identify parts of book/author/illustrator and learn how to take care of books.
- Introduce the library as a place to find information and stories.
-

First Grade:

- Read-alouds: introduction to a variety of genres.
- Locate books on shelf and use books to find information.

Second Grade:

- Consider variety of resources/usability.
- Search online library catalog (OPAC) for print and digital resources and understand call number systems.
- Conduct research and learn how to determine fact or fiction.
- Find information and learn how to credit sources.

Third Grade:

- Conduct book exchange and book talks using a variety of genres.
- Search OPAC and locate books on shelf.
- Display an understanding of the Dewey Decimal system.
- Identify title, author, copyright, index, and parts of books, e-books.
- Use simple bibliography.

Fourth Grade:

- Conduct book talks by genre.
- Perform basic research on topics using prescribed search engines.
- Identify and cite appropriate resources.
- Create bibliography with Noodletools.



MANDARIN CHINESE

PHILOSOPHY:

"Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad."

The Standards Task Force identifies five goal areas: Communication, Culture, Connections, Comparisons, and Communities

~ National Standards for Foreign Language Education

GOALS:

- To introduce students to a variety of aspects of the Chinese language.
- To explore a variety of components of the Chinese culture.
- To strengthen global awareness.
- To have students build their ability to compare language and cultures.
- To make connections between their communities and the Chinese communities.
- To make Chinese relevant to the students' everyday lives.
- To learn the sound system of the language, learn to gradually recognize an expanding group of Chinese characters, and start to construct sentences.
- To begin listening, speaking, and reading, and recognizing high frequency words.
- To learn to read Chinese sentences and write characters.
- To develop the students' basic Chinese vocabulary dealing with family, animals, friends, and other topics aligned with their thematic studies.

METHODS:

- Study of Chinese culture is interdisciplinary and encompasses art, music, literature, geography, and food.
- Chinese culture is brought to life, enabling each child to gain a thorough and genuine understanding.
- Picture books, character books, songs, games, writing, art projects, and speaking practice facilitate language acquisition and cultural literacy.

CONTENT:

Kindergarten:

The Kindergarten Chinese class focuses on language learning through storytelling and songs. They begin to work their way through the long series of My First Chinese Words storybooks that introduce vocabulary words on a variety of topics: animals, colors, fruits, food, clothing, and family members. The stories are supplemented by related projects and activities that reinforce language learning. Kindergartners also listen to spoken versions of these stories so that they continue to hone their ability to recognize Chinese sounds, structures, and sentence patterns.

First Grade:

First grade students continue with the My First Chinese Words storybook series. They continue to expand and broaden their vocabularies through stories on family, friends, and school. First graders do a wide variety of projects and activities designed to both reinforce previously covered material and generate interest in further study of Mandarin Chinese. They listen to spoken versions of these stories, and they continue to improve their ability to recognize Chinese sounds, structures, and sentence patterns.

Second Grade:

Second grade students work their way through the My First Chinese Reader textbook, which transitions students away from simple vocabulary study and toward genuine understanding of sentence patterns and linguistic structure. They learn greetings, questions, and other simple communication patterns. Importantly, they also begin to develop an ability to break down basic sentence structures and



rebuild them in real conversation. Students begin to develop an ability to write and communicate in Hanyu Pinyin, and they continue to gain exposure to written Chinese characters.

Third Grade:

Chinese in third grade moves through the first half of the second volume of the My First Chinese Reader textbook. Students develop a better understanding of how Chinese vocabulary, grammar, and sentence structures can be harnessed and used to create original conversation. They are encouraged to explore the fun and excitement of developing basic dexterity with a new language through an extensive supplemental program of activities, games, and cultural projects.

Fourth Grade:

Fourth graders complete the second half of the second volume of the My First Chinese Reader textbook. They improve their ability to ask questions of others and discuss themselves and their opinions in Chinese as they study a series of chapters on shopping, language, the weather, and directions. Fourth graders begin to study Chinese characters in earnest, and they spend considerable time developing both the passive and active knowledge necessary to read and write characters.



MATHEMATICS

PHILOSOPHY:

"Mathematics is more than a collection of concepts and skills to be mastered; it includes methods of investigating and reasoning, means of communication, and notions of context. In addition for each individual, mathematical power involves the development of personal self-confidence."

~ National Council of Teachers of Mathematics

Lower School Mathematics at SCH uses a four step process to expose students to mathematical thinking. The lesson structure in all grades incorporates hands-on activities and explorations to promote mastery. The same four concepts are interwoven into the program content.

- Learn - whole group direct instruction presents math concepts in straightforward visual format, with frequent use of manipulatives and models
- Guided Practice - teacher directed practice in small and large groups that allow students to check their understanding while working with some guidance
- Lets Practice - Independent practice consolidates learning and prepares students to be successful on homework assignments
- On Your Own - independent work in class or at home in student workbook

GOALS:

- To enable students to think, reason and communicate mathematically.
- To provide different contexts for students to develop a strong sense of number and to master numerical skills.
- To emphasize the interrelationships among the curricular strands: number operations, number theory, geometry (2D and 3D), algebraic thinking, measurement (time, money, distance), and data analysis.
- To foster connections between mathematics and life experience.
- To empower all students as active learners of mathematics.
- To provide opportunities for students to discover mathematical principles.
- To provide students with a solid mathematical basis at each grade level, and lay the foundation

they can build on to become confident and comfortable mathematical thinkers.

METHODS:

- Model concepts and skills with manipulatives.
- Problem solving that requires effective reasoning and accurate skills.
- Practice expressing mathematical ideas using the Concrete - Pictorial - Abstract progression
- Explorations: collaborative and independent.
- Lessons and discussions: whole class and small group.
- Practice with numerals, symbols, and skills.
- Daily work to practice and reinforce concepts and skills.
- Mastery and retention of basic facts, using both tradition and technology-based approaches, and application of those facts to various problem solving situations.

Pre-Kindergarten:

Pre-Kindergarten follows a program that introduces the students to counting, numeration, geometric shapes, measurement, and data analysis :

- *Number Operations:* addition and subtraction;

developing number stories

- *Numeration:* whole numbers comparing numbers and number sense; counting as one-to-one correspondence with objects and numbers on the number line; classification with sets and subsets (Venn diagrams); investigations with numbers.
- *Geometry:* the geometry of two and three dimensions with emphasis on naming shapes, discovering patterns, and investigating area and volume.
- *Measurement:* the relationship of units of time (minutes, hours, days, weeks, etc.); calendar, temperature, money, length.
- *Data Analysis:* games with dice and spinners; data collection and graphs.

Standards for Mathematical Practice in Math Education are used to define program content, Kindergarten through 4th grade.

- Make sense of Problem Solving
- Reasoning
- Communication
- Connections and Structure
- Represent and Model Mathematics

Kindergarten:

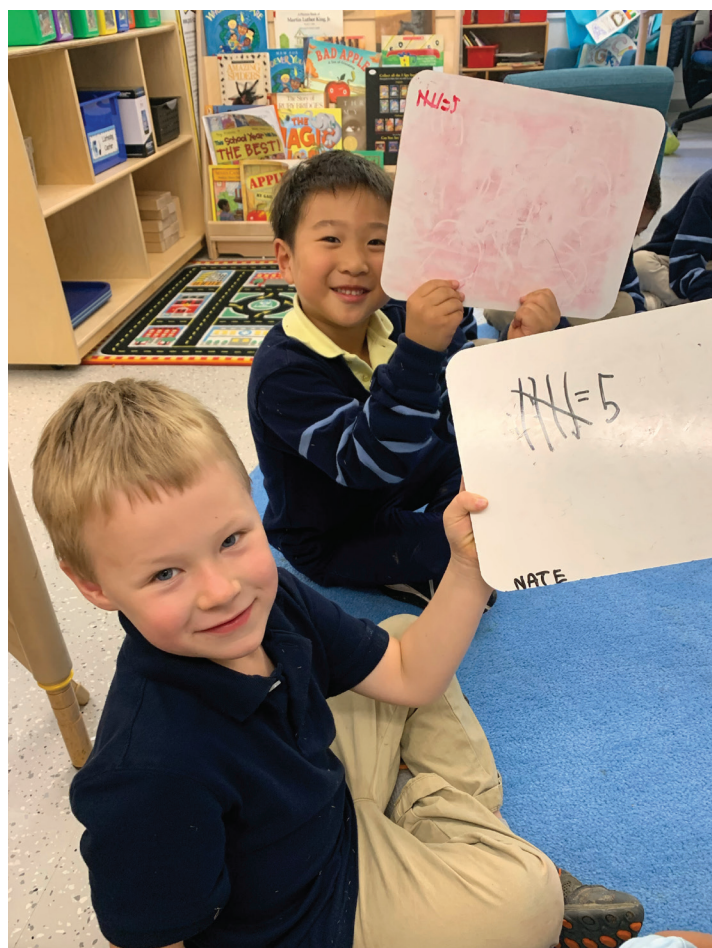
Kindergarten begins the Math in Focus curriculum, which is built around the Standards for Mathematical Practice.

Make sense of Problem Solving

- Build skills in comparing sets, addition and subtraction by encountering, discussing and solving problems
- Solve real-world problems involving sorting, counting, addition and subtraction
- Determine number sentences to fit addition and subtraction situations
- Describe methods used to solve real-world problems
- Describe why solutions make sense and are correct

Reasoning

- Use Concrete Models to explain reasoning
- Apply counting and comparing skills in various contexts
- Use Numerals to convey information
- Investigate ideas with 2D and 3D shapes
- Investigate Measurement concepts



- Explain how to identify Equal Sets
- Measure using non-standard units
- Sort objects by category using attributes
- Identify patterns

Communication

- Consolidate thinking in independent activities
- Communicate with Peers, Teachers and others
- Express mathematical ideas
- Connections and Structure
- Understand the connections between quantities and written numerals
- Use numbers to describe the properties of geometric shapes
- Use counting and numbers while measuring in non-standard units
- Explore the relationships between counting, ordering and ordinal numbers
- Solve real-world problems involving more or less and addition and subtraction
- Relate knowledge of time and calendar to everyday activities

Represent and Model Mathematics

- Represent quantities with objects, number cubes, fingers, pictures/drawings, number cards, acting out, tallies and numerals
- Show understanding of big, middle, small and equal size shapes
- Describe and compare objects by position

Grade 1

Make sense of Problem Solving

- Build skills in addition, subtraction and measurement through problem solving
- Solve real-world problems involving addition and subtraction
- Apply problem solving strategies
- Apply and explain problem solving practice

Reasoning

- Explore concepts more deeply and justify reasoning
- Use critical thinking skills to further explore mathematical ideas
- Explore transitivity by comparing lengths and weights of three different objects
- Identify and describe attributes of objects
- Interpret picture graphs, tally charts and bar graphs
- Identify and extend growing number and repeating shape patterns
- Recognize shapes from different perspectives

- Use commutative and associative properties and 10's and 1's to solve 2-digit addition and subtraction problems

Communication

- Present, discuss and share mathematical thinking
- Work in small groups to explore concepts
- Use the proper vocabulary to express ideas

Connections and Structure

- Relate counting to addition and examine and apply the inverse: subtraction
- Understand the relationships between numbers in fact families
- Connect addition and multiplication (repeated addition)
- Recognize and apply different strategies for adding and subtraction one and two digit numbers
- Learn how place value concepts apply to regrouping in addition and subtraction

Represent and Model Mathematics

- Identify describe and extend 2 and 3 dimensional shape patterns
- Identify growing and repeating patterns
- Use number bonds to represent number combinations
- Use a variety of concrete, pictorial and symbolic models as tools to represent addition and subtraction
- Identify rules for sorting objects
- Measure and compare length
- Use positional words to represent location
- Solve problems about equal sharing and equal groups
- Represent data in picture graphs



Grade 2

Make sense of Problem Solving

- Build skills in addition, subtraction, multiplication, division and measurement through problem solving
- Solve real world problems
- Apply problem solving strategies
- Apply and explain strategies used to solve problems
- Students also participate in an online math program called First in Math to enhance and enrich existing skills.

Reasoning

- Explore concepts more deeply and explain reasoning
- Investigate mathematical concepts using critical thinking skills
- Demonstrate the inverse relationship between the size of a unit and the number of units
- Identify, describe, sort and classify two and three dimensional shapes
- Interpret picture graphs with scales
- Identify rules for number patterns
- Identify surfaces that slide stack and roll
- Explore the inverse relationship between addition and subtraction

Communication

- Present math thinking through journaling
- Discuss and share mathematical ideas with teachers and peers
- Work together in groups to solve problems
- Use mathematical vocabulary correctly

Connections and Structure

- Examine the inverse relationship between addition and subtraction
- Connect geometric concepts with unit fractions
- Connect subtraction and division
- Recognize and apply different strategies for multiplication and division
- Identify how patterns can be described using numbers, operations and data displays
- Recognize the relationship between bar models, number sentences and number patterns
- Solve real world problems involving addition, subtraction, multiplication, division, measurement and data analysis

Represent and Model Mathematics

- Represent multiplication by skip counting, dot paper arrays and bar models
- Represent division as repeated subtraction

- Describe, extend and create 2-dimensional shape patterns
- Identify rules for number patterns
- Use place value models to create equivalent representations of numbers
- Use a variety of concrete, pictorial and symbolic models to represent computation
- Use customary and metric units to represent measurement
- Represent data in bar and picture graphs
- Solve real-world problems about social phenomena
- Use bar models to represent computation

Grade 3

Make sense of Problem Solving

- Build skills in addition, subtraction, multiplication, division and measurement through problem solving
- Solve real world problems
- Apply problem solving strategies
- Apply and explain strategies used to solve problems
- Students also participate in an online math program called ALEKS to enhance and enrich existing skills.

Reasoning

- Explore concepts more deeply and explain reasoning
- Investigate mathematical concepts using critical thinking skills
- Demonstrate the inverse relationship between fractions on a number line and rulers marked with halves and fourths of an inch
- Classify and identify two dimensional shapes as polygons
- Interpret picture graphs with scales
- Create and explain multiplication and division patterns
- Model, define and explain properties for multiplication
- Explore the inverse relationship between addition and subtraction
- Use estimation to check reasonableness of answers

Communication

- Present math thinking through journaling
- Discuss and share mathematical ideas with teachers and peers
- Work together in groups to solve problems
- Use mathematical vocabulary correctly

Connections and Structure

- Examine the inverse relationship between multiplication and division
- Understand that the size of a fraction is relative to the size of the whole
- Connect the units of customary capacity with one another
- Understand the relationship between the numbers in a multiplication/division fact family
- Understand the meanings and used of fractions including fraction of a set
- Use all 4 computation methods to analyze graphs, frequency tables and line plots
- Solve real world problems involving addition, subtraction, multiplication, division, measurement
- Solve real-world problems related to money

Represent and Model Mathematics

- Use place value models to read, write and represent numbers to 10,000
- Represent numbers in different equivalent forms
- Use dollar sign and decimal point in dollar amounts
- Solve addition and subtraction problems with greater numbers using a bar model
- Represent multiplication and division in

different ways including arrays, area models, number lines, grouping and sharing

Grade 4

Make sense of Problem Solving

- Build skills in multiplication, division, fraction concepts, decimals, geometry, data analysis and measurement through problem solving
- Solve real-world problems involving addition, subtraction, multiplication, division and measurement including time and money
- Use appropriate strategies to solve real-world problems
- Apply and explain problem solving processes

Students are enriched using the Math Olympiads program, which challenges our students with difficult mathematical concepts in a range of topics, such as number theory, algebra, and geometry. Students also participate in an online math program called ALEKS to enhance and enrich existing skills.

Reasoning

- Explore concepts more deeply and justify reasoning
- Apply thinking skills
- Solve challenging practice problems
- Investigate mathematical ideas using critical thinking skills
- Use estimation to check reasonableness (whole number addition, subtraction, multiplication and division)
- Demonstrate that figures and their flips, slides and turned images are congruent
- Demonstrate that some figures have rotational symmetry
- Use properties of squares and rectangles to solve problems about area and perimeter
- Analyze line plots with fractions of a unit
- Identify, describe and extend numeric and non-numeric patterns
- Explore the relationship between models for multiplication and division for whole numbers

Communication

- Use journaling to present mathematical thinking
- Discuss mathematical ideas
- Work together in small groups and pairs
- Use lesson vocabulary correctly

Connections and Structure

- Demonstrate that decimal notation is an extension of the base ten system



- Examine the relationships between fractions and decimals
- Make connections among multiplication, division, factors and multiples
- Convert among mixed numbers and improper fractions
- Describe number relationships in context
- Identify equivalent fractions and decimals
- Make connections among GCF, LCM and operations with fractions
- Solve real-world problems involving multiplication, division, fraction concepts, data analysis and measurement

Represent and Model Mathematics

- Represent numbers to 100,000 in various contexts
- Write numbers to 100,000 in standard, expanded and word forms
- Model decimals to tenths and hundredths
- Write addition and subtraction number sentences for real world problems with fractions and decimals
- Use models to show relationships between improper fractions and mixed numbers
- Define and use symbols in geometry to identify and relate geometric figures
- Use a variety of models to represent multi-step real world problems with whole numbers, fractions and decimals
- Use geometry (protractor, set square grid paper) tools to model problems
- Apply understanding of models for multiplication and division
- Use a rule to describe a sequence of numbers or objects
- Translate between mixed numbers and equivalent improper fractions
- Use a variety of models for multi-digit multiplication and division of whole numbers
- Use a variety of models for addition and subtraction of fractions and decimals
- Measure perimeter and area in customary and metric units
- Collect data and organize it in a table
- Create a line graph from a table of data
- Interpret a line plot to solve problems in addition and subtraction of fractions
- Solve real world problems for all four computation methods, fraction concepts, data analysis and measurement



MUSIC

PHILOSOPHY:

"Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students, particularly in grades Pre-K–5, learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way."

~ National Standards for Music Education

GOALS:

- To enable every student to participate fully in music through singing, moving, dancing, playing instruments, speaking, and drama.
- To understand music as a way of knowing.
- To promote social and cultural understanding, joy, and confidence through music.
- To provide children with their own heritage of songs and musical experience, which binds them together as a community.
- To make students aware of the connections between music and all other disciplines.

METHODS:

- Using the voice, the body, and musical instruments, students express themselves individually and in groups, acquiring a diverse repertoire of songs and musical skills.
- Using the process of imitation/exploration/creation, children make their own music based on models given to them. They share their creations with classmates and learn to critique them and to develop them further.
- Active learning of musical skills ranges from discerning, imitating, and creating rhythm and pitch patterns to improvisation and composition of vocal and instrumental music.
- Basic understand of notation is acquired through student-led solo and ensemble work and through instruction on recorder, violin, cello, and orchestral woodwinds.
- Singing during music class, concerts, and assemblies evolves in complexity from calls and chats to unison, canonic, antiphonal, and part songs with many group performances.

CONTENT:

Pre-Kindergarten:

The Pre-Kindergarten music repertoire consists of songs, rhymes, and rhythms that reflect the themes of musical elements (rhythm, melody, volume, tone color, and form), body awareness, seasonal celebrations, and the thematic units of the classroom. Our discovery begins with the voice and understanding the differences between whispering, speaking, and shouting voices. This also includes high and low register, soft and loud dynamics, and silence versus sound. We work on feeling, internalizing, and playing a steady beat (using pitched and unpitched percussion). This helps the boys grow in both rhythmic and melodic independence through singing, body percussion, movement, and playing instruments. Pre-Kindergarten music activities reinforce concepts such as taking turns, sharing ideas, taking risks, being part of a group, and body and spatial awareness while moving and responding to music. SMART notebook software and iPad music apps are used in a new media capacity to create and accompany music as well as reinforce music concepts.



Kindergarten focuses on identifying, feeling and internalizing steady beat. They move, respond, sing, and play instruments that reinforce steady beat concepts. We study the many pitched (i.e., xylophones) and unpitched (i.e., rhythm sticks) percussion instruments used to create accompaniments for class activities. This helps them to recognize them by sight and sound as well as enforcing proper playing and handling techniques. Kindergarten repertoire consists of song, rhymes, and rhythm activities that reflect the themes of musical elements, seasonal celebrations, months of the year, days of the week, and classroom thematic units. We focus on helping the boys grow in rhythm and melodic independence through singing, body percussion, movement, and playing instruments. We reinforce concepts such as taking turns, taking risks, being part of the group, and musicality. SMART notebook software and iPad music apps are used in a new media capacity to create and accompany music as well as reinforce music concepts.

First Grade:

First graders focus on steady beat. This includes feeling the steady beat of music both aurally (by ear) and internally (kinesthetically) by using movement. Simple melody patterns are used and new pitches are added to the array of vocal repertoire. While rhythm has been mostly quarter note beat and quarter rest, this year the boys are introduced to beat division (eighth notes). This includes playing, writing, singing, and identifying patterns that incorporate elements of beat division. Vocal literature extends a broad spectrum. American folk songs as well as songs from other countries are used to reinforce musical concepts. The boys play a wide variety of unpitched percussion, such as maracas, sand blocks, and rhythm sticks. They also play pitched instruments, such as xylophones and metallophones, to accompany classroom singing activities and reinforce melody concepts. Care for instruments and proper playing techniques are reviewed and enforced. Music for special calendar days also adds to our repertoire to learn customs both here and abroad. SMART notebook software and iPad music apps are used in a new media capacity to create and accompany music as well as reinforce music concepts.

Second Grade:

Second graders focus on rhythm, singing, and form. They review beat division concepts and melody patterns learned thus far. Sixteenth notes are introduced around the midyear point. They begin to write, sing, play, and identify more advanced rhythm patterns. Melody patterns and songs become more complex and versatile. Both pitched (xylophones/metallophones) and unpitched (hand-held) percussion are used to accompany classroom activities. Proper technique and care for the instruments continues to be reinforced. Music from differing cultures continues to be an important part of our repertoire. The boys learn different customs and traditions from both here and abroad through song and listening activities. While second graders have general music class two times per cycle, their music education is augmented and enriched by their participation in Second and Third Grade Chorus. This ensemble rehearses two times per cycle and is designed to give all students a basic choral foundation. They perform two times per year (minimum) for both school and family communities. SMART notebook software and iPad music apps are used in a new media capacity to create and accompany music as well as reinforce music concepts.

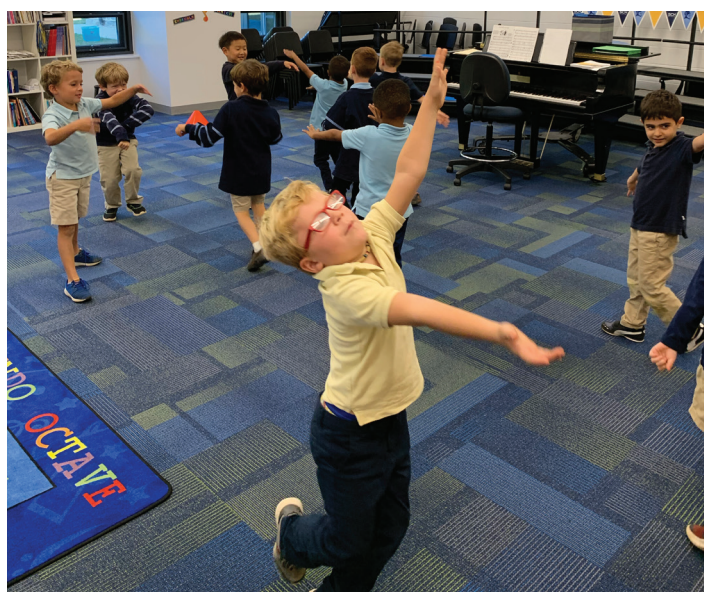
Third Grade:

Third graders review concepts from the previous two years by reading, writing, playing, and singing. The main focus of the first half of the year is music notation. They begin by writing basic music symbols, such as the treble clef, and then move on to learning to identify a select group of notes on the music staff. They write given melodies and compose their own music. After Winter Break, the recorder is introduced. This instrument is used to further reinforce music reading. It also helps them to become a more independent musician. They begin by playing together while reading a unison (one part) line. This then expands to more individual playing and by playing duets both in a group and partnered setting. Recorder is an intensive portion of the second half of the year. Third graders spend a portion of the spring semester studying the violin. This incorporates learning the parts of the instruments, proper handling, bowing, and fingering of notes. The violin intensive is designed as an introduction to instrumental study, which is

a more integral part of the music experience both fourth grade. Each third grader also participates in the Second and Third Grade Chorus. This ensemble is designed to give all students a basic choral foundation. This ensemble rehearses two times a cycle and performs for friends and family a minimum of two times a year. SMART notebook software and iPad music apps are used in a new media capacity to create and accompany music as well as reinforce music concepts.

Fourth Grade:

Fourth graders start the year by reviewing recorder and music reading concepts learned the previous year. Many new notes will be learned during the course of the year. As this occurs, melodies learned will become more complex by adding advanced rhythms and by playing in multiple parts. They study the instruments of the orchestra by classifying them by family and learning to identify them by name, sight, and listening examples. Fourth grade then moves into their culture unit. During this time, they study music from many backgrounds. This includes Asia, Australia, Europe, the Middle East, Ukraine, and the Caribbean. The year ends with a concentration on Native American music. They study music from different tribes, including the languages and dialects used, instruments, and dances. The unit ends with fourth graders performing two selections (which they choose) studied in class at their powwow (unit culminating event). SMART notebook software and iPad music apps are used in a new media capacity to create and accompany music as well as reinforce music concepts.



NEW MEDIA

PHILOSOPHY:

New Media forms include imaging, sound, moving image, augmented reality, and interactive design. The SCH Academy Lower School for Boys' new media program paves a path for understanding and an appreciation for the inherent creativity in the many forms of media accessible to all ages.

Goals: The goals are to introduce students to the many tools available to build meaningful media communication. Projects provide the skills the students need to bring the creative mindset to all classroom activities and presentation. The purpose of these types of projects is to empower students with the broad scope of technologies available for communication, expression, and presentation.

METHODS:

- Classroom demonstrations of new tools, including software for animation, audio recording, video editing, photography editing, presentation, and interactive media.
- Viewing and critiquing existing examples of new media.
- Classroom instruction for teamwork and collaboration skills.
- Exploring various options for communication and self-expression.
- Instruction on the best use of available resources for problem solving and research.
- Instruction on the importance of choosing the best tools for the intended outcome.
- Sharing presentations and projects in the school and with the world via the Internet.



OUTDOOR PROGRAM

PHILOSOPHY:

With the Wissahickon Valley as our backyard, we are able to provide our students with opportunities to experience their natural surroundings firsthand, which help build confidence and independence and fosters a great appreciation and respect for nature. With over 20 trips and outdoor adventures, the boys in first grade through fourth grade are able to go on hikes where they learn about orienteering, search for owls, and do field studies on the creek's habitat. Students in Pre-Kindergarten and Kindergarten also explore the school surroundings through walks in the woods and natural explorations and discoveries.

GOALS:

- To expand the learning environment.
- To build stewardship: respect for the environment.
- To build social-emotional learning: problem solving, critical-thinking skills, collaboration, and team-building skills.
- To facilitate self-confidence and self-awareness.
- To build survival skills: safety strategies, mapmaking, and orienteering.
- To increase outdoor time.
- To support the work of environmental education classes.
- To build community: involving parents and families.



PHYSICAL EDUCATION

PHILOSOPHY:

The Physical Education program is aligned with SHAPE America's (Society of Health and Physical Educators) National Standards, goals and definition of physical literacy: "Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person." The program allows each student to develop at his own pace and encourages him to achieve his potential. Sportsmanship is an integral part of the program.

GOALS:

- To learn to move and to move to learn: the development of neuromuscular coordination, fitness, and physical growth through a sequential program of physical activity.
- To apply movement concepts and principles to the learning and development of motor skills.
- To encourage a physically active lifestyle.
- To achieve and maintain a health-enhancing level of physical fitness.
- To develop responsible personal and social behavior (teamwork, sportsmanship, communication) in physical activity settings.
- To demonstrate understanding and respect for differences among people in physical activity settings.
- To understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- To integrate with other educational areas such as math, science, language, technology, and music.

EXAMPLES OF PHYSICAL EDUCATION EXPERIENCES:

Pre-Kindergarten and Kindergarten:

- Listening, following rules and directions, and remembering movements in sequence.
- Activities involving balance, walking, jogging, running, galloping, jumping, hopping, skipping, leaping, rolling.
- Various activities that require throwing, catching, bouncing, kicking, and striking.
- Integrating music, counting, and the alphabet in movement activities.

- Identification of body parts and muscles.
- Cooperative and team-building activities.
- Development of strength, flexibility, agility, large and small muscle coordination, eye-hand coordination and spatial awareness.

First and Second Grades:

- Continued development of strength, flexibility, agility, large and small muscle coordination, eye-hand coordination, and spatial awareness.
- Exposure to team-oriented games.
- Cooperative and team-building activities.
- Increased cooperation and competition with emphasis on fair play, teamwork, and sportsmanship.
- Fitness.

Third and Fourth Grades:

- Learning basic skills and rules of team sports through activities and games.
- Continued development of strength, flexibility, agility, large and small motor control, eye-hand coordination, and spatial awareness.
- Cooperative and team-building activities.
- Fitness activities including the effects of exercise on the heart and body, and healthy eating.
- Continued development of the concept of competition, learning the values of fair play, and sportsmanship.



SCIENCE

PHILOSOPHY:

"Learning science is something students do, not something that is done to them. In learning science, students describe objects and events, ask questions, acquire knowledge, construct explanations of natural phenomena, test those explanations in many different ways, and communicate their ideas to others. ... Hands-on activities are not enough—students also must have 'minds-on' experiences."

~ National Science Education Standards

GOALS:

- To treat children like scientists actively participating in scientific discovery—first, by asking questions, defining problems, designing experiments based on hypothesis; next, by observing, recording, comparing, inferring, and predicting; and, finally, by analyzing results and reading a generalization.
- To connect children's science understanding to everyday life experiences, whether the students are in the woods, on the playground, or in the classroom.
- To develop critical-thinking skills and science vocabulary.
- To show children how all creatures are an integral part of the Earth's ecosystem, and that decisions people make profoundly affect it.
- To observe the world and think critically about how we can use science to help determine what is true.
- To show how change is always occurring and that much of it is predictable.
- To nurture joy in discovery, reverence for life, and a sense of awe for the beauty, complexity, and interrelatedness of the world.
- To provide opportunities for students to be creative, innovative, and possess an entrepreneurial spirit.

METHODS:

- Exploration and observation of materials from nature that surround the children, including flowers, vegetables, animals, shells, bones, rocks, mealworms, tadpoles, and reptiles in their classroom and in the Wissahickon ecosystem that surrounds SCH Academy.
- Scientific experiments are introduced with increasing rigor and increasing responsibility for

both independent work and collaboration with partners and in groups.

CONTENT:

Pre-Kindergarten:

In Pre-Kindergarten, the boys discover what it means to be a scientist and how to use specific tools to learn. The first “tool” they learn about is the power of observation. As the boys participate in hands-on experiments, they enlist their observation skill set as well as their ability to question the things they are observing.

Some of the units covered in Pre-Kindergarten:

- Trees
- Air
- Water
- Seeds
- Eggs
- Birds

Kindergarten:

In Kindergarten, the boys learn about what science is by acting as scientists. Their first unit is on scientific classification where they learn how scientists classify animals in different groups. They continue to use this skill throughout this year of discovery.



Some of the units covered in Kindergarten:

- Classification
- Ants and Observation Skills
- Sturdy Structures / Engineering
- Space and Sky
- Fossils and Animal Defenses
- Properties of Matter: Kindergarten Chemistry

First Grade:

By first grade, the boys have become more aware of what it means to be a scientist and they are ready to put their skills to use in the science lab. The boys are expected to dive deeper and to become more versed with scientific inquiry. The goal of the science program is to inspire and develop a sense of wonder and curiosity about their world.

Some of the units covered in first grade:

- Bees and Pollinators
- Bridges
- Bubbles
- Moon
- Magnets and Electricity
- Acorns

Second Grade:

Second grade starts off the year with owl pellets and food webs. Students can barely contain themselves when opening their “mystery packet,” which turns out to be a treasure trove of small mammal bones in the form of an owl pellet. Second graders work to put the bones back together to discover what their owl ate. This unit leads into a unit on skeletons, where students are able to name the bones of the human body and describe similarities between humans and other animals. Later in the year, second graders make toothpaste and ice cream while studying secret formulas and learn about plants, soil, and compost while working in the garden in the spring.

Third Grade:

Third graders begin the year with a unit on weather. How can we predict it? What patterns do we notice? The first few lessons involve discussions and demonstrations about air. Does air have weight? How can we show that air has weight? Students then made their own barometers to begin taking data on the air pressure in the classroom. Students make their own musical instruments as part of their study of sound and light waves and study birds in early winter. While studying birds,

they collect data to contribute online as part of Cornell's Citizen Science program. The third grade also participates in the Pennsylvania Trout in the Classroom interdisciplinary program. The students raise brook trout from eggs to fingerlings in the classroom aquarium. The students hike to the Wissahickon Creek to release the brook trout. The year wraps up with a unit on simple machines and students create their own animations using Animation Desk to illustrate how simple machines move.

Fourth Grade:

Fourth graders delve into the idea of a scientific model, or a simple demonstration of a scientific concept, while studying rocks, minerals, and Earth science. For example, students use clay and their hands to model how metamorphic rock is formed under pressure. What can the clay model show us about how real metamorphic rock is formed? What can it not show? Students then begin a study of electricity and circuits. In conjunction with the art teacher, they build their own, mini clay houses and fit them with real, working lights and a real, working fan! In the spring, students study cells and microbiology.



SOCIAL / EMOTIONAL

PHILOSOPHY:

We view children as unique individuals with a diverse set of needs, who can reach their full potential in a safe and nurturing environment. Self-esteem building and enthusiastic hands-on learning encourages risk taking and the development of critical thinking skills. We build on each child's strengths and recognize the need to step back, observe, and reflect on children's learning, to facilitate social emotional development. We believe that having a strong set of social skills has a direct influence on academic performance, behaviors in diverse situations, social and family relationships, and successful functioning in life.

Social and Emotional Education is at the core of all we do in the Lower School for Boys. We approach this in developmentally appropriate ways, building upon the experiences and foundations of their previous years' work. Second Steps, Responsive Classroom, Feedback Circle, and Character Education are the primary threads that run throughout Lower School.

Pre-Kindergarten – Fourth Grade

Responsive Classroom builds upon the foundation established in the younger years and provides a structure for improving student engagement, academic achievement, and interpersonal understanding through all the grades in Lower School, Pre-Kindergarten through fourth grade. This research-based approach to teaching integrates academic learning and the teaching of social skills in order to create a thriving classroom of resilient, collaborative students. In Pre-Kindergarten through second grade, we build a foundation for this work by holding class meetings and discussions whenever the need arises.

Second Steps, a curriculum implemented at the Pre-Kindergarten through third grade level, is designed to support children's social-emotional development. Teachers provide purposeful opportunities for students to learn essential life skills in a nurturing environment. These skills include developing self-awareness, learning empathy, managing emotions, and resolving conflicts respectfully. Bullying (defined as unwanted, repeated, targeted, and purposeful

behavior) and its prevention also encompass part of the narrative through Second Steps. Bullying is unwelcome behavior and will not be tolerated. Character Education is a part of SCH daily life in Lower School. Kindergarten is the first time boys wear jerseys and are introduced to their stripes. The five stripe attributes are threads woven throughout the Lower School curriculum. The five stripes stand for Courage, Resiliency, Diversity, Integrity, and Thoughtfulness. As a school that embraces cultural diversity, the five stripes serve as an anchor for the boys as they think about other people in relation to themselves.

In addition, the Lower School boys celebrate and focus on one stripe each year as a presentation to the larger school community. In wearing their stripes, young boys are afforded a visual reminder for behavior and character expectations. By the time they move out of Lower School, their stripes have become an integral part of their character. Feedback Circle is another scaffold for building a culture where students can discuss sensitive topics, work through differences, and nurture peer relationships in a safe and supportive classroom setting. Students in third and fourth grade learn about meaningful positive and constructive feedback and work through various role-playing scenarios, reflecting upon their experience. In Pre-Kindergarten through second grade, we assist boys in working through disagreements and hurt feelings with strategies such as I messages.



SOCIAL STUDIES

PHILOSOPHY:

"The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences."

~ National Council for the Social Studies

GOALS:

- To address children's basic questions of identify, location, creation, adventure, exploration, and transformation.
- To use history, geography, the arts, literature, and science to understand the variety of human experiences and to develop a sense of curiosity about other cultures, past and present.
- To develop research and reporting skills to find answers to questions and to develop an awareness of the range of available resources.
- To develop an understanding of oneself in relation to peers, family, community, and world; to foster a sense of responsibility through citizenship and service; and to encourage an appreciation for diversity in individual personalities and group cultures.

METHODS:

- Study of world cultures is interdisciplinary and encompasses art, music, language, mathematics, science, technology, and literature.
- Students are exposed to different languages (Chinese, Navajo, Swahili, Japanese, Mayan) in connection with the cultures they study.
- Trips, plays, folktales, music and art bring each culture to life, enabling children to gain a deep and genuine understanding of the cultures they are studying.
- Community service project reinforce an awareness of others and their circumstances. Projects such as collecting food for the Germantown Avenue Crisis Ministry Food Cupboard, Meals on Wheels, collecting books,

toys and clothing for other children, Martin Luther King Jr. Morning of Service, donations to CHOP and planting trees for the Wissahickon Stewardship program demonstrate the value of being an active community member.

- Internet resources.

CONTENT:

Pre-Kindergarten:

Pre-Kindergarten students learn what it means to be in school and part of a larger group. They learn how to be a leader and a problem solver. They describe how they are important both in the classroom and home communities. Boys in Pre-Kindergarten learn to respect and appreciate others and their differences. Learning takes place through the use of thematic study with a focus on learning about themselves and each other. Learning to ask questions is the foundation for Pre-Kindergarten level research. Boys are engaged in both group and independent research projects connected to the thematic units that culminate in a presentation. The social studies curriculum explores the following thematic units in Pre-Kindergarten:

- Friendship
- Bears
- Trains
- Oceans

Kindergarten:

Themes are used to help students explore their classroom, community, and their world in Kindergarten. Kindergartners learn how to navigate the classroom by learning the class routines and understanding the schedule. They learn how to be a community helper as well as learning about

other members of their community. They learn to participate in group activities and how to use their senses to learn about our world. Kindergartners learn about traditions around the world and understand the differences between different communities.

The social studies curriculum explores the following thematic units in Kindergarten:

- My School Community
- Harvest
- Traditions Around the World
- Knights and Castles
- Baseball

First Grade:

The social studies program in first grade exposes the boys to information and literature that helps them develop an understanding and appreciation of other cultures, traditions, and heritage. They learn to identify similarities as well as differences between their culture and cultures past and present. Social studies is a time when the students work on making connections and communicating effectively by presenting cooperative research assignments, creating historical craft projects, and writing books. As the students travel the globe, they learn about the continents and oceans that make up our planet. Students learn the value of natural resources to all cultures and how these are used and conserved.

The social studies curriculum explores the following thematic units in first grade:

- Family and Communities
- Native People and Cultures
- Colonial America
- Australia And Aborigines

Second Grade:

Students in second grade focus on evaluating different types of communities. They look at communities of long ago, such as Ancient Egypt, and communities that are far away, such as those on the continent of Africa. Students in second grade are able to study these communities in order to evaluate different cultures, values, and beliefs in comparison to their own and our school community. Through the study of different cultures, second graders learn how to use a variety of maps, make comparisons compare and contrast living styles as dictated by environment, identify major landforms and bodies of water, are



introduced to timelines, draw conclusions and use critical thinking about cultures. Second graders are taught the importance of being active members of their own community. Students learn about these responsibilities in the community through the management and support of a local food cupboard, among other activities. Community service projects foster empathy and reinforce an awareness of others and their circumstances.

The Social Studies curriculum explores various thematic units in Second Grade such as:

- Historical Heroes
- Ancient Egypt
- M.L. King/Social Justice
- Africa Continent Study
- School Core Values Study

Third Grade:

Social studies is an integrated area of study in third grade. Students use a variety of tools to hone their research skills with areas of focus that include the United States, influential Philadelphians, and the South American rainforest. While exploring the characteristics of states in the United States, students develop map and geography skills. Students research individuals from an earlier time in Philadelphia to analyze their impact on our local culture today and learn the differences between the cultures then and now. The South American rainforest is studied to look at a location far away and enables students to compare and contrast different ways of life and to recognize environmental impacts on where and how we live. Time For Kids is a developmentally appropriate news magazine that safely introduces a wide range of real world topics and current events providing opportunities for discussion and learning.

The social studies curriculum explores the following thematic units in third grade:

- Mapping and Geography
- State Regions and State Study
- Influential Philadelphians
- Amazon Rainforest and its People

Fourth Grade:

Social studies in fourth grade is interdisciplinary and encompasses art, music, language, mathematics, science, technology, and literature. Students use a variety of tools to hone their research and critical-thinking skills with areas of focus that include civics, Asian, American Revolution, and financial literacy. Students learn about the structure and function of the federal and state government. The continent of Asia is examined to expand their awareness and appreciation of cultures and societies whereupon students evaluate different cultures, beliefs, values, and communities. The study of the American Revolution is grounded on understandings of different perspectives and historical events. An economic model is established over the course of the year to promote financial literacy and entrepreneurial skills with a philanthropic endeavor, which culminates in a school-wide event called Market Day.

The social studies curriculum explores the following thematic units in fourth grade:

- Civics
- Asia
- American Revolution
- Social Issues Book Club
- Financial Literacy





SPRINGSIDE CHESTNUT HILL ACADEMY

McCausland Lower School and Commons
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