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**LOWER SCHOOL**

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**Curriculum Guide**

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## LOWER SCHOOL CURRICULUM GUIDE

This document is provided to assist our adult community to understand what is taught from the beginning of a school year until the end. While it is comprehensive, we also understand that there will be many opportunities to enrich the curriculum and learning that are brought to our attention – often through the lens and excitement of a child.

What is included in this document can be authentically experienced more by visiting our Lower School and seeing the rich combination of engaged students with highly trained and motivated faculty.

Mark L. Hansen  
Head of Lower School

## COLUMBUS ACADEMY MISSION STATEMENT

Columbus Academy – an independent, coeducational, college preparatory school – enriches its academic tradition of excellence by valuing a broad diversity of students, as it seeks to develop the complete person – mind, body and character. The School rewards rigorous effort and accomplishment; fosters compassion, respect and moral courage; and insists on integrity, fair play and community service. The Academy strives to develop and sustain a community of thoughtful, responsible, capable and confident citizens eager to engage in a pluralistic and ever-changing world.

## LOWER SCHOOL OVERVIEW

If we want the children of today to continue to be learners tomorrow, we need to help them develop a sense of themselves as competent learners who can function in diverse settings. In order to accomplish this goal, the lower school curriculum exposes children to different approaches in learning, enhances their awareness of their own individual learning styles, and aids them in discovering that there are many resources for information and knowledge, both within and outside of school.

The Lower School is committed to building conceptual understanding, and thus places great emphasis on hands-on experience as children in these early years think concretely. The goal is two-fold: to help the students establish an indispensable foundation of self-confidence and sense of competence to learn, and to foster a genuine understanding of what has been learned so that their knowledge becomes transferable. Our program is committed to the development of imaginative and conceptual learning as well as skill acquisition. It provides opportunities for students to transfer the strategies of critical thinking, decision-making and problem solving from one situation to another. The curriculum addresses the whole child, including personal,

social and emotional development. We recognize that children benefit from an environment in which social and emotional growth is intentionally developed and nurtured. Because of this belief, the Lower School uses a wide variety of resources and instructional methods to help provide our students with an environment that empowers them to feel safe, comfortable, and confident within a wide variety of situations. It is our belief that our students will greatly benefit from and stand upon this foundation as they grow and navigate the larger world.

## SOCIAL-EMOTIONAL LEARNING (SEL)

Our Lower School curriculum addresses the whole child, including personal, social and emotional development. The Lower School utilizes the Responsive Classroom (RC) approach as a framework from which all aspects of interaction take place. We are an RC school; therefore, much of what we do – the language we use, the way we teach and interact with students and our school culture positively influences the students' educational experience. RC recognizes that all aspects of a child's needs – academic, social, emotional, and physical – are important. Faculty and staff work together to create an environment that recognizes and appropriately responds to all areas of need so that children can be their best selves while learning.

In addition to RC, we have begun providing our students with explicit instructional time dedicated to helping children further develop their social and emotional knowledge and skills through the use of the Promoting Alternative Thinking Strategies (PATHS) curriculum. PATHS is currently used as the baseline for instruction, but supplemental activities and lessons are utilized throughout the year as well to address current and specific needs as they arise. This program has grade level specific lessons K-5 that build upon each other as the child moves through each grade.

This year the faculty initiated learning about and intentionally exploring their curriculum, instructional approach and other aspects of their work through the lens of Positive Education. Positive Education brings together the teaching of well-being and the science of Positive Psychology with the best practices of teaching and learning to encourage and support students, faculty and community in flourishing. This intentional focus works in support of Columbus Academy's strategic Vision – specifically Goal 3 Flourishing. Positive Education complements and strengthens the programs (Responsive Classroom and PATHS) our teachers already teach. Positive Education also actively engages faculty in the exploration of their own personal flourishing. By learning about, contemplating and reflecting on the domains of Positive Education (Positive Emotion, Positive Accomplishment, Positive Relationships, Positive Health, Positive Purpose, and Positive Engagement) faculty are more prepared to model these practices for our students.

## LOWER SCHOOL LANGUAGE ARTS OVERVIEW

Reading instruction involves a variety of methods that include Reader's Workshop, Guided Reading and literacy groups. Students work within leveled and homogeneous groups, which are determined by the results of the Benchmark Assessment System (BAS). Individual reading conferences provide teachers the opportunity to pinpoint specific skills and reading goals for each child. Classroom libraries include a variety of relevant literature that is organized by author, genre, and /or reading levels. Throughout the year, instructors read aloud to students from different texts such as picture books or chapter books, while discussing different story elements. Students are also exposed to biographies, poetry, modern classics and non-fiction selections.

In the area of writing, teachers continue to focus on the writing process by conferencing one-on-one with children and creating writing projects that show each child's individuality. A variety of methods are used to teach students writing and grammar throughout the grade levels. Teachers often incorporate grammar instruction into writing time, peer editing and direct instruction. Students have opportunities to present their work in and out of the classroom to both large and small groups. This collaborative format encourages young writers' confidence and initiative.

## LOWER SCHOOL MATHEMATICS OVERVIEW

The Columbus Academy Lower School math program will provide a quality mathematical experience for every child Pre-K through 5th grade. The students will be immersed in a differentiated, enriched math environment where they are engaged and successful at learning math. Connecting to the Math Vision of Columbus Academy, all students in the Lower School will develop Problem Solving skills, Reasoning skills, and a Growth Mindset. The math curriculum promotes mathematical thinking, reasoning and sense-making through a variety of methods such as; number talks, making connections among concepts, the use of concrete representations that lead to deeper understanding, and the application of real-life word problems. Strategies for math fluency are taught along with multiple ways to solve math problems. A mathematical mindset is developed as students value mistakes and alternative strategies as they progress in the program. Unleashing students' math potential and curiosity through innovative teaching is a key to the success of the Lower School math program.

## LOWER SCHOOL SOCIAL STUDIES OVERVIEW

Lower School social studies education at Columbus Academy is geared towards helping young students to better understand the community and world around them in developmentally appropriate ways. We strive to foster a sense of belonging in a variety of social groups, from families to the global community, and an appreciation for both our common humanity and the diversity of the human experience. In the Lower School each grade level has specific units of study, or themes, which are integrated into the curriculum in a variety of ways to establish deeper connections and broader understanding. The classroom teachers work with the

specialist teachers to connect social studies with literature, math, science, technology, music, Spanish, physical education and art.

Additionally, our goal for the social studies curriculum is to intentionally complement Columbus Academy's mission and the Lower School C.A.R.E.S. philosophy by encouraging:

- Cooperation with each other toward a common goal
- Assertion to interrupt injustice wherever we see it
- Responsibility for our actions and how we treat others
- Empathy to walk in the shoes of someone different than we are
- Self-control when solving problems with respectful words

## IMPORTANT EVENTS AND NOTES

- **Responsive Classroom:** Cooperation, Assertion, Responsibility, Empathy, Self-Control (CARES) is the pathway to building our students' social-emotional competencies.
- **Meet the Teacher Night:** Students and parents are invited to come one late afternoon before the start of school to meet their new teacher.
- **Back to School Night:** held in late August or early September.
- **Conferences:** four scheduled conferences a year with teachers.
- **Grades:** letter grades are not given in Lower School.
- **Musical Programs:** held in December and May for all lower school students. Additionally, each grade level has its own music performance during the school year.
- **6-Day Schedule:** students follow a 6-day schedule (lettered A, B, C, D, E, and F). You will be given a copy of your child's schedule early in the school year.
- **Assembly:** held every A-day afternoon. Classes are given opportunities to share what is happening in their classrooms.

## LOWER SCHOOL TRADITIONS

- **CARE-ing Community Day:** Lower school students work with special friends and classmates on a variety of service projects for our local community.
- **Halloween Parade:** Lower school students, dressed in costume finery, parade through each building to celebrate this American tradition.
- **Lower School Carnival:** a fun-filled event planned by lower school parents for families and their children in grades 3YO through 5.
- **Buddy Events:** All lower school children have a buddy in another grade level. Regular events are scheduled for buddies to meet, learn and have fun together.
- **Fourth and Fifth Grade Overnight Camping Experiences:** In early fall, fourth and fifth graders go on a one or two day overnight trip for a team building outdoor education experience. Fourth graders attend Glen Helen and fifth graders attend Heartland Outdoor School. Each experience complements the academic and social emotional curriculum.

## AFTER-SCHOOL OFFERINGS

- **C. A. S. E. (Children's After School Experience):** C. A. S. E. is an after school program for children in grades pre-kindergarten through five. Children may be enrolled for a regular full time schedule, or for one, two, three, or four days per week. Drop-ins are also welcome. C. A. S. E. is available from 3:10 until 6:00 p.m. This program is provided at an additional cost. C. A. S. E. also offers specialty programming, ASA (After School Activity), with a variety of offerings that change every quarter.
- **Homework Club:** a supervised hour of study for students in grades 2-5. A Columbus Academy teacher is present for an hour to offer basic support for those students who may be in need of some minimal homework support throughout the year.
- **Strings:** This program is offered to students in grades 3-5 after school throughout the school year. There is a materials charge. Instruction is part of the LS curriculum and covered by tuition. The lower school orchestra program has four levels and continues through Upper School. Lower School Strings perform concerts at school and at Sunrise Assisted Living.

## EXPLORER PROGRAM

\*Children must be 3 years of age by the start of the school year to enroll.

## OVERVIEW

### Tastings

Every two weeks students are introduced to a new food to explore through their senses. These foods are offered along with snack. Sometimes these foods are familiar but prepared differently. Other times these items are used to build skills such as peeling, cutting and also baking and cooking. One example is bananas. The children learned to peel, cut and bake using bananas. We also discussed the qualities of a banana, its characteristics, how and where they grow, etc. These tastings can also inspire science- we regrew the green tops of our carrots! Did you know you could even do that?

### Lunch in our classroom

Lunch is brought into the classroom directly from the Dining Hall. Students play a role in setting the table and preparing for the meal. Meals are served by the teachers at the start of the year and will eventually be family style as their skills in scooping, using tongs and strength continue to develop. Students practice polite ways to ask for servings, pass items and to express needs. Students are encouraged to use good table manners and skills using utensils and napkins. Students are also asked to play a role in cleaning up the messes that may happen with spills, etc.

## **Symbols**

Each child at the start of the year chooses a symbol that will represent them for the year. Since many of the children are not yet recognizing their names in print, these symbols will be functional in that we have had stamps made that they can use to stamp their work, send and sign mail and find the items that belong to them without relying on their ability to recognize the letters. These symbols also reflect the child's interests. Each child's picture is displayed in the classroom along with their symbol explaining why they chose that particular symbol.

## **Outdoor Education**

- We work to provide a 60/40 outdoor to indoor (rain or shine!) class time. One letter day is designated for an extensive amount of outdoor exploration where the majority of the day is spent outdoors.
- Interest driven/emergent curriculum
- The faculty the Explorer Program were recognized for the program and its dedication to outdoor education by sharing their story; presenting at an international conference for the NAAEE Natural Start Alliance

## **Responsive Classroom**

Responsive classroom practices begin in the Explorer Program with the routines of Morning Meeting, Morning Messages and community building activities. Responsive Classroom practices such as logical consequences, guided discovery and positive classroom management are modeled and reinforced by the teachers.

## **Seesaw**

Seesaw is a tool that allows teachers to capture moments throughout the day to demonstrate to parents what their child is doing at school. These postings share learning moments that otherwise would not have been seen. The postings are received by parents and other family members in real time! They include pictures, video and audio recordings that allow the family to be a 'fly on the wall' and a part of the Explorer Program experience. We also use Seesaw to post 'Ask me abouts' that are provided daily. These give parents ideas to spark conversations about their day.

## **Observation / Record keeping**

Throughout the day, teachers are documenting and tracking progress. All lead teachers contribute to a shared document where teachers make note of various observations and events of the day. The teachers communicate with parents about specific goals they have set within the continuum of development; social and academic, and provide specific examples and observations to support the set goals and successful growth.

### Natural Playground

Columbus Academy has invested in building a nature-inspired playground for our Early Childhood Classes. Students are provided the freedom to explore, take risks, be curious and play in a safe and wonder filled sensory rich space outdoors.

### Our Daily Rhythm

Students of the Explorer program will move, observe, play, explore, read, discuss, create and sing DAILY! Co Curricular classes are attended 4 out of 6 days in a rotation and include Art, Music and Movement, P.E. and Library. The remaining two days are focused on longer adventures in the woods to further promote our connection to nature and developing our grit, stamina and endurance for exploration in the outdoor classroom offered within our 200+ acres on campus.

## PRE-KINDERGARTEN

\*Children must be 4 years of age by the start of the school year to enroll.

### OVERVIEW

The pre-kindergarten program strives to provide an inviting, safe, and stimulating environment where children are encouraged to discover and develop their individual skills and abilities. Opportunities for active and experiential learning are offered daily through both child-initiated and teacher-directed activities in order to support children in their intellectual, physical, social, and emotional development. We are committed to creating a differentiated, enriching environment where children are engaged in a continuous process of development based on their individual ability, readiness and interest.

### LANGUAGE ARTS

Language activities are presented in large group and small group instruction/practice and independent practice to develop the following skills:

- Recognize first and last name
- Recognize upper and lower case letters
- Associate sounds with letters
- Hear and identify the beginning and ending sounds in words
- Discriminate beginning sounds of words
- Recognize and produce rhyming sounds
- Understand that printed words carry a message
- Discriminate visual likenesses and differences
- Develop speaking and listening skills



- Develop a lifelong appreciation of literature
- Express ideas in written form

## MATHEMATICS

By the end of Pre-K, students will recognize and orally count numbers 1-30. Students will orally count by 10's to 100 and count backwards from 10 by ones. Students will use manipulatives to create and extend simple patterns. Students will be expected to write numbers 0-9 and sort objects in a variety of ways.

Essential concepts and skills:

- Time: Identifying and naming units of time, using calendar math to problem solve, identifying patterns, and graphing.
- Number Sense: One-to-one correspondence, number representation, problem solving, and subitizing (recognizing a number of objects without directly counting).

## SOCIAL STUDIES

Our primary goal in Pre-K is to help children develop their knowledge and understanding of their personal world as well as the community around them. Specific units of study, or themes, are thoughtfully integrated, including School Community Helpers, Me and My Family, Holiday Celebrations.

Specific goals include enabling children to:

- Discover the school community, understand the importance of the people who make this community function, and develop an awareness of its diversity.
- Develop a sense of belonging to different groups, and demonstrate an understanding of the specific roles and responsibilities within a group.
- Navigate between familiar and unfamiliar environments around campus.
- Develop an emerging sense of responsibility for the natural environment.
- Explore holidays, celebrations, and cultural customs of members of our classroom and school communities.
- Develop an understanding of immediate and extended family and the many iterations of the family structure.
- Gain information through participation in experience with objects, media, books and conversation.
- Interact and respond to guidance in socially accepted ways.
- Understand, at a developmentally appropriate level, the concepts of "pledge" and "allegiance," and recite "The Pledge of Allegiance."

## SCIENCE

Science is embedded into many everyday activities inside and outside of the Pre-K classrooms. Teachers and students read books, conduct experiments, engage in activities and explore

materials to learn about a wide variety of scientific concepts. Colors, Germs, magnetism, sinking and floating, states of matter, and gravity are a few of the concepts covered at a developmentally appropriate level in the Pre-K curriculum.

Through our Forest Friday program and daily time outdoors, Pre-K students learn about the living and nonliving world around them while exploring the Columbus Academy Campus. As our curriculum during our time outdoors is partially driven by student interests, the topics of study vary from year to year. These topics include, but are not limited to: nonliving and living things, plant, tree, animal and insect identification, parts of a plant, animal habitats, life cycles of animals and plants, weather, water, etc.

## FINE-MOTOR CONTROL

Daily tasks, including writing one's name, drawing, cutting, coloring, and manipulating small objects are provided to develop the small muscles in the fingers and hands. We also provide a variety of hands-on materials and activities at our

"Fine Motor Center" that children may visit during our daily "Free Choice" time.

Children learn and practice writing uppercase letters and numbers 0-9 using the Handwriting Without Tears method. Our goals for children in this area include, but are not limited to:

- The correct pencil grip
- Writing his/her first and last names
- Writing numbers 0 through 10 using the correct formation
- The correct holding position with scissors and manipulating the scissors with ease
- Manipulating small objects with ease
- Exercising and strengthening fine motor muscles

## CREATIVE ARTS

Children have daily opportunities to express themselves through the arts. Special art projects encourage children to explore different media and develop fine motor skills. During free choice time, art materials are always available for the children to use. Music is also part of our daily routine and includes singing, rhythmic activities and special movement and music classes.

Experience in drama occurs weekly with a drama instructor and informally through the availability of the classroom dramatic play area during free choice time.

## SOCIAL DEVELOPMENT

Our program provides children with the opportunity to choose and engage in activities with others through our daily "Free Choice" time, informal activities (snack, recess), small group activities, and partner activities. Through their interactions with others and teacher guidance, children are learning and practicing the following skills:

- Communication
- Conflict-resolution
- Language

- Problem-solving
- Decision-making
- Cooperation
- Sharing/taking turns
- Initiating and/or joining in activities with others

## EMOTIONAL DEVELOPMENT

We stress and value the importance of a child's emotional well-being. The structure of our program strives to assist children in learning, practicing and developing the following:

- A positive sense of self
- Responsibility
- Self-help skills
- Self-reliance
- A positive attitude
- Self-control
- Self-discipline
- Good work habits
- Processing and following multistep directions
- Learning and following routines
- Self-direction
- Focus
- Pride in work
- Perseverance

## EXTENDED-DAY PROGRAM (EDP)

Pre-K children have the option to remain at school following the normal 11:30 dismissal to participate in our Extended Day Program. This program includes lunch provided by the school, outdoor play, rest/nap time, free play, and a daily "special" class/activity. These activities include: art, technology, swimming, cooking and science.

# KINDERGARTEN

## OVERVIEW

Kindergarten children begin to assume responsibility for their own learning, both as an individual and as part of a group. They are helped to grow as critical thinkers, to think and play imaginatively, and to participate in problem-solving activities. Many aspects of the program are designed to help them gain self-confidence and self-awareness, to take risks, to practice organizing their belongings, and to solve social problems. As they come to appreciate their uniqueness, they also find value in diversity of ideas, beliefs, race, culture, gender, and people with special needs.

## LANGUAGE ARTS

The kindergarten language arts program is intended to develop lifelong readers and writers. Reading is taught using a variety of strategies including phonics and sight word recognition, with an emphasis placed on developing reading strategies that promote independent decoding and word solving, comprehension and fluency skills. Writing is another important component of our language arts program. Writing is taught with an emphasis on individual needs through a workshop that allows students to discover what skilled writers do in their practice. Children are encouraged to write to express their own ideas. Children receive individualized teacher support in all aspects of the language arts program. Teachers read individually with students to assess their progress in the reading process. Books geared to the child's reading level are taken home throughout the week to be shared with parents. Teachers confer with children to provide individualized support as beginning writing skills are developed. Additionally, quality literature is integrated into each kindergarten theme. Through exposure to a rich selection of excellent literature and meaningful literacy activities, children develop a real world sense of the reasons for reading and writing. By developing early reading and writing skills along with participating in a wide variety of engaging language arts activities, the kindergartners are able to joyfully continue their journey in literacy.

Specific work is done to ensure that children are able to:

- Enjoy engaging in literacy experiences
- Understand early concepts of print, including left-to-right progression in reading and writing
- Identify all upper and lower case letters
- Develop phonemic awareness, including blending sounds, segmenting words, and rhyming
- Recognize and apply consonant and vowel sounds when reading and writing
- Apply word solving strategies, including picture clues, word parts, and cross checking
- Apply comprehension strategies, including retelling, self-correcting, predicting, recalling, making connections, sequencing, comparing, using context clues, and developing vocabulary
- Build and improve fluency while attending to sight word vocabulary, punctuation, and a steady reading rate
- Use standard letter and numeral formation with the appropriate pencil grip and posture
- Express ideas in written form using invented or standard spelling with a developing awareness of sentence mechanics
- Develop strong listening and speaking skills

## MATHEMATICS

By the end of kindergarten, students will master counting to 100 by 1's, 2's, 5's, and 10's, add and subtract within 5, subitize 0-10, write numerals 1-10, and compare groups to 20 and numerals to 10.

Essential concepts and skills:

- Number Sense and Operations: Reading and writing single digit numbers, comparing objects, recognizing a quantity within a set, counting to 100, determining "how many" in sets, modeling and representing addition and subtraction, and solving problems in everyday situations.
- Measurement: Identifying units of time, comparing and ordering objects of different lengths, and ordering events based on time.
- Geometry and Spatial Sense: Identifying and sorting two-dimensional shapes and understanding the relevant position of objects.
- Patterns, Functions and Algebra: Sorting, classifying and ordering objects, identifying, creating, and extending patterns, and modeling a representation of problem solving using physical materials.
- Data analysis and probability: Collecting and organizing data, creating physical displays, and using graphs to answer simple questions.

## SOCIAL STUDIES

The focus of our kindergarten social studies curriculum is to help broaden our knowledge of ourselves and others, along with learning about the world in which we live. Our major units include: Caring Community, American Symbols, Oceans, Winter Holidays, and Harvests. Field trips to such places as local community parks and the Columbus Zoo and Aquarium provide diverse opportunities for children to experience the themes they study.

Specific goals include enabling children to:

- Recite and demonstrate an understanding of "The Pledge of Allegiance."
- Implement and demonstrate appropriate behaviors based on C.A.R.E.S.
- Learn special interest calendar days and current events.
- Make models and maps representing real places including the classroom.
- Learn home address and the geography of the community.
- Name ways humans impact the ocean environment.
- Explore our campus and develop a sense of ownership of the school environment.
- Learn about different cultures and family traditions within our school community by inviting parents to present to kindergarten classes
- Collaborate with their family to complete social studies class projects.

## SOCIAL/EMOTIONAL DEVELOPMENT

Our kindergarten program celebrates the whole child. Our goal is to align developmental growth with intellectual progress. We provide opportunity through Responsive Classroom practices that guide children with communication skills, problem-solving strategies, cooperative peer enrichment, creative and free play experience. The curriculum for kindergarten strives to meet the unique promise of each child emotionally, socially and intellectually.

## FIRST GRADE

### OVERVIEW

Discovery is an important part of first grade. Because children come to first grade at different stages of readiness, the program is designed with experiences to fit all levels. Different disciplines can be integrated around a common theme to help students make connections in various areas, such as reading, social studies, music, art and science. Critical and logical thinking are stressed as tools for problem solving. The students strengthen their decision making skills by examining questions in a variety of ways, learning to listen to answers different from their own, making choices and then implementing those choices.

### LANGUAGE ARTS

The first grade language arts program encourages the joy of reading and writing with the goal of developing a lifelong habit of literacy. There is a strong emphasis on integration of reading and writing so that children have a deep understanding of the connections that create literacy. Additional components of the language arts program include phonics, spelling, instruction in the writing traits (organization, word choice, voice, idea, sentence fluency, and conventions), penmanship, development of vocabulary, listening and speaking; all are reinforced by constant use. The children learn they have power over words; they can read and they can write the thoughts in their heads. Literacy is celebrated daily. The first grade language arts program enables children to:

- Read for pleasure and appreciate a variety of genres
- Participate in a reading and writing workshop
- Focus on reading strategies in a teacher-led small group
- Recognize the difference between fact and fiction
- Write freely and communicate effectively while speaking
- Expand vocabulary
- Use spelling strategies, alphabetical order, and the Phonics Dance
- Transition to standardized spelling with weekly concepts followed by weekly spelling reviews
- Write a simple coherent story with a beginning, middle, and ending

- Begin to write, revise, edit, and publish pieces

## MATHEMATICS

By the end of first grade students will master counting to 120 by 1's, 2's, 5's, and 10's, count backwards from a given number up to 120, add and subtract fluently within 10 and apply strategies when adding and subtracting within 20. Number Sense and Operations: Counting to 120, adding and subtracting tens, representing whole numbers in a variety of ways, comparing two-digit numbers, adding and subtracting within 20, solving addition and subtraction problems, and representing place value to the hundreds place.

Essential concepts and skills:

- Measurement: Comparing and ordering objects, measuring with non-standard units, ordering and identifying units of time, identifying and writing time to the hour and half-hour.
- Geometry and Spatial Sense: Making rectangles, understanding  $\frac{1}{2}$  of geometric shapes, identifying attributes of an object and identifying 2D and 3D shapes.
- Data Analysis and Probability: Organizing, interpreting, and representing data, creating, understanding and comparing information in a bar graph.
- Fractions: Understanding  $\frac{1}{2}$  of a set and  $\frac{1}{2}$  and  $\frac{1}{4}$  of a whole.
- Money: Identifying the name and value of coins, exchanging pennies, nickels, and dimes, and making connections between coins and place value.

## SOCIAL STUDIES

Our first-grade social studies program is centered on the appreciation and celebration of each individual child and the world in which we live. This is accomplished through the pursuit of various units of study or themes and topics, including: Community at School, Going Global, Family Traditions, and Going West. When applicable, other subjects are integrated into our units of study to create a rich experience and to help children make meaningful connections between disciplines.

Specific goals include enabling children to:

- Understand the importance of contributing to make the world a better place.
- Gather information, synthesize data, and apply what has been learned.
- Investigate different types of maps to gain an understanding of their purposes and the tools we use to navigate them.
- Utilize maps, literature, and the Flat Stanley project to determine our place in the world.
- Compare and contrast areas of the world.
- Develop a beginning understanding of basic economics.
- Explore celebrations and cultural traditions from around the world.
- Take part in various activities and simulations to experience what life was like long ago and how it compares with life today.
- Learn how and why pioneers traveled and survived on the Oregon Trail.

# SECOND GRADE

## OVERVIEW

In second grade, the students are growing in their sense of independence and in their ability to use the skills of reading and writing on their own. These skills enable them to undertake more extensive projects with less need to rely on adult help.

They begin to develop their own style and are able to write with fluency. In math, they move to larger concepts with more problem-solving opportunities.

Manipulatives continue to be an important part of the mathematics learning process in second grade. Much of the second grade curriculum is centered on high interest themes in which the students use skills and approaches from all disciplines.

Demonstrating respect for others and learning to collaborate well continues to be emphasized. The students develop and reinforce their organizational skills. They also work on using time effectively and taking pride in their class work.

## LANGUAGE ARTS

The Reader's Workshop framework provides a balanced literacy approach for the second grade language arts curriculum. Reading instruction takes place in whole group, small group, and individual settings. The reading selections complementing each theme allow the students to explore a variety of literary genres. As readers, the students will become increasingly sophisticated as they refine their reading skills. They will enhance their understanding of vocabulary and further develop reading strategies. In second grade, an emphasis is placed on reading comprehension. One of the key goals of the language arts program in second grade is that students become more effective in written and oral communications. Students continue to grow as speakers and listeners with many opportunities to speak in both formal and informal settings. The writing process (prewriting, drafting, editing/revising, finalizing copies) holds students accountable for spelling and mechanics of writing and grammar. The Six Traits (conventions, sentence fluency, voice, word choice, ideas, and organization) of writing are taught and reviewed in order to develop well-rounded writers. The second grade spelling program focuses on the developmental stages of spelling. Student move through these stages at their own pace and rigor. Students will be introduced to cursive handwriting.

Specific goals of the language arts program include the development of students' ability to:

- Decode using phonetic analysis and read independently for varying purposes
- Listen and speak more effectively
- Use context skills, picture clues, syntax
- Syllabicate and summarize



- Observe cause and effect, predict, sequence, recognize the main idea, note detail, make comparisons, and contrast, retell, infer, appreciate story elements
- Write paragraphs, descriptive writing, letters, book reports, informational reports, journal entries, invitations, fiction, poetry
- Increase ability to use capitalization, end punctuation, and commas
- Do basic research using non-fiction texts and technology
- Increase use of standard spelling

## MATHEMATICS

By the end of second grade, students will master how to add and subtract within 20 using mental math and add and subtract within 100 using a variety of strategies.

Essential concepts and skills:

- Number Sense and Operations: Writing, computing, and comparing numbers and solving word problems.
- Patterns, Functions, and Algebra: Relating addition and subtraction to multiplication and division, modeling using arrays, and solving for unknowns.
- Geometry and Fractions: Describing 2D and 3D shapes and utilizing these shapes to introduce fractions.
- Measurement: Identifying and utilizing tools, solving word problems involving real-life, and representing data in different ways.

## SOCIAL STUDIES

The second-grade social studies curriculum includes a variety of social studies-related themes as well as a year-long study of maps, globes, and graphs. The second grade curriculum places a special emphasis on learning about changes in the environment from the past to the present. Units of study include Native Americans, Biographies and States, Family Heritage, and Immigration. Current events discussions are also an integral part of the daily classroom routine. Integration between the classroom and specials continues throughout each unit.

Specific goals include enabling children to:

- Identify map symbols, oceans, continents, topographical features, geographical features, and directionality.
- Apply map skills and develop an understanding of different types of maps.
- Develop and use timelines in order to understand the sequence of life and to begin to understand the relationship of various important events in history.
- Give effective presentations and practice leadership skills in classroom activities.
- Compare the past with the present and discuss current events and begin to understand dates.
- Use nonfiction resources, newspapers, websites, and other media for gathering and organizing information.

- Discover and learn about the people and spaces that make up our Columbus Academy community.
- Study examples of community to discover: how interdependence develops, what citizenship looks like, what role government plays, and how humans interact with the environment.
- Compare and contrast Native American communities of the past and present.
- Research a state to discover geographic features, important landmarks, resources, economy, and symbols.
- Appreciate and understand the significance of famous people in history.
- Learn and better understand the feelings immigrants experience as they leave their homelands and venture to an unknown place.

## THIRD GRADE

### OVERVIEW

Throughout the third grade program there is a strong emphasis on children becoming independent, responsible students. They undertake some long-term projects, which allow them to practice good work habits and to strengthen their study skills in research, overall organization, and time management. Problem solving and cooperative learning are valuable dimensions of this year's program. The students use nonfiction resources for information in writing and reading. They are given many opportunities to enhance their oral and written communication skills. Computers are a resource for keyboarding, word processing, composing writing, and for acquiring information on the Internet.

### LANGUAGE ARTS

Literature is an important part of the third grade language arts program. There is a significant increase in reading for information using nonfiction resources, such as reference works, the Internet, and news articles. Reading is taught using the workshop model; mini-lessons, independent work, small groups, conferring, and time to share. In third grade, an emphasis is placed on reading comprehension, including reading strategies and skills. Our reading program is integrated across the curriculum and led by specific read alouds. Reading skills, including literal comprehension, identifying main idea, inferring, defining vocabulary using context clues, drawing conclusions, summarizing, and noting story elements are enhanced and are provided at the student's instructional level. A literature rich environment is prominent. Students are self-motivated to independently read at silent reading time. Discussions about books are enthusiastic as readers consider different points of view and story elements. Reading is treated as a social activity. Exposure to a wide range of literature and the development of lifelong readers and writers continue to be goals. The ability to express ideas effectively is emphasized in written and oral work. The formalized writing experiences help children consolidate their ability to write in complete and more complex sentences. The end of

third grade expects mastery of simple and cohesive paragraphs emphasizing main idea and supporting details. The writing process (prewriting, drafting, editing/revising, finalizing copies) holds students accountable for spelling and mechanics of writing and grammar. Students continue to grow as speakers and listeners with many opportunities to speak in both formal and informal settings.

Specific goals include the ability to:

- Attain skills including literal comprehension, identifying main idea, inferring, defining vocabulary using context clues, drawing conclusions, summarizing, and noting story elements
- Decode multi-syllable words
- Expand reading, writing, and speaking vocabulary
- Use various formats/structures to convey written message (i.e. letters, poetry, personal narrative, persuasive, expository)
- Organize information using various graphic organizers prior to writing rough draft
- Learn to apply editing and revising skills
- Use laptops for final copies of the many writing pieces
- Express self in front of a group: extemporaneously and planned experiences
- Introduce and review parts of speech
- Write to communicate effectively
- Write legibly in print and cursive
- Master weekly spelling patterns and apply to everyday writing
- Use Book Bingo to encourage students to read from a variety of genres during independent reading

## MATHEMATICS

By the end of third grade, students will master how to multiply and divide within 100 fluently by 0, 1, 2, 5, and 10.

Essential concepts and skills:

- Operations and Algebraic Thinking: Interpreting multiplication and division of equal groups, solving numbers stories through multiplication and division, applying properties of operations to multiply or divide, and understanding order of operations.
- Number and Operations in Base Ten: Understanding place value, adding and subtracting fluently, and multiplying 1-digit numbers by multiples of 10.
- Number and Operations – Fractions: Identifying and understanding equivalent fractions, representing fractions as part of a whole, using a number line to compare fractions, and expressing whole numbers as fractions.
- Measurement and Data: Telling and writing time, solving elapsed time problems, measuring and estimating in metric and standard units, solving problems involving mass and volume, representing data on graphs, and finding area and perimeter of 2D shapes.

- Geometry: Understanding attributes, categorizing quadrilaterals, partitioning shapes into equal areas, and expressing the area of each part as a unit fraction of the whole.

## SOCIAL STUDIES

Our Third Grade social studies curriculum is a combination of current events, skill development in creating and reading a variety of maps, as well as deep exploration of four specific thematic units, including: Community & Friendship, Regions of the United States, Biographies of Famous Historical Figures, and the Gold Rush.

Specific goals include enabling children to:

- Learn about a diverse group of famous historical figures, culminating with whole-school presentation of the annual third grade Wax Museum.
- Exploring the Gold Rush period in United States history to examine how the discovery of gold changed the country, the land and the people.
- Demonstrate an understanding of resource maps, landform maps, route maps and map grids by utilizing map elements including scale, legend, symbols, longitude/latitude, and a compass rose.
- Research a specific region of the United States and learn about the location, climate, landforms, animals, economic activities, crops, and landmarks.
- Develop and use timelines in order to determine cause and effect relationships between people and societies.
- Take notes and do research using school and community libraries.
- Gain an understanding of diverse views and experiences when looking at life through different perspectives.

## FOURTH GRADE

### OVERVIEW

Fourth grade is a year in which the students integrate all their skills more fully and take on more responsibilities than in the earlier years. While building on their organizational skills, they learn more about themselves as learners; they learn what strategies work best for managing time, for fulfilling assignments, for finding a routine for studying, and for staying on task during independent study. Independent reading is required from a number of genres. Ohio history is a yearlong focus, and various projects and field trips enhance this study. The students have a variety of opportunities to serve others, such as being buddies to our first grade students and through community service activities and projects, such as our trip to Meijer to buy perishable goods in conjunction with the canned food drive in late November. The performing arts have a prominent place in the curriculum. The Fourth Grade Musical offers children opportunities to perform in front of a live audience. Fourth grade is also the first school year that students receive formal grades and use notebooks and lockers.

## LANGUAGE ARTS

The fourth grade language arts program exposes students to a wide variety of genres and literary styles moving rapidly from literal to more sophisticated and abstract interpretations. Students actively engage in reading books in which they are interested and participate in various mini-lessons on reading strategies during Reader's Workshop. Students develop skills to allow them to build their stamina and read with fluency. Throughout the school year, students are asked to demonstrate written and verbal comprehension skills by summarizing, inferring, predicting, connecting and analyzing literature. Discussion of literature is evident as students participate in literature circles to examine novels of different genres. In Writer's Workshop, students begin to find their writing style and their 'voice' as writers through creative, narrative, descriptive, and report writing. The writing process (prewriting, drafting, editing, publishing) holds students accountable for organization of ideas in addition to spelling and mechanics. Research skills are emphasized and taught in conjunction with the library and the use of technology. Students work on long-term writing projects, and there are increased opportunities for students to share their work with their peers during Author's Chair.

The program is designed to enable students to:

- Develop an appreciation for literature and an enthusiasm for reading
- Identify "just right" books and read with stamina
- Read fluently with expression
- Display written comprehension
- Utilize various reading strategies to help students understand what they read
- Write personal narratives, persuasive essays, fictional stories, poetry, expository writing
- Develop well-organized paragraphs including main idea, supporting detail, use of figurative language, sequence, appropriate introductions, and conclusions using point of view
- Rewrite and edit effectively in order to publish a piece of writing
- Use dictionaries and thesaurus to improve editing skills
- Use correct grammar, standard spelling, mechanics, variety of sentence structure, rich vocabulary in written and oral work
- Read aloud, give and follow oral explanation and direction, listen for information, listen to a variety of genres

## MATHEMATICS

By the end of fourth grade students will master addition, subtraction, multiplication, and division facts of 0 – 12.

Essential concepts and skills:

- Place value: Naming, rounding, and comparing numbers up to 1,000,000 and writing numbers in various forms.
- Addition and subtraction: Estimating, adding, and subtracting whole numbers up to 1,000,000, and solving word problems using addition and subtraction.
- Multiplication of Whole Numbers: Estimating and multiplying by one and two-digits, recognizing and describing patterns, understanding multiples, and solving word problems.
- Division by One-Digit Divisors: Division with one-digit divisors, understanding divisibility rules, relating multiplication to division, and solving division word problems.
- Division by Two-Digit Divisors: Dividing with two-digit divisors, interpreting remainders, and understanding and solving order of operation problems without exponents.
- Number Theory: Identifying greatest common factor, least common multiple, and prime and composite numbers.
- Fraction Representations: Identifying equivalent fractions, simplifying fractions, and understanding improper fractions.
- Fraction Operations: Dividing and subtracting fractions and fraction/decimal conversion including adding and subtracting fractions with like and unlike denominators, converting fractions to decimals, and converting decimals to fractions.

## SOCIAL STUDIES

In the fourth grade, the students work independently and collaboratively with their peers to explore the major theme of Ohio history, which is integrated into all academic and extracurricular studies. Ongoing discussion of current events continues to be a focus and the application of map skills is regularly practiced.

Specific goals include enabling children to:

- Learn about landforms, regions, and people of Ohio.
- Locate and describe the ways of life of Ohio's prehistoric and historic Indian tribes.
- Understand the events leading to the French and Indian War and the Revolutionary War, and be aware of Ohio's role in these conflicts.
- Know about the development and settlement of the Northwest Territory and events leading up to Ohio statehood.
- Learn about aspects of early pioneer life in Ohio.
- Understand the effects of slavery and the Underground Railroad as factors contributing to the Civil War in Ohio.
- Understand and use maps.
- Understand current events as they affect local, state, national and global citizens.
- Learn about Ohio government and its organization into federal, state, and local levels.
- Travel to the Ohio State House and to the National Underground Railroad Freedom Center.
- Use nonfiction resources, websites, and other media for gathering and organizing information.

# FIFTH GRADE

## OVERVIEW

The Fifth grade experience is designed to be the bridge between Lower and Middle School. It offers a capstone experience of learning in the Lower School. The model is a blend of Lower and Middle School with a homeroom teacher where the students begin and end their day. As the oldest grade, the students model leadership in a variety of ways, such as being part of a Student Leaders forum. The focus on fully developing a sense of responsibility and self advocacy is an integral component that is woven every aspect of the fifth grade curriculum.

## LANGUAGE ARTS:

Literature and the exposure to a wide range of genres and topics continue to be a focus in fifth grade. Students participate in mini-lessons that build on comprehension strategies to include more abstract thought related to reading. While fifth graders continue to develop their reading comprehension, an emphasis is placed on students thinking about and beyond the text. Students engage in read aloud discussions and themed literature circles to develop behaviors that demonstrate thinking while reading and thinking about the text. Students will learn different ways to share their thinking through written expression. Students will begin to incorporate textual evidence into their writing to support their ideas. Students will practice honing their paragraph organization, working to master mechanic and concise language within their writing. Fifth graders will also expand on their creative writing, utilizing plot elements, dialogue, and detailed writing samples through the writing process.

The program is designed to enable students to:

- Identify grammatical parts of speech
- Read fluently with expression
- Display written comprehension
- Incorporate new vocabulary into written and oral expression
- Write organized, concise paragraphs that include varied sentence structure, transitions, topic sentences, and strong conclusions
- Provide evidence from the text to support written statements about a text
- Incorporate textual evidence into paragraphs
- Show connections between the lives and motivations of characters or stories and one's own life, other texts, major ideas, author's styles, or genres
- Infer character's feelings and motivations and include evidence from the text to support thinking
- Draw conclusions from information
- Derive author's purpose or the writer's underlying message (themes)
- Understand the importance of word choice and select precise words to reflect meaning
- Identify the meaning of unknown words

- Appreciate and examine author's craft to evoke sensory images, feelings, and moods
- Identify types of conflict within a piece of literature

## MATHEMATICS

By the end of fifth grade students will master dividing with two-digit divisors and four-digit dividends, multiplying four digit numbers, understanding whole number operations (add, subtract, multiply, divide), understanding parts of a whole, and understanding factors, multiples, and the meaning of operations.

Essential concepts and skills:

- Multiplication and Division: Multiplying and dividing decimals, understanding various algebraic properties, relating inverse properties to multiplication and division, dividing whole numbers, relating patterns and powers of 10 in multiplication and division.
- Measurement: Measuring length utilizing metric and standard units, converting metric units of length, capacity, and weight, creating line-plot surveys and graphing results, and solving elapsed time problems.
- Geometry: Understanding geometric terms, naming geometric shapes, identifying angles of a triangle, and determining area and circumference of a circle.
- Expressions and Order of Operations: Creating and evaluating algebraic expressions, understanding and evaluating expressions using the order of operations, and applying various mathematical symbols to represent addition, subtraction, multiplication, and division.
- Fractions and Number Theory: Utilizing the number line to place fractions, converting decimals to fractions, converting fractions to decimals, understanding prime factorization, finding the greatest common factor and lowest common multiple, simplifying fractions, finding equivalent fractions, and ordering and comparing fractions and percentages.

## SOCIAL STUDIES

The fifth grade picks up where fourth grade leaves off by examining the United States from the end of the Civil War through World War II, including topics such as Reconstruction, industrialization, immigration, urbanization, and the U. S. role in both world wars. The U. S. National Parks are the focus for the second half of the school year. Students learn about the National Parks through guiding questions that focus on the landforms, unique flora and fauna, and the way that people have utilized the land in each park, culmination in a research project on a park of their choosing. Map skills are taught throughout the year. A benchmark experience for fifth grade is the World Peace Game, described by creator John Hunter as "a hands-on political simulation that gives players the opportunity to explore the connectedness of the global community through the lens of economic, social and environmental crises and the imminent threat of war."

Specific goals include enabling children to:



- Explain political, environmental, social and economic factors that cause the movement of people, products and ideas throughout the Western Hemisphere.
- Explain how variations among physical environments in the Western Hemisphere influence human activities, and how human activities have altered these physical environments.
- Use appropriate maps, globes, and geographic tools to gather, process and report information about people, places and environments.
- Use location to make generalizations about climate.
- Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion and food.
- Explain the present and future consequences of an economic decision.
- Explain how the availability of productive resources and the division of labor in a specific region promote specialization, result in trade, and influence productive capacity.
- Explain how specialization and trade lead to interdependence among the United States and its allies.

## SCIENCE

The lower school science curriculum covers topics in the life, earth, and physical science areas. The purpose of the program is to expose students to the scientific process. Students will learn to explore the world through observation, prediction and analysis. Emphasis will be placed on hands on inquiry and experimentation. Students will be encouraged to look for patterns, record what they observe, and interpret data through the use of graphs and other mathematical applications, all at an age appropriate level. Students will learn the importance of collaboration with others as they work through the process towards conclusions. The ultimate goal of the program is to foster interest, enthusiasm and confidence in the field of science, which supports lifelong learning.

### PRE-KINDERGARTEN

Science instruction in the pre-kindergarten is done in the classroom with the regular classroom teachers. The science curriculum is integrated into the themes that are studied throughout the school year. Focus is on discovery and experimentation.

### KINDERGARTEN

The kindergarten science program reflects the belief that young children learn best through inquiry based, hands-on activities that allow them to explore the world in which they live. During the year, students investigate fabric, small creatures, magnetism, trees, wood, "kitchen science", and many ways to keep themselves and others healthy. Science investigations are frequently taken outside so students can further their explorations by making connections to the world around them. Specifically,

the kindergarten program enables children to:

- Compare observable characteristics
- Actively investigate and experiment
- Make comparisons and connections
- Question why something happened
- Use materials and equipment to solve problems
- Work cooperatively and independently
- Communicate ideas and organize information
- Create simple graphs
- Recognize patterns in the natural world
- Extend their natural fascination with the world

## FIRST GRADE

The first grade science program helps students make connections with and explore the science in their everyday lives. Through open-ended inquiry activities, students investigate balance and motion, states of matter, worms and composting, caring for the earth, and mealworms. Science investigations are often taken outside. The first grade program enables students to:

- Redesign and repeat investigations
- Investigate indoor and outdoor environments
- Practice appropriate conservation of materials
- Make and organize collections
- Explore the possibilities of some objects influencing other objects
- Compare and classify
- Collect and interpret data
- Communicate ideas and organize information
- Create graphs
- Work collaboratively with peers to solve problems and experiment
- Demonstrate the ability to make thoughtful observations, predictions, inquiries, and conclusions
- Learn how to appropriately use and care for science tools
- 

## SECOND GRADE

The second grade science program gives students increasing opportunities to solve problems, resolve issues and carry out single cause and effect investigations in both indoor and outdoor environments. Students gain experience communicating ideas, sharing materials, and collaborating with others through these science topics: insects in the garden, mystery formulas, rocks and minerals/fossils, physics of sound, ideas and inventions, and air and weather.

Specifically, the second grade program enables students to:

- Explore outdoor environments and organisms and chart observations

- Design, describe, and carry out simple cause and effect investigations
- Use a variety of instruments to explore measurement
- Observe, describe, sort, and organize ideas about objects and organisms
- Research inventions from a wide diversity of persons and cultures
- Practice making appropriate choices regarding uses of tools, time, and procedures
- Make and compare graphs
- Gain experience with some of life sequences
- Develop a curiosity and respect for living things

## THIRD GRADE

The third grade science program strengthens students' ability to classify, observe, measure, communicate, and question. There is a strong emphasis on developing the process skills of predicting, inferring, interpreting data, and forming conclusions. Within a framework of units designed to provide child-centered hands on learning experiences, students are exposed to the life, earth, and physical sciences. Specific topics covered include: bird and butterfly migration and Mexico Project, investigating water, simple machines, science of mysteries, solar system, plants and pollinators, and exploring macro-invertebrates with a stream study.

Specifically the third grade program enables students to:

- Investigate movement of organisms and objects
- Identify organisms and study the effect of human influence on organisms and objects
- Predict and test predictions
- Identify variables and controls
- Observe events and phenomena of varying duration and report occurrences accurately
- Make cross-curricular connections globally
- Apply common arithmetic operations to increase understanding and accuracy of descriptions and interpretations
- Organize data
- Analyze graphs and report findings
- Create models to explain events
- Develop an understanding and respect for the interaction of organisms and culture in a global community
- Observe changes and patterns over time

## FOURTH GRADE

The fourth grade science program develops the higher-level process skills of inferring, controlling variables, interpreting data and measuring. Field and garden experiences include landforms and soil science, an owl study and it's food chain, and environments. In the laboratory, students acquire a working knowledge of the human body, owls, landforms, controlled experiments with variables, magnetism and electricity, chemistry, and models and designs. Specifically, the fourth grade program enables students to:

- Observe and describe patterns and changes in systems over time
- Learn from scientists of the past
- Keep accurate records and apply new vocabulary
- Discuss the impact of human activity on the environment
- Apply mathematics in the context of science
- Apply science vocabulary to explain events
- Develop conceptual models and construct physical models
- Create solutions to real world problems
- Analyze graphs and charts and report findings
- Develop an attitude of respect and understanding of relationships between organisms and their environment
- Identify variables and controls
- Conduct controlled experiments

## FIFTH GRADE

The fifth grade science program engages students in “hands-on/minds-on” activities that promote the in-depth investigation of real-world and personally meaningful topics through scientific inquiry, experimentation, and engineering design. Students will plan and carry out a large yearlong study that will aid students in connecting ideas to include real world applications of information.

During this process, students will devise questions, conduct research, and develop conclusions related to scientific structures and processes. Students will investigate life science, physical science, and earth science throughout the year through the following units: earth systems, rocks and minerals, the ocean, flight, solar energy, pollution and recycling. Specifically, the fifth grade program enables students to:

- Construct a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
- Plan and carry out tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
- Integrate and evaluate content presented in diverse media and formats, including visually, quantitatively, as well as in words
- Engage in simple scientific arguments using evidence
- Measure and graph quantities to provide evidence about scientific phenomenon
- Make careful observations and measure with accuracy
- Recognize patterns in data and use data to create reasonable explanations of results of an experiment or investigation
- Employ language, drawings, models, charts and graphs to communicate results and explanations
- Evaluate how humans can assist in the preservation of the Earth while learning and benefiting from the resources it provides

# SPANISH

Students in grades pre-kindergarten through fifth grade take Spanish in the Lower School. The program introduces the Spanish language and cultures of Spain and North, Central, and South America. In the six-day rotation, pre-kindergarten receives 60 minutes of Spanish instruction and Grades K-5 receive 90 minutes of language instruction. The Spanish curriculum is a spiral one that introduces new material at each level while also reviewing and extending material introduced in previous years. The program uses a combination Comprehensible Input language teaching such as TPR (Total Physical Response) and TPRS (Teaching Proficiency through Reading and Storytelling), as well as incorporates materials and methods such as the Symtalk series of symbol cards and workbooks to teach communication skills (listening, speaking, reading, writing) and cultural knowledge.

The Spanish program connects to other grade level curricula by teaching interdisciplinary units or activities that coordinate with units being taught in grade level classrooms and other co-curricular classes. The cultural diversity of Columbus Academy families is also incorporated into classroom activities and celebrations.

By the end of Lower School years, students are able to:

- Understand simple spoken language
- Engage in simple conversation
- Retell stories in the target language
- Read brief texts with comprehension
- Compose simple sentences in Spanish
- Create short stories based on learned vocabulary

The study of Spanish in the Lower School provides students with the knowledge and skills at the Novice level to continue in Spanish or to begin another language of study in the Middle School. (Ohio's New Standard for K-12 World Language. [www.ode.com](http://www.ode.com))

## PRE-KINDERGARTEN

PreK students learn colors, shapes and body parts; family members, feelings, and numbers 1-20. They utilize appropriate greetings with friends, family, and teachers. They learn classroom phrases and directions, days of the week, and weather expressions. Cross-curricular units include: fairy tales, the solar system, and the butterfly life cycle. Cultural activities include: music, literature, and games, selected country customs and celebrations, the history of chocolate, and seasonal holidays.

## KINDERGARTEN

Kindergarten students build on the skills and knowledge acquired in Prekindergarten. Because there are many new students enrolling in kindergarten, the kindergarten program reinforces from pre-kindergarten or introduces: colors, shapes, body parts, feelings, numbers 1-50, weather, calendar, seasons and clothing. Students practice appropriate greetings and dialogues to interact with friends, family, and teachers. Cross-curricular theme units include: marine animals, farm animals, and selected topics about Mexico. Students also participate in dramatizations selected from children's literature and connected to curricular units. Cultural activities include children's music, literature, and games, the celebration of *Día de los Muertos*, seasonal celebrations, and selected customs and culture of México.

## FIRST GRADE

First grade students extend their knowledge from kindergarten topics as well as study new themes and a more diverse application of the language. They practice speaking and listening and are introduced more directly to reading and writing. Students continue to practice greetings, interrogatives, and simple conversational phrases, numbers 1-50, calendar, weather as well as introductions and descriptions of themselves, friends, and family. Theme units in first grade include describing oneself, classroom tools and objects, family, and community places. Students also begin using *Mis Amigos y Yo*, a picture card and workbook series that combines speaking and listening activities with an introduction to reading and writing simple phrases in Spanish. Students are introduced to a variety of new verbs and grammatical structures and begin to dramatize and express concepts, phrases and teacher-created short stories using the TPRS method. Cultural components include children's music, literature, and games, selected country customs and celebrations, and elementary school student life in Central and South American countries.

## SECOND GRADE

Second grade students continue to review and extend selected vocabulary, simple conversations, classroom routines, and other topics acquired in first grade. Second grade topics include describing oneself, calendar, weather, seasons, colors, greetings, numbers 1-100, classroom tools, food, animals, modes of transportation, community places, and clothing. Second grade students focus on improving and extending speaking and listening, reading, and writing skills in the target language. Students are exposed to an increased variety of vocabulary and high frequency verbs and begin to naturally understand the use of Spanish. Students practice Spanish in various oral and written formats. They create a video describing themselves or a fictional character. They dramatize concepts, phrases and short student-or teacher-created stories. Students write a short story and put on a fashion show. Second grade students use the third level of the Syntalk visual learning methodology and workbook entitled, *Mi Mundo*, to speak, write, and read sentences. Students also learn cultural knowledge via children's music, literature, and games, as well as learn about celebrations, customs, and practices from selected countries in Latin America.

## THIRD GRADE

Students in third grade continue extending their vocabulary from previous years. The new vocabulary is learned using TPR (Total Physical Response) actions or by using the Symtalk textbook "Hablemos" (Let's talk), which is a visual language learning methodology. After the vocabulary is internalized, the addition of storytelling through TPRS (Teaching Proficiency and Reading Through Storytelling) provides the framework within which the students contextualize words they have learned. Students learn the present tense of regular verbs as well as some irregular verbs such as "ser" (to be) in order to be able to identify themselves and other people, "tener" (to have) in order to describe possession. They also learn the verb "querer" (want) in order to use it in combination with other verbs to express things that the student wants or actions that the student wants to do. Students also learn to tell time and read schedules, to order food, to use polite expressions and to discuss arrival and departure times. Special emphasis is placed in the mastery of the correct use of verbs in Spanish in the singular form. Activities such as acting out stories in Spanish provide students the opportunity to practice understanding Spanish in an authentic setting. As a cultural component, students discuss the different aspects of the traditions and celebrations in Mexico.

## FOURTH GRADE

Fourth grade students start the year by reviewing material learned in previous years, practicing verbs and extending their vocabulary. Using the TPRS (Total Physical Response Storytelling) methodology, they learn new vocabulary in the context of a story about "El Pastor y el Lobo" (The Shepherd and The Wolf). The vocabulary is learned through a story that provides the students with a framework to extend their reading, speaking and writing skills. The use of regular verbs in present tense is one of the main focuses this year as well as the use of the verb "estar" (to be) in order to describe emotions or a state of feeling, and also practicing the agreement in gender and number. Activities include acting-out and role-playing exercises in using expressive language and vocabulary. These activities provide students with opportunities to practice speaking and understanding Spanish in an authentic setting. Moreover, students work cooperatively with other students to create, dramatize, illustrate, and communicate original stories in Spanish. They also learn vocabulary about family members and create their own family tree, which they present to the class using their acquired vocabulary. As a cultural component, students discuss the differences and similarities of their own family compared with other families in Guatemala.

## FIFTH GRADE

Fifth grade students continue reviewing vocabulary learned in previous years, however, now using more complex sentence structures. Students acquire new vocabulary through repetitive, interesting and comprehensible input, similar to the natural language-acquisition process of their native language. This methodology is known as TPRS (Total Physical Response Storytelling), which promotes long-term retention of meaningful language. They understand, read, write, and verbally produce the vocabulary, phrases and expressions learned. Students

demonstrate their understanding of stories in Spanish by answering questions regarding main ideas, retelling stories, and illustrating the key points of stories. Special emphasis is directed toward the development of the student's speaking skills. Some of the content that students learn in fifth grade includes: studying regular verbs ending in '-er' and '-ir'; using possessive adjectives; telling time; understanding and producing infinitive verb phrases using "querer" (want) + infinitive (for example, "Rosa wants an apple"); understanding and stating personal descriptions (with correct gender agreement) in third-person singular; retelling all of the mini and main stories in third-person singular using the vocabulary learned. . A fun and important part of the TPRS program is writing and acting out in class original stories in Spanish by using acquired vocabulary and creativity. As a cultural component, the students learn about the different geographic regions and the Inca culture of Perú.

## ARTS DEPARTMENT

The goal of the Fine and Performing Arts is to foster students' arts education in a positive and productive atmosphere. It encourages both creativity and critical thinking while expecting artistic excellence and self- discovery. It strives to develop the whole child through enjoyment, exploration, and understanding of Art, Music, and Theater. While developing this sense of artistic fluency, students learn multiple models of self-expression and cultivate their role in an ever-changing cultural environment; they learn that the Arts are an essential and enduring part of the global human experience.

### ART

The art program is multifaceted in that a variety of approaches are used to introduce young children to art. The historical approach features an Artist of the Month. By featuring different artists throughout the year, the children become familiar with artists as people who express their ideas in different ways, dependent on the period of time they worked or the tools and materials they used. The conceptual approach emphasizes a particular concept such as contrast, symmetry, mood, tone, emphasis, or rhythm. By comparing different works of art, the elements and principles of design become the focus of the lesson. The thematic approach is interdisciplinary in nature. This usually involves an area of study that is occurring in the classroom and extended to the art room. The aesthetic approach introduces the children to new tools, materials or media that motivate self-expression.

### PRE-KINDERGARTEN

The pre-kindergarten children do not enter into the formal art program until Kindergarten although children who extend their stay at school into the afternoon attend art every 6 days for 45 minutes. In pre-k, children can choose the art center that is most appealing and rotate around to as many centers as they have time for. The objective at this entry level is



to give children exposure to different tools and materials that are used in the upper elementary grades.

## KINDERGARTEN

Among the skills introduced in the kindergarten art program are:

- Identifying two dimensional vs. three dimensional, primary and secondary colors, a portrait from a still life or landscape, images that are realistic and those that are abstract
- Identifying the difference between a print and a drawing or painting
- Identifying the works of Monet, Cassatt, Picasso, Van Gogh and Rembrandt
- Identifying mood and pattern
- Controlling the intensity of color by adding white or black or more or less water
- An introduction to puppeteering and weaving

## FIRST GRADE

Among the concepts presented in first grade are:

- Differentiating between natural and man-made sculpture and neutrals from other colors
- Understanding the concepts of symmetry, alternating and irregular patterns, fine art and fine craft, visual art and visual texture
- Creating a weaving by constructing their own loom
- Continuing to explore color by identifying warm and cool colors and understanding the power black has in outlining parts of a composition
- Understanding the meaning of variety, emphasis, balance, and how details add interest to art work
- Understanding the work of Michelangelo, Edward Hopper, and Paul Klee

## SECOND GRADE

Concepts and areas studied in the second grade art program include:

- Intermediate colors, the concept of positive and negative space, the concept of the horizon as a dominant line, the concept of alternation as it relates to pattern, foreground, and background
- Depth as the third dimension and repetition as it relates to creating a sense of movement in print making
- Reemphasize that overlapping is a unifying force in a composition
- The difference between original works of art vs. reproductions and prints and paintings or drawings
- Discuss the works of Rembrandt, Goya, Warhol, and O'Keefe
- The terms bisqueware, glazeware, and firing

- Comparisons of the characteristics of watercolor as opposed to other paint medium

## THIRD GRADE

Among the areas and concepts included in the third grade art program are:

- The concept of value as it relates to lightness and darkness
- The concept of contrast and its ability to emphasize different elements
- The difference between drawing through imagination vs. observation
- Artists such as Rousseau and Mondrian
- The use of symbolism
- Mobiles and the art of Alexander Calder

## FOURTH GRADE

New areas of concentration in fourth grade are:

- The importance of a center of interest in composition
- Highlights and shadow
- Controlling light and dark through shading
- New Artists of the Month such as Kandinsky, Renoir, Matisse
- Portraiture
- Woodworking: use of saw, vise, rasp, sand block, and hammer

## FIFTH GRADE

Fifth grade art is a bridge to the Middle School Art program where we continue to connect art with the world around us. Students will be exposed to a variety of traditional and non-traditional art materials and processes, building on the foundation and the four approaches from the K-4 art studio. Areas of focus include:

- Exploring new techniques
- Developing independent work habits
- Establishing a personal approach to their work
- Experiencing how the arts can cross disciplines to create an exciting statement

## MUSIC

The Lower School music program strives to cultivate and broaden students' learning experiences by extending the general education curriculum through collaborations with classroom teachers. Music, in study and practice, is an interdisciplinary application of the liberal arts, which seeks to integrate the information of a broad academic education into a creative art form. With an emphasis on both State and National Music Standards, students are given a multitude of diverse musical experiences. Through performing, listening, creating and analyzing music of their own cultures and cultures around the world, students will develop both an understanding and appreciation of this valuable art form.

All students, Grades PK-5, prepare and present songs for two Closing Programs: one in December and one at the end of the school year.

## PRE-KINDERGARTEN

The pre-kindergarten music program will focus on nurturing each student's innate musical intelligence and stimulate essential childhood skills. The heart of instruction will aim to guide students to explore and experience music through singing, moving, playing instruments, and listening. The pre-kindergarten students will build a repertoire of play-filled folk and popular songs, singing games, rhymes and the best of the children's classics. They present an informal concert in May.

## KINDERGARTEN

The kindergarten year in music will continue to develop the skills that were learned in pre-kindergarten – learning music through singing, moving, playing, and listening. They present a grade-level specific concert that showcases their growth in February.

## FIRST GRADE

First Grade students continue to build their knowledge of musical concepts in preparation for Second Grade. They also do an in-depth study of orchestra instruments and their families and prepare and present a grade-level specific concert in the fall.

## SECOND GRADE

Second Grade students begin to concentrate and focus on learning how to read music in preparation for the Third Grade year (in which they will play the recorder). They also perform in a grade-specific concert in March and review the orchestra instruments and families (as begun in First Grade).

## THIRD GRADE

Third Grade students learn how to play the recorder, using the Recorder Karate program. This special instrument allows them to begin to work on embouchure development, correct breath support, music reading and notating, and beginning instrument skills. Students also present a grade-level specific concert on April.

## FOURTH GRADE

Fourth Grade students continue the Recorder Karate program with a second grouping of more difficult songs. They also present a grade-level musical theater performance in December. Students are involved in all aspects of this production, including but not limited to: set production and design, costume production and design, and dramatic and musical concepts (specific lines, songs, and staging).

## FIFTH GRADE

In conjunction with Drama, Fifth Grade students have their year split into two main units: the history of rock and roll and Shakespeare. They explore and examine the many different artists who have contributed to the rock and roll genre, and they dive into Shakespeare's life, his works, and the music during this time period.

## LOWER SCHOOL DRAMA

Children naturally use pretend play as a means of making sense of the world; thus, young students arrive at school with the basic skills needed to become playwrights, actors, designers, directors, and audience members. Drama education should build on this solid foundation. In addition to developing skills and learning drama as an art form, theater education cultivates self-awareness and life skills necessary to become both critical and creative thinkers, team players, problem solvers, and assertive collaborators.

## PRE-KINDERGARTEN and KINDERGARTEN

The focus during these early lower school years is on creating an "Actor Toolbox," introducing in pre-k and reinforcing in kindergarten these five basic tools:

- Imagination – share creative expression and emotional exploration in a supportive environment
- Concentration – attention span/focus
- Cooperation – problem solving/critical thinking/working together
- Body – coordination, rhythm, motor skills
- Voice – confidence, poise, value and worth of individual and group voice

These tools benefit cognitive development, social/emotional skills, language and physical development (both gross and fine motor) and reinforce fluency in reading, critical thinking and problem solving, socialization and multicultural global awareness.

## FIRST GRADE through FIFTH GRADE

Columbus Academy Lower School students will have opportunities to utilize and build upon their actor toolbox and use emerging drama skills in various ways throughout their first through fifth grade years. During bi-monthly drama classes, all students will participate in drama games, improvisation, movement and spatial exploration, storytelling with a beginning/middle/end, as well as learning theater terminology, elements of production, pantomime, vocal expression, oral communication and some formal presentation. Students will have opportunities to put skills into practice in various ways including performances in class and on stage. Fourth graders participate in the presentation of the Fourth grade musical -

encompassing all aspects of the preparation, audition, rehearsal and performance of a full scale play. Fifth graders participate in a Shakespeare Day presentation including the study of and performance of scenes from Shakespeare's plays.

## PHYSICAL EDUCATION

The primary goal of our physical education program is to engage students of all ability levels in physical activity. Classes are designed to include components of physical fitness and skill-building exercises. Emphasis in all classes will be placed on individual improvement and the practice of good sportsmanship. It is our belief that with proper instruction students can increase their skill development, participate with a healthy blend of competition and cooperation, and develop an intrinsic motivation to stay fit and active well throughout their lives.

### PRE-KINDERGARTEN and KINDERGARTEN

Pre-K and Kindergarten PE needs to be a fun, safe environment for young children. Students should be encouraged to feel free to move and explore, yet also understand that there are clear safety guidelines that insure class safety. The range of fine and gross motor development varies greatly at this age level, so activities and games are chosen to include everyone, while still providing challenges for each individual student.

Overall Goals and Objectives:

1. To get students comfortable in a PE setting.
2. To get students to try new activities and games.
3. To teach students how to participate in PE safely.
4. To introduce and start to develop competency in fundamental movement activities.
5. To explore creative movement concepts.
6. To introduce and start to develop competency in ball skills. (i.e. tossing, throwing, catching, bouncing, dribbling, kicking rolling, and manipulation)
7. To promote cooperation and positive peer interaction skills with peers.
8. To have fun.

### FIRST and SECOND GRADE

Physical education in first and second grade continues to develop motor and movement concept skills introduced in Pre-K and Kind. Motor skills such as throwing, catching and rolling are now practiced/performed in a variety of modified games. Skills that were once practiced individually are now also performed with peers in game settings. The introduction of games with specific rules encourages students to develop game strategies, work cooperatively with each other and practice good sportsmanship.

Goals and Objectives:

1. To develop competency in fundamental movements.

2. To develop competency in balls skills.
3. To introduce and develop physical fitness components. (i.e. personal strength, endurance, speed, and flexibility)
4. To work with peers in partner and group settings.
5. To develop game strategies.
6. To participate in activities and games safely.
7. To focus on concepts of cooperation and competition with elements of social skill development in mind.
8. To have fun.

## THIRD, FOURTH and FIFTH GRADE

Physical education in third, fourth and fifth grade reviews basic motor skill concepts taught in Pre-K through 2nd grade. Motor skill development becomes specific to particular skill units, teaching students how to apply and modify basic concepts learned in previous years to have the intended result in skill specific games and activities. Physical fitness comes into the forefront, as students start to develop personal fitness plans. Sportsmanship concepts are stressed as the student's level of competency and competition increase at this age level.

Goals and Objectives:

1. To refine and improve basic skills such as throwing, catching and kicking.
2. To develop skills necessary to manipulate physical equipment such as bats, racquets, floor hockey, field hockey and lacrosse sticks.
3. To help students develop an athletic IQ in activities and games. (i.e. to teach concepts that include spatial awareness, ability to recognize space in game situations and personal movement in games with and without the ball.)
4. To promote sportsmanship in games and activities that include competitions. This includes concepts of working with others of all skill levels, winning and losing with grace and fair play.
5. To participate in activities and games safely.
6. To have fun.

\*Swimming remains a separate class in third and fourth grade PE. In fifth grade PE swimming is taught as a skill unit.

## SWIMMING

The Columbus Academy lower school swimming program utilizes components of the American Red Cross, Swim America, Lifetime Fitness and YMCA programs to formulate the Columbus Academy swimming program. The primary purpose of the program is to help children learn to be safe and have fun when they are in, on, or around water. The program covers skills and knowledge in a logical progression for aquatic skill development based on the child's readiness. There are five levels in the progression, one for each grade level. Within each grade

level are two sublevels, maroon and gray. In Level 1 (kindergarten – water exploration), students learn to feel comfortable in and enjoy the water. Good attitudes about the water and safe practices around the water are also developed. In Level II (first grade – primary skills), students learn to float without support and to recover from a vertical position. Locomotion is also developed as well as self-help and basic rescue skills.

The basic kick for each of the competitive strokes – freestyle, backstroke, breaststroke and butterfly – is introduced. In Level III (second grade – stroke readiness), students develop the front and back crawl and elementary backstroke. Breaststroke and sidestroke are also introduced, as well as turning at the wall. In Level IV (third grade – stroke development), students continue to develop each of the strokes and skills. Greater distance and better technique are required for all of the strokes and skills learned to this point. Surface dives, open turns and flip turns are introduced, as well as other self-help and rescue techniques. In Level V (fourth grade – stroke refinement), skills, strokes and endurance become highly polished as students swim with more ease, efficiency, power, and smoothness over greater distances. Students are urged to use aquatic activities throughout their lifetime to maintain good fitness habits. Other safety skills and aquatic activities may be introduced as time allows.

## SERVICE

The Lower School is actively involved with service throughout the school year with an increase in the focus on/attention to service during the Kids 4 Kids drive in late October and early November. Various groups throughout the Lower School choose to sponsor a family for the holiday season by providing needed clothes, winter items, household items, books, and toys to families in the greater Columbus area. These Lower School groups who come together to sponsor a family are a mix of whole grade levels (all 3 or 4 classes who choose 1 family together), individual classrooms, mixed grade level buddy groups and small groups of LS co-curricular teachers. Once the family is chosen, the students visit our CA collection site - most recently in the Athletic lobby - to “shop” for their families. With a higher level of parent and teacher guidance and support at the early grade levels, students organize, wrap, and package the collected items for delivery before Thanksgiving.

Throughout the school year, students in the Lower School collect Box Tops which are counted and sorted by the Second grade as a complement to their math curriculum. Money raised through the Box Tops supports Lower School service initiatives.

The Lower School also holds a CARE-ing Community Day on the Tuesday before Thanksgiving break. This day has a service focus with each grade level deciding on a “service project” for the afternoon. Some projects included: visit to a nursing home, bread baking for later donation, placemat making for free-meal sites, snack mix made by Pre Kers and given to CA staff (dining hall, security, maintenance, buildings and grounds, cleaning staff and nurses)

Formerly a fundraiser for the American Heart Association, Jump Rope for Heart is another annual Lower School event in which Pre K through 5th grade participates. The event is usually held in February.

In March, Dr. Seuss's birthday is commemorated with Lower School students gathering as a whole and across divisions and grade levels to raise awareness for literacy through the Read Across America initiative. In addition, gently used books are collected. The books are then donated to a variety of, primarily local, sites including a free store, Head Start in Gahanna and Blacklick, Ronald McDonald House. Global donations of the books have been made by way of CA students during their Senior Projects.

Lower School students encounter service learning activities each and every year. Some of them are unique to their experience while many others are woven into the division and are traditions which students both remember and to which they look forward.

## TECHNOLOGY

Columbus Academy views the computer as an essential tool in the education of students in the Lower School. Our primary goal in the lower school computer classes is to help the students become technologically literate. We reach this goal by exposing students to a wide variety of hands-on computer experiences, which include but are not limited to: computer programming, information and research gathering, keyboarding, digital citizenship and email etiquette, and working with various software applications including those within Google's educational applications (apps). By providing an extensive range of computer activities, we expose students to the idea that computers can assist in all stages of learning. While in the new state-of-the-art Lower School Technology Center, students are provided with a MacBook Air Laptop computer on which to do their work. In an effort to further implement the use of technology within each classroom, the Lower School has three mobile laptop labs, each with twenty MacBook Pro laptops, along with two mobile iPad carts, which can be checked out for classroom research and learning. Each classroom is also equipped with ten dedicated iPads and an interactive Smartboard for collaborative group learning throughout the day.

The Lower School Computer Lab seeks to help students:

- Develop an understanding of technology through the strategic use of computers
- Become familiar with diverse computer applications and tools
- Gain a basic understanding of computer programming and encourage self-paced progression to more advanced coding practices
- Become more confident in his/her problem solving capabilities
- Develop a better awareness of how to apply technology to support their learning, as they grow more confident in the technology classroom



- Transition what they learn in the Technology Center into a classroom setting, gaining useful skill that aide them with classroom work
- Develop keyboarding accuracy and speed
- Learn about the importance of digital citizenship and the ethical use of computers

## LIBRARY

Library skills are taught within the context of the classroom curriculum whenever possible. To that end, librarians work closely with teachers and other co-curricular teachers to plan library sessions that support and extend work being done in the classroom. In addition, the library sponsors a visit from a children's author or illustrator every other year. Finally, the librarians orchestrate an outdoor storytelling session complete with a campfire and s'mores every fall.

### PRE-KINDERGARTEN and KINDERGARTEN:

Pre-k and kindergarten children have regularly scheduled library story times that include a variety of stories, finger plays and songs to foster a love of language. Stories often tie in with classroom themes. In addition, librarians support classroom curriculum with collections of library resources brought directly to the classroom. Library rights and responsibilities are reinforced.

### FIRST GRADE

First grade students also have regularly scheduled story time. Stories presented during that time are frequently integrated with classroom themes. First graders are also introduced to the selection process for the Caldecott Medal. At the end of each story time, students are given an opportunity to select books for personal reading, with an emphasis on choosing books that are appropriate for individual reading levels. First grade marks the beginning of a formal research project; note taking skills and methods of organizing information are introduced which will be reinforced in later years.

### SECOND GRADE

Second grade students visit the library regularly for library skills instruction, literature appreciation activities and to support their independent reading. Once again, an emphasis is placed on choosing books appropriate for individual reading levels. Specific topics covered in second grade include the tradition of oral storytelling, a multicultural survey of fairy tales and an introduction to biographies. Finally, library resources are always made available to classrooms to support classroom curriculum.

## THIRD GRADE

Third grade students visit the library regularly to further develop independence in using the school library. Self-sufficient location of sources is a goal of third grade. Note taking skills are reinforced through several research projects, with an emphasis on recording bibliographic information. Finally, regularly scheduled book talks support students' independent reading.

## FOURTH GRADE

Research continues to be a major part of the fourth grade curriculum. Students are expected to work more independently on their research and to gather more complete bibliographic information. Independent location of library materials continues to be a goal. In addition, book talks complement and augment independent reading choices.

## FIFTH GRADE

Fifth grade visits the library regularly during the first semester for additional research skill instruction including keyword generation, search strategies and source credibility. Book talks, both as a group and individually, are also used to enhance independent reading choices. Fifth grade begins to transition to utilizing the middle school library during the second semester.

## CHILD SUPPORT TEAM

The Child Support Team acts as a resource and support for students and their parents and teachers, with the goal of identification of specific learning needs and the development of a plan to address those needs. The team is composed of a psychologist, counselor, speech and language pathologist, learning styles specialist, and reading specialists. When concerns are identified, the classroom teacher will consult with CST, observations will be made and an assessment may be conducted to identify the student's specific strengths, weaknesses and educational needs. This information will then be used to identify the need for supports to be implemented by CST members during the school day. Parents and teachers will also receive additional recommendations and accommodations for the classroom and home settings.

## STATEMENT OF DIVERSITY AND INCLUSION

Columbus Academy believes that diversity, inclusion, equity and justice are essential to the excellence of our community, culture and curriculum. We recognize that the pursuit of this excellence requires thoughtful, deliberate and sustained action and that this effort is critical to our educational mission.

**Community:** We value diversity in all of its dimensions including but not limited to gender, race, ethnicity, religion, sexual orientation, physical abilities, family composition, and socio-economic status. We seek to reflect multiple perspectives, backgrounds and interests in all facets of our community. We recognize that students who are exposed to and embrace diversity are better prepared to engage in a pluralistic world.

**Culture and Climate:** We strive to be an inclusive community in which each individual feels safe, respected and valued. In building a community that values similarities and differences among its constituents, we seek to embody in our relations with one another the principles of equity and justice as well as Columbus Academy's core values of honesty, respect, compassion, responsibility, and fairness.

**Curriculum:** We believe that exposure to multiple – and sometimes even competing – points of view best equips students to explore, understand and apply complex concepts, building the basis for a rigorous education. By weaving diversity into the fabric of our curriculum, we equip our students with the interpersonal and critical thinking skills that are essential to success in the complex, multicultural world in which we live.

Columbus Academy adheres to the National Association of Independent Schools (NAIS) Principles of Good Practice for Equity and Justice.