

Columbus Academy

LOWER SCHOOL



Curriculum Guide

LOWER SCHOOL OVERVIEW

Welcome to Lower School,

The mission of Columbus Academy can be felt from the first moment upon arriving on the sprawling 221-acre campus. Lower School scholars greet classmates and teachers at the door with confidence and poise in a way that tells the story of their school—a world-class college preparatory institution for Ohio families that value character education. Handshakes and eye contact, laughter and joy buzz from the doorway to the classrooms. Kindergarten students hold hands as they walk down the hall into the Lower School library, while fourth grade students join in a circle for a song about math facts. Visiting adults share the impression that "This school appreciates childhood!" Traditional yet progressive, researched yet focused on the unique qualities of children—the Columbus Academy Lower School defines excellence in education for young learners.

This guide offers a glimpse into our child-focused program, from Explorers through Grade Five. As you become acquainted with the Columbus Academy experience, we hope you will soon join us for a tour of our remarkable campus.

In Viking spirit,

Mark Hansen, Head of Lower School

Brelle Farrenkopf, Associate Head of Lower School

Vanessa Taglia, Lower School Director of Academic Programs

EXPLORERS PROGRAM

OVERVIEW

The Explorers Program fosters independence and self-confidence by embracing each child's natural desire to play and explore in a developmentally appropriate and sensory-rich environment. Explorers are outside as much as possible throughout the day, encouraging joy in sunny weather and resilience in not-so-sunny weather. Students use all of their senses as they learn about and explore the world around them.

Tastings

Students are introduced to a new food to explore through their senses. These foods are offered along with a regular snack option. 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, mash, and bake using bananas. We also discussed the qualities of a banana, its characteristics, how and where it grows, 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. Meals are plated by the teachers. Students practice polite ways to ask for servings, pass items, and express needs. Students are encouraged to try everything on their plate and to use good table manners while 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 do not yet recognize 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

Our goal is to provide a 60/40 outdoor to indoor (rain or shine!) class time. One letter day of each six-day rotation is designated for an extensive amount of outdoor exploration where the majority of the morning is spent outdoors. Outdoor activities are an important part of our interest-driven/emergent curriculum. The faculty of the Explorer Program were recognized for the program and its dedication to outdoor education by sharing their story; and presenting at an international conference for the NAAEE Natural Start Alliance Responsive Classroom.

The 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.

Responsive Classroom

Responsive Classroom practices begin in the Explorer Program with the routines of Morning Meeting, Morning Message, and community-building activities. Responsive Classroom practices such as logical consequences, guided discovery, and positive classroom management are modeled and reinforced by the teachers. Our Daily Rhythm Students of the Explorer program will move, observe, play, explore, read, discuss, create, and sing DAILY!

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 daily 'Ask me Abouts'. These give parents ideas to spark conversations about their child's day at school.

Observation/Record Keeping

Throughout the day, teachers are documenting and tracking progress. All lead teachers contribute to a shared document where teachers make notes 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.

Co-Curricular Classes

Co-curricular classes are attended 5 out of 6 days in a rotation and include Art, Music and Movement, PE, Wellness, and Library. The remaining letter day is focused on longer adventures in the woods to further promote our connection to nature and develop our grit, stamina, and endurance for exploration in the outdoor classroom offered within our 230+ acres on campus.

PRE-KINDERGARTEN

OVERVIEW

Our PreK 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 abilities, readiness, and interests.

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 names
- Begin to recognize upper- and lower-case letters
- Begin to 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 PreK, students will recognize and orally count numbers 1-20. Students will orally count by 10's to 100 and count backward from 10 by ones. Students will use manipulatives to create and extend simple patterns. Students will practice writing numbers 0-9 and sort objects in a variety of ways.

- Identify and name units of time
- Use calendar math to problem-solve and identify patterns
- Graph
- Use one-to-one correspondence
- Number representation through 10
- Subitize (recognizing a number of objects without directly counting).

Social Studies

Our primary goal in PreK 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, and 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.

Science

Science is embedded into many everyday activities inside and outside of the PreK 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 PreK curriculum. Through our Forest Friday program and daily time outdoors, PreK students learn about the living and nonliving world around them while exploring our 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

Tasks include writing one's name, drawing, cutting, coloring, and manipulating small objects in order 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 and lowercase letters and numbers 0-9.

Our goals for children in this area include but are not limited to:

- Correct pencil grip
- Writing 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

Full-Day PreK

PreK children have the option to remain at school following the half-day 11:25 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, 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, take risks, practice organizing their belongings, and solve interpersonal 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 foundational literacy skills 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 that allows students to discover what skilled writers do in their practice. Children are encouraged to write to express their own ideas. Children receive differentiated 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 readiness are taken home throughout the week to be shared with parents. Teachers confer with children to provide differentiated 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 while 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 and 10's, add and subtract within 10, subitize 0-10, write numerals 1-20, and compare groups to 20 and numerals to 20.

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*: comparing and ordering objects of different lengths
- *Geometry and Spatial Sense*: Identifying and sorting two-dimensional and three-dimensional shapes and understanding the relevant position of objects.
- *Patterns, Functions, and Algebra*: Sorting, classifying, and ordering objects, identifying, creating, 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 Harvest. A field trip to the Columbus Zoo and Aquarium provides 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.
- 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 families 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 opportunities through Responsive Classroom practices that guide children with communication skills, problem-solving strategies, cooperative peer enrichment, and creative and free play experiences. The curriculum for kindergarten strives to meet the unique promise of each child emotionally, socially, and intellectually.

FIRST GRADE

Overview

Columbus Academy teachers know that first grade is the precious moment that logical thought ignites in children. Curious. Enthusiastic. Imaginative. The Lower School first grade program appreciates this special stage in a child's education. When "Going West" for a simulation unit, students build understanding for how families lived long ago and how they live in current cultures while fueling desire for dramatic play. Each week in first grade ends with Forest Friday time in the woods for hikes that promote social growth, risky play, and perseverance. Friends become more important, and first grade helps children move from self-focused to cooperative and empathetic.

Math

- Operations and Algebraic Thinking
 - Represent and solve problems involving addition and subtraction.
 - Understand and apply properties of operations and the relationship between addition and subtraction.
 - Add and subtract within 20.
 - Work with addition and subtraction equations.
- Number and Operations in Base Ten
 - Extend the counting sequence.
 - Understand place value.
 - Use place value understanding and properties of operations to add and subtract.
- Measurement and Data
 - Measure lengths indirectly and by iterating length units.
 - Tell and write time.
 - Represent and interpret data
- Geometry
 - Reason with shapes and their attributes.
- Problem Solving
 - Make sense of problems and persevere in solving them.
 - Reason abstractly and quantitatively.
 - Construct viable arguments and critique the reasoning of others.
 - Model with mathematics.
 - Use appropriate tools strategically.
 - Attend to precision.
 - Look for and make use of structure.
 - Look for and express regularity in repeated reasoning.

Reading

- Show appreciation for favorite authors and book series.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Determine the number of syllables in a printed word.
- Ask and answer questions about details in a text.

- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Writing

- Print all upper- and lowercase letters.
- Use singular and plural nouns with matching verbs in basic sentences: He hops; We hop.
- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Write narratives in which they recount two or more appropriately sequenced events.
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Speaking and Listening

- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Follow agreed-upon rules for discussions such as listening to others with care, speaking one at a time about the topics and texts under discussion.
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Social Studies

- History
 - Time can be divided into categories such as months of the year, past, present and future.
 - Photographs, letters, artifacts and books can be used to learn about the past.
- Geography
 - Maps can be used to locate and identify places.
 - Places are distinctive because of their physical characteristics such as landforms and bodies of water.
- Government
 - Collaboration requires group members to respect the rights and opinions of others.
 - Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.
- Economics

- Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.
- People trade to obtain goods and services they want.

SECOND GRADE

Overview

Our faculty understands that second grade is a time in the lives of children where curiosity and imagination are driven by growing confidence and competence. Second-graders often choose to work with a friend or a group to move about with clipboards as they sketch designs and represent ideas in detailed pictures. Lower School second grade Community Day- a day of games, learning, and teamwork- plays to the heart of the child's desire to move and explore. Second grade at Columbus Academy helps groups of children grow into teams and children's imaginations build into projects.

Math

- Operations and Algebraic Thinking
 - Represent and solve problems involving addition and subtraction.
 - Add and subtract within 20.
 - Work with equal groups of objects to gain foundations for multiplication.
- Number and Operations in Base Ten
 - Understand place value.
 - Use place value understanding and properties of operations to add and subtract.
- Measurement and Data
 - Measure and estimate lengths in standard units.
 - Relate addition and subtraction to length.
 - Work with time and money.
 - Represent and interpret data.
- Geometry
 - Reason with shapes and their attributes.
- Problem Solving
 - Make sense of problems and persevere in solving them.
 - Reason abstractly and quantitatively.
 - Construct viable arguments and critique the reasoning of others.
 - Model with mathematics.
 - Use appropriate tools strategically.
 - Attend to precision.
 - Look for and make use of structure.
 - Look for and express regularity in repeated reasoning.

Reading

- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Compare and contrast two or more versions of the same story by different authors or from different cultures.
- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Know spelling-sound correspondences for additional common vowel teams.

- Describe how characters in a story respond to major events and challenges.
- Read grade-level text with purpose and understanding.

Writing

- Form and use frequently occurring irregular plural nouns such as *feet, children, teeth, mice, fish*.
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Use commas in greetings and closings of letters.
- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words such as *because, and, also* to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings.

Speaking and Listening

- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Social Studies

- History
 - Time can be shown graphically on calendars and timelines.
 - Biographies can show how peoples' actions have shaped the world in which we live
- Geography
 - Interactions among cultures lead to sharing ways of life.
 - Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.
- Government
 - Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.
 - Groups are accountable for choices they make and actions they take.
- Economics
 - Information displayed on bar graphs can be used to compare quantities.
 - Resources can be used in various ways.

THIRD GRADE

Overview

Each child's developing sense of intellectual curiosity is celebrated by the third-grade program at Columbus Academy. Our teachers appreciate the mix of wonder, questioning, and thoughtful debate among children at this stage of development. Fairness is a theme of great importance to the hearts and minds of third graders, so books and projects are carefully chosen to deeply explore ideas of friendship and doing the right thing even when it feels challenging. The annual Third Grade Wax Museum brings research and speaking skills to our community wide audience as each child portrays a historical figure in full costume from the first-person point of view. Third grade helps students put effort into final products with support, modeling, and role playing.

Math

- Operations and Algebraic Thinking
 - Represent and solve problems involving multiplication and division.
 - Understand properties of multiplication and the relationship between multiplication and division.
 - Multiply and divide within 100.
 - Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Number and Operations in Base Ten
 - Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Number and Operations—Fractions
 - Develop understanding of fractions as numbers.
- Measurement and Data
 - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
 - Represent and interpret data.
 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
 - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Geometry
 - Reason with shapes and their attributes.
- Problem Solving
 - Make sense of problems and persevere in solving them.
 - Reason abstractly and quantitatively.
 - Construct viable arguments and critique the reasoning of others.
 - Model with mathematics.
 - Use appropriate tools strategically.
 - Attend to precision.
 - Look for and make use of structure.
 - Look for and express regularity in repeated reasoning.

Reading

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Decode words with common Latin suffixes.
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use text features to locate information relevant to a given topic efficiently.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Use linking words and phrases such as *because*, *therefore*, *since*, *for example* to connect opinion and reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Speaking and Listening

- Share ideas and opinions supported by textual evidence during discussions.
- Engage effectively in a range of collaborative discussions such as one-on-one, in groups, and teacher-led.
- Build on others' ideas and express their own clearly.
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Social Studies

- History
 - Primary and secondary sources can be used to show change over time.
 - Events in local history can be shown on timelines organized by years, decades and centuries
- Geography

- Physical and political maps have distinctive characteristics and purposes.
 - Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.
- Government
 - Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.
 - Members of local communities have rights and responsibilities.
- Economics
 - Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.
 - Making decisions involves weighing costs and benefits

FOURTH GRADE

Overview

Industrious fourth grade students meet their lower school course content at a developmental stage when their minds are exceptionally good at memorizing. Our teachers know that factual information and connected texts are craved by fourth graders, and the Lower School units of study provide a breadth of opportunities for children to expand their knowledge. High interest topics such as animals, wildlife, and the history of Ohio bring context to tangible projects that scholars appreciate at this age. Our fourth grade Lower School program helps students be successful with large group efforts, and this year presents the first opportunity for overnight camp with the nurturing support of our experienced faculty.

Math

- Operations and Algebraic Thinking
 - Use the four operations with whole numbers to solve problems.
 - Gain familiarity with factors and multiples.
 - Generate and analyze patterns.
- Number and Operations in Base Ten
 - Generalize place value understanding for multi-digit whole numbers.
 - Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Number and Operations—Fractions
 - Extend understanding of fraction equivalence and ordering.
 - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
 - Understand decimal notation for fractions, and compare decimal fractions.
- Measurement and Data
 - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
 - Represent and interpret data. •
 - Geometric measurement: understand concepts of angle and measure angles.
- Geometry
 - Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
- Problem Solving
 - Make sense of problems and persevere in solving them.
 - Reason abstractly and quantitatively.
 - Construct viable arguments and critique the reasoning of others.
 - Model with mathematics.
 - Use appropriate tools strategically.
 - Attend to precision.
 - Look for and make use of structure.
 - Look for and express regularity in repeated reasoning.

Reading

- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text as chronological, cause/effect, or problem/solution.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and roots/ affixes to read accurately unfamiliar multisyllabic words in context and out of context.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word

Writing

- Use relative pronouns such as *who*, *whose*, *whom*, *which*, *that* and relative adverbs such as *where*, *when*, *why*.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Speaking and Listening

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Follow agreed-upon rules for discussions and carry out assigned roles.

Social Studies

- History
 - The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.
 - The order of significant events in Ohio and the United States can be shown on a timeline.

- Geography
 - The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.
 - A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

- Government
 - Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.
 - Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise

- Economics
 - Tables and charts organize data in a variety of formats to help individuals understand information and issues.
 - Individuals can reduce spending to save more of their income.

FIFTH GRADE

Overview

The capstone year of Columbus Academy Lower School programming honors students' readiness to problem solve across the curriculum. Teachers bring advanced learning targets to nature during outdoor weeks for a joyous opportunity to create, analyze, and apply concepts in our outdoor education campus. Our educators understand that grade five scholars feel intense enjoyment when working with peers, and this stage of development is honored through purposely-facilitated class discussions about academic content and social issues. The overnight trip to Ohio's Cuyahoga National Park helps students connect their learning with real world experience as each child earns the title and badge distinction of National Park Junior Ranger.

Math

- Operations and Algebraic Thinking
 - Write and interpret numerical expressions.
 - Analyze patterns and relationships.
- Number and Operations in Base Ten
 - Understand the place value system.
 - Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Number and Operations—Fractions
 - Use equivalent fractions as a strategy to add and subtract fractions.
 - Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Measurement and Data
 - Convert like measurement units within a given measurement system.
 - Represent and interpret data.
 - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- Geometry
 - Graph points on the coordinate plane to solve real-world and mathematical problems.
 - Classify two-dimensional figures into categories based on their properties.
- Problem Solving
 - Make sense of problems and persevere in solving them.
 - Reason abstractly and quantitatively.
 - Construct viable arguments and critique the reasoning of others.
 - Model with mathematics.
 - Use appropriate tools strategically.
 - Attend to precision.
 - Look for and make use of structure.
 - Look for and express regularity in repeated reasoning.

Reading

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and roots/ affixes to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Link ideas within and across categories of information using words, phrases, and clauses such as *in contrast*, *especially*.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Speaking and Listening

- Participate in Socratic Seminar discussions by drawing on textual evidence in order to present convincing ideas and conclusions.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies

- History
 - Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

- Early civilizations developed unique governments, social structures, religions, technologies, and agricultural practices.
- Geography
 - Latitude and longitude can be used to make observations about location and generalizations about climate.
 - Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.
- Government
 - The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.
 - The Western Hemisphere is culturally diverse (eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.
- Economics
 - Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
 - The choices made by individuals and governments have both present and future consequences.

Columbus Academy Lower School learning targets are carefully adopted from Common Core Standards, Ohio's Learning Standards, and Columbus Academy department committees.

Childhood development stages are informed by Yardsticks by Chip Wood and over one hundred years of Columbus Academy institutional knowledge.

Wellness

Columbus Academy supports an evidenced-based Social Emotional Learning curriculum called Fly Five. Fly Five is a kindergarten to eighth grade social and emotional learning curriculum developed on the core belief that, in order for students to be academically, socially, and behaviorally successful in, out of, and beyond school, they need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.). The teachers implement this program weekly in the classroom to set a strong SEL foundation in which to manage school, friendship, and life challenges with developmentally appropriate skills and resources.

In addition, there is a full-time school counselor and wellness teacher for Explorers through fifth grade. The counselor supports the Fly Five program and additionally provides instruction and coaching in classrooms, small groups and individually based on student and class needs. The counselor partners with teachers, parents, administrators and student support specialists to meet the individual needs of each student in reaching their full potential.

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 form. 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 grade levels (except Explorers) perform in a grade level concert or performance and two "all school" performances before winter break and at the culmination of the school year.

Explorers/PreK music is focused on exposure to musical opposites through a variety of world music, folk music and traditional songs. Exploration of handheld instruments and concepts from both Orff and Dalcroze combine to create a creative, age-appropriate music/movement class.

Kindergarten music focuses on the explicit teaching of musical opposites, steady beat and melodic direction. Kindergartners continue to explore these concepts through exposure to world music including Hispanic Heritage, Chinese Dance, Irish/Gaelic drumming, African and South Pacific movement. Kindergartners are also introduced to the 5 Tools of the Actor.

First grade music students focus on performance, movement, actor tools and audience skills in the first semester as they prepare for a short musical for performance in February. They also learn basic ukulele, expand their knowledge of rhythmic notation and begin to read the treble clef. First graders are also introduced to the instrument families of the orchestra and continue to develop their appreciation for American folk and World music.

Second grade music is a year of exploration. Concepts and areas studied in the second grade music program include: to increase familiarity with pitch by creating, reading, and sight-singing

melodies within the pentatonic scales of F, G, C, and D, developing further knowledge of duration by identifying and performing rhythmic passages containing quarter, eighth, sixteenth, and half notes, identifying and discussing the mood or intent of a piece of music, performing rounds, canons, and ostinati to demonstrate textural awareness, establishing an understanding of simple forms as symbols, including ABAB and ABAC, continuing work on appropriate vocal timbre and tone through singing a varied repertoire of songs, and fostering proper audience etiquette. They prepare for a grade-level concert in March.

Third grade music is a year of application. Among the areas and concepts studied in the third grade music program are: expanding knowledge of pitch notation and the treble staff through singing, reading, and writing appropriate melodic passages (specifically and most importantly when playing the soprano recorder), performing and understanding duple and triple meter, identifying and performing the dynamic markings *p*, *f*, *mp* and *mf*, recognizing a repeat sign and other important form markings, identifying specific types of music, such as march, lullaby, and waltz, conducting 2, 3, and 4 beat patterns while singing, and continuing to develop a vast repertoire of music while understanding and demonstrating appropriate audience etiquette during live performances and listening. They prepare a grade-level concert of both singing and recorder songs in the late Spring.

Fourth Grade music is a year of incredible risk-taking. They immediately get started on the 4th Grade Musical, a tradition that has been at Columbus Academy since its creation, and then they launch into a continuation of the Recorder Karate Program. New areas of concentration for the fourth grade music program include: distinguishing between major and minor tonalities, identifying specific melodic passages within composed music and art songs, beginning work with key signatures and understanding the function of the flat, sharp, and natural signs, maintaining a steady beat in varied meters, introducing more numerous dynamic changes and performing *crescendos* and *decrescendos*, identifying and recognizing differences in styles among popular, classical, folk, and other types of music, following and performing a line from a polyphonic composition, identifying instruments used in the classroom and those used in a symphony orchestra, and maintaining a repertoire of various art songs and folk material of American and other ethnic cultures. The Musical is performed in December.

Fifth grade music is taught 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. Fifth graders participate in a "Shakespeare Day" presentation in May performing scenes and songs from and related to Shakespeare's work.

Lower School Strings with Nathan Greenwood

Art

The Lower School Art program will reach all of our explorers through fifth grade students. My goal in the art programs is to create a creative space to share the love of art through sculpture,

as well as two-dimensional art forms. Students will be encouraged to work with color, layout, perspective, and balance.

Art history will connect students with their own culture as well as with the wider world. Art experiences allow students to embody critical, analytical, and conceptual thinking and allows us to explore and learn different concepts and perspectives.

Explorers and PreK Art

- Exploratory choice-based art, student working in small groups exploring different mediums in the art room
- Students will be inspired by using Teacher for Artistic Behavior (TAB) methods. TAB art develops critical thinking, problem solving and creativity skills.
- Students will choose what they want to create in the art studio

Kindergarten Art

Kindergarten artists will:

- Engage in self-directed play with various materials
- Discover how the elements of art can be used in art making.
- Demonstrate willingness to try new processes.
- Explore a variety of materials to create art.
- Students will observe and describe works of art.
- Connect ideas, and personal experiences to works of art.

First Grade Art

First Grade artists will:

- Differentiate between personal ideas and the ideas of others when developing art making concepts.
- Develop independence during art making, and engage with materials and tools to develop art making skills.
- Explore and describe how works of art are produced.
- Use historical and cultural works of art to answer questions about daily life.
- Recognize and identify strengths in personal artwork.

Second Grade Art

Second grade artists will:

- Generate art making ideas from multiple sources, as well as combine materials to explore their personal artistic ideas.
- investigate ways to organize elements of art to express meaning.
- Show perseverance in the creative process.
- Compare works of art using descriptive language.
- Recognize and discuss the different ways in which art communicates ideas and serves many purposes.

Third Grade Art

Third grade artists will:

- Identify problems as sources in preparation for art making.
- Investigate artistic challenges using various materials and tools.
- Use the principles of design to arrange the elements of arts.
- Generate and defend established criteria for determining what is a work of art.
- Begin to critique and compare personal interpretations of works of art with their peers.
- Understand the importance of documenting and preserving artwork.
- Notice the context impacts the creation, interpretation and perception of an artwork.

Fourth Grade Art

Fourth Grade artists will:

- Consider the elements of art and principles of design to create visually effective compositions.
- Select and vary materials, tools and processes to achieve innovative outcomes.
- Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
- Explore artists and works of art that impact the history and cultures of Ohio.
- Discover universal themes expressed across art's disciplines.

Fifth Grade Art

Fifth Grade artists will:

- Experiment with various ideas to address contemporary issues.
- Select and use the elements of art and principles of design to investigate interdisciplinary concepts.
- Develop technical skills to strengthen art making.
- Communicate an interdisciplinary concept using the elements of art and principles of design.
- Recognize that art is a tool for advocacy and change.
- Be able to evoke emotional responses for a desired outcome through worlds of art.

Library

The LS Library is woven through the experience of all students from Explorers to grade 5. Our goals are to foster the love of reading and to help students begin to gain the skills necessary to exist in an information rich world. Our youngest students visit each rotation for story time and book checkout. Literacy skills are seamlessly integrated within story time to complement reading instruction. As students grow, research skills are emphasized to a greater degree during class. The Librarians work closely with classroom teachers to integrate research skills instruction with classroom projects in a timely manner. In addition, the librarians work hard to stay current with children's literature so that we can help students find books that will help them grow as a reader no matter what their age. Finally, the Librarians utilize our wonderful outdoor space by hosting a storytelling session by the campfire for all students during the fall.

Technology (Grades 1-3)

In today's digital age, learning technology skills plays a crucial role in nurturing the holistic development of lower school children. Beyond acquiring technical competencies, learning to use technology effectively fosters cognitive growth by enhancing problem-solving abilities and critical thinking. It also stimulates social development through collaborative learning, as students often work in pairs or groups when using technology. Additionally, the use of educational technology can provide opportunities for self-expression and creativity, nurturing emotional growth. As children engage with technology, they develop digital literacy skills, preparing them for the tech-driven world they will encounter in the future. In this way, technology skills expand children's horizons and equip them with essential personal and academic development tools.

Basic Computer Operation:

- Understand how to power on and shut down a computer or tablet safely.
- Familiarity with the mouse, keyboard, and touchscreen input.

Keyboard Proficiency:

- Develop basic keyboard skills, including clicking, double-clicking, and typing simple words.

Computer Navigation:

- Navigate and open age-appropriate educational software or websites.
- Recognize and use basic interface elements, like icons and menus.

Digital Creativity:

- Engage in simple digital art activities using drawing and painting programs.
- Create and save digital artwork.

Basic Problem Solving:

- Learn how to ask for help and follow simple troubleshooting steps when encountering issues with technology.

Media Literacy:

- Differentiate between various forms of digital media, including images, videos, and text.

Introduction to Typing Skills:

- Introduce basic touch-typing skills (left/Right Keys) through age-appropriate typing games.

Respect for Digital Devices:

- Learn to handle and care for digital devices responsibly

Digital Literacy:

- Demonstrate basic digital literacy skills, including using a keyboard and mouse, opening and closing software applications, and navigating computer interfaces.

Internet Safety:

- Understand the importance of internet safety and practice responsible online behavior, including not sharing personal information and recognizing online threats.

Word Processing:

- Create and format simple documents using word processing software, including typing and editing text, changing fonts, and inserting images.

Multimedia Creation:

- Use basic multimedia tools to create simple presentations or digital stories, including adding images, text, and audio.

Basic Coding Concepts:

- Introduce basic coding concepts and computational thinking through simple programming activities or platforms designed for young learners.

Problem-Solving Skills:

- Develop problem-solving skills by using technology to solve real-world problems and complete tasks, such as research projects or creative assignments.

Digital Citizenship:

- Understand and practice responsible digital citizenship, including cyber bullying, media balance, and using technology for positive communication and collaboration.

File Management:

- Learn how to save and organize files on a computer or in the cloud, as well as how to retrieve and open saved documents.

Online Research:

- Conduct basic online research to gather information on age-appropriate topics, using search engines and educational websites.

Presentation Skills:

- Develop presentation skills by creating and delivering short, engaging digital presentations to the class.

Keyboarding Skills:

- Begin to learn touch typing skills to increase typing speed and accuracy.

Makerspace (Grade 4-5)

Makerspace classes in the fourth and Fifth grades serve as a platform for nurturing creativity, fostering innovation, and promoting hands-on learning. Within this dynamic learning environment, students engage in various projects that culminate in a range of valuable learning outcomes. They develop creative problem-solving skills by tackling real-world issues through hands-on projects, grasp fundamental engineering principles like structural stability and simple machines, and acquire the ability to create prototypes to refine their ideas. Furthermore, students gain proficiency in handling diverse tools, from hand tools to 3D printers, all while emphasizing safety and responsible tool usage.

In the realm of programming and robotics, students continue to code through platforms like Code.org and Sphero robots, fostering their technological and computational prowess. Collaboration and communication skills are honed as students work in teams on complex projects, and the importance of environmental sustainability is embraced as they repurpose materials for innovative, eco-friendly creations.

Students are also introduced to design thinking, an approach that emphasizes empathizing, defining, ideating, prototyping, and testing to address problems effectively. They cultivate an inventor's mindset, encouraging them to think innovatively and develop unique solutions. Documenting their project journey with sketches, notes, and photos becomes second nature. Research skills are applied to inform project design, incorporate market research, and identify user needs. Sustainability principles guide students in creating projects with minimal environmental impact.

The Makerspace environment instills the idea that failure is a natural part of the creative process, leading to iterative improvements in initial designs. These outcomes empower fifth-grade students to become innovative, creative, and adept problem solvers, laying the foundation for the future.

- **Design Thinking:**
 - Introduce and apply the principles of design thinking, emphasizing empathy, problem identification, ideation, prototyping, and testing.
- **Prototyping:**
 - Create physical and digital prototypes of ideas and projects using a variety of materials and tools, such as cardboard, 3D printers, and digital design software.
- **Engineering Concepts:**
 - Explore basic engineering concepts, including simple machines, structural stability, and basic electrical circuits.
- **Critical Thinking:**
 - Develop critical thinking skills by identifying challenges, brainstorming solutions, and evaluating the effectiveness of designs and solutions.
- **Creativity and Innovation:**
 - Encourage creative thinking and innovation in project design, allowing students to express their unique ideas and solutions.

- Coding and Programming:
 - Introduce coding and programming through age-appropriate platforms and activities, fostering computational thinking.
- Collaboration:
 - Collaborate with peers on projects, fostering teamwork, communication, and the sharing of ideas.
- Materials and Tools Proficiency:
 - Become proficient in using a variety of tools and materials, such as hand tools, electronics, craft supplies, and software specific to the makerspace.

Science

In Lower School science classes, 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. The ultimate goal of the program is to foster interest, enthusiasm and confidence in the field of science, which supports lifelong learning.

Kindergarten

- Compare observable characteristics
- Actively investigate and experiment
- Make comparisons and connections
- 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

First Grade

- Investigate indoor and outdoor environments
- 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

- 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
- Make and compare graphs
- Develop a curiosity and respect for living things

Third Grade

- Investigate movement of organisms and objects
- Identify organisms and study the effect of human influence on organisms and objects
- Make cross-curricular connections globally
- 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

- 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 science vocabulary to explain events
- Develop conceptual models and construct physical models
- 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

- 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

World Language

Second language learning enriches brain development and is especially potent for young learners whose brains are primed for early language acquisition. Not only does second language learning enhance linguistic skills and cultural knowledge for young children, it also enriches students' social and emotional learning. The Spanish program is a developmentally designed curriculum that begins in prekindergarten and spirals up in an age-appropriate scope and sequence through fifth grade. The program introduces the Spanish language along with selected topics within the cultures of Spain and North, Central, and South America. Students in pre-kindergarten receive sixty minutes of Spanish instruction and students in kindergarten through fifth grade receive ninety minutes per six-day rotation. The Lower School Spanish program focuses on building strong auditory comprehension, followed by the development of speaking skills. Reading and writing, a secondary focus, are incorporated gradually as students progress from first grade to fifth grade.

In the early elementary portion of the program, students in PreK through second grade engage in interactive learning activities such as singing, playing listening and speaking games, doing art projects, and dramatizing fairy tales, children's literature or immersive stories created specifically around vocabulary, skill, and theme content objectives. Classroom activities are built around appropriate developmental interests, capacities, and goals for young learners. First and second grade students also begin to develop early reading and writing skills. Early elementary students do an extensive cultural study of the Mexican tradition of El Dia de los Muertos, an experience that builds across the span of PreK through second grade. Students also conduct other selected cultural studies in PreK through second grade such as comparing family customs or foods, learning about indigenous traditions in selected countries in the Americas, and exploring traditions specific to Latinx community members at our school.

In the upper elementary years (3-5), students deepen the complexity of their engagement with interactive learning through immersive stories and creative projects. Students compose their own narratives in collaboration with their classmates, and these projects hinge on new grammatical skills and vocabulary, as well as encourage the development of group problem-solving abilities. Furthermore, third-graders hone their ability to express emotions in Spanish and enrich their vocabulary about character traits by playfully imagining themselves to be a personage of Mexican wrestling (*lucha libre*); fourth graders bolster their interpersonal skills through extensive role-play in different social situations; and fifth graders compose letters, experiment with other genres of writing, and study cultural texts, all in preparation for the rigors of Spanish at the middle-school level.

Upon completion of fifth grade, lower-schoolers have the knowledge and skills in Spanish equivalent to the novice level on the American Council of Teachers of Foreign Language scale. Whether they choose to continue in Spanish or to begin another language of study in Middle School, students are well-established language learners by the conclusion of Lower School.

Pre-Kindergarten

In their first experience with Spanish in Lower School, students learn to:

- understand and practice selected Responsive Classroom rules and behaviors in Spanish
- understand and follow simple directions for working in the classroom
- understand and respond to appropriate greetings, farewells, and describe personal information
- understand and participate in songs, rhymes, finger plays, games and activities around selected themes. Themes may include: greetings, nursery rhymes and fairy tales, calendar, family members, parts of the body, colors, numbers and counting, butterfly life cycle, emotions, and selected cultural topics.
- understand and dramatize short stories, children's literature and fairy tales using appropriate actions and selected vocabulary
- count 1-30
- understand and identify basic cultural ideas and practices around Día de los Muertos traditions in English and selected vocabulary
- understand the history of chocolate as a food of Latin American origin
- recognize the names of primary and secondary colors
- describe one's feelings
- understand and respond to prompts or questions associated with curriculum themes such as: greetings, nursery rhymes and fairy tales, calendar, family members, parts of the body, colors, butterfly life cycle, emotions and selected cultural topics.

Kindergarten

The kindergarten Spanish curriculum reviews or extends selected content from PreK as well as introduces new content. New content specific to kindergarten guides students to be able to

- understand and practice classroom jobs with support (greeter, calendar leader, weather reporter, morning message guide, clean-up leader, line leader)
- understand and respond to appropriate greetings, farewells, as well as describe personal information
- understand and participate in songs, rhymes, finger plays, game and activities around selected themes such as greetings, nursery rhymes and fairy tales, calendar, weather, emotions, farm animals, ocean life, colors, clothing)
- understand and dramatize short stories, children's literature and fairy tales using appropriate actions and selected vocabulary
- count 1-40
- understand and identify basic cultural ideas and practices around Día de los Muertos traditions in English and selected vocabulary in Spanish
- identify and respond to simple questions using colors to describe items in Spanish
- understand and identify vocabulary or respond to questions and prompts associated with curriculum themes such as: greetings, nursery rhymes and fairy tales, calendar, weather, emotions, farm animals, ocean life, colors, clothing
- understand and share basic information and respond to simple questions about themselves using set structures and patterns including name, age, likes/dislikes, feelings

- identify, sort, and describe objects or pictures according to attributes (color, size, quantity, location)
- understand and use new vocabulary from pictures, text, gestures, and story context
- recognize simple high frequency words or themed vocabulary in a written daily message or in other simple text

First Grade

In addition to building on the content taught in kindergarten, first grade students specifically learn to

- carry out classroom jobs independently (greeting, calendar, weather, message)
- introduce themselves by name
- ask and answer simple questions about personal feelings, likes and dislikes
- reinforce familiar and understand new vocabulary using auditory comprehension, visual cues, gestures, text clues
- understand and use vocabulary from themes including “all about me”, classroom tools, family, selected cultural topics, as well as assorted vocabulary from a visual cue card and workbook collection and from immersive story dramatizations derived from that vocabulary.
- begin to read and comprehend (if read to) a daily message using auditory comprehension, context clues, and visual and/or gesture cues
- ask and answer simple questions using vocabulary from theme units
- ask and respond to simple requests relating to classroom routines and activities
- begin to recognize, comprehend and use appropriate grammatical structures when speaking or writing such as: feminine and masculine nouns; definite and indefinite articles; basic S-V-DO-IDO structure; singular definite articles and plural definite articles; feminine, masculine and plural adjective-noun agreement; numbers as modifiers; selected prepositions and conjunctions (with, in, at, from, and); interrogatives including who, what, which, where, how many, why
- recognize and use the third person singular of the verbs *tener, gustar, jugar, mirar, comer, querer, ir, tomar, estar, ser*, in complete sentences;
- recognize and use first person singular of the verbs *tener, estar, ser*
- understand and create spoken sentences using symbol cards, workbook picture cues or gestures for support
- understand an immersive language story told via dramatization and retell story information orally, responding to questions about story events and character actions
- write short sentences following a guide/prompt of text or picture cards to describe selected topics or themes
- write selected basic information about theme topics using target structures with either single word or full sentence responses
- give a simple structured oral presentation about selected topics (e.g., family or personal characteristics)
- understand and make comparisons in English between students’ own family life and traditions with those of selected Spanish-speaking countries with special emphasis on el Dia de los Muertos

Second Grade

Second grade Spanish reviews, reinforces, and scaffolds up from first grade. The curriculum transitions away from theme units and focuses heavily on the dramatization of immersive detailed stories embedded with familiar as well as new vocabulary and grammar structures to increase the facility with which students use listening, speaking, reading and writing skills.

Second grade Spanish students learn to:

- understand and follow more complex directions for working in the classroom
- understand and carry out classroom jobs independently
- read silently or out loud and comprehend daily written message with and without listening, context clues, visual cues or gestures
- introduce themselves by name and carry out a short Q and A conversation or write simple sentences using target structures and selected information about themselves or their environment; use a variety of greetings and farewells in appropriate contexts
- understand and use new and familiar vocabulary using listening, pictures, gestures, visual cues or text in spoken and written sentences
- assorted vocabulary includes selections from clothing, transportation, animals, foods, places, everyday objects, classroom objects, sports, personal and object attributes, emotions, colors, numbers 1 to 100
- understand spoken sentences from picture card cues as well as direct text unsupported by pictures or gestures
- compose spoken sentences from vocabulary pictures and words using correct sentence structure
- understand story dramatizations with corresponding vocabulary gestures and actions as teacher tells story orally
- respond orally in complete sentences to comprehension questions about the story involving who, what, which, where, how, how many, why questions
- retell events or character actions from the story orally with or without support from corresponding vocabulary gestures
- ask and answer simple questions of their own creation rather than following a pattern
- read and understand picture sentences from symbol cards or workbook
- write short sentences following a guide/prompt of text or picture cards
- begin to spell selected high frequency words independently
- extend and use more consistently the grammatical structures from first grade especially the use of ADJECTIVE-NOUN agreement (singular and plural) in oral and written sentences; use of prepositions and prepositional phrases including *con*, *de*, *en*, *a*, *y*; make choices to use definite or indefinite articles (singular and plural) depending on intended meaning
- understand and use new grammatical structures such as *conmigo*, *contigo*; third person singular forms of *llevar*, *escribir*, *leer*, *subir*, *bajar*, *saltar*, *brincar*; *A + NAME + le gusta/n* and *A mi me gusta* or *A ti te gusta*; pronouns *él* and *ella* to replace a proper noun; *ir + a + location* and *llevar + a + location* in third person singular; recognize and understand *querer + infinitive*; the pattern *Hay + NOUN* or *Hay + NUMBER + NOUN*; recognize and begin to use first and second person singular of *jugar*, *mirar*, *comer*, *llevar*, *escribir*, *ir*, *leer*, *tomar*, *estar*, *ser*, *tener*, *querer* in oral and written sentences

- understand and create longer more complex sentences using adding details with prepositional phrases and adjectives
- begin to ask questions using the VERB-NOUN pattern in the 2nd or 3rd person
- understand the connections of monarch butterfly migration and the relation to traditions of Dia de los Muertos; understand selected pre-conquest cultures of the Americas; understand selected cultural traditions of contemporary Lower School Latinx community members

Third Grade

Third grade Spanish builds on the skills students learned in second grade, paying particular attention to the expression of emotions and the description of people's characteristics. Third grade students will be able to do the following:

- write, read, and orally produce basic information about themselves in the context of a conversation
- choose the appropriate verb form (yo, tú, él/ella) to match the subject
- ask and answer the question "how many _____ are there/is there?" in writing and orally
- describe personalities and physical appearance
- express reasons why learning Spanish is important to them using research

Fourth Grade

Fourth grade Spanish extends the lessons from third grade and focuses on the complex skills that students need to negotiate social situations such as interacting with the staff at a restaurant or resolving a disagreement with their peers. Fourth grade students will be able to do the following:

- conjugate a regular verb correctly using yo, tú, él/ella as the subject
- conjugate the irregular verbs tener, ir and jugar using yo, tú, él/ella as the subject
- create a personal family tree, including one sentence in their family tree describing each family member
- express what they want/need at a restaurant
- express consensus and disagreement using appropriate manners

Fifth Grade

Fifth grade students will deepen their understanding of the grammar and vocabulary studied in fourth grade, focus more on writing skills, create original stories, and study Afro-Latinx history and culture during Black History Month. Fifth grade students will be able to do the following:

- demonstrate understanding of stories by drawing, retelling the full story, and reenacting with TPR motions
- use target vocabulary to label a picture story from our book as well as to tell their own original picture stories
- define the term Afro-Latino, and answer basic questions about the Atlantic Slave

Trade and its impact on the Afro-Latino population

- employ the conjunction “porque” to explain the reason for feeling a certain way or completing an action
- Write both formal and informal letters

Physical Education (PE) and Swimming

The main goal of Physical Education at Columbus Academy is to provide opportunities for students to learn skills that will enable them to create a healthy lifestyle. The acquisition of physical skills and knowledge provides a foundation for enjoyment of physical activity, fosters social development and promotes a physically active lifestyle. Our curriculum is centered on three key teaching components: development of movement skills and overall fitness, conceptual development of games and sport, and development of social skills.

Explorers Program PE

Physical education for Explorers is focused on guided discovery, exploration, creative movement, and learning through play. Explorers will be introduced to many types of physical education equipment, locomotor skills, and PE concepts. Students will learn to move safely through shared space and routinely attempt new skills.

Pre-Kindergarten PE

PreK PE extends the guided discovery and learning through play model of the Explorers program to establish routines and structures of a PE class. Instruction focuses on introducing and developing fundamental locomotor skills, ball skills, and concepts such as teamwork and cooperation. Instruction follows a consistent format that introduces a skill, offers skill practice, and applies the skill into a game or game-like situation. As students in Pre-K have a wide range of gross and fine motor skills, activities are all designed to offer modifications and extensions so each student is presented with activities that will challenge them appropriately. The overarching theme of PE in Pre-K is establishing a movement environment that is safe, challenging, and fun.

Kindergarten PE

Kindergarten PE is designed to be a fun, safe environment for young children. Students are encouraged to move and explore, yet also understand that there are clear safety guidelines that ensure 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. Our main emphasis in kindergarten is developing locomotor and eye-hand coordination skills needed to perform ball skills. We play games designed to build upon skills taught in class that also have elements of cooperation and teamwork.

First Grade PE

PE in first grade continues to develop motor and movement concept skills introduced in kindergarten. 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 performed with peers in-game settings. The introduction of games with specific rules such as soccer, kickball, basketball, and floor hockey encourage students to develop game strategies, work

cooperatively with each other, and practice good sportsmanship. Physical fitness awareness is increased through a series of activities designed to help students identify the importance of well-rounded fitness. We teach many activities that are geared toward increasing aerobic fitness, flexibility, upper body, and abdominal strength.

Second Grade PE

Second grade PE builds upon foundational locomotor and eye-hand coordination skills taught in earlier grades. Skill technique refinement is emphasized and partner work is encouraged when practicing skills. Students continue to gain knowledge and skill concepts of games such as soccer, kickball, basketball, and floor hockey. Sportsmanship and ability to handle competition are highlighted as games become more advanced and students start to work together on teams to have success. Students are taught to create realistic physical fitness goals that help them work towards improving their individual fitness levels through second grade.

Third Grade PE

PE in third, fourth and fifth grade reviews basic motor skill concepts taught in PreK through second 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. Some units include soccer, basketball, floor hockey and kickball to name a few.

Fourth Grade PE

Fourth grade PE has a bigger fitness component than third grade. We introduce bodyweight activities in the weight room and we run multiple different races on the track. Soccer, kickball, floor hockey are continuations from third grade. We also introduce pickleball and we run a big wiffle ball (baseball) unit in the springtime. Fourth grade PE ends the year with some final fitness testing to see how much we can improve our fitness results from August to June.

Fifth Grade PE

Physical education in fifth grade is a streamlined version of fourth grade PE. We add some cool fitness activities since one of the classes is a 45-minute class and we do some extra running as well. We try to make sure sportsmanship is top of the line since these young folks will be headed into school sports. The units move faster and we can get to more details covered. Expectations are high, but it's still extremely fun.