LINCOLN SCHOOL

PROVIDENCE

Grade 3 Learning Expectations

The Lincoln Lower School Learning Expectations guide teachers as they develop curriculum in what students will know and be able to do by the end of the year. As well, they provide parents with an understanding of their child's school experience, thus creating a strong parent-school partnership.

Language Arts

The overall goals of the Language Arts program are threefold: to build fluent readers and writers who use critical thinking skills to interpret and create texts; to encourage the children to view reading and writing as lifelong habits; and, for the children to use reading and writing to help them to understand their world. While the individual components of Language Arts are addressed at each grade level, teachers, in their instruction, integrate these components for a full literacy experience. The components of our Language Arts program are reading, writing, and language.

Reading

Our reading program is structured around genres. In each grade, students read and respond to texts in various genres, such as realistic fiction, poetry, author study, traditional literature (folktales, myths, and legends) and informational texts. Students learn to identify and to compare the characteristics of specific genres and to explore the crafts and styles of different authors. Students are encouraged to apply this knowledge as they select books for their personal independent reading.

Specific areas of reading that are taught and developed are comprehension and language (vocabulary and word study). Comprehension instruction is based on the research about strategies of proficient readers. These strategies include questioning, making connections, determining important information, visualizing, synthesizing, inferring, and monitoring understanding. Within these general strategies, students also learn to summarize, compare and contrast, and distinguish cause from effect.

Each of the grade levels teaches these strategies in age-appropriate ways. We think about when, why, and how we use these them, and the students practice them as they read, write about, and discuss literature and informational texts, with the end goal of applying them in their independent reading. Thus, on the progress reports, all of the grade level reading expectations for Literature/Poetry and Informational Text include "Uses reading strategies to comprehend texts".

As we respond to texts in writing and discussion, we also teach the students to refer back to the text to support their thinking. Another common expectation on the progress reports therefore is:

- Responds to text with text-based evidence in discussion and written reading responses, when giving evidence to support one's thinking.
- For informational text, refers to details and examples in a text when explaining what a text says and when drawing inferences.

Writing

Writing occurs daily, across the curriculum. Students, for example, explain math processes in their math journals, respond to texts in their reading response journals, and write stories and essays. The foundation of the writing program is the writing process: Prewriting, drafting, revising, editing, and publishing a finished product. In all of the grades, topics are both student- and teacher-generated.

We write for many reasons – to entertain, to express ourselves creatively, to inform – and always to communicate. We want the students to write with clarity and style and, ultimately, to find joy in expression. We teach a variety of strategies for generating ideas. We have the students consider the purpose of a task, and its audience, as they choose a focus and organizational structure, and develop their ideas, and we use graphic organizers to plan their pieces. Through revision, we teach strategies to improve the focus, meaning, and coherence of a piece, as well as to develop further style and voice. Finally, through editing, students learn the power of mechanics and grammar in influencing style and clear communication. Our published pieces are polished, but not always perfect. We want published pieces to reflect evidence of work and improvement in all areas of the writing process and show growth in skill and/or style.

Language

Word study is the area that changes most significantly from grade to grade as children master the code of reading and use that knowledge to support their comprehension. In K-2, the emphases in word study are phonemic awareness, phonics, and sight vocabulary, while in Grades 3-5 the emphasis shifts to word structure (prefixes, suffixes, and roots) and further development of sight vocabulary. Vocabulary development is a critical component at all grade levels and becomes particularly important in Grades 3-5 as students read increasingly complex texts across the curriculum.

Students use their knowledge of spelling and mechanics to draft and edit their written work. Beginning in Grade 1, students receive weekly instruction in spelling, focusing on both spelling patterns and high frequency words. Teachers also instruct in grammar and mechanics, the specifics of which are included in these Learning Expectations.

Handwriting instruction begins with proper pencil grip and letter formation in the younger grades and moves to cursive in Grade 3; cursive continues to be practiced in Grades 4 and 5.

Language Arts
Grade 3
Learning Expectations

<u>Reading</u>
Uses reading strategies to comprehend texts.
- Monitors comprehension by noticing when difficulties in understanding are encountered and uses strategies to self-correct.
- Makes connections between the text and oneself, other texts, and the world.
- Asks questions that clarify the details of the text and questions that are global (why, how). Makes predictions and sets a purpose for reading.
- Visualizes setting, characters, and events by using imagery, imagination, and prior knowledge, or, in informational text, visualizes people and events by using text details and text features.
  - For informational text, visualizes people and events by using text details and text features.
- Determines the important ideas and the supporting details.
- Makes inferences based on prior knowledge and personal connections.
- Summarizes texts.
- Synthesizes content by gathering information and merging one's individual thinking with it.

In reading, discussing, and writing about literature and poetry,
Knows the characteristics of various genres and uses this knowledge to support comprehension.

Identifies and analyzes story elements (*characters, setting, plot, theme*), story structure, and craft (*word choice, point-of-view, use of dialogue and description*).
- Summarizes stories using story elements.
- Describes characters in a story (traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.
- Distinguishes one's own point-of-view from that of the narrator or those of the characters.
- Explains how the theme is conveyed in the story.
- Explains how illustrations complement the author's words (create mood, emphasize aspects of a character or setting).
- Compare and contrast themes, plots, and settings of books written by the same author about the same or similar characters.
- Interprets figurative language (*metaphors, similes*) for meaning and imagery.

Refers to parts of stories and poems when speaking and writing, using specific terms such as *chapter, stanza*, etc.

Responds to text with text-based evidence, in discussion and written reading responses, when giving examples to support one's thinking.

In reading, discussing, and writing about informational text,
Identifies and uses nonfiction text features (i.e., *charts, graphs, timelines, diagrams, animated and interactive Web elements*) to gather information.

Identifies and uses expository text structures (*compare/contrast, main idea/detail, chronological*) to comprehend texts.

Determines main ideas and details.
- Identifies the author's purpose (*to answer, explain, describe*) in writing a text.
- Compares and contrasts the most important points and key details presented in two texts on the same topic.
- Summarizes a multi-paragraph text.

Refers to details and examples in a text when explaining what a text says and when drawing inferences.

Word Study
Phonics
Knows and applies word analysis skills to decode multisyllabic words.
- Uses common affixes.
- Applies spelling patterns.
- Recognizes and reads Word Wall words.
- Uses meaning to self-correct word recognition, rereading as necessary.

Spelling
Learns and applies weekly spelling patterns.

Uses previously-learned spelling patterns and generalizations (i.e., word families, ending rules, syllable patterns).

Use conventional spelling for adding suffixes to base words (*sitting, smiled, cries, happiness*).

Spells Word Wall words correctly.

Spells unfamiliar words and unknown multisyllabic words phonetically, drawing on spelling conventions.

Vocabulary

Determines the meaning of words and phrases.
- Uses context clues.
    - Definition clues: The meaning of the word is in the sentence.
- Uses knowledge of affixes to determine the meaning of a new word (i.e., *agreeable/disagreeable*).
- Use known root word as a clue to the meaning of an unknown root word (i.e., *company/companion*).
- Distinguishes shades of meaning among related words (i.e., *knew, believed, suspected, heard, wondered*).
- Consults reference materials (*dictionary, glossary*) to determine or clarify the precise meanings of words.

Uses new vocabulary in speaking and writing.

Fluency
With successive readings, reads orally with fluency (*accuracy, appropriate rate, and expression)* in order to support comprehension.

Writing
Uses paragraph form.
- Writes topic sentences that are simple statements.
- Writes clinchers sentences that restate the topic.

Follows the steps of the writing process: Prewriting, drafting, revising, editing, publishing.
- Prewrites
    - Generates topics using a variety of strategies, such as brainstorming, observing, journaling, and reading.
    - Focuses on a central idea.
    - Identifies the audience.
    - Chooses an organizational structure to match the purpose, audience, and genre.
    - Uses provided graphic organizers to generate details and organize the piece.
- Drafts
    - Uses prewriting to draft the piece.
    - Writes different leads (*action, dialogue, description*) and introductory sentences.
    - Includes details that elaborate on the central idea.
- Revises to improve focus, organization, level of detail, precision of language, and varying sentence structure.
    - Accepts feedback and incorporates it into the piece
    - Gives critical feedback to peers.
    - Revises content for organization, select information (determined by teacher or peer input) and precise vocabulary.

- o Revises style (*tone, voice*) for sentence variation and precise word choice.
- Self-edits, with support, for Word Wall words and Grade 3 grammar and usage, punctuation, mechanics, and spelling.
    - o Uses mechanics (*spelling, punctuation, capitalization*) to affect meaning and tone.
    - o Uses available resources to edit, such as an editing checklist, dictionary, and technology.
- Publishing
- Presents polished pieces for publishing.

Types of Writing
Writes creative and personal narratives that
- Are logically ordered.
- Use description, including sensory details, and dialogue.
- Use temporal words or phrase to signal event order.
- Provide a sense of closure.

Writes informative/explanatory pieces that
- Introduce a topic.
- Develop the topic with key facts.
- Group facts logically.
- Use linking words such as *also, another, and, more, but*.
- Use content-specific vocabulary.
- Include visuals when useful in conveying meaning.
- Provide a concluding statement.

Writes opinion pieces on topics or texts that
- Introduce the topic and give an opinion.
- Support a point-of-view with relevant reasons.
- Group reasons logically.
- Use linking words such as *also, another*.
- Provide a concluding statement.

Writing Conventions
Spelling
Uses conventional spelling for learned spelling patterns and Word Wall words in daily work. (See benchmarks under the **Word Study** section.)

Uses a mix of conventional spelling and invented spelling for unfamiliar words.

Uses a dictionary as needed to check and correct spelling.

Capitalization and punctuation

Capitalizes appropriate words in titles.
Uses commas in addresses.
Uses commas and quotation marks in dialogue.
Forms and uses possessives.

Conventions of English grammar and usage
Produces simple, compound, and complex sentences.
Identifies and produces the four types of sentences: declarative, interrogative, imperative, exclamatory.

Explains the function of nouns, pronouns, verbs, adjectives, and adverbs.
- Forms and uses regular and irregular plural nouns and verbs.
    o Uses abstract nouns (childhood).
- Forms and uses the simple verb tenses (*I walk, I walked, I will walk)*.
- Ensures subject-verb agreement and pronoun-antecedent agreement.
- Forms and uses comparative and superlative adjectives and adverbs.
- Uses coordinating and subordinating conjunctions.

Handwriting
Forms upper- and lower-case cursive letters correctly.

Mathematics

In grades K-5, we use Singapore Math, in particular the Math In Focus curriculum. Singapore Math is a cohesive, focused, and deep curriculum. The concepts are woven through all the grades and connected within the grade, the curriculum focuses on the most essential mathematics, and the curriculum devotes a longer time to a topic. The intent is to teach a topic thoroughly, to mastery; when a topic appears in a subsequent grade level, it is always treated at a higher level.

Singapore Math has a number of distinct features. All relate to number sense, the ability to understand and to use numbers.
- It is organized around place value and the properties of operations. This builds an understanding of what numbers are, their relationships to one another, and their magnitude.
- Singapore emphasizes a balance between procedural and conceptual/relational learning. An analogy is being able to ride a bike and explaining how the bike works.
  - Being efficient at facts boosts confidence and makes procedural work efficient and more successful.
  - It emphasizes mental arithmetic, a component of number sense. Being efficient at mental math also boosts confidence!
- Problem solving, in particular bar modeling, is a hallmark of the curriculum. Math is ultimately a vehicle for solving complex problems, and being able to apply mathematical knowledge is a measure of proficiency in Singapore Math. The program teaches problem-solving strategies in a carefully sequenced manner, using routine and non-routine problems as well as authentic ones. The curriculum encourages students to try multiple approaches and to evaluate the effectiveness of them.
- Singapore Math expects students to be able to communicate their thinking by showing – in words and through mathematical models – how they reasoned and arrived at an answer.
- Finally, building enthusiasm and metacognition is a central focus of the program. Being able to use a tool, be an empowered problem solver, and self-monitor spurs positive attitudes toward mathematics!

The curriculum also has two distinct teaching approaches.
- First, it uses a concrete-pictorial-abstract (CPA) sequence in teaching a skill or concept. Students first use manipulatives, then move to pictures/diagrams, and finally move to an abstract level.
- Second, the materials are primarily visual and simple in their presentation. The curriculum allows students to work more visually with mathematics than many other curricula.

The Learning Expectations below are organized by topic and list the main learning objectives for each topic.

Mathematics
Grade 3
Learning Expectations

Demonstrates understanding of place value in numbers to five digits
Counts, orders, and compares numbers to 10,000
- Uses base-ten blocks and place value charts to recognize, read, write, and represent numbers to 1000
- Count on by 1s, 10s, and 100s to 1000s to 10,000
- Read and write numbers to 10,000 in standard form, expanded form, and word form
- Compare and order numbers to 10,000
  - Use base-ten blocks and place value to compare and order numbers

Estimates
- Rounds numbers to nearest 100
- Decides whether to find an estimate or an exact amount
- Uses rounding to check the reasonable ness of answers

Demonstrates understanding of and proficiency with addition and subtraction concepts and procedures
Adds up to 10,000 with regrouping in the ones, tens, and hundreds places
Subtracts with regrouping in the ones, tens, hundreds, and thousands places
Subtracts across zeros, regrouping in ones, tens and hundreds places
Uses base ten blocks to add and subtract

Demonstrates understanding of and proficiency with multiplication and division concepts and procedures
Multiplication Tables of 6, 7, 8, 9
- Uses the multiplication properties (commutative, associative, multiplication property of one, multiplication property of 0)
- Understands multiplication by using array models and area models
- Learns facts by using strategies: Using facts you know to find other facts, using finger counting to show facts of 9
- Understands related multiplication and division facts
- Divides to find the number of items in each group and the number of groups
- Writes division sentences for real-world problems

Multiplies ones, tens, hundreds mentally
Multiplies ones, tens, hundreds with and without regrouping

Uses related multiplication facts to divide
Uses patterns to divide multiples of 10 and 100
Divides up to a 2-digit number by a 1-digit number with and without a remainder

<u>Demonstrates understanding of and proficiency with fraction concepts and procedures</u>
Reads, writes, and identifies fractions from wholes with more than 4 parts
- Identifies numerators and denominators

Equal fractions
- Uses models (i.e., number line) to identify equivalent fractions
- Uses multiplication and division to find equal fractions
- Writes fractions in simplest form

Compares and orders fractions
- Shows fractions as points or distances on a number line
- Compares and orders fractions using benchmark fractions

Operations
- Adds two or three fractions with sums to 1
- Subtracts a like fraction from another like fraction or from one whole

Fractions of a set
- Reads, write, and identify fractions of a set
- Finds the number of items in a fraction of a set

Whole Numbers and Fractions
- Expresses whole numbers as fractions
- Recognizes fractions that are equal to whole numbers

<u>Demonstrates understanding of money concepts</u>
Adds money in different ways with and without regrouping
Subtract money in different ways with and without regrouping
Solves up to two-step real-world problems involving addition and subtraction of money

<u>Demonstrates understanding of time concepts</u>
Tells time to the minute
Reads time on a digital clock
Changes minutes to hours or hours to minutes
Adds and subtracts time with and without regrouping
Finds elapsed time

<u>Demonstrates understanding of geometry concepts</u>
Angles and Lines
- Identifies and names a point, line, and line segment
- Finds angles in plane shapes and real world objects
    - Compares the number of sides and angles of plane shapes
- Makes a right angle.
    - Compares angles to a right angle.
    - Identifies right angles in plane shapes.
- Defines and identifies parallel and perpendicular lines.

Two-dimensional Shapes

- Identify open and closed figures.
- Identify special polygons and quadrilaterals.
- Classify polygons by the number of sides, vertices, and angles.
  - Combine and separate polygons to make other polygons.
- Classify quadrilaterals by parallel sides, length of sides, and angles.
- Identify a slide, flip, and turn.
  - Slide, flip and turn shapes to make congruent figures.
  - Identify congruent figures.
- Identify symmetric figures.
  - Use folding to find a line of symmetry.

Demonstrates understanding of area and perimeter
Understand the meaning of area
- Use square units to find the area of plane figures made of squares and half squares
- Compare areas of plane figures and make plane figures of the same area
- Use square centimeter and square inch to find and compare the area of figures
- Use square meters and square feet to find and compare the area of plane figures
- Estimate the area of small and large surfaces
- Multiply the side lengths of rectangles to find the area
- Find the area of figures by separating them into two rectangles and adding their areas
Understand the meaning of perimeter
- Find the perimeter of figures formed using small squares
- Compare the area and perimeter of two figures
- Find the perimeter of a figure by adding up all of its sides
- Measure the perimeter of surfaces of objects and places.
  - Choose the appropriate tool and units of length to measure perimeter.

Demonstrates understanding of data analysis concepts
Bar graphs
- Makes bar graphs with scales using data in picture graphs and tally charts
- Reads and interprets data from bar graphs
- Solves problems using bar graphs
Line Plots
- Makes a line plot to represent and interpret data

Demonstrates understanding of measurement concepts (Taught in science)
Uses meters, centimeters and kilometers as units of measurement of length
- Estimates and measure length
- Converts units of measurement
Reads scales in kilograms and grams
- Estimates and finds actual masses of objects by using different scales

- Converts units of measurement

Estimates and finds volume of liquid in liters and milliliters
- Finds the volume and capacity of a container
- Converts units of measurement

Uses inches, feet, yards, and miles as units of measurement for length
- Estimates and measures given lengths, to fourths of an inch
- Uses referents to estimate lengths
- Estimates and shows measurements in a line plot with a scale of whole numbers and fractions

Uses ounce, pound, and ton as units of measurement for weight
- Reads scales in ounces and pounds
- Estimates and finds actual weights of objects by using different scales
- Uses referents to estimate weight

Measures capacity with cups, pints, quarts, and gallons
- Estimates and finds the actual capacity of a container
- Relates units of capacity to one another

Bar Modeling
Uses bar modeling to solve one-step and two-step word problems using all four operations
- Chooses the correct operations in two-step word problems

Social Studies
Grade 3
Learning Expectations

Units: Native Americans, History of Rhode Island, Service Learning
Compares and contrasts the Native American culture in the New England region and Native American cultures located in other regions of America.
- Understands the unique features of Native American lives based on the region.

Constructs an understanding of Rhode Island's development from colonial to current times.
- Understands that RI was founded as a haven for religious freedom.
- Connects the past to the present.
- Develops an understanding of the state government.

Demonstrates stewardship and community through service learning.
- Works collaboratively.
- Understands that every job in the garden is important.

Geography
Makes, reads, and interprets maps.
- Reads and makes maps of Native American cultures.
- Reads and makes maps of RI
Understands the influence of geography on the development of a culture
- Identifies the uses of natural resources in the Native American culture
- Identifies the waterways of RI and connects them to the development of industries

Research
Follows the steps of the research process.
- Generates research ideas.
  - Formulates open-ended research questions.
- Identifies and uses three print and non-print sources.
  - Locates sources in the library collection.
  - Locates and uses print and online encyclopedias.
  - Furthers understanding of website validity.
  - Furthers ability to navigate websites by reading the visuals, scanning, and skimming.
- Uses key words in searching for information.

- Locates information by using indices, tables of content, and search bars.
- Searches for internet images.
- Takes notes using standard note-taking form.
  - Paraphrases.
    - Appreciates intellectual ownership of words and ideas.
- Organizes information.
  - Integrates information from several texts.
  - Has a clear focus and sufficient detail.
- Cites sources.
- Publishes in a variety of ways, through written, electronic, and presentation means.

Language Arts Progress Report
Grade 3

Reading: Fiction	
Reads and comprehends literature independently at an end-of-Grade 3 level	
Uses reading strategies to comprehend text	
Knows characteristics of the full range of genres	
Identifies and analyzes story elements, story structure, and author's craft	
Responds to text with text-based evidence	
Summarizes stories using story elements	
Reading: Informational Text	
Reads and comprehends informational text independently at a Grade 3 level	
Uses reading strategies to acquire information	
Identifies and uses nonfiction text features to locate and access information	
Identifies and uses expository text structures to comprehend texts	
Independent Reading	
Chooses appropriate independent reading books	
Engages in reading as a voluntary activity	
Word Study	
Learns spelling rules and patterns	
Decodes multisyllabic words	
Recognizes Word Wall words automatically	
Learns and uses new vocabulary in writing and speaking	
Reads fluently	
Writing	
Follows steps of the writing process	
Writes narratives using effective technique, descriptive details, and clear event sequences	
Writes informational text using topic sentences, key facts, and conclusions	
Writing Conventions	
Spells common words, learned patterns, and Word Wall words correctly in daily work	
Uses mechanics (*punctuation, capitalization*) correctly	
Uses conventions of English grammar and usage	
Consults reference materials as needed	
Handwriting	
Writes in cursive with correct letter formation	
Uses correct pencil grip	

Grade 3 Progress Report
Math

Demonstrates mastery of basic facts (multiplication and division facts through the 10's)	
Demonstrates understanding of and proficiency with addition and subtraction concepts and procedures	
Computes mentally using memorized facts and a variety of strategies	
Demonstrates understanding of and proficiency with fraction concepts and procedures	
Demonstrates understanding of data analysis concepts	
Solves word problems using multiple strategies, including bar modeling	
Demonstrates understanding of and proficiency with multiplication and division concepts and procedures	
Uses manipulatives and models to support concept development	
Demonstrates understanding of area and perimeter	
Demonstrates understanding of geometry concepts	
Demonstrates understanding of time concepts	
Explains thinking both orally and in writing using math vocabulary	
Demonstrates understanding pf place value in numbers to five digits	
Demonstrates understanding of money concepts	

Social Studies

Compares and contrasts the Native American culture in the New England region to Native American cultures located in other regions of the United States	
Constructs an understanding of Rhode Island's development from colonial to current times	
Demonstrates stewardship and community through service learning	
Makes, uses, and interprets maps	
Follows the steps of the research process	

3rd Grade Technology Standards, Objectives, & Performance Indicators

	Q1	Q2	Q3	Q4
1. Creativity & Innovation *Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*				
a. Apply existing knowledge to generate new ideas, products, or processes.	●			
i. Illustrate knowledge and understanding of curriculum objectives using animation, photo-editing, word processing or				
ii. Explore and construct knowledge of groups and/or categorizing object using graphic organizing software.				
iii. Experiment with various types of multimedia resources to support curriculum objectives. (text, color, design, transitions, images, animation, audio/sound, video, etc.)				
b. Create original works as a means of personal or group expression.			●	
i. Select from various types of multimedia resources while creating digital works to express thoughts and ideas. (text, color, design, transitions, images, animation, audio/sound, video, etc.)				
ii. Illustrate and communicate original ideas using digital tools or web resources.				
c. Use models and simulations to explore complex systems and issues.				●
i. Explore digital simulations and models that enhance the curriculum objectives.				
ii. Use graphic organizers to depict patterns relevant to curriculum objectives.				
2. Communication & Collaboration *Students use digital media and environments to communicate and work collaboratively, to support individual learning & with others.*	Q1	Q2	Q3	Q4
a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.		●		
i. Use a variety of digital media to publish ideas.				
ii. Work cooperatively and collaboratively to gather information and communicate results.				
iii. Express ideas through the creation of a digital product.				
iv. Collect information from professionals using digital resources.				
b. Communicate information and ideas effectively to multiple audiences using a variety of digital environments and media.				●
i. Explore the concept of multiple audiences.				
ii. Create products to communicate understanding of curriculum objectives.				
iii. Explore various digital media to communicate and exchange ideas. (e-mail, wikis, blogs, discussions, podcasts, chat, etc.)				
iv. Express understanding of technology using appropriate and accurate vocabulary.				
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.			●	
i. Use digital resources to explore global communities.				
ii. Discuss and compare information about others (citizenship, democracy, communities, patriotism, economics, etc.) using digital media resources				
d. Contribute to group projects to produce original works or solve problems.				●
i. Brainstorm ideas for a group activity.				
ii. Select solutions to a problem.				
iii. Produce an individual component of a partner/group activity.				
3. Research & Information Fluency *Students apply digital tools to gather, evaluate and use information.*	Q1	Q2	Q3	Q4
a. Plan strategies to guide inquiry.			●	
i. Develop guiding question.				
ii. Determine how to locate and collect information.				
iii. Choose digital information resources.				
b. Process data and report results.				●
i. Search for information to answer guiding questions.				
ii. Collect data.				
iii. Analyze data.				
iv. Present information digitally.				
c. Locate, organize, analyze, evaluate, synthesize, and ethically use information.		●		
i. Use digital resources to locate information.				
ii. Display information using graphic-organizing software.				
iii. Discuss and respect ownership of resources.				
iv. Recognize bias.				
v. Apply Copyright and Fair Use Guidelines.				
4. Critical Thinking, Problem Solving, and Decision Making *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using digital tools.*	Q1	Q2	Q3	Q4

	Q1	Q2	Q3	Q4
a. Identify and define problems and/or questions for investigation.		●		
i. Discuss components of teacher-selected problems/topics.				
ii. Develop questions to guide inquiry.				
iii. Determine prior knowledge and collect background information.				
iv. Formulate a hypothesis.				
b. Plan and manage activities to develop a solution or complete a project.			●	
i. Discuss the importance of using a timeline.				
ii. Follow a teacher-developed timeline.				
iii. Select and use appropriate problem-solving strategies.				
iv. Test hypothesis.				
c. Use multiple processes to explore alternative solutions.				●
i. Select and use problem-solving strategies to evaluate progress.				
ii. Explore other solutions.				
iii. Make revisions.				
5. Digital Citizenship (Work Study/Habits) **Students develop an understanding of human, cultural, and societal issues related to technology and practice legal and ethical behavior.**	Q1	Q2	Q3	Q4
a. Advocate and practice safe, legal, and responsible use of information and technology.	●	●	●	●
i. Demonstrate correct and responsible use and care of technology.				
ii. Know possible consequences of inappropriate use.				
iii. Follow school rules for safe use of technology.				
iv. Practice the basics of ergonomics.				
b. Advocate and Practice safe and legal use of information and technology.		●		
i. Use a password appropriately.				
ii. Analyze the purpose of media messages. (inform, persuade, entertain, collect personal information, etc.)				
iii. Apply appropriate and safe behaviors online.				
iv. Discuss cyber bullying and appropriate responses.				
c. Exhibit a positive attitude toward using technology that supports learning and productivity.	●	●	●	●
i. Respect the work of others.				
ii. Demonstrate positive social and ethical behaviors when using technology.				
d. Be aware of personal responsibility for lifelong learning.				●
i. Recognize the use of technology in today's world.				
ii. Acknowledge an individual's right of ownership of created works.				
iii. Apply Copyright and Fair Use Guidelines.				
6. Technology Operations & Concepts **Students demonstrate a sound understanding of technology concepts, systems, and operations.**	Q1	Q2	Q3	Q4
a. Understand and use technology systems.	●			
i. Log in and log out to use a computer.				
ii. Name and use the parts and functions of a computer system. (input/output, printer, scanner, camera)				
iii. Recognize the components of the operating system (desktop, dock/task bar, window, icon, cursor/I-beam, etc.).				
iv. Use the components of windows (icons, scroll bars, title bar, menu bar, etc.).				
v. Identify and use application, documents and downloads folder, hard drive, networked folder icons, and trash icons.				
vi. Open and use multiple programs, windows, and/or browser tabs simultaneously.				
b. Select and use applications effectively and productively.		●		
i. Understand interactions between hardware and the operating systems.				
ii. Open, create, delete, copy, paste, import, and/or export a document, file and folder.				
iii. Launch and quit an application.				
iv. Save, locate, and/or print a file/document.				
v. Organize, calculate, and graph data using a spreadsheet.				
vi. Recognize that software applications have different purposes.				
c. Troubleshoot systems and applications.				●
i. Select technology tools and software to solve problems.				
ii. Perform undo/redo functions.				
iii. Understand and use force quit and/or reboot functions.				
iv. Use guess and check strategies.				
d. Transfer current knowledge to learning of new technologies.			●	
i. Compare and contrast concepts and skills of basic and advanced software.				
ii. Use concepts and skills from basic software and apply to more advanced software.				
e. Understand and use correct technology vocabulary.				●

i. Know terms and concepts related to computer system.				
ii. Understand terms and concepts related to applications.				
iii. Recognize the purpose of basic menu options (new, open, save, quit, print, undo, redo, page setup, insert, format, etc.).				
iv. Identify and define terms and concepts related to word processing (alignment/spacing, font style/size/color, return/enter,				
Identify and define terms and concepts related to multimedia (transitions, slides/frames, bullets/numbering, objects, layout, v. layers, background/theme, etc.).				
Identify and define terms and concepts related to Logo (forward, backward, right, left, penup, pendown, repeat, clear vi. graphic, clear commands, set color, etc.).				
vii Identify and define terms and concepts related to Internet (browser, address bar, refresh, forward, back, URL, stop, home,				
vii Identify and define terms and concepts related to spreadsheet (sort, classify, line graphs, row, column, etc.).				
f. Create and edit computer graphics.		●		
i. Use draw/paint tools.				
ii. Select and use colors from a palette.				
iii. Copy and paste.				
iv. Import/export graphics.				
v. Understand concept of layers.				
vi. Move and/or resize images maintaining proportion (use shift, click, and drag).				●
g. Explore the basics of keyboarding and word processing.				●
i. Use correct home row hand position and posture.				
ii. Know location of letter and number keys and use correct fingering.				
iii. Use special keys with correct fingering (return/enter, space bar, command, shift, delete/backspace, tab, etc.).				
iv. Practice concepts related to word processing (select text, insert characters/words, modify font/size/style/color, alignment,				

Science

In Science, the overall goal is to teach students the habits of mind of a scientists from Kindergarten through Grade 5. the girls are learning how scientists ask questions and find ways to answer them. Along the way, we learn about the steps of the scientific method and why they are important. They learn that science is messy and usually doesn't get it right the first time, but our mistakes help us learn. As a STEAM lab in addition to a science classroom, students are always building, tinkering, and problem solving with a focus on design thinking. Our goal is to mold students into creative problem solvers who are resilient, willing to take risks, and ready to make mistakes.

Content-wise, students are exposed to a wide variety of topics, aiming to cover the main branches of science in every grade level (physical, earth, and life). Our partnership with Save the Bay acts as a springboard for our biology and marine science curriculum in each grade level; students have numerous field experiences throughout the year, focusing on the biology and ecology of Narragansett Bay. The partnership continues to offer our girls authentic, hands-on, and place-based learning experiences that connect our classroom to the larger world.

GRADE 3:

Skills:
- To formulate verbal and written questions about the world and begin to find ways to answer them.
- To make detailed observations in written form that are beginning to focus on the critical elements of an object/experiment/activity.
- To draw labeled diagrams to describe what happened in an experiment, accompanied by written explanations (2-3 sentences).
- Using the correct terminology, to write a hypothesis that explains what they think will happen in an experiment and why think think that way (2 sentences).
- To record data in an organized way during an experiment using a chart to organize their data and various graphing tools to analyze it.
- To examine data to draw a logical conclusion, explain why it makes sense, and write a short paragraph (2-3 sentences) to explain their conclusion clearly.
- To deepen their understanding of the parts of an experiment: investigative question, hypothesis, results/data, and conclusion; and write a short lab report with scaffolding provided.
- To design and built prototypes using past experiments as a guide by planning with a detailed diagram, comparing this in writing to the final product, and reflecting on what was easy and hard throughout the process.

Content:
In each of the following units, students are expected:

Water as a Natural Resource
- To analyze the differences between renewable and non-renewable resources and their effect on our environment.
- To draw and explain the water cycle, using the appropriate vocabulary.

- To describe where the world's water is found and how humans are impacting water around the globe, connecting what they have learned to field experiences with Save the Bay.

Electricity:
- To build a working circuit and to explain why it works.
- To explore the uses of electricity using motors and lightbulbs.

Our Solar System:
- To identify the celestial bodies in our solar system (planets, moons, asteroids, sun) and research one of their choice.
- To discover the scale of planetary size and distance.

Circulatory and Respiratory Systems:
- To identify the parts of the lungs and describe their function.
- To explain how the heart works and the path blood takes through the heart and lungs to deliver oxygen and nutrients to our bodies.

Bridges:
- To understand how beam, arch, and suspensions are able to support weight.
- To apply their understandings of bridges to building their own bridges out of various materials.

Vertebrate Taxonomy:
- To describe the common characteristics of the main vertebrate classes (mammals, reptiles, amphibians, birds, and fish) and use those to sort animals into their appropriate class.

World Languages

In the Lower School, the overall goal is to help students develop an ability to express themselves in a different language. From Kindergarten to Grade 5, students are learning to recognize that there are different ways to communicate. They discover a variety of different cultures and they acquire vocabulary and structures which will enable them to produce oral and written short messages to express likes and dislikes, describe a person or an event, or familiar topics in the target language. Our vocabulary units are based on needs and interests of the students and vary from year to year. However, we revisit these units regularly and scaffold information in order to allow students to grow and remain confident in their knowledge.

We follow the World-Readiness Standards for Learning Languages established by Actfl: (https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf) In Grades 3 to 5 in Spanish we use *Lola y Leo 1* and *Lola y Leo 2,* Difusion, Spain. In Grades 4 and 5 in French we use *Tip Top 1* and *Tip Top,* Didier France. Upon leaving Grade 5, students will have reached level A1, novice.

We recognize that students have different learning styles and needs, and to ensure success for each one of them we make sure our lessons include a variety of strategies and activities to teach skills and content. Our ultimate goal is to help students become independent lifelong learners able to compare and contrast cultures and proficient in the language they have chosen.
Some of the methodologies that we use in class are **TPR** (Total Physical Response) and **TPRS** (Teaching Proficiency through Reading and Storytelling). We also perform skits and songs, play games, and cook traditional recipes.

Grade 3

Skills
Listening
- Understands classroom directions in the target language
- Demonstrates confidence in acquiring language aurally

Speaking
- Demonstrates confidence in producing language orally
- Remembers and uses previously learned expressions

Reading
- Reads with confidence
- Uses strategies to determine the meaning of unfamiliar written words

Writing
- Correctly applies the material learned in her written work

<u>Content</u>
Vocabulary
- Family members
- Numbers to infinity
- School schedule
- Classroom names and classroom items

Grammar
- Formulating interrogative and negative sentences
- Definite and indefinite articles
- Possessive adjectives

Songs, rhymes, games

Culture studies
- Music and dance

Lower School Library Learning Expectations

The Lower School Library offers a welcoming environment for students to explore, collaborate, access information, and cultivate passions for reading and learning. The Library program aims to develop independent library users, enthusiastic readers, curious researchers, critical thinkers, and ethical users and creators of information. The library collection includes an extensive selection of literature, nonfiction, parenting resources, and research materials designed to enrich the Lower School curriculum. Students and parents are always welcome to browse and check out books and other materials from the library.

The Library curriculum follows the American Association of School Libraries Standards Framework and emphasizes literature appreciation, information literacy, and lifelong learning. The Library also uses the Super 3 research model. The Super 3 is an informational problem solving model for children. The Super 3 gives students a process for tackling both school and everyday tasks. The Super 3 are:

1. Plan
   What am I supposed to do?
   What do I need to get the job done?
   What do I want it to look like when I am done?

2. Do
   I must locate the things I will need.
   I need to ask questions, read and take notes.
   I need to use information I find to create something.

3. Review
   Did I do what I was supposed to?
   Am I proud of what I have done?
   Is there something else I should do before I am done?

Lower School students attend weekly library classes to build essential skills and work with library materials for a variety of intended outcomes, with lessons focused on library skills, reading engagement, and information and research. Additional library sessions are scheduled throughout the year to support classroom learning and offer opportunities for students to apply library skills to specific projects.

Library Skills
- Demonstrates library etiquette
- Becomes an independent library user
- Understands library organization
- Successfully locates books and other materials using the online catalog
- Practices good stewardship of shared library spaces and materials

Reading engagement

- Develops lifelong love of books and reading
- Demonstrates ability to analyze literature
- Understands how books are created and evaluated
- Explores a variety of genres and formats
- Selects and interprets high quality children's literature

Information & Research
- Defines an information need
- Locates appropriate materials
- Uses reference materials effectively
- Demonstrates effective methods of searching internet and database sources
- Follows SUPER3 problem solving models
- Practices inquiry based research
- Demonstrates ethical use of information

Kindergarten Library Skills

Library Skills
1. Demonstrates Library Etiquette
   ○ Respect library space and patrons
   ○ Listens when the librarian is speaking
2. Demonstrates basic understanding of library layout and organization
3. Follows library routines and procedures
   ○ Selects books
   ○ Uses shelf markers
   ○ Follows check in/check out process

Reading Engagement
1. Demonstrates ability to listen to a story
2. Recalls information from a story
3. Recognizes purpose of authors and illustrators

Information and Research
1. Recognizes a basic information task
   ○ With guidance, asks questions to understand what is required to complete the task
2. Can identify features and formats of a book such as title and author
3. Investigates teacher selected sources guided by questions and prior knowledge

First Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
   ○ Respects library space and patrons
   ○ Listens when the librarian is speaking

2. Demonstrates growing understanding of library layout and organization
   ○ Identifies locations of picture books, early readers, fiction and nonfiction sections
3. Follows library routines and procedures
   ○ Selects appropriate books
   ○ Uses shelf markers
   ○ Follows check in/check out process

Reading Engagement
1. Demonstrates attention and engagement during read-alouds/storytime
2. Distinguishes fiction from nonfiction
3. Recalls and analyzes story elements and makes connections to outside information/knowledge
   ○ Describes details such as characters, setting, and plot or facts
4. Identifies features and parts of a book such as title, author, and table of contents
5. Explains the roles of authors and illustrators

Information and Research
1. Recognizes an information task
2. Identifies and interprets the information needed
   ○ Asks questions to understand what is required to complete the task
3. Explores encyclopedias and the nonfiction section of the collection
   ○ Understands different source types and consults multiple resources to gather information
   ○ Uses table of contents and indexes in print resources to locate information
4. Proactively seeks information on topics of personal interest

Second Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
   ○ Respect library space and patrons
   ○ Listens when the librarian is speaking
   ○ Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
   ○ Identifies locations of picture books, early readers, fiction and nonfiction sections
3. Follows library routines and procedures with increasing independence
   ○ Selects appropriate books
   ○ Uses shelf markers
   ○ Follows check in/check out process

Reading Engagement
1. Distinguishes fiction from nonfiction
2. Recalls and analyzes story elements and makes connections to outside information/knowledge

○ Describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book, such as title, author, table of contents, title page
4. Explains the roles of authors and illustrators
5. Identifies and critiques award-winning books in a Caldecott unit

Information and Research
1. Recognizes an information task
2. Identifies and interprets the information needed
   ○ Asks questions to understand what is required to complete the task
3. Consults multiple resources, both teacher selected and self selected
4. Demonstrates use of table of contents and indexes in print resources, locates encyclopedias, uses key words and the Dewey Decimal System
5. Summarizes main points from source material

Third Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
   ○ Respect library space and patrons
   ○ Listens when the librarian is speaking
   ○ Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
   ○ Identifies locations of picture books, early readers, fiction and nonfiction sections, and reference materials including encyclopedias, dictionaries and magazines
   ○ Uses the online catalog
   ○ Is able to recognize call numbers as the shelf address of a book with help
3. Follows library routines and procedures with increasing independence
   ○ Selects appropriate books
   ○ Uses shelf markers
   ○ Follows check in/check out process

Reading Engagement
1. Distinguishes fiction from nonfiction
2. Recalls and analyzes story elements and makes connections to outside information/knowledge
   ○ Describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book such as title, author, table of contents, title page, glossary.
4. Participates in Readers Theater unit
   ○ Develops reading fluency
   ○ Participates and cooperates in a group setting
5. Writes book recommendations and includes supportive reasons for the opinion

Information and Research
1. Recognizes an information task
2. Identifies and interprets the information needed
    ○ Asks questions to understand what is required to complete the task
3. Investigates teacher-selected or self-selected sources, guided by questions and prior knowledge
4. Demonstrates use of table of contents, indexes in print resources, master the encyclopedia both print and online, uses key words and can locate sources in the collection
5. Summarizes main points from source material

Fourth Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
    ○ Respect library space and patrons
    ○ Cares for books and other materials in the library
    ○ Listens when the librarian is speaking
    ○ Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
    ○ Knows locations of picture books, early readers, fiction and nonfiction sections Reference materials including encyclopedias, dictionaries and magazines
    ○ Uses the online catalog and Destiny Quest independently
    ○ Locates and accesses materials through the library catalog by searching for author, title or subject, and call number
    ○ Is able to recognize call numbers as the shelf address of a book independently
3. Follows library routines and procedures with increasing independence
    ○ Selects appropriate books
    ○ Understands and follows check in/check out process

Reading Engagement
1. Distinguishes fiction from nonfiction and demonstrates understanding of genre
2. Recalls and analyzes story elements and makes connections to outside information/knowledge
    ○ describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book such as title, author, table of contents, title page, glossary.
4. Participates in discussions about the Battle of the Books (BOB) books
    ○ Completes reading of assigned materials
    ○ Accesses and uses the Google Classroom (BOB Blogs)
    ○ Contributes to Blog discussions using the Google Classroom

Information and Research

1. Recognizes an information task
2. Identifies and interprets the information need
   - Asks questions to understand what is required to complete the task
3. Brainstorms, identifies, and explains a range of possible information sources. Consults at least 3 sources
4. Accesses information in the library catalog, databases, and web browsers using selected keyword, subject, author, title and series terms
5. Locates sources in the collection independently
6. Cites sources appropriately

Fifth Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
   - Respect library space and patrons
   - Cares for books and other materials in the library
   - Listens when the librarian is speaking
   - Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
   - Identifies locations of picture books, early readers, fiction and nonfiction sections Reference materials including encyclopedias, dictionaries and magazines
   - Uses the online catalog and Destiny Quest
   - Locates and accesses materials through the library catalog by searching for author, title or subject, and call number
   - Is able to recognize call numbers as the shelf address of a book independently
3. Follows library routines and procedures with increasing independence
   - Understands and follows check in/check out process

Reading Engagement
1. Distinguishes fiction from nonfiction and demonstrates understanding of genre
2. Recalls and analyzes story elements and makes connections to outside information/knowledge
   - Describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book such as title, author, table of contents, title page, glossary
4. Participates in discussions about the Rooster Games books
   - Completes reading of assigned materials
   - Accesses and uses the Rooster Games Blog
   - Contributes to Blog discussions appropriately with Wheeler/Hamilton Schools

Information and Research
1. Recognizes an information task
2. Identifies and interprets the information need
   - Asks questions to understand what is required to complete the task.

- ○ Evaluates quality of information sources and chooses appropriate level of material for information tasks/research
3. Brainstorms, identifies, and explains a range of possible information sources
4. Demonstrates use of the library catalog, databases, and web browsers using selected keyword, subject, author, title and series terms and can locate sources in the collection.
5. Masters the reference section including encyclopedias, CultureGrams and almanacs
5. Cites sources appropriately

Visual Arts Program

OVERARCHING CONTENT: Students will unlock their own visual and creative problem-solving potential through Discipline Based Arts Education (DBAE). DBAE focuses on the following four areas of study: Artmaking, Art Criticism, Art History, and Aesthetics. Visual Arts students will have the opportunity to expand their arts language and knowledge-base through the exploration and investigation of the following topics as seen through a DBAE lens: the Elements of Arts (form, shape, line, color, value, space, pattern, and texture); local and globally recognized artists throughout various time periods of both the past and the present; the arts of various cultures--both globally and locally; hands-on investigations of various media and techniques with a strong emphasis on observation drawing; a wide range of arts-based professions; as well as arts-related technology.

STEAM: STEAM-based learning is ongoing in the Visual Arts classroom. *How will gravity impact my sculpture? How can I make something that is both aesthetically pleasing yet still functional? How can I solve this visual problem with limitations?* These questions challenge students to expand their design-based thinking and creative problem-solving skills as part of their project learning goals.

CROSS-CURRICULAR: Also, in addition to the Visual Arts Curriculum outlined above, cross-curricular opportunities with classroom teachers allow students to further expand their knowledge-base in core subjects while making valuable connections to the arts. This provides a well-rounded view of their education, allowing students to see the world as a whole and not as separate areas of study.

JOURNALING: While creating a journal at the beginning of the year, students will see their visual progress grow and flourish as they make a record of their learning throughout the school year. The journal will be a place for workshops such as materials exploration and a place to create rough drafts. The workshop series allows students to add to their skill-base through the use of various tools and techniques. As Lower School students encounter a variety of creative problems in their art classroom, their self-created knowledge bank will enable them to platform their learning as they express themselves in a more informed way.

GRADE 3:
ELEMENTS OF ART SKILLS:
- Recognize/Identify/Create Implied LINES.
- Recognize/Identify SHAPES as being 2-dimensional flat spaces enclosed by

actual or implied lines.
- Recognize/Identify Monochromatic COLORS
- Recognize/Identify the three qualities of COLOR: Hue, Value & Intensity.
- Review of Grade 2 FORM Benchmark
- Create color TINTS (light VALUES) by adding color to white
- Create color SHADES (dark VALUES) by adding black to color
- Review of Grade K TEXTURE Benchmark
- Review of Grade K PATTERN Benchmark
- Recognize/Identify/Utilize Positive and Negative SPACE.

CONTENT: In each of the following units, Grade 3 students will explore:
ARTMAKING:
- Drawing Skills: Emerging Level Observation Life Drawing Workshop (capturing the outside SHAPES, replicating observed COLORS).
- Painting Skills: Review K-2 Benchmarks
- Printmaking Skills: Review K-2 Benchmarks
- Ceramics Skills: Slab, Skip, and Score
- Mixed Media Skills: Use a variety of surfaces to create a final cohesive artwork
- Review safe use of scissors, hot glue gun

ART HISTORY
- Recognize/Identify/Utilize the art of the First People of North America
- Begin to Recognize/Identify the Four Main Styles of Art: Realism, Fantasy/Surrealism, Expressionism, Abstraction

ART CRITICISM:
 SELF-REFLECTION:
- Understanding learning goals for each art project
- Evaluate work in progress and adjust as necessary
- Self-evaluate when/if the goals are reached

 PEER REVIEW
- Recognize/Identify/Utilize Constructive Criticism when evaluating a peer

 EXAMINING EXISTING ART
- Recognize/Identify/Discuss the Elements of Art when viewing existing artwork

AESTHETICS:
 PERSONAL PREFERENCE
- Recognize/Identify/Discuss personal preference regarding the Elements of Art when viewing existing artwork. (i.e. I like WARM COLORS. I don't like COOL COLORS)
 WHAT IS ART?
- Further conversations about the nature of art

LINCOLN SCHOOL

PROVIDENCE

Performing Arts Curriculum
Lincoln Lower School

An arts curriculum is cyclical in nature. Students revisit fundamental concepts and experiences in each grade, spiraling higher in their understanding, deepening their awareness and broadening their skills. Kindergarten through Grade Five content areas include:

Presentation Skills   A.k.a public speaking, a.k.a 'spoken word'. At an age-appropriate level, students practice vocal projection, articulation, vocal timbre, pacing, body language, and 'delivery', both extemporaneous and memorized.

Musical Elements   Steady beat and beat subdivision, meter, pitch, in-tune singing, timbre, and musical form.   Mathematical and musical intelligences are closely correlated.

Vocal and Instrumental Skills

> All grades: Solfeggio hand signs and syllables (an aid to in-tune
> singing), pitched and unpitched percussion, Orff xylophones, variety of hand drums.

> Grade Three: Penny whistle, Soprano recorder, xylophones, hand drums

> Grades Four--Five: Half year. Ukulele, soprano recorder, and xylophones, hand drums

Musical Literacy

> Grades K—Two: Pre-literacy skills. Building a visual and kinesthetic
> context for symbols representing pitch and rhythm.

> Grade Three: Introduction to standard western musical notation in
> the treble clef.

> Grades Four—Five: Increasing complexity in reading and writing musical
> notation. More experienced students work at an appropriate level.

Music Appreciation: At each grade level, exposure to a broad array of musical listening experiences, with a focus on classical, folk and world musics.

Early Childhood Performing Arts Program

When the children come to my room, truly they are engaged in all manners of expression through the Performing Arts curriculum. From dancing and dramatic play to singing and storytelling, from open-tuned guitars to pitched and unpitched percussion, children weave the threads of imagination, expression and communication into their tapestries of discovery.

Musical intelligence has been identified as one of the key forms of intelligence. Our early childhood music program is based on the principles of Hungarian composer and educator Zoltan Kodaly. We focus on the voice as the primary musical instrument and pursue the acquisition of two fundamental musical elements: the ability to hear and sing the pitches 'Sol' and 'Mi', and the internalization and expression of steady beat.

My job with the children is to find one thousand one engaging ways to present these two basic elements. When a child can express steady beat with motor movement both large and small, and sing the interval 'sol' and 'mi' with correct intonation (in –tune), then progress to a wider range of pitch intervals and rhythmic concepts is swift indeed. Children move at their own pace within the group context.

Later, when and if a child becomes curious about piano, or trumpet, or violin, the instrument becomes a natural extension of his or her innate musicality. The process of transferring these internalized musical skills to an instrument can be natural and far more quickly and easily than without this Kodaly-based introduction to music.

Performing Arts Criteria

Nursery

- Matches the pitches So and Mi with the voice.
- Expresses steady beat with small and/or large motor movements.
- Expresses steady beat with percussion instruments.
- Participates in creative movement and dramatic play.

Pre-K

- Matches pitches So and Mi and La with the voice.
- Expresses steady beat with small and/or large motor movements.
- Expresses steady beat with percussion instruments.
- Participates in creative movement and dramatic play.

Kindergarten

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Matches pitch in the pentatonic (Do-Re-Mi-So-La) scale.
- Expresses steady beat with small and large motor movements.
- Expresses steady beat with percussion instruments.
- Participates in creative movement and dramatic play.
- Uses age-appropriate presentational skills with confidence. (Introduces self in a clear, well-projected voice)

Grade One

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Matches pitches with the voice within a full octave major scale.
- Expresses steady beat. Distinguishes between steady beat and rhythm.
- Explores the best methods of sound production using hand-held percussion
- Identifies musical pre-literacy symbols and produces the correlated sound
- Participates in creative movement and dramatic play.
- Uses age-appropriate presentational skills with confidence. (Introduces a friend and a few facts in a clear, well-projected voice; body language, eye contact, pacing, timbre. Delivers jokes and/or short memorized poems.

Grade Two

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Matches pitches with the voice within a full octave major scale.
- Expresses steady beat. Distinguishes between steady beat and rhythm.
- Explores the best methods of sound production using hand-held percussion.
- Identifies musical pre-literacy symbols and produces the correlated sound.
- Participates in creative movement and dramatic play.

- Uses age-appropriate presentational skills with confidence. (Introduces a friend and a few facts in a clear, well-projected voice; Body language, eye-contact, pacing, timbre. Delivers jokes and/or short memorized poems.

Grade Three

Musical Skills

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Sings major and minor mode song material with accurate intonation.
- Sounds out familiar melodies by ear on the recorder and/or penny whistle.
- Improvises within a given framework (xylophones, recorder/whistle).
- Listens critically and responds to music using grade level concepts and vocabulary.

Musical Literacy Skills

- Understands and accurately performs rhythm notation at grade level. (Meters of 3 and 4; measures and measure lines, repeat and 'Fine' signs; quarter note and quarter note rest, half note, dotted-half note, whole note and whole note rest).
- Understands and accurately performs pitch notation at grade level. (Treble clef pitch notation for B, A, G, low E).
- Visually tracks melodic score notation as music moves through time.

Instrumental Skills (soprano recorder)

- Plays with pleasing tone.
- Uses correct ergonomic technique.

Presentational Skills
- Uses age-appropriate presentational skills with confidence. (All of Grade Two/Three expectations and: introduce people and or/presentations in a formal stage context)

Grade Four

Musical Skills

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Sings major and minor mode song material with accurate intonation. Vocal range up to a Major Tenth.
- Sounds out familiar melodies by ear on the recorder and/or ukulele.
- Improvises within a given framework.
- Listens critically and responds to music using grade level concepts and vocabulary.

Musical Literacy Skills

- Understands and accurately performs rhythm notation at grade level. (all Grade Three expectations and: paired eighth notes, half note rest, dotted half note rest.)
- Understands and accurately performs pitch notation at grade level. (G pentatonic scale pitches: B, A, G, D and E. As time and the group permit: Middle C, high C and high D.
- Visually tracks two-part melodic score as music moves through time.

Instrumental Skills (ukulele, soprano recorder)

- Plays with pleasing tone.
- Uses correct ergonomic techniques.

Presentational Skills

- Uses age-appropriate presentational skills with confidence. (All of Grade Four expectations and: introduce people and or/presentations in a formal stage context. Speak a short passage from memory; speak extemporaneously)

Grade Five

Musical Skills
- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Sings major and minor mode song material with accurate intonation. Vocal range up to a Major 10th.
- Sounds out familiar melodies by ear on the recorder and/or ukulele.
- Improvises within a given framework.
- Listens critically and responds to music using grade level concepts and vocabulary.

Musical Literacy Skills
- Understands and accurately plays rhythm notation at grade level. (All of Grade Four expectations and: Meter of 2, pick-up quarter note, D.C. al Coda, Segno and Dal Segno signs.
- Understands and accurately plays pitch notation at grade level. (C Major scale and high D and E as time and the group permit.)
- Visually tracks two-part melodic score with ancillary piano score included, as music moves through time.

Instrumental Skills (ukulele, soprano recorder)
- Plays with pleasing tone.
- Uses correct ergonomic techniques.

Presentational Skills

- Uses age-appropriate presentational skills with confidence. (All of Grade Four expectations and: introduce people and or/presentations in a formal stage context. Speak a short passage from memory; speak extemporaneously)

Physical Education

The overarching goal of the Physical Education program is to build the confidence, knowledge and skills of all students to live a physically active lifestyle through broad exposure to various activities. Beginning in Early Childhood, students are encouraged to value movement and build upon skills year after year so that they can successfully participate in increasingly complex movement activities. We follow the National Standards and grade level outcomes put forth by the Society of Health and Physical Educators; these can be found online at https://www.shapeamerica.org/standards/pe/ .

Movement concepts such as space, speed, and direction are introduced in the Early Childhood years, as well as creative movement and having fun through movement. This is built by introducing locomotor movements such as hopping, skipping, galloping, running, sliding, and leaping. Manipulative skills such as throwing, catching, volleying, dribbling, kicking, and striking are introduced later. Skills, drills and introductory activities occur in all grade levels, and more realistic gameplay is generally introduced in grades 3, 4, and 5, with increasing difficulty and expectations as the years progress. The units are generally structured around the sports seasons with the flexibility to be driven by student interest. An emphasis is placed on cooperation, good sportsmanship and personal best.

Grade 3

<u>**Skills**</u>

Throwing and Catching techniques
        -Throws overhand demonstrating some elements of correct form (side to target, arm back and extended, step with opposite foot as throwing arm moves forward, hip and spine rotate and follow through to target and across body) in non-dynamic activity
        -Throws underhand to a partner with reasonable accuracy
        -Catches a ball with some elements of correct form (extending arms outward towards the ball, watching it until it is caught, catching it with hands only and without cradling it against the body, pulling the ball into body and curling body slightly around the ball)

Locomotive Skills
        -Differentiates between sprinting and jogging
        -Leaps with proficiency (takes off on one foot and lands on the other with a continuous running approach)

Hand-eye and Footwork Skills

    -Dribbles with hands and feet with control of the ball and body at low and moderate speeds

    -Passes with the insides of feet during non-dynamic movement

    -Receives a pass with the inside of feet during non-dynamic movement

    -Using a continuous running approach, kicks a moving ball

Good Sportsmanship and Teamwork

    -Works cooperatively with others

    -Praises the successes of others

    -Exhibits personal responsibility in teacher-directed activities

    -Listens respectfully and implements specific corrective feedback from a teacher

Content

    -Soccer

    -Field hockey

    -Basketball

    -Base running games

    -Cooperative activities

    -Jump Rope

    -Throwing and catching