

# EAST WOODS SCHOOL Curriculum Guide



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# EAST WOODS SCHOOL | CORE VALUES AND MISSION

## CORE VALUES

East Woods School was established by a group of parents in 1946 to provide children with an education combining exemplary academics and character development. A set of values, instilled in those earliest years, has endured for over seven decades, and remains essential to the life of the school today.

These core values represent the best of East Woods School's traditions, are the foundation of our mission, and inform the vision for our future:

## CHARACTER, COMMUNITY, COMPASSION

**MISSION:** EAST WOODS' MISSION IS TO FOSTER **STRENGTH OF CHARACTER** AND **ACADEMIC EXCELLENCE** WHILE DEVELOPING AND ENCOURAGING **CREATIVITY, INTELLECTUAL CURIOSITY**, AND A LIFELONG **PASSION FOR LEARNING**. WE ARE A **NURTURING** COMMUNITY THAT **CELEBRATES THE DIFFERENCES** AMONG US AND LEADS BY EXAMPLE THROUGH **CITIZENSHIP** AND **SERVICE TO OTHERS**.





Early Childhood Center Educational Program



# PRE-NURSERY

**T**he Pre-Nursery program offers a nurturing, developmentally appropriate program for the youngest members of the East Woods community. The Pre-Nursery curriculum is based on a thematic approach. Classroom activities such as craft projects, science explorations, and read-alouds are all based around a central idea. This integrated approach to teaching and learning helps young children to delve into topics and learn about the world through hands-on experiences. Teachers use a wide variety of materials, games, and activities to teach children socialization and oral language skills. Foundational literacy and math skills are also woven into the program, and children are introduced to skills such as letter recognition and counting. There is a balanced focus on developing the children's cognitive skills and their social-emotional skills. Through modeling and classroom experiences, the children begin to learn how to share materials, take turns, express their feelings, and be a good friend.

## Class Size and Communication with Parents

**W**ith a 4:1 student/teacher ratio, the Pre-Nursery teachers provide individualized attention to each child. Students are able to work at their own pace, and the teachers modify the curriculum to meet the needs of each child. Teachers and parents foster strong, positive home-school connections. The Pre-Nursery teachers communicate frequently with parents both in person and via email. The teachers see parents on a daily basis during drop-off and pick-up, which is a good time for short, informal conversations. Parent/teacher conferences are held in the spring which include write-ups of student progress.

## Program Hours

**T**he Pre-Nursery program runs Monday-Friday from **8am –12pm**. In the beginning of the year, the children start with a shortened schedule in order to ease them into the program. The children

do not need to be potty-trained, and parents can choose to enroll their children in the program two, three, four, or five days per week.



## Schedule

**T**he daily schedule provides structure for our Pre-Nursery students. There is a purposeful mix of whole group activities, small group activities, and time for independent exploration and play. The predictable routines give the children a sense of security, and they look forward to each part of their day.

### HERE IS A TYPICAL SCHEDULE:

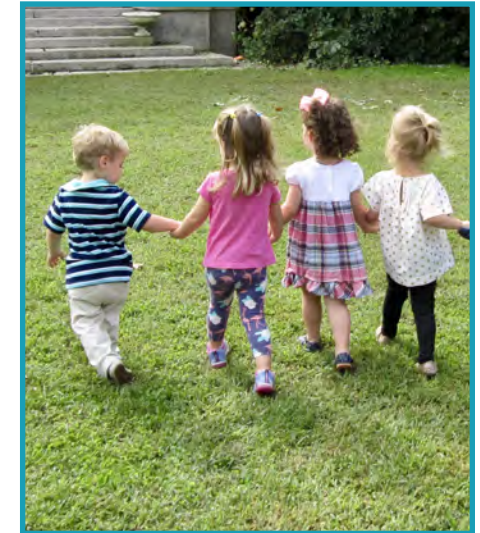
8:00AM.....	ARRIVAL
8:00—9:00AM.....	FREE PLAY
9:00—9:40AM.....	RECESS
9:40—10:00AM.....	SPECIAL CLASSES (MUSIC, PHYSICAL EDUCATION)
10:00—10:30AM.....	SNACK TIME
10:30—11:30AM.....	PROJECTS
11:30—12:00PM.....	CIRCLE TIME
12:00PM.....	DISMISSAL

## Special Classes: Physical Education

**T**he Pre-Nursery students go to Physical Education class three times per week for twenty minutes. In Physical Education classes, the children participate in activities that help them develop body awareness and motor skills in addition to developing their manipulative skills. They also begin to learn how to take turns and share equipment.

## Music

**P**re-Nursery students attend Music class three times per week. During class, simple songs, ball-rolling activities, fingerplays, and SongTales taken directly from the First Steps in Music curriculum



are used to begin the development of tuneful, artful, beatful children. Pre-Nursery students work on expressiveness and coordination using scarves, ribbons, and beanbags, as well as exploring rhythm through using shakers, jingle bells, sandblocks, and rhythm sticks to accompany songs, chants, and stories.

# NURSERY

Children in the Nursery program learn through a wide variety of hands-on experiences, and each child is able to grow and learn at his or her own pace in a safe, stimulating environment. The Nursery curriculum uses a thematic approach. Monthly themes are integrated into various academic subjects including reading, math, social studies, science, art, and music. This approach leads students to see connections between topics and be fully immersed in learning. The Nursery program teaches students foundational academic skills alongside life skills such as cooperation, caring for self and others, and learning how to be a positive member of the classroom community. Through carefully planned activities, play, and modeling, the teachers constantly teach and reinforce oral language skills and foster social-emotional development.

## Class Size and Communication with Parents

The 6:1 student/teacher ratio in our Nursery program allows the teachers to understand and meet the needs of each child. Teachers use ongoing informal assessment to monitor student progress and to tailor their instruction to match the level and interests of the student. Over the course of the year, the teachers partner with parents and have frequent communication about the curriculum and student progress through detailed monthly newsletters, parent/teacher conferences, written reports, and informal conversations at drop-off or pick-up. Teachers and parents work together to foster strong, positive home-school connections.

## Program Hours

The Nursery program runs Monday - Thursday from 8am-12pm and Friday from 8am-12:15pm. The children have the option of staying for Lunch



Bunch Monday-Thursday until 3pm for an additional fee. During Lunch Bunch, the children eat lunch and then participate in the following activities: **Art** on Monday, **Dance/Movement** on Tuesday, **Yoga** on Wednesday, and **Soccer** on Thursday. Children entering Nursery need to be toilet trained and independent in the bathroom.

## Schedule

The schedule and routines are an important part of the Nursery curriculum.

These are introduced on the first day of school and followed throughout the year. This predictable structure helps children adapt to school and feel a sense of security. Over the course of the day, the children have opportunities to learn through whole group activities, small group activities, and independent exploration.

## HERE IS A TYPICAL SCHEDULE:

8:00AM.....Arrival  
8:00-9:30AM.....Discovery Time and Projects

- During Discovery Time, the children choose freely among several open-ended activities in various learning centers such as the art center, the writing center, the science table, the math and manipulative table, the book corner, the dramatic play center, the block corner and dollhouse, and the sand table. During this time, the teachers circulate to work in small groups or one-on-one with children.

9:30-9:40AM.....Clean-up

- Each child participates and learns to put away materials and care for their environment.

9:40-10:00AM.....Snack

- Each week, two children help the teachers get the snack from the kitchen and pass out the cups, napkins, and food. The teachers foster as much independence as possible, and snack is a positive time for socializing and practicing appropriate table manners.

10:00-10:30AM.....Special Class  
(Physical Education, Spanish, Music, or Library)

10:30-11:30AM.....Group Time

- Group meeting time includes weather and calendar activities, singing, read-alouds, and sharing and discussion.

11:30-12:00PM.....Outside Play

12:00PM.....Dismissal



## Special Classes: Physical Education

The Nursery students attend Physical Education class two times per week. During class, the children learn to move safely and efficiently around the gym as they practice and perform a variety of motor skills. Through games and activities, the students begin to develop spatial and body awareness, coordination, and cooperative skills.

## Music

The Nursery students attend Music class two times per week. Using the *First Steps in Music* curriculum, students focus on Pitch Exploration, Fragment Songs, Simple Songs, Arioso, Movement Explorations, Movement for Form and Expression, Beat Motion Activities, and SongTales. Students also use songs, chants, and stories to explore a variety of percussion instruments. The Nursery students participate in a musical performance with Pre-Kindergarten in the winter and spring.





### Library

The Nursery students attend Library once a week. They enjoy stories that are related to a variety of themes and learn to develop active listening and discussion skills. The students are introduced to the concept of borrowing and proper book care. Games and activities are related to the books read aloud, and during book selection time, students choose from a developmentally appropriate selection of fiction and informational titles.

### Spanish

The Nursery students attend Spanish once a week. The children are introduced to the Spanish language in a supportive, engaging environment. Music, movement, stories and play activities are incorporated to foster the student's enthusiasm for learning Spanish.

### Science Lab

Several times during the course of the year, Nursery students participate in laboratory experiences that are linked to the Nursery curriculum that are led by Jane Powel of Omnilearn Corporation and her team of scientists. Some lab topics include Owl Pellet Dissection, Sink and Float, and Germs.





# PRE-KINDERGARTEN

In Pre-Kindergarten, the children's days are filled with joy and wonder as they learn through a wide variety of hands-on experiences. The curriculum follows a thematic approach that allows the students to develop foundational academic skills while delving deeply into topics related to their interests and real-life experiences. The teachers carefully plan the daily schedule and activities to include a balance of whole group, teacher-led activities and child-centered independent activities. The children's social development is fostered through activities that help the children learn to interact with each other and the environment in positive ways.



## Class Size and Communication with Parents

The 7:1 student/teacher ratio in our Pre-Kindergarten program allows the teachers to get to know the interests, learning style, and cognitive strengths of each child so that they can structure activities and experiences to foster each student's growth. Teachers monitor student progress through ongoing informal assess-

ment. Several times during the year, the teachers also assess children on their knowledge in the following areas: recognizing upper and lower case letters, recognizing numbers, identifying shapes and colors, and 1:1 correspondence. The teachers partner with parents to foster strong, positive home-school connections and have frequent communication about the curriculum and student

progress through weekly emails, parent/teacher conferences twice a year, written reports, and informal conversations at drop-off or pick-up.

## Program Hours

The Pre-Kindergarten program runs Monday-Thursday from 8am -12pm and Friday from 8am -12:15pm. The children have the option of staying for Lunch Bunch Monday-Thursday until 3pm and then After Care until 4pm for an additional fee. During Lunch Bunch, the children eat lunch and then participate in the following activities: **Art** on Monday, **Dance/Movement** on Tuesday, **Yoga** on Wednesday, and **Soccer** on Thursday.

## Schedule and Curriculum

The Pre-Kindergarten children benefit from the predictable schedule and classroom routines that are introduced on the first day of school and followed throughout the year.

### HERE IS A TYPICAL SCHEDULE:

8:00–9:30AM	Arrival, Morning Work Activity, and Special Projects
• Each morning, the children complete a skill page from a book entitled <i>Little Lessons</i> that was developed by East Woods teachers to meet the specific developmental needs of Pre-Kindergarten students. The book leads children through successive lessons that offer increasingly challenging activities that develop fine motor skills as well as teaching proper formation of letters and numbers and phonics skills.	
9:30–9:50AM	Snack
9:50–10:00AM	Book Browsing
10:00–10:15AM	Storyboard



- During Storyboard, two children work together to create a story for the group by using Storyboard cards they have drawn. The children take turns telling the story and answering questions from the class about their story. This activity fosters the children's sense of story, sequencing abilities, creativity, and oral language skills.

### 10:15–11:00AM Morning Meeting and Classroom Projects

- During this whole group meeting time, a wide variety of cognitive skills and concepts are taught through modeling, activities, and games. Children also learn social skills such as cooperation, turn-taking, listening, and sharing.

### 11:00–11:30AM Special Class (Physical Education, Music, Library, Spanish)

### 11:30–12:00PM Outside Play

### 12:00PM Dismissal

## Special Classes: Physical Education

The Pre-Kindergarten students attend Physical Education class two times per week for a half hour each visit. While continuing to learn to move safely and efficiently in the gymnasium, in Pre-Kindergarten there is an increased focus on locomotor skills such as skipping, hopping, jumping, and running, and manipulative skills such as throwing and catching. The activities and games presented in Physical Education teach the children to take turns and the basics of good sportsmanship.



### Music

The Pre-Kindergarten students attend Music class two times per week. Using the *First Steps in Music* curriculum, students build on and advance the skills developed in Nursery Music class. The students focus on Pitch Exploration, Fragment Songs, Simple Songs, Arioso, Movement Explorations, Movement for Form and Expression, Beat Motion Activities, and SongTales. Students also use songs, chants, and stories to explore a variety of percussion instruments. The Pre-Kindergarten students participate in a musical performance with the Nursery students in the winter and spring.

### Library

The Pre-Kindergarten students attend Library once a week for a half hour class. Students develop their appreciation for a variety of different genres and styles of writing. They are introduced to the concepts of authors and illustrators and learn to distinguish between fiction and non-fiction. During book borrowing time, they choose from an age-appropriate collection of fiction and non-fiction titles that relate to their personal interests in order to develop a life-long love of reading.

### Spanish

The Pre-Kindergarten students attend Spanish once a week for half an hour. The Pre-Kindergarten Spanish program incorporates music, movement, stories, games and interactive activities to promote the children's achievement in learning a world language. In a supportive and engaging environment, the students feel empowered to learn and speak Spanish.

### Science Lab

Twice a month, Pre-Kindergarten students participate in in-depth laboratory experiences linked to the Pre-Kindergarten science curriculum that are led by Jane Powel of OmniLearn Corporation and her team of scientists. Some lab topics include exploring Pumpkin Stages, Rainbow and Color Mixing, Making Frog Eggs, Hydroponics, and experimenting with Solids, Liquids, and Gases.







Lower School Educational Program



# KINDERGARTEN

## Reading and Language Arts

In Kindergarten, literacy skills are incorporated into all aspects of the curriculum. The language arts program follows a balanced literacy approach that focuses on five critical areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students in Kindergarten vary widely in their literacy skills, and teachers differentiate their instruction and work with children individually and in small groups to ensure that each child learns literacy skills and concepts at their instructional level. Kindergarten students learn handwriting using Zaner-Bloser materials. As they cement their knowledge of the sound that each letter makes, they also learn proper letter formation. Students learn foundational skills for reading, writing, and spelling through the Wilson Foundations program. Students in Kindergarten also participate in a writing workshop using the units of study developed by the Teachers College Reading and Writing Project. Students begin the year with journal writing, and they are encouraged to draw, label their pictures, and work toward writing sentences. As their skills progress, students complete different kinds of written pieces, such as personal narratives and how-to books.

### DURING THE YEAR, STUDENTS WILL:

- Develop decoding and reading comprehension skills through participating in read-alouds, shared reading, guided reading, and independent reading of books on their instructional level
- Learn to correctly form upper and lower case letters and write sentences

## Math

Mathematical concepts are woven into all curricular areas in Kindergarten. The Scott-Foresman Addison Wesley mathematics curriculum serves as the foundation of the program, and teachers augment and enrich the program with additional materials, based on the needs of the students. Whether students are doing calendar activities in morning meeting, counting the days in school, or discussing temperature as part of their science unit on weather, students begin to develop number sense and understand the role of math in everyday life. The Kindergarten program teaches students key math concepts through hands-on activities with manipulatives. Student progress is assessed over the course of the year through ongoing classroom observation and unit tests.

Beginning in Kindergarten, students are assessed to determine their appropriate placement in math. Students may be placed in the next grade level based on their performance.

### DURING THE YEAR, STUDENTS WILL LEARN SKILLS SUCH AS:

- Identifying and writing numbers and counting to one hundred and beyond with one-to-one correspondence
- Understanding the concepts of equal, more, and less, and creating and solving equations using addition and subtraction
- Recognizing coins of different values and combining coins to create varying amounts

## Science

During a typical science class, Kindergarten students explore scientific concepts through exploration and hands-

on investigations. The children start the year by studying weather, and they track the daily temperature and weather conditions in real time through a weather station located outside the classroom. Over the course of the year, the children take turns being the school meteorologist for the week, which involves reading the daily weather report over the PA System and giving the weather report at the all-school assembly on Fridays. The science curriculum is aligned with the Next Generation Science Standards (NGSS), and it includes the following units of study in life science, physical science, and earth science: Weather, Germs and Health, Forces and Interactions, and Living Things. Learning happens through a multi-sensory approach that involves conducting experiments, doing projects, reading books and articles, watching videos, and learning from guest speakers and field trips.

### DURING THE YEAR, STUDENTS WILL:

- Develop respect for the natural world and their environment
- Participate in hands-on science labs that involve asking questions, forming a hypothesis, testing the hypothesis by conducting experiments, analyzing and discussing results, and drawing conclusions

## Social Studies

The Kindergarten social studies curriculum aims to expand each child's view of the world and his or her position in it. The students learn about the elements that make a community, and they complete a unit on community helpers. The students also learn about holidays and festivals around the world. Over the course of the year, each child participates in a "Me Day" during which they



share information about themselves and their family. The Kindergarten class also uses the weekly news magazine *Time for Kids* as a vehicle for practicing non-fiction reading skills and exposing children to current events in a developmentally appropriate way.

### DURING THE YEAR, STUDENTS WILL:

- Develop an understanding of how to be a positive member of the classroom community and the school community
- Learn about the similarities and differences among people and cultures and how to show respect for all people

## World Language (Spanish)

World language study in Kindergarten builds upon the basic Spanish language foundation the students have developed in previous years, and classes meet two days per week. The four skills of listening, speaking, reading, and writing are integrated into the program, and the students participate in interactive learning through games, songs, and collaborative activities.





# FIRST GRADE

## Reading and Language Arts

The First Grade reading and language arts program is based on a balanced literacy approach in which children are immersed in reading, writing, and oral language activities. Reading instruction occurs through read-alouds, shared reading, guided reading, and independent reading. The teachers meet frequently with each child for one-on-one reading conferences, and they use their observations in conjunction with the Fountas and Pinnell Benchmark Assessment System to determine and carefully track the students' instructional and independent reading levels over the course of the year. Students learn foundational skills for reading, writing, and spelling through the Wilson Foundations program. Grammar skills and writing mechanics are taught in First Grade, and students begin their day by practicing grammar skills in their Correct the Sentence Daily Journals. The children learn phonics and spelling patterns through explicit instruction, and there is a spelling list given out each week. In First Grade, the students participate in a writing workshop using the units of study developed by the Teachers College Reading and Writing Project. As children learn spelling and grammar skills, they are able to apply their learning to their written work.

### **DURING THE YEAR, STUDENTS WILL:**

- Develop decoding and word analysis skills and read texts at their independent and instructional reading levels in order to practice and hone these skills

- Read for meaning and identify story elements such as characters, setting, problem, and solution
- Use the writing process to compose written work in a variety of genres such as personal narrative, informational writing, opinion writing, and poetry

## Math

The heart of the First Grade math program includes hands-on exploration, discussion, and discovery. The Scott-Foresman Addison Wesley mathematics curriculum is used as the foundation of the program. The teachers present a daily math concept to the entire class for general understanding and consistency in vocabulary. Students are then placed into small groups reflecting individual skill levels. Using manipulatives, modeling, and explicit instruction, concepts are



reinforced and students have the opportunity for guided practice through activities, games, and extensions. Math instruction is skillfully differentiated so that each child is engaged and challenged. Student progress is assessed over the course of the year through ongoing classroom observation, fact quizzes, and unit assessments.

Based on the students performance on the math assessment at the beginning of the year, students may be placed in the next grade level of math.

### **DURING THE YEAR, STUDENTS WILL LEARN SKILLS SUCH AS:**

- Basic addition and subtraction facts up to 20 through repeated practice
- Counting and performing computations with coins
- Telling time to the hour and half hour
- Establishing an understanding of measurement
- Solving word problems using multiple strategies

## Science

The science curriculum is aligned with the Next Generation Science Standards (NGSS), and the children engage in the work of scientists as they ask ques-



tions, make observations, and participate in laboratory experiments. The year culminates with a long-term, interdisciplinary study of endangered species. The children learn about this topic through activities that weave scientific concepts into music, art, reading, research, writing, technology, community service, and performance skills. Over the course of the year, the curriculum includes the following units of study in life science, physical science, and earth science: Discovering Animals, Light and Sound Waves, Sky Watchers, and Endangered Species.

### **DURING THE YEAR, STUDENTS WILL:**

- Learn scientific concepts through hands-on investigations, data collection and analysis, discussions, non-fiction reading, and writing
- Research an endangered species, create Power Point slides with an illustration and important information about each animal, and participate in an Endangered Species Presentation that includes an oral presentation by each student, choral recitation of original poetry, headpiece design and creation, a community service project, and songs presented as a group

## Social Studies

The goal of the First Grade social studies curriculum is to help children



to respect and understand themselves and others and identify collectively as a class community. The program teaches children concepts and skills through discussion, literature, student magazines such as *Time for Kids*, news articles, charts, posters, videos, websites, and internet research both in the computer lab and on iPads in the classroom.

#### **DURING THE YEAR, STUDENTS WILL:**

- Focus on environmental awareness and raise money for the Nature Conservancy's Adopt an Acre and Adopt a Reef programs by recycling bottles and cans and selling raffle tickets for collaborative artwork
- Participate in a holiday drive for a local animal shelter
- Learn about national holidays, and holidays and customs celebrated by classmates
- Develop an awareness of current events through weekly reading and discussion



#### **World Languages (Spanish)**

World language study in the First Grade builds upon the basic Spanish language foundation the students have developed in previous years. Classes meet two days per week, and the students develop their vocabulary, increase their comprehension skills, and gain confidence in their ability to speak Spanish through interactive games, songs, and collaborative activities.





# SECOND GRADE

## Reading and Language Arts

The Second Grade reading and language arts program focuses on five critical areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The teachers use the Fountas and Pinnell Benchmark Assessment System to determine and track the students' instructional and independent reading levels over the course of the year. The reading and writing workshops are taught using the units of study developed by the Teachers College Reading and Writing Project. The components of the reading and writing workshops include mini-lessons, independent reading and writing, partner reading and writing, interactive writing, shared reading, and read alouds. Students learn foundational skills for reading, writing, and spelling through the Wilson Foundations program. Grammar concepts are taught through mini-lessons and reinforced through practice by completing written grammar sheets in class or for homework.



## DURING THE YEAR, STUDENTS WILL:

- Read texts daily in a wide variety of genres at their just-right level in order to build reading stamina, fluency, decoding skills, and comprehension
- Self-monitor during reading by recognizing when meaning breaks down and using strategies to tackle and understand tricky words or concepts
- Learn about a variety of genres and work through different phases of the writing process by writing small moment personal narratives, informational pieces, opinion pieces, and poetry

## Math

The Second Grade uses the Scott-Foresman Addison Wesley mathematics curriculum. The program teaches students key math concepts through problem-solving instruction, hands-on activities with manipulatives, and math problems that involve reading and writing. Student progress is assessed over the course of the year through ongoing classroom observations, quizzes, and unit tests.

Based on the students performance on the math assessment at the beginning of the year, students may be placed in the next grade level of math.

## DURING THE YEAR, STUDENTS WILL LEARN SKILLS SUCH AS:

- Addition and subtraction facts with automaticity through fast fact quizzes, games, and repeated practice
- Methods for solving word problems by applying different strategies that have been taught
- Communicating mathematical reasoning to others
- Developing an understanding of place value to the thousands place, fractions, graphing, geometric shapes, and multiplication and division concepts

## Science

Second Grade scientists build on the skills and knowledge developed in First Grade and continue to learn scientific concepts by asking questions and forming hypotheses, performing experiments, drawing conclusions, participating in discussions, reading non-fiction books and articles, and writing about their learning. The science curriculum is aligned with the Next Generation Science Standards (NGSS), and the students have opportunities to share their knowledge with the community through projects such as creating a multi-layered rainforest mural showing the plants and

animals commonly found in the ecosystem. Over the course of the year, the curriculum includes the following units of study in life science, physical science, and earth science: Structure and Function of Plants, Ecosystem Diversity, Structure and Properties of Matter, and Earth Materials.

## DURING THE YEAR, STUDENTS WILL:

- Plan and carry out hands-on experiments, analyze data, discuss conclusions, and present findings
- Employ reading and writing skills to learn about scientific concepts and to communicate about learning







### Social Studies

The Second Grade social studies curriculum begins with an exploration of maps, globes, and location. Children learn and discuss their placement in the world in different ways from discussing and drawing the placement of their classroom to learning the seven continents and five oceans. Over the course of the year, the children complete a unit on each continent that weaves in map skills and geography as well as learning about different cultures and traditions in other parts of the world. This year-long exploration culminates with a World Map Project in which students and their parents spend a morning constructing a

map with important geographic features and landmarks from around the world, and a World Map Performance in which the children perform authentic music and dances from around the world.

#### ***DURING THE YEAR, STUDENTS WILL:***

- Pretend to "travel" to each continent with their passports in hand, and use Google Earth to "visit" each continent
- Read, discuss, and summarize key facts from nonfiction texts and write informational pieces
- Develop an understanding of the similarities and differences between different places and cultures
- Complete a project relating to each continent studied

### World Language (Spanish)

World language study in the Second Grade continues to foster the development of verbal skills, comprehension skills, and written proficiency in Spanish. The class meets two days per week, and it also provides the students with an introduction to Spanish cultural celebrations and traditions. During class, the students engage in conversation, read short passages, write basic sentences, and actively participate in games and activities to continue their development of strong Spanish language skills.





# THIRD GRADE

## Reading and Language Arts

The Third Grade reading and language arts curriculum fosters a love of reading and writing. The program includes differentiated instruction in decoding strategies for unfamiliar words, reading with fluency and expression, and comprehension strategies. Students move from literal comprehension to higher order comprehension skills that involve analysis and inferential thinking as they read a wide variety of fiction and nonfiction texts. Student progress is assessed over the course of the year using the Fountas and Pinnell Benchmark Assessment System. In Third Grade, the students participate in a writing workshop using the units of study developed by the Teachers College Reading and Writing Project. The students write on a daily basis, and they learn how to work through the process of brainstorming, organizing their ideas, writing a rough draft, conferencing with the teacher and peers, revising, editing, and publishing a final copy of their work.

### DURING THE YEAR, STUDENTS WILL:

- Read texts in a wide variety of genres and use comprehension strategies to understand the main elements of the story, the author's purpose, and important themes
- Write personal narratives, informational pieces, opinion pieces, creative stories, and poetry
- Practice grammar skills and writing mechanics through mini-lessons involving their own writing
- Research a famous American and write a biography including important accomplishments and life events

## Math

The Third Grade uses the Scott-Foresman Addison Wesley mathematics curriculum. The program teaches students key math concepts through problem-solving instruction, hands-on activities with manipulatives, and math problems that involve reading and writing. Student progress is assessed over the course of the year through ongoing classroom observation, quizzes, and unit tests.

Based on the students performance on the math assessment at the beginning of the year, students may be placed in the next grade level of math.

### DURING THE YEAR, STUDENTS WILL LEARN SKILLS SUCH AS:

- Solving multi-digit addition and subtraction problems with regrouping, and learning multiplication and division facts through the twelves
- Applying a variety of strategies including drawing a table, making a chart, drawing a picture, working backwards, and using a graph to solve word problems that involve real-life applications
- Exploring fractions and decimals and how these concepts relate to other concepts such as probability and measurement

## Science

Third Graders are curious about the world around them, and the science curriculum, which is aligned with the Next Generation Science Standards (NGSS), supports students in understanding real-life applications of scientific concepts. For example, during the study of interdependent relationships in nature,



the students create a model ecosystem to help them understand the role of biotic and abiotic factors in supporting healthy and sustainable ecosystems. Over the course of the year, the curriculum includes the following units of study in life science, physical science, and earth science: Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Forces and Interactions, and Weather and Climate.

### DURING THE YEAR, STUDENTS WILL:

- Plan and carry out experiments, analyze data, discuss conclusions, and present findings
- Employ reading and writing skills to learn about scientific concepts and to communicate about learning

## Social Studies

In the first half of the year, the social studies curriculum focuses on the early history of the United States of America as students study Native Americans, explorers, early settlements such as Jamestown and Plymouth, and the formation of the American colonies. In the second half of the year, the class embarks upon an in-depth study of the fifty states, with each student focusing on one particular state.

This research project culminates in the State Fair when the students present information about their state in a variety of forms and take on the persona of a famous person from their state for the Wax Museum.

### DURING THE YEAR, STUDENTS WILL:

- Read, discuss, summarize, and take notes on key facts from non-fiction and historical fiction texts
- Make and interpret maps, globes, graphs, charts, diagrams, tables, timelines, models, and illustrations
- Complete a research project on one of the fifty states using a variety of sources

## World Languages (Spanish/French)

World language study in the Third Grade offers the students an introductory program in Spanish and French. Each language course covers one-half year, and classes meet two days per week. The four skills of listening, speaking, reading, and writing are integrated into the program, and the students are introduced to the culture and traditions of the French and Spanish speaking world.



# FOURTH GRADE

## Reading and Language Arts

The reading and language arts curriculum is tied to the social studies and science curriculum with many opportunities for incorporating writing and math into the readings and discussions. The students read novels, tall tales, legends, fables, poetry, photographic essays, non-fiction books, and articles. The writing program continues using certain aspects of the units of study developed by the Teachers College Reading and Writing Project. The students become increasingly independent in working through all of the steps in the writing process including brainstorming and planning using a graphic organizer, drafting, revising, peer and teacher editing, and publishing a final draft. Over the course of the year, students create a memory book, write personal narratives, creative stories, letters, poems, expository paragraphs, and a non-fiction research report.

### DURING THE YEAR, STUDENTS WILL:

- Employ reading comprehension strategies such as visualizing, inferring, and identifying the author's purpose
- Develop clearly written stories that include dialogue, sensory details, and a beginning, middle, and end
- Communicate thoughts and opinions in writing with evidence to support each idea
- Write with increasing mastery of grammar and spelling conventions

## Math

The Fourth Grade uses the Scott-Foresman Addison Wesley mathematics curriculum. The program teaches students key math concepts through problem-



solving instruction, hands-on activities with manipulatives, and math problems that involve reading and writing. Student progress is assessed over the course of the year through ongoing classroom observation, quizzes, and unit tests.

Based on the students performance on the math assessment at the beginning of the year, students may be placed in the next grade level of math.

### DURING THE YEAR, STUDENTS WILL LEARN SKILLS SUCH AS:

- Mastering multiplication and division facts through the twelves and applying this knowledge to more complex, multi-digit problems
- Solving word problems using a variety of problem solving strategies
- Making connections between mathematical concepts presented in class and real world applications

## Science

The science curriculum is aligned with the Next Generation Science Standards (NGSS), and both mathematics and technology are threaded through the curriculum. Students learn about topics through interdisciplinary projects and hands-on activities such as researching the history of wind turbines and then working in small groups to design and build their own wind turbines. Over the course of the year, the curriculum includes the following units of study in life science, physical science, and earth science: Plant and Animal Structures, Energy Works, and Changing Earth.

### DURING THE YEAR, STUDENTS WILL:

- Use and apply the scientific method by making predictions, performing experiments, making accurate observations, collecting and recording data, analyzing results, and drawing conclusions
- Develop an understanding of cause and effect relationships

## Social Studies

The social studies curriculum begins with the study of Long Island and the development of the island from the past to the present. The students deepen their understanding of the geography and history of the local area by participating in a variety of field trips such as visiting the Fire Island Lighthouse, the Stony Brook Schoolhouse, the Epenetus Smith Tavern, and the Joseph Lloyd Manor. As the year progresses, the curriculum then broadens as the students learn about New York State, the regions



of the United States, and Westward Expansion. Over the course of the year, students read *Scholastic Magazine* and engage in classroom discussions about current events.

### DURING THE YEAR, STUDENTS WILL:

- Make and use maps, globes, graphs, charts, diagrams, tables, timelines, and illustrations
- Research topics, identify main ideas and supporting details, and take notes on important information
- Write a research paper detailing the life and contributions of a famous New Yorker

## World Languages (Spanish/French)

World language study in the Fourth Grade offers the students Spanish and French. Each language course covers one-half year, and classes meet two days per week. The program builds upon the skills and concepts taught in Third Grade, with a greater emphasis on sentence structure and conversation. The four skills of listening, speaking, reading, and writing are foundational aspects of the program, and the students are also given an introduction to the history, development, and structure of the language in general. Language learning is enhanced by the use of technology.



### **Social and Emotional Learning: Kindergarten through Fourth Grade**

Character education and supporting the growth of the whole child is a cornerstone of East Woods School. The teachers in Kindergarten through Fourth Grade employ aspects of the Responsive Classroom educational philosophy, including morning meeting, interactive modeling, and positive teacher language. Responsive Classroom is a research-based learning program that emphasizes social, emotional, and academic growth. Depending on the day, teachers may incorporate “energizers” to help students transition from one activity to another, either to bring the energy up or to calm the energy down. “Quiet Time” is another favorite, when students are given just a few minutes to remain quiet with choices such as resting their heads, reading quietly or drawing quietly. These daily routines and teaching strategies build both academic and social-emotional competencies in children.

### **Physical Education: Kindergarten through Fourth Grade**

Students in Kindergarten through Third Grade participate in Physical Education classes three times per week. In Fourth Grade, the students participate in Physical Education twice per week. The central goal of the East Woods Physical Education program is to promote a lifelong healthy and physically active lifestyle. Through explicit instruction and participation in a wide variety of games, activities, and physical challenges, students develop

important skills such as teamwork, coordination, strength, endurance, balance, fair play, and sportsmanship.

### **Art: Kindergarten through Fourth Grade**

Students in Kindergarten through Fourth Grade participate in the art making process once a week throughout the school year. Students are exposed to lessons on the basics of art through a hands-on process inspired by their surrounding world in conjunction with art history and contemporary art. As they learn about different elements of design and design principles such as balance and proportion, students complete projects involving drawing with a variety of tools, painting with a variety of media and tools, printmaking, sculpture, and collage. The art curriculum on each grade level is linked to various classroom topics and themes, and children gain insights and perspective from these interdisciplinary projects.

### **Library: Kindergarten through Fourth Grade**

The program of the Rousmaniere Library at East Woods School promotes information literacy, and the ability to effectively use and communicate information, and it fosters an understanding and appreciation of literature across genres. Students in Kindergarten through Fourth Grade visit the library once a week for forty minute classes. At each grade level, the library curriculum builds in complexity in teaching information management skills and literature appreciation skills. Guided practice helps stu-



dents develop their writing, speaking and visual literacy skills to communicate information. The students learn to locate materials for personal interests in a variety of formats, and they learn to collaborate with others to demonstrate their learning.

### **Technology: Kindergarten through Fourth Grade**

Students in Kindergarten through Fourth Grade have formal technology instruction one time per week for forty minutes in the technology lab. While working on projects tied to the grade level curriculum, students build proficiency in standard tools such as word processing, spreadsheets, presentation programs (both online and offline), 3D design and printing, photo manipulation, and databases. Additionally, digital citizenship, keyboarding, and coding are covered in depth at different times during the year. The technology concepts and skills are taught with increasing complexity as students move from grade to grade.

Students in Kindergarten through Fourth Grade also attend the Maker-

space. This space allows each child to be creative and explore a wide variety of topics which include technology, computer coding, engineering, design, woodworking, movie-making, manipulatives, and crafting. Creativity can take many forms from idea generation to problem-solving. The Makerspace is dedicated to hands-on creativity and imagination.







### Science Lab Experiences: Kindergarten through Fourth Grade

Students in Kindergarten through Fourth Grade participate in in-depth science labs linked to the curriculum every other week throughout the year. The labs are planned and run by Jane Powel, of Omnilearn, and her staff, in concert with the classroom teachers. While hands-on science experiments are already part of the East Woods classroom curriculum, the labs run by professional scientists allow students to delve deeper into the concepts by having lab experiences such as making hail in a test tube and cricket habitats in Kindergarten, creating giant models of spinal cords and replicating chromatophores in First Grade, creating a composting bin using redworms in Second Grade, dissecting sheep hearts in Third Grade, and simulating earthquakes in Fourth Grade.

### Music: Kindergarten through Third Grade

Students in Kindergarten through Third Grade attend music class twice per week. Music classes include three dimensions: music literacy, music appreciation, and music application. Students learn music literacy through activities involving singing, listening, reading, writing, dictation, improvisation, composition, and evaluation. Through lessons focusing on music history, music terminology, evaluation of music and music performances, and how music relates to other areas, students learn music appreciation. When students are actively participating in music and applying their learning, they are moving, listening, expressing, developing their voices, or working on instrument technique. In addition to a full assortment of classroom instruments available to all



grade levels (pitched and non-pitched percussion), Second Grade students learn to play the song flute and Third Grade students study the recorder. The students also participate in several musical performances throughout the year.

### Music: Fourth Grade

All Fourth Grade students attend General Music once a week. The goal of this class is for students to build lifelong and meaningful connections with music. The program focuses on Western Classical Music as well as American Popular Music and World Music. Musicianship is developed through lessons that emphasize singing, playing, moving, listening, and creating through the use of digital technology. In addition to one weekly period of General Music, Fourth Grade students have the opportunity to choose a band instrument and have an additional period of instruction with either their instrument lesson group or the Fourth Grade Band. Fourth Grade students also participate in Lower School Chorus once a week.

### Athletics: Fourth Grade

All Fourth Grade students have the opportunity to participate in the athletic program in addition to attending the regular physical education classes in order to fulfill the physical education requirement for East Woods School. The purpose of allowing Fourth Graders to participate in the athletic program is to help these students develop the skills, strategies, attitudes, and



knowledge to be successful participants in future years. There are generally teams in soccer, basketball, baseball, softball, cross country, and lacrosse. For an additional fee, any boy or girl in Fourth Grade who would like to play ice hockey is permitted to do so, with parent approval.





Upper School Educational Program



# FIFTH GRADE

**F**ifth Grade is part of the Upper School at East Woods, and students take classes in the Upper School building for the first time. In order to support the students as they make this transition, Fifth Graders have an advisory teacher with whom they meet weekly. This advisory teacher, who monitors their academic progress closely, is either their math/science teacher or their language arts/social studies teacher. The students move back and forth between the classrooms of these two teachers, and the two teachers work closely with each other to ensure a smooth transition to the Upper School. The Fifth Grade program allows students to become increasingly independent, and it supports them in continuing to develop strong organizational skills, time management skills, and the capacity to effectively self-advocate.

## Social Studies

The Fifth Grade course is a study of Ancient History. During the first portion of the year, the students complete an in-depth overview of world geography, including continents and oceans, map scale, latitude and longitude, and world climate. Building off of this foundational knowledge, the students spend the remainder of the year exploring various ancient civilizations.

### DURING THE YEAR, STUDENTS WILL:

- Use analytical skills to compare and contrast the geography, climate, style of government, and elements of daily life in ancient Mesopotamia, Egypt, China, Arabia, India, Greece, Rome, Mesoamerica, and early African kingdoms
- Conduct research on a variety of topics using a wide array of materials and use the information in different ways including writing a formal research paper with a bibliography, creating a travel brochure, and giving an oral presentation
- Use close reading skills to read and analyze both primary and secondary historical sources



## Language Arts

The Fifth Grade Language Arts curriculum includes instruction in reading comprehension skills, writing skills, spelling, vocabulary, and grammar. Over the course of the year, the students read a wide variety of literature, short stories, poetry, and articles. Novels read in the class may include *The True Confessions of Charlotte Doyle* by Avi, *The Egypt Game* by Zilpha Keatley Snyder, *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin, *Seven Daughters and Seven Sons* by Barbara



Cohen and Bahija Lovejoy, and *Castle Diary* by Richard Platt. These novels coordinate with various topics in social studies. Writing is also a significant focus in Fifth Grade, as students learn to write longer pieces such as research papers as well as writing persuasive, descriptive, and narrative pieces. Students work through the writing process and receive feedback through peer conferencing, through one on one writing conferences with the teacher, and through written comments from the teacher.

### DURING THE YEAR, STUDENTS WILL:

- Make connections and use inferential thinking to begin to grasp underlying themes and meanings in a text
- Write on a daily basis and focus on producing written work that is well-organized, includes main ideas and supporting details, and includes proper writing mechanics
- Begin to understand literary terms and identify figurative language in a text

## Science

The science curriculum is aligned with the Next Generation Science Standards (NGSS), and the students continue to develop their skills by asking questions and defining problems, making careful observations, recording data, making inferences, and drawing conclusions based on evidence. Whether the students are conducting a lab investigation, working in small groups to examine and analyze data, or participating in an interactive SMART Board activity, the program fosters critical thinking and science process skills. Throughout the year, the students deepen their learning by participating in field trips such as visiting the Vanderbilt Planetarium and studying ecosystems at The WaterFront Center in Oyster Bay. The following units of study in life science, physical science, and earth science are included in the Fifth Grade curriculum: Matter and Energy in Ecosystems, Simple Organisms:





A Study of Protists, the Structure and Properties of Matter, and Earth and Space Systems.

#### **DURING THE YEAR, STUDENTS WILL:**

- Design and complete a scientific investigation by engaging in the following process: determine a question or problem to investigate, conduct the experiment, collect data, analyze the data, draw conclusions based on the data, and present the information at the Science Symposium
- Learn skills and concepts through hands-on laboratory activities and experiments, classroom discussions, reading scientific texts, group projects, and teacher modeling

#### **Math**

The Fifth Grade uses the Scott-Foresman Addison Wesley mathematics curriculum, as well as a variety of manipulatives, web-based activities, and interactive SMART Board activities to enrich the curriculum and meet the varying needs of students. The teacher assesses student progress through daily informal observations, quizzes, and tests. Through modeling and discussions, the

students gain strong conceptual knowledge and an understanding of the real-life application of mathematical concepts.

Based on the students performance on the math assessment at the beginning of the year, students may be placed in the next level of math.

#### **DURING THE YEAR, STUDENTS WILL LEARN SKILLS SUCH AS:**

- Understanding the meaning of multiplication and division, and dividing and multiplying multi-digit numbers
- Comparing, ordering, and multiplying fractions and decimals, and understanding the relationship between fractions, decimals, and percents
- Investigating measurement and graphing
- Using a variety of strategies to solve word problems

#### **World Languages (Spanish and French)**

Students in Fifth Grade choose to take either Spanish or French, and classes meet daily. Both the Spanish and French programs are designed to provide the students a strong foundation in the language, and emphasis is divided evenly between reading, writing, listening, and speaking.

#### **DURING THE YEAR, STUDENTS WILL:**

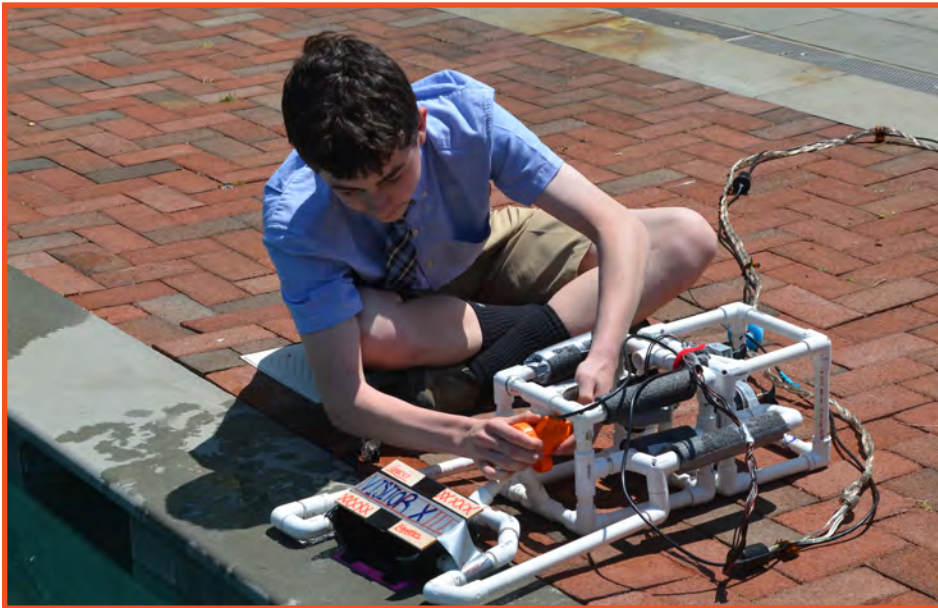
- Learn conversation skills and the basic rules that govern the grammatical structure of the language
- Demonstrate strong pronunciation and listening skills
- Develop cultural awareness





# SIXTH THROUGH EIGHTH GRADE

In Sixth, Seventh, and Eighth Grades, students have different teachers for each academic class, which fosters an increasing independence as they travel from class to class for different subjects throughout the day. With the exception of math and Eighth Grade science, all of the classes are a heterogeneous mix of abilities. As the students progress across the grades, they are given more responsibility and are able to take on leadership positions, as well as make the most of opportunities to speak in public, study topics in depth, perform on stage, lead on the athletic fields, spearhead community service efforts, and delve into the arts.



## English: Sixth Grade through Eighth Grade

The Upper School English curriculum strengthens students' skills in reading, writing, listening, and speaking through modeling, repeated practice, reading increasingly challenging texts, explicit instruction in writing skills with frequent feedback, and rich classroom discussions. On each grade level, the students

complete, on average, ten polished written pieces over the course of the year, using the writing process to brainstorm, organize, and outline their ideas, write a rough draft, edit, and revise with input from the teacher and peers, and complete a final draft. Student writing assignments build in length and complexity, and the students display a greater mastery of grammar, spelling,

and writing mechanics as they progress from Sixth to Eighth Grade. By the end of Eighth Grade, students are able to formulate coherent thesis statements and write five-paragraph essays with textual support for their argument. In the spring, each Eighth Grader uses their writing skills and oral language skills to write and deliver a speech to the whole school during assembly.

Students in Grades Six through Eight read texts across a wide variety of genres, and they employ a variety of strategies to understand and analyze what they are reading. The teachers consistently reinforce the idea that reading is an active process, and they involve the students in discussions, projects, and assignments that allow the students to use higher order thinking skills. Over the course of the year, literature may include the following:

- **Sixth Grade:** *The Giver* by Lois Lowry, *The Hobbit* by J.R.R. Tolkien, *The Adventures of Ulysses* by Bernard Evslin, *I am Malala* (Young Readers Edition) by Malala Yousafzai, and *Stories from 1,001 Arabian Nights* retold by Geraldine McCaughrean
- **Seventh Grade:** *The Miracle Worker* by William Gibson, *A Midsummer Night's Dream* by William Shakespeare, *Of Mice and Men* by John Steinbeck, *Fever 1793* by Laurie R. King, and *Lord of the Flies* by William Golding
- **Eighth Grade:** *To Be a Slave* by Julius Lester, *Chasing Lincoln's Killer* by James Swanson, *Romeo and Juliet* by William Shakespeare, *Night* by Elie Weisel, and *To Kill a Mockingbird* by Harper Lee

## Social Studies: Sixth Grade through Eighth Grade

The main objective of the Sixth through Eighth Grade social studies program is to give students a foundational knowledge of historical content, foster writing, reading, research, and analytical skills, and help the students to become independent thinkers and responsible, active citizens. Lessons utilize both primary sources and hands-on experiential activities. Whenever possible, history is integrated with other disciplines to assist students in exploring topics from multiple perspectives and make connections between concepts. The following time periods and topics are covered:

- **Sixth Grade:**
  - The class focuses on world geography and world cultures. Students start with the premise that all humans have certain basic needs, and that differences in culture are the result of varying strategies to meet these needs. The students use texts, images, and artifacts to understand the similarities and differences between world cultures and gain an appreciation and respect for diverse, global cultures.
- **Seventh Grade and Eighth Grade:**
  - Through reading a variety of primary and secondary texts, conducting research, and participating in class discussions, projects, and debates, the students learn about the significant events and themes in American History. In Seventh Grade, the class focuses on the time period from the Age of Exploration through the Pre-Civil War Era. In Eighth Grade, the class focuses on American History from the Civil War through to modern times.

## Math: Sixth Grade through Eighth Grade

The math program in Sixth through Eighth Grade is taught in achievement-based groupings so that each student





can be challenged. Students begin with a middle school math program, progress into Pre-Algebra, and have the opportunity to take Algebra I, Geometry, and Algebra II, depending on the instructional level of each student. Honors placement is determined based on developmental readiness, teacher recommendations, and grades.

The curriculum is designed to explicitly teach foundational skills and concepts while fostering a deep understanding of mathematics as a real-life problem solving tool. The teachers create a dynamic, supportive classroom culture that encourages participation and risk-taking. Through teacher modeling, guided practice, the use of models and manipulatives, interactive activities, projects, games, and class discussions, students learn how to solve different kinds of problems using a wide variety of strategies and demonstrate their ability to explain the thought processes involved. Through daily informal assessments, tests, and quizzes, the teachers assess each student's level of mastery and differentiate their instruction to meet the needs of each child.

### Science: Sixth Grade through Eighth Grade

Students in Sixth through Eighth Grade learn to think as scientists and to work

through all of the steps of the scientific process. Students conduct experiments, perform dissections, use interactive websites for simulations and virtual laboratory experiments, create models and diagrams to explain different phenomenon, read books and articles, participate in class discussions, analyze data, draw conclusions, and present scientific information through writing, visuals, and oral presentations. The following units in Life Science, Earth Science, and Physical Science are taught in different grade levels:

- **Sixth Grade:**
  - Taxonomy, Exploration of the Animal Kingdom, Human Biology, and Earth Studies
- **Seventh Grade:**
  - Forces and Projectile Motion, Chemical Building Blocks and Chemical Reactions, and Earth's Characteristics and the Spheres of the Earth
- **Eighth Grade:**
  - Living Environment: Grade-Level Class
    - Ecology and Biodiversity, Biochemistry, Cellular Biology, Genetics, Animal Kingdom, and Microbiology
    - The Eighth Grade science curriculum prepares students to take the Living Environments Regents Examination, if needed for placement in high school.
  - Genetics: Honors Class
    - Cellular Interactions, DNA Form and Function, Genetics, Biotechnology and Applications in Society

As part of the science curriculum, all students in Grades Six through Eight complete an independent experiment and participate in the East Woods School Science Symposium. In order to prepare for the Symposium, each student decides on a question or problem to investigate, plans and completes an



experiment, collects data, analyzes the data, and draws conclusions. The students write a formal lab report and create a display board to explain and report their findings. During the Science Symposium event, the students present their work to visiting scientists, parents, teachers, and other students. Many students choose to participate in the Science Symposium school competition which is judged by visiting scientists from the Cold Spring Harbor Laboratory. In addition, each year some students also use their projects to participate in the Long Island Science and Engineering Fair (LISEF), which is a regional contest to identify the best science projects on Long Island. Overall, the Science Symposium projects allow students to engage in the work of scientists and share their learning with the broader community.

### World Languages: Sixth Grade through Eighth Grade

Students in Grades Six through Eight take either Spanish or French, five

days per week. By studying other languages, students nourish their ability to think and communicate, gain an understanding of other cultures, and begin to see themselves as global citizens. Throughout the language curriculum, students learn through modeling, repetition, audio-visuals, guided practice, projects, dialogues, role-playing, listening activities, games, and iPad apps and simple programs such as LinguaScope, Duolingo, and Makey Makey. Classes are interactive, and teachers assess students' progress and needs through classroom observation, quizzes, tests, and projects. Between Sixth and Eighth Grade, the study of grammar, vocabulary, and syntax gradually intensifies, but the main focus of the program remains on helping students to communicate with fluency and to see themselves as part of a larger world.

### Leadership Program: Eighth Grade

At the beginning of the year students learn about the mission and program of several non-profit organizations. As a group they select one organization to support with a year-long project that they must create and carry out together. Their work includes volunteering time, as well as obtaining donations to support the program. At the end of the year, the students present their completed project to the school community and write a paper discussing what they have learned.



### Advisory Program

In Fifth through Eighth Grade, students are assigned to a faculty advisor who oversees a small group of students. The advisor serves as a support, advocate, and mentor for the students in their group, and they meet on a weekly basis for planned activities and discussion based around the school-wide character trait of the month. The advisory program is designed to provide an opportunity for each student to develop a close relationship with a member of the faculty, who works in concert with all of the student's teachers to create a positive academic, social, and emotional school experience. The advisor supports students in managing all aspects of school life and helps students develop positive character traits and strong decision-making skills. Advisors have frequent, open communication with parents about student growth and progress, and parents are encouraged to contact the advisor for help in handling any concerns.

### Athletics

At East Woods, Fifth through Eighth Grade students participate in inter-scholastic sports. There are generally teams in soccer, basketball, baseball, softball, cross country, and lacrosse. For an additional fee, any boy or girl in Fifth Grade through Eighth Grade can choose to play ice hockey in the winter. Within the athletic program, emphasis is placed on developing proper technique and skills, learning sportsmanship and teamwork, and building a foundation for an active, healthy lifestyle.

### Enhanced Curriculum

In Fifth Grade, the students are required to take art, music, drama, technology, and library as part of their scheduled classes, much like the Lower School schedule. Each of these classes meets for a forty minute period, once per week. The Fifth Grade curriculum focuses on bridging the gap between the Lower School schedule and the block scheduling curriculum offered in Sixth through Eighth Grade.



In Sixth through Eighth Grade, the Enhanced Curriculum subjects of art, health, information technology, and music are offered in multi-week blocks, two blocks per term. Students meet four times per week for fifty-five minutes. The Enhanced

Curriculum faculty members provide various electives for the students to choose from based on their interests. All students are required to take health and informational technology once throughout the course of each year, and all Eighth Grade students are required to participate in the creation of the school yearbook.

### Drama: Fifth Grade

The Fifth Grade presents a theatrical performance every winter, chosen by

and cooperation, audition technique, following stage directions, vocal technique, learning dance steps and choreography, creating a character, reading music, projection on stage, and proper diction. Students are also involved in creating and painting the set during this time. The performance is given in December to a thrilled audience of students, parents, friends and family.

### Drama: Sixth through Eighth Grade

All Sixth through Eighth Grade students are required to participate in the annual Upper School musical as actors, stage hands, set designers, or musicians. Through the rehearsal and performance process, students enhance and stretch their emotional and physical skills and learn that solutions to problems can take many forms. Students observe, listen to directions, follow complicated instructions, and work as a collaborative team. The critical thinking skills students use in performance include mental alertness, attention to sequence and detail, and memorization. Every rehearsal and performance provides the students the opportunity to communicate their ideas, feelings, experiences, memories, hopes, and dreams. With guidance from the creative team, faculty, and parents, this production is a highly anticipated annual event.





### Art: Fifth Grade

In Fifth Grade, students advance from the Lower School foundation to explore multi-layered ideas that encompass varying aspects of the art making process. Open discussions of artists, their work and background are encouraged, ranging from art history to contemporary. The teacher-led experiential approach is to nurture desire and interest in the subject, encourage individual style, develop skills as a participant,

and build appreciation of the working process of an artist. Integral to the program is an introduction to theatre where students are guided through a collaboration to design and create the scenery for their annual production. The year-long curriculum includes working in two and three-dimensions through a variety of media such as soft and oil pastel, tempera and acrylic, and plaster and clay.

### Art: Sixth through Eighth Grade

The elective art courses are designed to develop an appreciation for the arts. Students engage in exploration and discussions of art history, contemporary art, and of artists, their work and background. Theme-based projects are created depending on student interests. Various offerings have included "Concepts in Cubism" (painting and drawing) and "Tribal Mask Making" (plaster construction). Team-taught, interdisciplinary courses have also been offered such as the "Warhol Project," in which students explored art, industrial arts, and technology in creating their projects. Offerings such as an introduction to printmaking techniques, clay-hand building, and working on the potter's wheel offer process and experimentation as a theme. All courses focus on building skills in problem solving as well as techniques in various media. Museum visits to exhibitions related to course topics also enrich the curriculum.

As part of the annual Upper School musical production, students discover the backstage workings of theater in a Scenery and Set Design course in a nine-week, team-taught course. As set builders, students use hand and power tools in constructing set structures and individual props. As scenic painters, students work closely with reference photographs in designing sets. Basic and intermediate construction and a variety of textural painting surfaces and sculpture techniques are explored. During rehearsals

and at performances, students serve as stage crew. This course also includes a field trip to television and film stage sets and media museum visits.

### Health: Sixth through Eighth Grade

All Sixth through Eighth Grade students are required to take Health for one block, which runs four days a week for four weeks. While the general topics are the same for the three grades, the information and concepts taught become progressively more complex and extensive over time. Functional health knowledge is taught to assist students in knowing how to keep themselves safe, live a healthy lifestyle, and achieve overall health and wellness. The following topics are also included in the curriculum: self-management, relationship management, stress management, substance abuse prevention, human sexuality, communication, planning and goal setting, decision making, and advocacy. In all grades, students' specific concerns and interests direct the curriculum and its focus of content.

### Library: Fifth Grade

Students attend one forty minute class per week. Instruction guides students to demonstrate proficiency in previously taught information literacy skills and to apply them to classroom research assignments. Students learn the skills needed for formal report writing and effective oral presentations and participate in activities that promote inquiry-based learning such as the Invention





Convention. Students read and learn to respond to literature in various formats including text-based questions and student-generated book reviews.

### **Music: Fifth Grade**

The goal of Fifth Grade general music is for students to continue to build a lifelong and meaningful connection with music. This class focuses on Western Classical Music, as well as American Popular Music and World Music. The development of critical thinking skills and overall musicianship continues from the previous years of study. Based on student interest, this class has used digital recording technology in order to explore contemporary music production. Students are introduced and guided through the use of the technology and software needed to create professional sounding

recordings. Through a sequence of projects, students explore the multifaceted roles and responsibilities of artists, musicians, engineers, producers, songwriters, and arrangers.

### **Technology: Fifth Grade**

In Fifth Grade, students attend one forty minute technology class per week. The students are provided an email address to use within East Woods School and for online learning on specific websites. Internet Safety and Netiquette are reinforced at this time. Through a combination of lessons from Common Sense Media, EverFi and NetSmartz, student skills are reinforced about Internet safety, copyright and privacy. Students continue to build upon previously learned skills and apply them to new programs. Fifth Grade students

are introduced to all of the tools within the Google Suite for Education platform: Docs (Microsoft Word), Slides (PowerPoint), Sheets (Excel). This platform allows for collaboration with teachers and peers. Students are introduced to 3D printing through the use of Tinkercad. Students create unique key chains initially drawing to scale and then translating their ideas to Tinkercad using various shapes to complete their drawing. Programming skills continue to develop as students complete courses in the Code.org curriculum and move on to Scratch to create their own animated game.

Throughout an East Woods School student's career, they are exposed to keyboarding both formally and informally, again building upon previously learned skills. In Fifth Grade, students spend one term increasing their keyboarding skills through touch-typing. Students are evaluated on proper form and accuracy, not speed.

Students in Fifth Grade also attend the Makerspace. This space allows each child to be creative and explore a wide variety of topics which include technology, computer coding, engineering, design, woodworking, movie-making, manipulatives, and crafting. Creativity can take many forms from idea generation to problem-solving. The Makerspace is dedicated to hands-on creativity and imagination.



### **Information Technology: Sixth through Eighth Grade**

The focus of the Information Technology Program for students in Sixth through Eighth Grades is on the refinement and independent application of skills used in the research process and the utilization of appropriate technologies to communicate ideas and information to others. Students come to the library and technology labs for intensive, multi-week blocks of integrated instruction. Although the final products vary and may include term papers, debates, individual projects of personal interest, or interdisciplinary multimedia projects, the process of information analysis and organization is a consistent thread running through all activities. Information technology skills increase in depth and scope, as students develop specific competencies and good digital citizenship practices. Students utilize six-week blocks to create multimedia projects that interconnect various class instruction with Informational Technology. These projects are a culmination of skills learned throughout their years at East Woods School. Eighth Grade students also learn page layout design and are responsible for creating and organizing *The Echo*, the East Woods School yearbook.





### **Makerspace: Sixth through Eighth Grade**

The Makerspace is a collaborative workshop where students can gain hands-on experience to design and build projects. It is designed to provide students with a space to get together, create, and explore topics of interest which include technology, computer coding, engineering, design, woodworking, movie-making, manipulatives, and crafting. Creativity can take many forms from idea generation to problem-solving. Students also have the ability to work with virtual reality technology allowing them to experience 3-D.

### **Band and Chorus: Fifth through Eighth Grade**

The music curriculum provides students with a variety of experiences, both instrumental and vocal. Students in Fifth through Eighth Grade meet two to four times per week to prepare for select performances throughout the year. The curriculum introduces and develops the skills fundamental to being a good musician: note reading, rhythm reading, listening, and practicing. East Woods feels that arts are essential to the whole education of a child, so participation in Band or

Chorus is mandatory for all students. The Band and Chorus rehearse twice each week to prepare for the Holiday Concert, Spring Concert, Commencement Ceremony, and other various performance opportunities.

### **Community Service: Fifth through Eighth Grade**

In the spirit of working globally, nationally, and locally, our community service program allows students to participate in many different ways. There are a number of hands-on projects including recycling every Wednesday before school, the Homework Tutor Program at the Family Service League, visiting senior citizens at a local assisted living facility, participating in Trick or Treat for UNICEF, lending a hand at the Fall and Spring Coastal Clean-Ups in Oyster Bay, helping out running games at the Cold Spring Harbor Fish Hatchery Fall and Spring Festivals, supporting the Shoe, Clothing, Toy, Toiletries, and Food Drives, helping at the Project Hope Soup Kitchen in Huntington Station, participating in community runs or walks for charity, and singing at a local Senior Center. Students are encouraged to build upon their interests and passions, and students may also take the initiative to support a cause or project that is meaningful to him or her.

### **Student Council: Fifth through Eighth Grade**

The Student Council of East Woods School is a student organization whose members are elected from Fifth through Eighth Grades to represent the



students and to serve the best interests of the student body. All East Woods School students have the opportunity to run for Student Council, and two representatives are elected from each class. Through participating in weekly meetings and organizing events over the course of the year, the Student Council fosters unity within the student body, and its members show leadership, responsibility, and good citizenship.

### **Culture Club: Seventh and Eighth Grade**

The East Woods Culture Club is made up of students in Seventh and Eighth Grade, and the club members participate in a variety of cultural experiences in New York City. From attending sporting events, to touring the NBC studios, each outing allows students to see and experience new things and to bond with each other.

### **Theater Club: Seventh and Eighth Grade**

The East Woods Theater Club gives students in Seventh and Eighth Grade an opportunity to see major Broadway and Off-Broadway shows four times per year. The trips into the city include lunch

at some of New York's most famous attractions and then excursions to see shows such as *Cats*, *The Lion King*, and *All Shook Up*. On occasion, cast members from the shows are able to join the students at the end of the show to discuss life in the theater, share thoughts on the show, and answer questions from the students.

### **Trips: Fifth through Eighth Grade**

The Upper School takes an overnight trip every September. Students in Fifth through Eighth Grades participate in the following types of activities: ropes challenges, salt marsh exploration, fishing, kayaking, and marine archaeology. In addition to the activities provided by the camp, the students also complete team building exercises aimed at allowing students to get to know each other on a different level. In the spring, students in Fifth through Eighth Grade take overnight trips focused around their curriculum that provide hands-on learning experiences. Trips have been taken to Philadelphia, Boston, New York City, Chicago, Williamsburg, and to the Dolphin Research Center in Florida.





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