



**THE RED OAKS
SCHOOL**

PARENT CURRICULUM GUIDE

**2020–2021 Upper Elementary Program
(Grades 3 & 4)**

Upper Elementary at The Red Oaks School

The Upper Elementary experience at ROS serves as a bridge between the ROS Montessori-influenced experience and the ROS Middle School's IB curriculum. Maria Montessori concluded that students at this age were continually attempting to answer questions regarding the world as nature created it and culture as humankind has defined it. This is the very essence of the ROS Montessori/International Baccalaureate combination. The Upper Elementary program is the capstone of the ROS student's Montessori experience.

The commitment to each individual student's academic potential continues to be paramount. At the same time, collaborative experiences hold a special place in the Upper Elementary grades. Picture students alongside each other learning how to translate their individual skill set within a working group. This is the essence of grades 3 and 4 at ROS.

Student inquiry is the "secret ingredient" in the Upper Elementary at ROS and teachers carefully plan to provide an integrated experience full of opportunities for students to initiate their own course of study. In each classroom, students are reading and writing to develop their literacy skills. Teachers from each discipline work together to formally create a curriculum that demonstrates this type of deliberate integration. The curriculum has breadth enough to allow students to pursue studies in areas of personal interest as well.

The course of study draws from a variety of current, researched educational resources. ROS teachers and administration consistently evaluate curricula to ensure it is effective, motivating, and consistent with the school's commitment to the "whole child," a phrase used to express Montessori's belief that education must address not only the student's academic needs, but their social and physical needs as well. In concert with Montessori practice and the ROS student's previous experience, teachers continue to serve as models, often thinking aloud or demonstrating concepts in an effort to "show" rather than "tell," but students also have opportunities to serve as models and leaders. Collective and small groups of students work toward common goals ensuring students become comfortable with the nuances of group dynamics.

The daily schedule is designed to provide focused, uninterrupted academic periods to enable students to delve deep into their studies, completing integrated projects that reflect both their individual learning and their collaborative efforts. Students move between three classrooms each with its own subject-specialist teacher. By using "period" scheduling students improve their organizational skills and develop flexibility. Music, Art, Spanish, Yoga, and Physical Education are all important elements of the program as well.

Specific Areas of Study:

Language Arts

Language Arts at ROS includes comprehensive instruction in reading, writing, word study, and vocabulary. The ROS Upper Elementary curriculum is based on elements of Columbia Teachers College's Reading and Writing Workshop and incorporates the use of *Thinking Maps*® and Judith Hochman's *Teaching Basic Writing Skills*. The workshop structure fosters independent, capable readers and writers through an "I do, We do, You do" approach. First, the teacher introduces a specific strategy and then models it for the whole class or small group. Then, students have repeated opportunities to work together in small groups or partnerships to practice the new strategy. Eventually, students begin to use the strategy independently with ongoing teacher support until they have internalized the skills and it becomes an automatic part of the reading and writing process. While both Third and Fourth Graders complete the same type of reading and writing assignments in an integrated multi-age classroom, each student is learning and growing at their own pace. The teacher provides ongoing support and feedback as students develop into fluent readers and writers. Instruction at ROS is highly personalized to the needs of the students. The teacher continually conducts purposeful assessments to ensure each student is challenged appropriately and that academic groups engage and inspire students. Regular individual teacher/student conferencing and teacher reviews of student work are formative assessments, which shape the curriculum.

This year we will seek to answer the essential question, "*How Do Authors Influence Their Readers? An In Depth Study of How Authors Persuade, Inform, and Entertain*". Throughout each unit students will thoroughly examine techniques and strategies of each form of reading and writing. This year begins with students embarking on an author study of Patricia Polacco, noting story elements and how the author entertains through creating connections between characters and problems in multiple texts. Students will also launch a journalism study. Through writing an Upper Elementary newspaper, students will take stories that are applicable to their lives and integrate them with their non-fiction text structure knowledge. By studying folktales and the fantasy genre, we will examine how authors use complex plots and characters to both entertain and inform. Upper Elementary learners will continue to study poetry and analyze how poets persuade, inform, and entertain their readers.

During Grades 3 and 4, students' reading skills pass a developmental milestone. Upper Elementary is a time in which the students not only "learn to read", but "read to learn". Students' reading levels are formally assessed several times a year. Using the *Fountas and Pinnell Benchmark Assessment System*, students are evaluated in a comprehensive process that examines their fluency and comprehension. These results are shared with the student and the student uses this information to craft personal goals. The Language Arts teacher makes a point

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not only to know each student's reading skills, but also their reading interests so they can help the students find joy in reading.

The Reading Workshop curriculum model recognizes the importance of student engagement. The curriculum is designed to encourage meaningful interactions between students and the texts they are reading as well as a community of readers. In Reading Workshop, the teacher thoughtfully selects texts that illustrate a particular strategy or concept. These texts are used for explicit instruction of genre characteristics and specific strategies. During group "Think Alouds", the teacher and students collectively analyze texts using the introduced strategy and new content-specific vocabulary.

Independent reading of appropriately leveled books is a core component of Reading Workshop. The 3rd/4th grade Language Arts classroom has a leveled classroom library. Based on their assessment results, students are invited to select texts for themselves at a "just right" reading level to read at both school and home. Since exposure to a wide variety of literature and high interest nonfiction is important to the students' growth as readers, the teachers also provide guidance regarding book choices.

By routinely reading books of their choice, students develop proper reading habits, increase their reading stamina, and learn how to transfer skills from reading lessons to the context of authentic books. Students read at their own pace, moving ahead or rereading as necessary. The teacher assigns activities for independent reading that guide students on how to apply explicitly-taught reading strategies to their independent reading. Students communicate their thinking about reading through a wide variety of written and spoken comprehension activities, many of which involve partnership or group work. During Reading Workshop students frequently share their thinking with their assigned reading partner and other students. Their rich reflections and discussions with the teacher and peers go beyond right and wrong answers to basic comprehension questions. Upper Elementary students are active and engaged readers that develop a lifelong ability to comprehend, question and wonder as they read.

Writing is a daily part of the Upper Elementary classroom as students develop the stamina and written expression skills. The 3rd/4th grade curriculum is a fusion of the Writers Workshop model and the evidence based *Teaching Basic Writing Skills* program. The beginning of the year focuses on building linguistic complexity. By learning the parts of a sentence and how to craft a simple and a complex sentence, students have the building blocks to compose well-written paragraphs. Students learn that writing improves by following a multi-stage writing process that includes brainstorming, planning, drafting, revising, and editing. This process is repeated within every unit of study in writing. Through explicit modeling of each stage in the process of writing and consistent classroom procedures, students internalize the sequence of steps necessary to compose rich and coherent compositions.

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The teacher consistently models rich and coherent writing and shares examples of successful student work to inspire others. Students use the *Thinking Maps*® they have used since Kindergarten to plan their writing pieces and the use of *Thinking Maps*® as a planning tool is demonstrated within every genre presented. For example, a Multi - Flow Map showing cause and effect helps students organize their reasons and results in preparation for a personal essay or writing a personal narrative. *Thinking Maps*® are a way to explicitly teach different text structures in a way that is segmented and understandable to a variety of learning styles, especially visual learners.

Throughout the writing program, students' final writing assignments for each unit are assessed with the use of scored writing rubrics. Students are exposed to the writing rubric and goals at the onset of the assignments, so that they are fully aware of the expectations of each written piece. The teacher shares and discusses assessment results with the students so they are aware of the strengths and areas to improve. Furthermore, self-assessment also drives each student's journey as they think metacognitively about themselves as writers and set personalized goals. Students keep portfolios of their scored pieces and subsequent work to show at their parent conferences. The entire class celebrates their accomplishment at the end of a unit with a "Publishing Party," in which an authentic audience of students and/or teachers reads the final published compositions and provides positive feedback.

This year students will engage in word study using Words Their Way® . A developmentally based approach to word study, Words Their Way® incorporates the study of phonics, spelling, and vocabulary instruction. Since word knowledge is developmental, students explore how the understanding of word structure at the alphabetic, pattern, and meaning levels successively build upon one another. By focusing on a specific sort each week, students interact with new words in efficient, fluent, and meaningful ways. Students are empowered with their knowledge of word patterns and apply multiple strategies to decode and encode unfamiliar words. In order to promote the transfer of skills acquired in Word Study, instructional groups are small and will meet individually with the teacher. Spelling practice will be completed through a workbook, teacher-created activities, and an online program. They will be assessed each week.

Vocabulary is an essential component of a balanced literacy program. Using an educational approach developed from Isabel J. Beck, Margaret G. McKeown, and Linda Kucan's *Bringing Words to Life*, students engage with a robust approach to vocabulary. Words are directly introduced and playful, critical thinking activities are practiced at multiple points during the week. By having to explain their thinking as they work through examples/non-examples, word associations, and word relationships, students create a context around the word and it becomes part of a network of their ideas.

**Thinking Maps* are tools that help students organize their thoughts, categorize, compare and contrast, sequence, and select pertinent facts from all of the information they have collected about a particular subject. (See Critical Thinking section below).

Math

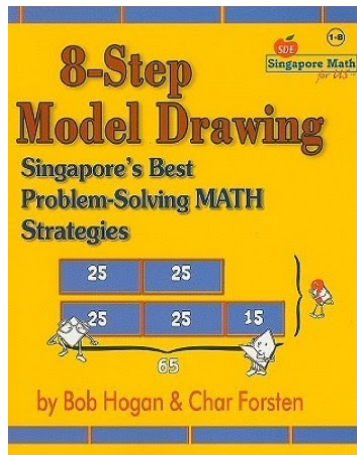
The Red Oak's Upper Elementary Math program seeks to create young mathematicians by tapping into their intrinsic curiosity and fascination with math. Red Oak's aims for "mathematical proficiency," a broader instructional outcome than simple computational mastery. There are five strands of math proficiency that form the foundation of the program: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. Students use a variety of problem solving techniques. They are encouraged to think deeply, use models, adapt methods, take risks, and ultimately enjoy math! The Upper Elementary Math curriculum is designed to ensure that students are confident in their understanding of skills and strategies necessary to matriculate to the pre-algebra courses the ROS Middle School offers.

Lessons predominantly follow the Math in Focus scope and sequence, a balanced curriculum that incorporates Common Core standards. The Red Oak's curriculum has been modified to provide a coherent sequence of topics that gives students time to master foundational topics, so little repetition is required the following year. A topic may be repeated from a previous year, but it will be studied in greater depth.

Students develop deep comprehension of mathematical concepts and operations by following a path to abstraction. Montessori materials are integrated seamlessly into the learning process. Students begin learning a computation strategy by working with "concrete" manipulatives to act out an operation. They continue their practice by drawing "pictorial" models of the problem. Finally, they learn to represent a problem in its most abstract form: a pencil-and-paper algorithm. Sophisticated Montessori materials are available in several forms of abstraction, allowing the teacher to individualize instruction to each student.

$$\begin{array}{l} 5 \times 398 = 1,990 \\ 5 \times 398 = 5 \times (400 - 2) \\ (5 \times 400) - (5 \times 2) \\ 2000 - 10 = \\ 1,990 \end{array}$$

Some highlights of the Singapore math program include its use of mental math strategies and bar modeling for problem solving. Specific Mental Math strategies (making tens, branching, left to right addition, compensation) are explicitly modeled and practiced in order to teach children how to break apart numbers and compute efficiently. Students use these strategies to carry out computational procedures flexibly and accurately.



Vida did 6 jumping jacks.
 Maya did 4 times as many as
 Vida and Alexa did 2 times
 as many as Maya. How many
 jumping jacks did Alexa do?
 Alexa did 48 jumping jacks
 Alexa JJ

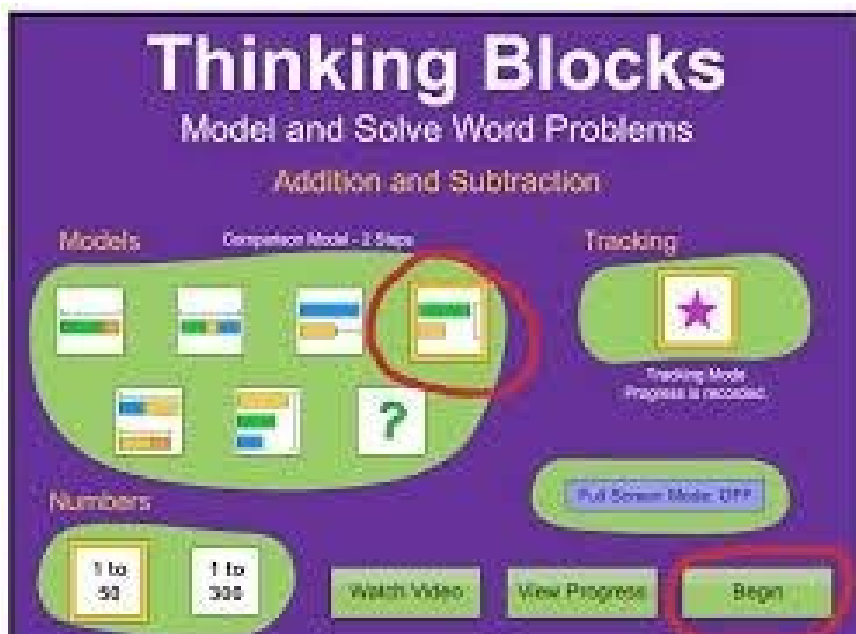
$6 \times 4 = 24$
 $24 \times 2 = 48$

V	6				
M	6	6	6	6	24
A	24			24	

Model drawing is a strategy that helps students interpret and represent complex word problems. Students learn steps to understand a problem, and include important details by drawing a model. Dovetailing with Montessori philosophy, teachers act as “models” as they model the steps to small groups of students. Because the same steps are consistently applied, students are able to work independently to approach a wide variety of challenging problems.

The Upper Elementary program helps students appreciate the value of math by extending math experiences “beyond the book.” Students work through challenging projects and homework assignments based on real-world mathematics problems in order to understand the value of the skills they are acquiring. In the process, they further develop their strategic competence and adaptive reasoning skills. On a daily basis, students are given critical thinking or problem solving tasks to reflect on, solve, write about, and discuss/debate. In addition to frequent model drawing practice, additional problem solving heuristics (guess and check, logical reasoning, finding patterns, etc.) are embedded in each unit of study to help students become confident and flexible problem solvers.

Red Oaks tracks students’ growth frequently and consistently to ensure they are making appropriate progress. The teacher assesses formatively on a daily basis during group and individual practice. Through utilization of Math in Focus assessment, the teacher can check for



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summative unit understanding and to enrich and/or remediate lessons as appropriate. This individualization allows students to remain both challenged and inspired. Students tend to graduate from the Upper Elementary mathematics program with a productive disposition, inspired and confident in their mathematical thinking.

Grade 3 Math Topics Sequence:

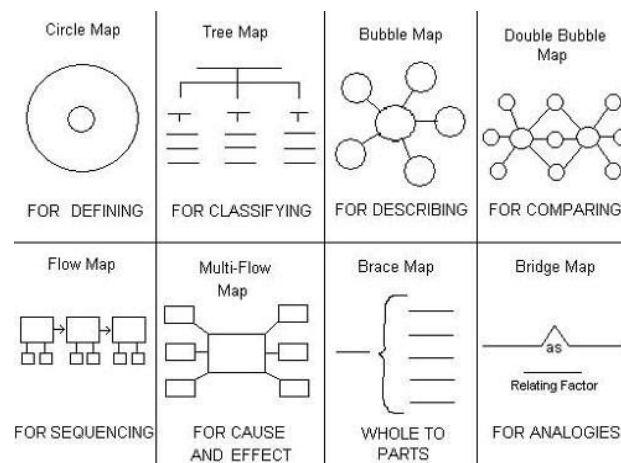
Numbers to 10,000
Addition and Subtraction Problem Solving
Money
Metric Measurement
Fractions
Customary Measurement
Time and Temperature
Angles and Lines
Two-Dimensional Shapes
Area and Perimeter
Mental Math and Estimation
Multiplication
Division

Grade 4 Math Topics Sequence:

Place Value of Whole Numbers
Estimation and Number Theory
Whole Number Multiplication and Division
Tables and Line Graphs
Data and Probability
Fractions and Mixed Numbers
Decimals
Decimal Operations
Angles and Line Segments
Squares and Rectangles
Area and Perimeter
Symmetry

Critical Thinking

At Red Oaks, critical thinking is an essential part of every academic subject. The School has adopted *Thinking Maps*[®], a series of graphics that both encourage and record thinking. The maps are consistent visual patterns linked directly to eight specific thought processes. By visualizing their thinking, students create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking -- essential components of effective and current educational practice. Schoolwide implementation establishes a common language for learning and sharing. Teachers model the use of maps across the curriculum and provide guided practice until student proficiency is reached. The maps are a daily part of classroom life and can be seen strewn across hallways and walls throughout the building.



Students' curiosity influences the curriculum as teachers adapt the course of study to address students' own questions. Students are helped to think about how to learn. Students become comfortable with open-ended discussions. They learn to express their opinions while listening and respecting other points of view.

Science

Science in the Upper Elementary classroom is inquiry-driven, student-centered, and collaborative. The science curriculum focuses on developing observation, measurement and inference skills. The students are constantly engaged in making connections to their world, and exploring patterns and cycles. The activities in science class are hands on, enabling the students to make discoveries for themselves in concert with teacher guidance.

According to the Next Generation Science Standards, students grades K-5 should begin to develop an understanding of the four scientific disciplinary core ideas:

- physical sciences
- life sciences
- earth and space sciences
- engineering, technology

Grade Level	Science Expectations
3	Students are able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards.
3	Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
3	Students are expected to develop an understanding of types of organisms that lived long ago and also about the nature of their environments.

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3	Students are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.
3	Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They are then able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.
3	The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.
3	In the third grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

Grade Level	Science Expectations
4	Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move.
4	Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.
4	In order to describe patterns of Earth's features, students analyze and interpret data from maps.
4	Students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

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4	By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye.
4	Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.
4	Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.
4	The crosscutting concepts of patterns; cause and effect; energy and matter; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.
4	Students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

This school year will include two units, *How Can We Explain the Similarities and Differences Between Organisms?* and *What is Our Evidence That We Live On a Changing Earth?*

In How Can We Explain the Similarities and Differences Between Organisms?, students will explore variation of traits in individuals, patterns in life cycles, and how the environment can affect expression of traits. In the first focus, students will observe the variations in traits among individual lettuce plants. In the second focus question, students plan and carry out an investigation to determine how environmental factors can affect plant growth. They also explore climate regions and consider how climate can influence plant growth. In the third focus question, students investigate plant life cycles and analyze several animal life cycles to determine patterns. In the fourth focus question, students use information from a reading to learn about how variation in traits can affect reproductive success. Then, students analyze the results of a fair test about snapdragon flower color and determine that one color provides an advantage. Students also use mathematical skills to analyze how fur color affected the survival rate of mice. In the final focus question, students explore information about a research project involving Trinidadian guppies. They compare and contrast two field sites where the research occurred, and then analyze and interpret data from the study. Students use this information to support a claim about whether a trait in the guppies is primarily a result of inheritance or an environmental factor.

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In *What is Our Evidence That We Live On a Changing Earth?*, students identify, analyze, and communicate evidence that we live on a changing planet. In the first focus question, students analyze global maps to find patterns in the locations of Earth features and in the occurrence of earthquakes and volcanic eruptions. They explain how these two processes cause specific hazards to humans and compare the structure of one of those hazards, tsunami waves, to wind-driven ocean waves. In the second focus question, students define problems associated with earthquake shaking. They read about engineering solutions to such problems and design and test models of earthquake-resistant buildings. In the third focus question, students investigate additional Earth processes that affect the landscape: weathering and erosion. They use models of mountains to test the effects of rainfall, vegetation, earthquakes, wind, and glaciers on landforms. In the fourth focus question, they consider what clues can be found in rock layers to serve as evidence of past landscapes. They use the stories of two locations to create a database of evidence-landscape connections. In the science challenge, students apply what they have learned to create a museum exhibit explaining that a variety of forms of evidence tells us that we live on a changing Earth.

Social Studies

Upper Elementary students will study early American history. Geography is the foundation for the inquiry as students use different types of maps to learn about the settlement of North America. The students learn from maps and teacher prepared resources that shed light on how people live as a result of various geographical features. The topics of study for this year are based around the idea that migration sometimes requires the establishment of new systems (government, religion, gender expectations, child upbringing, education, taxes, laws, slavery, etc.). These systems change over time.

Students will explore the reasons surrounding the migration from England to the establishment of settlements in North America. They will learn about the three colonial regions as well as compare/contrast the laws, daily life, education, occupations, religious practices, and presence of slavery of each region.

As the year progresses, students will explore the causes of the American Revolution as a result of the unhappiness with being governed by a far away power. Students will learn about major events during the revolution and research key figures of the period. Students will end the year with learning about the structure of the American government. This will focus on the rights and responsibilities of citizens, the three branches of government, and purpose of key documents such as the Declaration of Independence, Bill of Rights, and the Constitution.

Upper Elementary social studies courses generally address these three areas:

- **Culture:** What are the common characteristics of different cultures? How can I approach cultural differences with a respectful attitude?

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- **Time, Continuity and Change:** What happened in the past? How is the past connected to the present? How do countries and cultures change over time? How are communities changing now? How might I envision change in the future?
- **People, Places, and Environments:** How are people interconnected to the natural environment? How does the geography of a place affect its culture, lifestyle, and population? How does location affect how people meet their basic needs? How can I impact my environment?

Spanish

The objectives of the Spanish program for third and fourth year students are to:

- Acquire fluency in speaking in full sentences and creating original sentences about different themes relevant to the student's life.
- Speak with the correct accent, pronunciation and enunciation.
- Write sentences and paragraphs and /or create videos applying grammatical structures, idiomatic expressions and vocabulary.

Our curriculum will be based on the textbook *¡Avancemos!*. Each unit introduces a different theme relevant to the students' lives, building and expanding their vocabulary. Among the themes covered are date, time, weather, school, food, activities and health. In grammar, the students learn verb conjugations, the plural of nouns and articles, noun and adjective agreement and proper use of pronouns.

The students will practice their skills using their Symtalk workbooks *¡Hablemos!* This book reinforces vocabulary and grammar. Students will move towards proficiency in writing sentences and dialogue, and applying all the new vocabulary, expressions, and grammatical structures introduced in a particular unit. This year, students will set up a *Duolingo* account online where they will further practice spanish vocabulary and grammar.

This year, our area of focus will be Mexico. We will learn about this Spanish-speaking country through songs, food, cultural presentations, books, dance and geography. In addition, students will participate in role play, cultural lessons, songs, games, and the creation of a recipe book with quick Mexican recipes they can make at home like guacamole and limeade.

Art

The art program at Red Oaks offers students opportunities to explore a broad range of art making techniques while synthesizing craft and concept. Through the manipulation of materials, observation, and ongoing discussion, a foundation of conceptual and historical understanding of visual culture can be built. These explorations in self-reflection and

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communication provide tools with which students can see and respond to the world around them.

Through the fine arts program at Red Oaks, students participate in a rigorous study of the arts comprised of the following components:

- **Art production:** Involves critical thinking and imaginative processes, and the expression of the heart, mind and hand. Students gain a sense of proficiency as they are introduced to a range of art processes. Each student is given the time and space to learn about tools and techniques as well as experiment and improvise.
- **The History of Art and Visual Culture:** An integrated approach to the investigation of visual culture includes the history and contemporary application of art, design, and craft. Students develop an authentic kinship with masters of the past and present by relating their own creative process and explorations of concepts to the work of others.

The 2020-21 Upper Elementary art curriculum will be exploring drawing and painting techniques that are essential for basic elements of art and design. We will continue studying famous artists throughout history that have influenced that art world. Elements of Art and Design will play an important role in the projects created this year. Students will practice the importance of “Drawing what you see and not what you think you see” as an ongoing mode during their project building. We will deepen our understanding of shadow, light, and value and learn to create true compositions.

Music

Music at ROS is both expressive and explorative. Students consider music from a wide variety of sources in an effort to understand and foster respect for cultures extending far beyond their experiences. Simultaneously, students learn fundamental skills to engender confidence and creative spirits. Students’ early musical experiences help to set the stage for the perseverance needed for later study and practice.

There are three principles that guide the music program at The Red Oaks School:

- Children respond intuitively to rhythm and melody.
- Musical sounds are created by musical actions upon an instrument.
- Musical concepts are discussed only after they have been experienced.

In the Upper Elementary music program, students will learn to play the ukulele. They will expand their knowledge and skills, developing instrumental technique and exploring more creative expression in their compositions and performances. Students will strengthen their music literacy, working with advanced rhythms and extended pitch ranges. Composition activities in small groups will promote thoughtful consideration and creative application of

learning. By reflecting on these experiences, students will grow in self-awareness and self-confidence. Throughout the year, lessons and activities will foster the development of the three artistic processes: creating, performing, and responding.

Physical Education

Montessori believed that movement was the key to engagement and learning. At ROS, we take it a step further and have a deliberate and focused approach to help students realize their physical potential. Our unique PE curriculum allows for the individual needs and strengths of every child fostering a supportive yet challenging experience.

The Red Oaks Physical Education Curriculum has fitness, physical and social skill building embedded in its objectives. The objectives are:

- To increase student awareness of the benefits of exercise, nutrition, and care of the body as motivation for the practice of fitness activities.
- To increase student skills in performance of a wide variety of ball and body control movements.
- To teach students the practice of respectful negotiation in differences in opinion, respectful understanding of differences in skills, and leadership skills involving inclusion and cooperation.

Elementary students will learn a wide variety of sports, skills and dances during physical education this year. Students will have the opportunity to not only learn the skills necessary to play, but they will also dive into game concepts and strategies for each sport. We are also going to focus on the importance of physical activity and learn the benefits it has on our bodies. We will be practicing social distance but still maintaining the fun and energy of previous years. -

Yoga

Children are so open to the ancient science of Yoga, which is both a physical and meditative approach to overall wellness. Each class offers Yoga Poses, Breathing Techniques, Visualization and Relaxation, and Silence.

The benefits of Yoga give each child the opportunity to:

- Experience the physical and subtle benefits it brings to each system of the body
- Increase the ability to focus and concentrate
- Build confidence and self esteem in a non-competitive environment
- Deepen respect and patience with oneself and others
- Improve flexibility and balance
- Still the mind and body

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- Release stress naturally

The goal of this Yoga program is for each child to connect with and develop a greater awareness of the benefits that Yoga offers and how it can be applied to academic learning. This year Yoga will be incorporated into Physical Education.