

LOWER SCHOOL CURRICULA

GRADE 1

Grade 1 Language Arts

In the first grade the teaching of language arts follows the rigor and structure of research-based instruction, while creating an environment that promotes, supports, and enriches an appreciation for and love of reading. Direct lessons in phonics, word recognition, explicit fluency instruction, development of vocabulary, and monitoring of comprehension drive the curriculum. Teachers use a variety of materials to develop phonemic awareness and encourage students to listen to well-spoken and well-written texts. A balanced literacy approach is utilized and the Readers' Workshop model developed at Teachers' College of Columbia. Instruction incorporates individual leveled reading, word work, and literal, interpretive, and evaluative comprehension work. In teaching written expression the first grade continues using the Writers' Workshop model introduced in early childhood classes. Students are invited to live, work, and learn as writers—collecting observations, drafting, revising, editing, and publishing well-crafted narratives and expository texts.

Grade 1 Mathematics

Children at this age have a natural curiosity about numbers and patterns. The first grade *Math In Focus* curriculum encourages students to develop solid mathematical reasoning and strong computational skills through direct instruction, small group work, and independent, hands-on practice. The program stresses the development of skills in numeration and counting, operations including addition and subtraction, mathematical relations, exploration of data, geometry, measurement, monetary basics, and an understanding of fundamental rules and patterns. The primary goal is to have children develop a working knowledge and love of numbers, which will set the stage for future mathematical successes.

Grade 1 Science

The first grade science program motivates students to explore our world with hands-on activities based around the theme of using the senses to observe the universe. We cover a diverse range of physical, earth, and life sciences including the following topics: recycling, light and the sense of sight, the physics of sound and sense of hearing, the solar system and space, life cycles, and insects. Students experiment in our state-of-the-art indoor and outdoor science labs; they also explore our inspiring 40-acre campus.

Grade 1 Social Studies

The first grade social studies curriculum begins with basic geographic terms. The children are introduced to mapping skills including directionality (north, south, east, and west), symbols, boundaries, and map keys. While exploring the globe and world map, the children learn the names and characteristics of the seven continents and five oceans. As an introduction to the diversity of the world's cultures and environments, the course of study is designed to familiarize the children with the salient features of the various places discussed. This format affords children the opportunity to explore the geographic features, climates, languages, cultural traditions, natural resources, and wildlife of the areas we consider. Each student is responsible for a written research project as a culmination of the study of each continent; in these projects students highlight important facts, provide illustrations pertinent to the location, and add other creative touches.

GRADE 2

Grade 2 Language Arts

Building on their foundational reading skills, second graders strengthen their decoding abilities to become fluent readers while deepening their understanding. Children take charge of their reading, build big ideas about the books they read, and make connections to the text.

Comprehension strategies including visualizing, predicting, and retelling, bolster readers' confidence and enjoyment of reading.

The second grade writing curriculum develops and refines strategies for writing across genres. Second-graders craft powerful narratives, opinion and nonfiction pieces, scientific lab reports, poetry, and writing in response to reading. Through the use of mentor texts, children learn to understand and apply techniques they discover in the work of published authors, all while following the steps of the writing process. Writers use rubrics to self monitor their progress and set goals for future writing. This supports greater independence and fluency, fostering high-level thinking. The mechanics of cursive writing are introduced through the sequentially based Zaner-Bloser program.

The Foundations Phonics Program is a multisensory approach to teaching foundational reading, writing, and spelling skills. It systematically addresses print concepts, phonological awareness, word study, high frequency words, accuracy, fluency, and spelling. Additionally, it significantly reinforces other language arts standards using an integrated approach to vocabulary and comprehension.

Grade 2 Mathematics

The second grade *Math In Focus* program builds upon the foundation set in first grade. Emphasis is placed on numeration, counting, comparing and manipulating numbers to 1,000, while building fact fluency and problem solving skills. Bar modeling is introduced, as a visual tool for organizing information in addition, subtraction, multiplication and division number stories. Explorations include mathematical concepts of time, money, measurement, fractions and 2-D and 3-D shapes. Smartboard games, digital fact practice, and math websites are used to engage students and reinforce learning.

Grade 2 Science

In the second grade science program, children continue to develop basic science skills while broadening their understanding of the world around them. Through the study of the geology of Long Island, landforms, pebbles, sand, silt, and states of matter, as well as the study of African animals, students build upon their knowledge. Exploration of our 40-acre grounds and outdoor science lab lead to questions about our local environment, and these are investigated through research and experimentation.

Grade 2 Social Studies

The Second Grade Social Studies curriculum incorporates the exploration of indigenous peoples, cultural holidays, and celebrates the triumph of the human spirit. The year begins with learning about the first inhabitants of North America, how they arrived on this continent and settled into different regions. The interplay of environment and culture is emphasized, as the children learn to see how a people's way of life is shaped by their surroundings. Then focus shifts to the Eastern Woodland Indians who were the first inhabitants of Long Island. The children gain a deep respect and appreciation of the resourcefulness of these native peoples. As an extension to this unit, the children then learn about life on Long Island - its history, geography, and important landmarks. Next, the emphasis moves to examining the transformation of our society during the Civil Rights Era. The determination and courage of civil rights leaders and individuals, is explored through literature and secondary source documents and videos. Our last major unit focuses on the continent of Africa. Students learn about the culture, animals, and geography of these varied regions, emphasizing the interdependence of environment and ways of life. Throughout the year, the children learn map skills and have weekly discussions of current events.

GRADE 3

Grade 3 Language Arts

The language arts program in third grade allows students to build upon their reading and writing skills through an integrated curriculum. Reading is taught in a variety of ways, through the Readers' Workshop model, as well as through large and small group instruction. Comprehension skills are emphasized as students begin to focus on analyzing and interpreting different genres of literature. Teachers read aloud to the students regularly to enhance their vocabulary and comprehension skills—and to instill a love of reading. Silent and oral readings, as well as discussion groups, help develop expressive language. The writing program complements the reading program as it follows the Writers' Workshop model. Children are encouraged to communicate through written self-expression, which includes reinforcement of cursive writing skills. Students are taught how to organize their ideas, structure a paragraph, and develop their story lines. In addition, vocabulary, spelling, and grammar are addressed as students produce their creative and expository pieces.

Grade 3 Mathematics

The third grade *Math In Focus* program recognizes and builds upon children's growing capabilities by expanding the range of their mathematical abilities and ideas. Instructive lessons that teach basic strategies and formulas, coupled with differentiation activities, allow students to learn at individually appropriate levels. In turn, students are familiarized with mathematical concepts that challenge their thinking. Students deepen their understanding of place value, time, money, decimals, measurement, and geometry; in addition, they are held accountable for mastering the basic addition and subtraction facts along with multiplication tables through 12 x 12.

Grade 3 Science

Third grade science is an experiential program fostering student observation and inquiry. Students work together in small lab groups to conduct experiments that develop scientific skills of observing, predicting, classifying, and drawing conclusions. The curriculum focuses on our local environment, birds and their adaptations, biomes, and water. Research and public speaking skills are honed during a forest animal research project. The project ties together curriculum from students' library and technology classes with their science program. Again, the curriculum makes optimal use of the designated science laboratories, the outdoor science area, and the larger campus grounds.

Grade 3 Social Studies

The grade three social studies/history curriculum is a study of American history, starting from the first colonial settlements, exploring the American Revolution, and ending with the westward expansion movement. The content of the program is taught through various related texts, current events, hands-on projects, and field trips. The geography curriculum focuses on map skills (cardinal directions, borders, legends, keys, etc.) In addition, students are required to learn the location and spelling of the 50 states.

GRADE 4

Grade 4 Language Arts

The fourth grade language arts program is designed to help students become more competent, reflective readers and writers. The curriculum encompasses vocabulary development, spelling, and principles of grammar, as well as direct reading and writing instruction. The reading program introduces students to a wide range of children's literature. The processes of decoding and word analysis continue, along with an emphasis on comprehension skills. In conjunction, a variety of writing forms are taught, including expository, descriptive, narrative, persuasive, and report writing. Technique and skill are emphasized as children utilize the process of brainstorming, drafting, revision, and editing. This allows students to recognize appropriate word usage, punctuation, spelling, and grammar.

Grade 4 Mathematics

Deeper abstract thinking occurs in the fourth grade *Math In Focus* program due to the increasing demands of the curriculum. Students' understanding of numbers and their relationships are broadened even further and greater emphasis is placed on independent reasoning and strategizing. Focus is placed on operations involving multi-digit numbers, estimation, place value to the billions' place, plots and graphs, algebra, decimals, and fractions. Word problems and cooperative learning projects are woven into each topic area to assess and evaluate level of skill acquisition and application.

Grade 4 Science

The fourth grade science course continues to develop each student's problem solving and critical thinking skills through hands-on laboratory activities while utilizing the scientific method. Important skills such as predicting, drawing inferences, measuring, sequencing, identifying cause and effect relationships, connecting scientific principles and theories, and supporting conclusions with evidence from lab investigations are stressed throughout the school year. Units in geology, astronomy, and physical science provide students with opportunities to relate course material to their everyday lives. This, in turn, promotes the practice of independent thinking both in and out of the classroom.

Grade 4 Social Studies

The fourth grade social studies program is designed to foster the development of our students into literate citizens—individuals with the knowledge, skills and civic values necessary to become active and reflective participants in the world. The year begins with a concentrated study of New York, including its role in immigration, and an investigation into how natural resources and cultural influences helped to shape communities. Students build an appreciation for the similarities and differences among people in the United States and throughout the world. They expand their mapping skills and recognize the relationship between geographic features and integrated societies. Critical thinking skills are developed as the children learn to see the similarities and differences of geographic locations based on cultural, climatic, topographic, and economic influences in this country and elsewhere. These concepts come to life more specifically as the children discover how each of the 50 states was shaped by these factors. Through various projects, assignments, discussions, and field trips, students refine their research, presentation and study skills, and improve upon their overall knowledge of geography. At the completion of the United States' unit, each child will deliver a multi-dimensional presentation on a state that he or she has studied throughout the year.

GRADE 5

Grade 5 Language Arts

The fifth grade language arts program continues to encourage students to become competent and effective readers and writers. Recognizing the value of their ideas, as expressed both in writing and orally, is emphasized. Through selected literature, comprehension strategies are taught at both the literal and inferential levels, including analysis, deductive reasoning, the drawing of conclusions, and synthesizing information. Writing is a key part of the program and takes a variety of forms: narrative, compare and contrast, point-of-view, expository writing, fiction and

poetry. The program also incorporates a skill-based approach towards mechanics, as students learn to refine their compositions.

Grade 5 Mathematics

Communicating and reasoning like a true mathematician is the focus of the fifth grade mathematics program. A shift from the *Math In Focus* curriculum to the Holt Mathematics program provides a smooth transition to the rigors of Upper School mathematics. Fifth grade students engage in an intensive, meaningful study of number theory, proportional relationships, fraction operations, integers, graphs and functions, plane geometry, and probability. Computational speed and accuracy are expected. Critical thinking and strategic problem solving play pivotal roles in student learning.

Grade 5 Science

The fifth grade science course provides students with a comprehensive introduction to life science, including units in terrestrial and aquatic environments, and human body systems. The students plan and conduct investigations. They develop skills such as predicting, drawing inferences, measuring, sequencing, identifying cause and effect relationships, connecting scientific principles and theories, and supporting conclusions with evidence from lab investigations. Throughout each unit, the students are encouraged to relate scientific concepts to daily life experiences. As students work in cooperative lab groups, they have the opportunity to set up and maintain their own terrariums and aquariums in class. Technology and other resources are used to enhance investigational and communication skills.

Grade 5 History

The fifth grade history program begins with the exploration of pre-history and proceeds to provide an introduction to the ancient worlds of Mesopotamia, Egypt, India, and China. Students are encouraged to discover the similarities of and differences between various cultures and time periods and relate these findings to their world in the present. Furthermore, a consideration of the effect of nature and the geography of the ancient world on the development of societies is interwoven throughout this yearlong study. In addition, students are carefully and closely guided through the research process. Selecting a topic of their choice and after in-depth historical investigation, they work closely with their teacher to produce their first history term paper.

ADDITIONAL LOWER SCHOOL PROGRAMS

Lower School Academic Resource Center (ARC)

The purpose of the Academic Resource Center (ARC) is to enhance students' academic skills and attitudes based upon individual learning style differences and specific needs, as determined by clinical evaluative procedures. ARC provides strategic instruction with the ultimate goal of increased academic success and independence. Each Green Vale student is observed and assessed throughout their academic career. When an administrator, teacher, or parent determines that there are issues that need to be addressed, the case is brought to the Child Study Team (CST) for discussion. The CST, which consists of the ARC Director, school psychologists, reading specialist, the appropriate division director, as well as the child's classroom teacher, meets weekly in each division. The CST makes recommendations and develops a plan of action that may include a referral for testing. Evaluations are undertaken through the public school district, or privately, and the results are shared with the ARC Director in order to develop the appropriate intervention plan. The ARC staff consists of learning specialists, speech/language pathologists, and an occupational therapist, all of whom are contracted independently. They provide the appropriate support services, individually or in small groups, during the school's day at optimally scheduled times. The ARC Director and the ARC staff are in regular communication with school personnel working with the child, as well as with parents, to insure that the student's needs are being met.

Lower School Art 1-5

First grade students develop a vocabulary that enables them to describe various artworks. The year begins with a self-portrait project, applying prior knowledge of basic shapes and symmetry to drawings. Students exhibit their understanding of balance, color, and paper-folding techniques through mask making and in a variety of media and techniques such as painting, drawing, sculpture, and color mixing. Some of the projects that coordinate with the social studies curriculum are clay teapots (England), architectural castle drawings (England), aboriginal bark paintings (Australia), and Chinese Brush Painting (Asia). Second graders build upon the foundation set in first grade as they continue to learn new ways to apply the elements of art to their work. Projects include printmaking, drawing, painting, three-dimensional sculptures, art history, and art criticism. Students expand their art vocabulary to better discuss works of art and express their feelings associated with creating art. In conjunction with their social studies curriculum, the children focus on the art of the Eastern Woodland Indians and African art. Third graders continue to develop skills that enhance their understanding of art production and art history. Focus is on drawing, painting and sculpting with a variety of media and tools. Throughout the year, students analyze and critique many famous artists. In keeping with their social studies curriculum, students study American art focusing on colonial and Hudson River school artists; this culminates in a trip to the Metropolitan Museum of Art. The students learn how to properly use their sketchbooks, which will help them chart their artistic journey throughout fourth and fifth grade. Fourth graders continue to build upon their skills, review the elements of art, and apply the principles of design to their artwork. Students use their sketchbooks to explore their ideas, make observational drawings, and record their memories. Looking at art from famous artists throughout history, the lessons focus on the figure through drawing, painting and sculpting in plaster. Students explore printmaking through monoprints and learn how art is used in everyday life through ceramic and fabric arts with a concentration

on texture, pattern, and the elements of design. Projects are coordinated with the fourth grade social studies curriculum, as students create art in the manner of an important American artist. Fifth graders continue to review the elements of art and apply the principles of design to their artwork, and they also continue to use their sketchbooks. They study the textures, patterns, and ornamentation found in architecture and design a façade and cross-section of its interior space. Projects are coordinated with the social studies curriculum, focusing on ancient Egyptian and Chinese art. This culminates in a museum trip to the Metropolitan Museum of Art. Students create ceramic pottery using the basic pinch pot construction and learn new subtractive and additive techniques. They explore printmaking experimenting with relief printing and the printing press.

Lower School Crafts 2-5

In second grade the students begin the crafts program with an introduction to safety procedures and the use of some basic hand tools including the back saw, miter box, coping saw and hand drill. Emphasis is on the development of hand/eye coordination and fine motor skills, as well as the development of attention to detail and perseverance. In third grade crafts, students make a nutcracker, which is related to their field trip to Lincoln Center to see a production of Tchaikovsky's Nutcracker ballet. This project requires the use of the tools used in the previous year, as well as more sophisticated tools for shaping the wood. There is again a strong emphasis on safe working habits, and students take more responsibility for cleanup, with a team leader assigned each period. Motor skill development and a beginning appreciation for wood as a material are important elements of the process. In fourth grade crafts students make a box with doweled joints and a hinged lid, which is a project that requires greater attention to detail and a new level of precision. For the first time, students are introduced to power tools; students may use these tools only after attaining 100% on both a written and demonstration assessment. For more than 70 years, the Green Vale fifth graders have made model boats in crafts class. This is a very involved project and students meet twice a week in order to have sufficient time to complete it. The power jig saw is introduced, again requiring the passing of a written test and demonstration before being permitted to use it. In addition to wood, the boat also incorporates other materials: metal for the keel, fabric for the sails, screw eyes, and string for the rigging. This project is an enormously rich opportunity to develop a variety of skills using many different tools and it results in a boat that often becomes a treasured heirloom. Boats are raced at the end of the year as a culmination of the project.

Lower School Health and Wellness 1-5

Throughout the Lower School activities to address health and wellness issues are structured at age appropriate levels for understanding. In this curriculum, first graders concentrate on healthy choices in maintaining their bodies; on socialization, being a friend, and addressing bullying; and on disease prevention. Second grade focuses on friendship development, conflict resolution strategies, and community building in which students generate a set of class rules. The third grade continues to stress ways to foster positive friendships and conflict resolution, while stressing safety and personal responsibility, including environmental awareness. Within the curriculum for the fourth graders, the focus is on goal setting, acceptance and appreciation of others, team building, and understanding consequences of individual choices. The fifth grade program concentrates on managing emotions, conflict resolution strategies, and the effects of peer pressure.

Lower School Library 1-5

The library program at the Green Vale School is supported by two facilities with two state certified library media specialists. Each library houses a collection of traditional media such as books, periodicals, newspapers, and audiovisuals, as well as, computer workstations to access

online resources and the Internet. The Payson Library services the Early Childhood students as well as grades one and two, and the Coash Library services grades three through nine. The library program itself is designed to meet *Standards for the 21st Century Learner* as set forth by the American Association of School Librarians, a division of the American Library Association. To this end our students are taught through fixed and flexible schedules.

Payson Library 1-2

In grades 1 and 2, the library program provides pleasurable experiences with good literature to promote enthusiasm for reading. Library organization is introduced, and students explore the classification system. This promotes increasing independence in utilizing the resources and locating materials, as students become proficient information seekers with practice searching the OPAC. Frequent collaboration with grade level teachers ensures that much time is spent supporting classroom curricula through mini- lessons and co-learning. Students continue to select books and materials for pleasure, but increasingly they select materials to support research projects as well. By the end of second grade, students are ready to make the transition to the Upper School library where they will continue to expand their skills.

Coash Library 3-5

Growing independence in the use of library materials is the primary aim for grade three. Students are instructed in the use of the Mandarin circulation system so that they may circulate books independently, locate resources on the OPAC, and maintain awareness of belonging to a community sharing resources. Third grade students become familiar with several databases beyond the OPAC, including Enchanted Learning, Brainpop, Encyclopedia Britannica Online, and World Book Online. They also interact with various types of media and the proper application of each type with an information need. Again, the library program serves to support the curricula of other disciplines on a regular basis. An elective activity—the Third Grade Lunch Bunch—is a book discussion group that meets during lunch and allows children to read and share literature in a fun and delicious atmosphere. In grade 4 students continue exploration in becoming autonomous users of the library. Skills learned are transferable to any library setting and will ensure that students will be lifelong users of libraries. Students review and add to previous subject searching skills, and they pursue genre studies that support their language arts program. They are introduced to the database, Noodlebib, and learn the construction of a proper “Works Cited” page to be included in their state history project. Fourth graders also continue to enjoy Lunch Bunch. The students in grade 5 learn the arrangement of non-fiction books through the Dewey Decimal System, and they are also exposed to a variety of sources in preparation for their history research paper. Students are introduced to the Facts on File databases replete with articles, primary sources, timelines, and images to prepare for the research project. Increasingly independent, fifth graders are provided with time during each scheduled library period to pursue personal reading interests, to hear book talks by the librarian, and to create online book reviews on the Green Vale website.

Lower School Music and Movement 1-5

General Music 1-3

The first grade general music curriculum focuses on the development of fundamental musical abilities such as singing in tune, feeling and performing rhythm, and perceiving expressive qualities in music—and the second grade program strengthens these. In both grades students learn songs, play singing games, engage in creative movement activities, and play non-pitched and pitched percussion instruments. In second grade improvisation and composition are also emphasized, and basic concepts of reading music are introduced. The third grade general music

curriculum builds and strengthens basic musical abilities through a variety of activities such as singing, playing instruments, and dancing. It emphasizes reading music and the study of the recorder. Third graders also participate in chorus. Throughout the year, students in grades 1, 2, and 3 have a number of opportunities to perform onstage.

Chorus 4-5

The chorus curriculum seeks to develop skills in the following four areas: individual singing technique (e.g., proper breathing, healthy use of the voice), ensemble skills (e.g., singing in unison and harmony), rehearsal skills, and reading of music. The students are exposed to a wide variety of repertoire, often singing in languages other than English, and they perform two concerts a year. All students in grades 4-5 participate in chorus.

Instrumental Music 4-5

All students in fourth and fifth grades participate in the instrumental program. They begin the study of a band or string instrument and receive one group lesson per week, plus one full ensemble meeting. The goal of the program is to provide an outlet for creativity and individual expression while stressing the importance of the ensemble. Basic playing technique such as tone production, note-reading, and fundamental musicianship will be stressed. Students in fourth grade perform in the spring concert, while fifth graders perform in both the winter and the spring concerts.

Lower School Physical Education 1-5

Physical Education 1-2

The aim of physical education in first grade is to establish a basic foundation in motor and manipulative skills. Every class includes an activity focusing on endurance and strength and continues with activities to develop certain skill sets. These skills are necessary for team games that will be played in future years. Throwing, catching, dribbling, bouncing, and shooting are a small sample of concentration areas. Good sportsmanship and safety in physical education are emphasized throughout the year. Students in second grade continue to work towards greater mastery of basic motor skills. Developing hand-eye and foot-eye coordination, along with basic strength and agility skills, are emphasized. Simple organizational games give students an opportunity to apply the skills learned and promote group interaction. Many of the games involve encouraging teamwork and stressing the benefits of working together with peers. Good sportsmanship and safety in physical education are emphasized throughout both years.

Physical Education 3-5

The physical education program in the third grade is a transitional one. The students learn to change in the locker room for the first time and have practice for one hour, four days a week. Along with emphasizing the continuing growth of motor skills, agility, strength, and coordination, the students learn the initial skills and rules for most team sports. Modified games follow instruction to allow for immediate practice. Soccer, field hockey, basketball, volleyball, badminton, baseball, softball, and lacrosse are highlighted. Dance is also included in the winter term. Once again, safety, sportsmanship, and teamwork are emphasized throughout the year. By incorporating the skills acquired in earlier years, the physical education program in grade four progresses to more advanced team sport skills and strategies. The team sports begun in the third grade are played, and dance is again offered in the winter term. Large, cooperative group games are part of the program. Throughout all of these activities, a time in each class is spent on developing speed, endurance, strength, and agility. Behaviors and attitudes surrounding competition, teamwork, good sportsmanship and safety are continually in the forefront of instruction. Beginning in grade five, the students incorporate the many skills developed in earlier

grades for use in both individual and team sport situations. Emphasis continues to be placed on teamwork and sportsmanship as well as on continued development of various sport-specific skills and strategies. Team activities during the fall include soccer and field hockey for girls and soccer and football for boys. During the winter months, basketball teams are formed for girls and boys. Girls may choose dance instead, and boys may participate in an intramural program consisting of touch football, basketball, team handball and personal fitness. The spring offerings include lacrosse and softball for girls and baseball and lacrosse for boys. Conditioning and active participation are common themes throughout the year.

Lower School Technology 1-5

Technology 1-2

Students in grade 1 attend a technology class each week. They begin to formally log on to the network with a personalized username, and once that is mastered the students begin to learn the basic tools and functions of Microsoft Word. As the year progresses, students utilize specific kid-safe Internet sites and search engines to complement research in the classroom. Microsoft Word is used for final projects on various animals, Asia, and Europe. Everyday Mathematics, Fun with Spelling, and Jump Start First Grade are used in conjunction with classroom curricula. Familiarity with drawing tools and reinforcement of fine motor skills are continued with KidPix. Second graders continue practicing and learning more about Microsoft Word. This, accompanied by Internet research, is incorporated into the African animal projects and other second grade projects. Work in the technology center continues to support classroom activities—and Internet safety is fundamental to all activities. Finally, there is an introduction to Microsoft Publisher and its tools and functions.

Technology 3-5

Official keyboarding instruction begins weekly in third grade. The children learn to identify parts of the computer and demonstrate proper care and handling of the computer equipment. As the year progresses, each child gains confidence and skill in proper computer posture and key stroking. In the computer program, students' skills are developed using Microsoft Word in many projects. Tools and functions learned in Microsoft Publisher are revisited and additional tools and functions are taught. The Internet safety curriculum continues along with Internet research and activities to support classroom projects. The Internet is also utilized to focus on the geography of the United States and this involves a classroom and grade wide on-line competition. In Grade 4 the student mastery of Microsoft Word includes using Clip Art, Borders, Word Art, and Text Wrap. Our Internet safety segment continues with the use of www.netsmartkids.org. Students sign an Internet usage contract and then use Microsoft Publisher to create a bookmark on the subject; they also write and lay out a storybook in Microsoft Publisher. Half of the year we spend our time learning LogoWriter and using our new analytical skills to create and practice using geometric shapes. Students also continue keyboarding instruction; they begin to develop the skill of touch-typing using the correct finger of the correct hand. Outside of the technology classroom, students and teachers have access to a laptop cart, which is used throughout the fourth grade curriculum and to supplement the State Fair projects. Students in grade 5 begin weekly technology instruction by creating short stories in Microsoft Word and utilizing the advanced functions to help edit and publish those documents. Microsoft Publisher is used for an advertising and marketing unit. Keyboarding meets weekly for the winter term to further develop the skill of touch-typing and work on increasing speed and accuracy on the keyboard. The Internet safety curriculum continues along with instruction on how to effectively utilize the Internet to search for specific information. The collaboration among the classroom, library, and technology programs allows for sound research in developing the fifth grade term papers. Upon conclusion of their research, students pick one specific area of their term paper to focus on and create a slide presentation using Microsoft

Power Point, which is presented in class. Educational software programs and other on-line resources are used to reinforce language arts, mathematics, and creative thinking skills.

Lower School World Language

Spanish 1-3

The goal of our program is to take advantage of children's innate ability to acquire a second language by exposing them to authentic language and culture at a very young age. In Spanish class we use a multi-sensory approach to engage all of the students. With the aid of the Progressive Language program and teacher-made materials students enjoy playing games and singing songs to help them remember vocabulary. Students start by simply recognizing and responding to new words with visual aids. The transition from word recognition with visual aids to independent conversation happens naturally as our curriculum spirals and builds on previous learning from grade level to grade level. At the end of the four year program (kindergarten through third grade) students will be able to interpret a calendar, describe weather and seasons, express their feelings, and verbalize personal information in role-play situations in complex and original ways. In the third grade, students are exposed to French and Spanish in half-year intervals.

French and Spanish 4-5

Our program is designed to capitalize on each student's innate ability to acquire language through the exposure to authentic language and culture. While in class, the students are given every opportunity to read, write, speak, and listen to the target language in a way that makes the language fun for them. Each student's confidence increases dramatically as they quickly realize they can understand and use the language being introduced to them. In each class fourth graders cover topics that include numbers, colors, greetings, days, months, animals, food, classroom objects, and family. Particular emphasis is placed on aural comprehension and oral competence. Students in fifth grade are exposed to a more formal approach to language instruction. Topics include subject pronouns, vocabulary, verb conjugation, adjective agreement, and basic sentence structure. Students continue to develop aural and oral skills as well as adding the reading and writing components integral to learning a world language. Materials utilized in each language program provide fun and easy ways for students to be exposed to written and spoken language. Both languages use authentic, supplementary materials as well as the Internet to enhance curricula. All classes are conducted almost entirely in the target languages.