SPRINGSIDE CHESTNUT HILL ACADEMY

LOWER SCHOOL

Pre-K-4th grade

CURRICULUM GUIDE

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Our Single-Sex Approach

In Lower School at SCH Academy, students are taught in single-sex divisions. At this critical stage in child development, our single-sex environments, coupled with our rigorous academics and wide variety of departmental classes and experiences, allow students to develop and grow without gender stereotypes. All of our students have opportunities to lead and listen, while learning who they are and what they love to do while developing deep relationships with their peers and teachers.

LOWER SCHOOL

SPRINGSIDE CHESTNUT HILL ACADEMY

Message from Lower School Head

In Lower School, we meet children where they are developmentally with rigorous academics in a supportive and nurturing environment. We have high expectations for all of our students, and we work to achieve our goals through building strong relationships with students and families, carefully measuring student progress, and providing support and challenge along the way.

Our fantastic teachers are the heart of our Lower School. In every classroom, it is a priority to know each student's strengths, interests, and areas for growth. Our students feel cared for and connected through their strong relationships with their teachers. As a result, they are able to be consistently challenged in their work and supported in their growth.

Lower School students have the opportunity to experience a wide range of disciplines during these early years of learning, including science, art, music, physical education, outdoor education, and Center for Entrepreneurial Leadership (CEL). Our faculty work together to continually refine our programming to ensure that students learn deeply about topics in a variety of interdisciplinary ways.

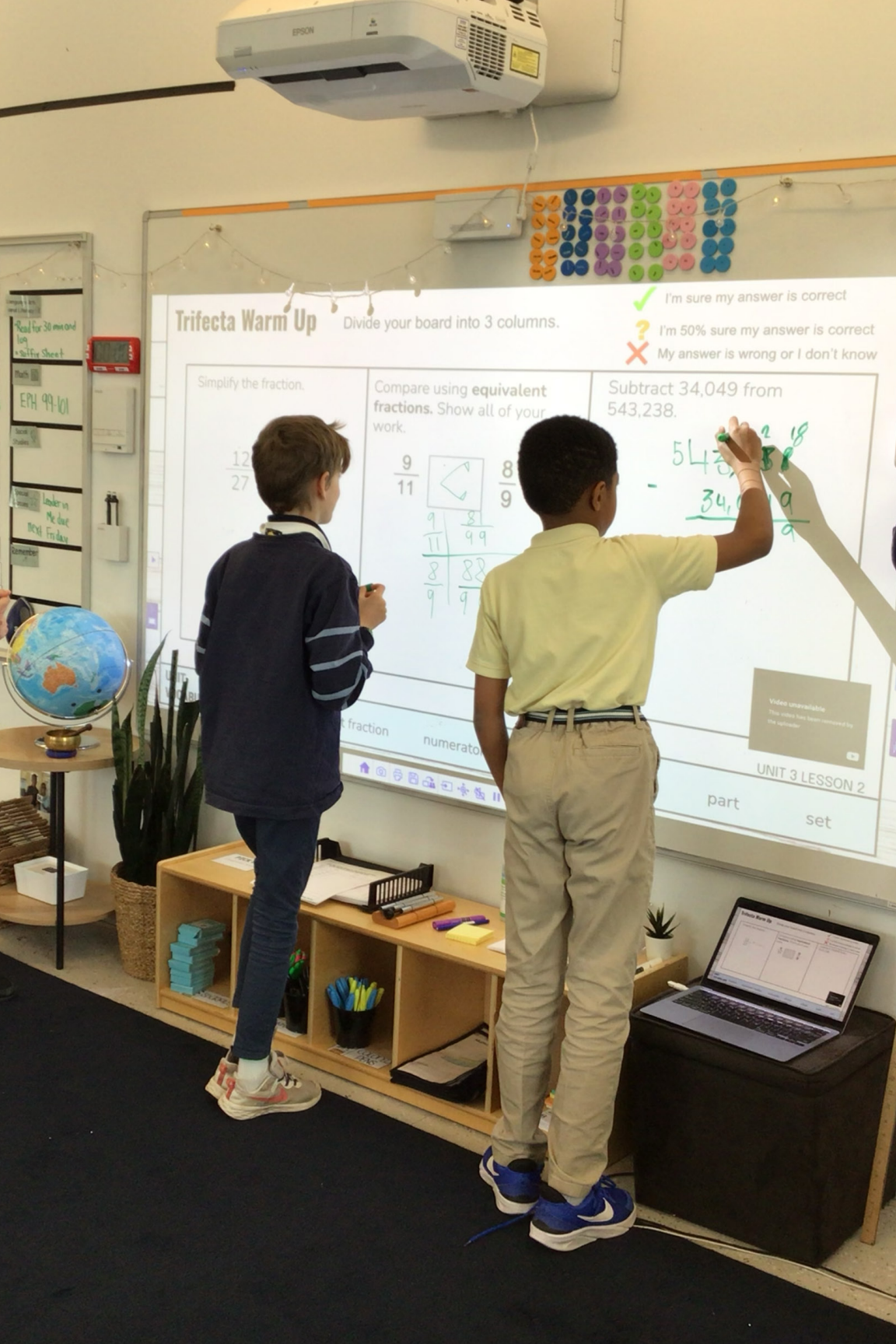
Social Emotional Learning is a priority in Lower School. Through explicit instruction in each classroom as well as targeted support in small groups or individually, our students are taught the tools they need to successfully manage their emotional lives and their relationships.

Our Lower Schoolers are also taught about the importance of SCH's five core values: courage, integrity, thoughtfulness, resilience, and diversity through assemblies, books, and discussions with their teachers and peers.

The Lower School, housed in the breathtaking, state-of-the-art McCausland Lower School, offers our students an unparalleled elementary educational experience with easy access to the Wissahickon for exploration, observation, and content-focused work.

Warmly,

Douglas Wainwright
Head of Lower School


Trifecta Warm Up
Divide your board into 3 columns.
I'm sure my answer is correct
I'm 50% sure my answer is correct
My answer is wrong or I don't know
Simplify the fraction.
Compare using equivalent fractions. Show all of your work.
Subtract 34,049 from 543,238.
UNIT 3 LESSON 2
part
set

CURRICULUM AT-A-GLANCE

HUMANITIES: WIT & WISDOM

Philosophy: *"Language is the most powerful, most readily available tool we have for representing the world to ourselves and ourselves to the world. Language is not only a means of communication, it is a primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity."*

—National Council of English & International Reading Association

In the Lower School, we present humanities as an exciting journey through time, words, and art, helping students unravel the stories of humanities while honing their language and knowledge building skills. By combining language arts and social studies in humanities, our students will develop a holistic understanding of the world. They'll become adept readers, proficient writers, critical thinkers, and compassionate global citizens, ready to contribute positively to our interconnected world.

Wit & Wisdom, a premier language arts program, uses essential questions to guide student learning and exploration throughout the course of the academic year. These essential questions are designed to spark critical thinking, promote inquiry, and encourage deep understanding of the texts and topics being studied. The questions for each grade level are provided below.

MATHEMATICS

Philosophy: *"Mathematics is more than a collection of concepts and skills to be mastered; it includes methods of investigating and reasoning, means of communication, and notions of context. In addition, for each individual, mathematical power involves the development of personal self-confidence."*

—National Council of Teachers of Mathematics

Lower School Mathematics at SCH follows the Math in Focus curriculum (Singapore Math) and uses a four-step process to expose students to mathematical thinking. The lesson structure in all grades incorporates hands-on activities and explorations to promote mastery. The same four concepts are interwoven into the program content.

1. **Learn** - whole group direct instruction presents math concepts in a straightforward visual format, with frequent use of manipulatives and models

2. **Guided Practice** - teacher-directed practice in small and large groups that allows students to check their understanding while working with some guidance

3. **Let's Practice** - Independent practice consolidates learning and prepares students to be successful on homework assignments

4. **On Your Own** - independent work in class or at home in the student workbook

Goals:

- Enable students to think, reason, and communicate mathematically
- Provide different contexts for students to develop a strong sense of number and to master numerical skills
- Emphasize the interrelationships among the curricular strands: number operations, number theory, geometry (2D and 3D), algebraic thinking, measurement (time, money, distance), and data analysis
- Foster connections between mathematics and life experience
- Empower all students as active learners of mathematics
- Provide opportunities for students to discover mathematical principles
- Provide students with a solid mathematical basis at each grade level, and lay the foundation they can build on to become confident and comfortable mathematical thinkers

Methods:

- Model concepts and skills with manipulatives
- Problem-solving that requires effective reasoning and accurate skills
- Practice expressing mathematical ideas using the Concrete - Pictorial - Abstract progression
- Explorations: collaborative and independent
- Lessons and discussions: whole class and small group
- Practice with numerals, symbols, and skills
- Daily work to practice and reinforce concepts and skills
- Mastery and retention of basic facts, using both traditional and technology-based approaches, and application of those facts to various problem-solving situations
- Adaptive web-based programs such as IXL and ALEKS, are used to supplement and extend classroom work

Skills and Concepts-Standards for Mathematical Practice in Math Education are used in the following way to define program content from Kindergarten through 4th grade.

1. Make sense of problem solving
2. Reasoning
3. Communication
4. Connections and Structure
5. Represent and Model Mathematics

SCIENCE

Philosophy: *"Learning science is something students do, not something that is done to them. In learning science, students describe objects and events, ask questions, acquire knowledge, construct explanations of natural phenomena, test those explanations in many different ways, and communicate their ideas to others. … Hands-on activities are not enough—students also must have 'minds-on' experiences."*

—National Science Education Standards

Goals:

- Foster students' sense as scientists as they participate in scientific discovery—first, by asking questions, defining problems, and designing experiments based on hypotheses; next, by observing, recording, comparing, inferring, and predicting; and, finally, by analyzing results and reaching a generalization
- Connect students' science understanding to everyday life experiences, whether the students are in the woods, on the playground, at home, or in the classroom
- Develop critical-thinking and reasoning skills to apply to everyday life
- Show students how all living organisms are an integral part of the Earth's ecosystem, and that decisions people make profoundly affect it
- Show how change is always occurring and that much of it is predictable
- Nurture joy in discovery and an appreciation and respect for the beauty, complexity, and interrelatedness of the world
- Provide opportunities for students to be creative, innovative, and possess an entrepreneurial spirit
- Gain understanding through research and science vocabulary

MUSIC

Philosophy: *"Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students, particularly in grades Pre-K–4, learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way."*

—National Standards for Music Education

Goals:

- Enable every student to participate fully in music through singing, moving, dancing, playing instruments, speaking, and drama
- Understand music as a way of knowing
- Promote social and cultural understanding, joy, and confidence through music
- Provide students with their own heritage of songs and musical experience, which binds them together as a community
- Make students aware of the connections between music and all other disciplines

ARTS & NEW MEDIA

Philosophy: *The heart of the arts program is the making of art, which allows students to be artists and experience the frustrations, risks, and joys of the creative process. It gives students a sense of making discoveries, achieving something original, and pride of ownership.*

Goals:

- Develop the ability to look and talk with comfort about what one sees
- Develop intellectual and emotional responses to one's environment
- Communicate ideas, spirit, and feeling in visual form and stimulate visual awareness
- Encourage experimentation and risk taking with materials, concepts, and techniques
- Know art as personal discovery through original thinking and self-expression
- Promote a sense of responsibility and respect for the unique capabilities of self and others
- Create a broad base of understanding about artists and works of art in past and contemporary times and its contribution to our understanding of history
- Make students aware of the connection between art and other disciplines
- Introduce and challenge students to become digital creators

CENTER FOR ENTREPRENEURIAL LEADERSHIP (CEL)

Philosophy: *All Lower School students have the opportunity to participate in a unique CEL project. They channel their creativity and curiosity to solve real-world problems for others, including peers, school leaders, and even animals. Through these design-thinking experiences, they learn to see problems as opportunities to create solutions. In order to design their solution, students interact and empathize with the users who experience that problem. Innovative solutions emerge from a combination of teamwork, financial literacy, communication, and technology.*

Goals:

- **Empathy:** Students demonstrate the ability to listen to others as they share and learn how to respond appropriately.
- **Creative Problem Solving:** Students can engage in discussions in order to attempt to identify a need in the world.
- **Teamwork and Collaboration:** Students engage in discussions on ways to give and receive positive comments as well as to have meaningful and constructive conversations about project failures.
- **Communication:** Students demonstrate an ability to generate and ask questions as well as to engage in conversations about failures and will participate in giving and receiving positive comments.
- **Technology:** With access to a fully-outfitted makerspace, students learn how to use technology to enhance their ideas.
- **Finance and the Use of Data:** Students will begin to collect data through interviews and questions. Older students are introduced to the basics of finance, including supply and demand, deposits, withdrawal, interest, balance, budget, profit, and loans.

OUTDOOR PROGRAM

Philosophy: *We believe that when students have an opportunity to spend time outdoors, they come to appreciate the intrinsic value of the environment. SCH's Outdoor Program helps students appreciate the environment and develop a caring ethic for natural spaces. It offers outdoor learning experiences, teaching basic outdoor skills, and applying classroom knowledge in new settings. Students in grades 2-4 go on guided hikes and adventures with our outdoor educator, while Pre-K to 1st grade explore the school surroundings. These activities aim to build confidence and independence in nature.*

Goals:

- Build stewardship: respect for the environment
- Build social-emotional learning: problem solving, critical-thinking skills, collaboration, and team-building skills, self-confidence, and self-awareness
- Build survival skills: safety strategies, mapmaking, and orienteering
- Experience varied ecosystems and observe many different species of migratory birds and other wildlife
- Get outdoors! Increase outdoor time
- Support the work of environmental education classes
- Build community: involve parents and families

LIBRARY

Philosophy: *Our Lower School Library houses a wide collection of books and resources for students and faculty. Students have the opportunity to select books of interest and also books that support their reading development.*

Goals:

- Empower students to develop into critical thinkers and lifelong learners
- Promote literacy development and foster lifelong reading
- Guide students to see themselves as readers, and to identify their preferences and strengths as readers and learners
- Collaborate with teachers to help students become competent, critical, and ethical users and finders of information and independent reading—both at SCH and in the wider world
- Provide each community member with a venue for exploring questions that arise out of personal curiosity/interest
- Maintain open access to a diverse, balanced collection of resources in a variety of formats to meet information, curricular, and independent reading needs of the SCH community

TECHNOLOGY

Philosophy: *We believe that our Lower School students should primarily be interacting with their friends, writing with their hands, and creating content independent of devices. We also believe that, in managed settings, at the developmentally appropriate age, and with appropriate tools and software, we have a responsibility and an opportunity to support children to become healthy and knowledgeable consumers of digital information and designers of digital content. Hence, with thoughtful balance, we strive to introduce students to the responsible and creative use of technology, specifically iPads in Lower School, and important principles of digital citizenship—respect, education, and protection.*

PHYSICAL EDUCATION

Philosophy: *The Physical Education program is aligned with SHAPE America's (Society of Health and Physical Educators) National Standards, goals, and definition of physical literacy: "Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person."*

Goals:

- Learn to move and move to learn: the development of neuromuscular coordination, fitness, and physical growth through a sequential program of physical activity
- Apply movement concepts and principles to the learning and development of motor skills
- Encourage a physically active lifestyle
- Achieve and maintain a health-enhancing level of physical fitness
- Develop responsible personal and social behavior (teamwork, sportsmanship, communication) in physical activity settings
- Demonstrate understanding and respect for differences among people in physical activity settings
- Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction
- Integrate with other educational areas such as math, science, language, tech, and music
- Learn about the structure of the heart and how to maintain a healthy heart

GRADE LEVELS AT-A-GLANCE

PRE-K

Humanities

- Listening and responding to folktales, poetry, nonfiction, and fiction
- Journals, dictionaries, bookmaking, newsletters
- Building a phonetic foundation through rhyme, letter and sound identification, printing of letters and words, sounding out words
- Storytelling, poetry, word games, and retelling stories through drama
- Dictating and illustrating newsletters
- Grammar
- Handwriting
- Building a foundation of sight words
- Generating questions
- Writing and drawing responses to experiences
- List making
- Labeling
- Reading decodable texts
- Reading sight word books and books with predictable patterns
- Technology: software that supports language arts skills such as Lexia
- Phonetic writing
- Book baskets
- Sight words

CURRICULUM HIGHLIGHTS

Lower School Girls:

- Students incubate and handle eggs and create a journal to document their observations.
- Students create an indigenous turtle rattle and use it in the winter music performance.

Lower School Boys:

- Students participate in ocean animal research and take a visit to the aquarium.
- Students conduct a train study and learn how SEPTA works in the community.

Mathematics

Number recognition and basic understanding

Science

- **Water:** open-ended exploration of physical properties of water; topics include sinking and floating, evaporation, mixing and solutions, surface tension, dissolving, and states of matter
- **Insects:** study adaptations, body structures, and functions of insects including ants, ladybugs, mealworms, and cockroaches
- **Seeds:** collection and classifying of seeds; experiment with basic needs of plants and observing the life cycle of a plant in our garden
- **Habitats on Campus:** observe and study the phenology of our gardens and forest habitats
- **Paleontology:** look at evidence of past life, understand how fossils formed long ago, explore dinosaur adaptations, and participate in a fossil dig on campus
- **Animals in Winter:** study habits and adaptations while integrating math and literacy concepts
- **Eggs:** explore and classify animals that lay eggs
- **Deserts:** discover animals and plants that survive and thrive in the desert; explore adaptations of plants and animals
- **Structures:** discussion of engineering and ways to build different structures using a variety of materials; comparison of human-made structures to nature's creations; building structures, including chairs, 3D shapes, walls, tunnels, and homes
- **Air:** open-ended exploration to describe the physical properties of air; discoveries include that air has weight, air moves objects, and air can be used for making flying paper creations
- **Senses:** explore our five senses; discover how our work as scientists requires us to use our senses
- **Animal Classification:** discover how scientists sort animals into groups; explore the differences between invertebrates and vertebrates; sort animals into mammals, birds, fish, reptiles, amphibians, and insects

The science curriculum is similar in both Pre-K and K.

CEL

Intro to Coding and Robotics: Students learn about code as a language and program scripts as a set of directions with steps. They develop an understanding of programming by studying how robots move and follow directions. Pre-K's main learning objectives are the following: to know the difference between machines and robots; to learn about code as a form of language; to connect physical motor skills with learned directional language; to visualize coding, taught in science class (Scratch Jr.), in real-world applications.

Library

- Read-alouds: introduction to a variety of genres
- Define title, author, and illustrator
- Begin discerning differences between fiction and nonfiction
- Navigate different sections of the library
- Learn how to take care of books
- Introduce the library as a place to find information and stories

The Library curriculum is similar in both Pre-K and K.

Technology

- Begin to learn how to safely use iPads and balance screen time

KINDERGARTEN

Humanities: Wit & Wisdom

Essential Questions:

- How do our senses help us learn?
- What makes a good story?
- How has life in America changed over time?
- What makes the world fascinating?

Mathematics

Foundational concepts through songs, rhymes, and hands-on activities

Science

- **Water:** open-ended exploration of physical properties of water; topics include sinking and floating, evaporation, mixing and solutions, surface tension, dissolving, and states of matter
- **Insects:** study adaptations, body structures, and functions of insects including ants, ladybugs, mealworms, and cockroaches
- **Seeds:** collection and classifying of seeds; experiment with basic needs of plants and observing the life cycle of a plant in our garden
- **Habitats on Campus:** observe and study the phenology of our gardens and forest habitats
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- **Animals in Winter:** study habits and adaptations while integrating math and literacy concepts

CURRICULUM HIGHLIGHTS

- Students participate in the All Kids Bike program which uses balance bikes to offer every child the opportunity to experience the joy of two wheels.
- Students study the heart which culminates in the Heart Adventure Challenge Course in PE.

» **Eggs:** explore and classify animals that lay eggs

» **Deserts:** discover animals and plants that survive and thrive in the desert; explore adaptations of plants and animals

» **Structures:** discussion of engineering and ways to build different structures using a variety of materials; comparison of human-made structures to nature's creations; building structures, including chairs, 3D shapes, walls, tunnels, and homes

» **Air:** open-ended exploration to describe the physical properties of air; discoveries include that air has weight, air moves objects, and air can be used for making flying paper creations

» **Senses:** explore our five senses; discover how our work as scientists requires us to use our senses

» **Animal Classification:** discover how scientists sort animals into groups; explore the differences between invertebrates and vertebrates; sort animals into mammals, birds, fish, reptiles, amphibians, and insects

The science cirriculum is similar in both Pre-K and K.

CEL

Inventing Our World: As students embark on a journey of discovery, they learn about the design process, using their senses to observe, their minds to think, and their hands to create. Each CEL class, aligned with the Kindergarten Wit & Wisdom curriculum, features a mini-project inspired by specific inventions and inventors. Students are encouraged to use their imaginations to sustain their world, with a focus on resourcefulness. They learn how to use and reuse materials to fabricate their inventions, a skill that fosters sustainability and creativity.

Library

» Read-alouds: introduction to a variety of genres

» Define title, author, and illustrator

» Begin discerning differences between fiction and nonfiction

» Navigate different sections of the library

» Learn how to take care of books

» Introduce the library as a place to find information and stories

The Library cirriculum is similar in both Pre-K and K.

Technology

» Begin to learn how to safely use iPads and balance screen time

FIRST GRADE

Humanities: Wit & Wisdom

Essential Questions:

- How do books change lives around the world?
- What can we discover about animals' unique features?
- How do people respond to the powerful force of the wind?
- Why do people around the world admire Cinderella?

Mathematics

- Foundational concepts through songs, rhymes, and hands-on activities
- Basic facts
- Place value
- Mental math
- Geometry concepts

Science

- **Bees:** a study of honey bee behavior, metamorphosis, and observation in their natural habitat; discover the importance of bees as pollinators; using creativity and problem solving skills, students design a hand pollinator
- **Magnetism:** open-ended experimentation with magnetic forces
- **Wheels and Axles:** experimentation and design of a magnet-powered vehicle made with recycled materials
- **Engineering Bridges:** build two- and three-dimensional shapes using a variety of materials; study of main types of bridges and their engineering principles; independent bridge design that satisfies a number of design criteria
- **Patterns in the Sky:** discover the reasons we have seasons, explore shadows, and observe the patterns of the sun and moon

CURRICULUM HIGHLIGHTS

- Students research an animal with unique features and create a project sharing what they have learned.
- Students take a trip to the local zoo in connection to their study of animals.

CEL

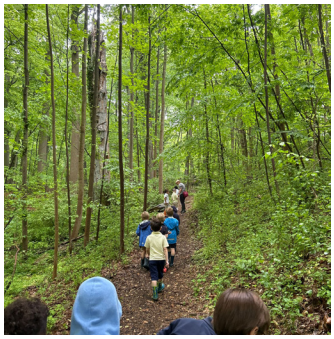
Double Creature Feature: Students utilize their homeroom lessons on animals and their features to create a stop-motion movie. Initially, students research a chosen animal, and then their animals are drawn and laser cut in wood pieces. Each student assembles their animal and documents their work through photos. Through this process, students learn how videos/films were created by splicing individual photos together into their stop-motion movie. Students reimagine their animals with new features and parts from their classmates' animals. They record voiceovers to narrate their choices and how these new features adapt to the behavior and attributes of their animal.

Library

- Read-alouds: continued exploration of genres, with a focus on different forms of folklore
- Identify fiction and nonfiction texts
- Identify basic story elements: setting, characters, conflict, solution
- Locate books on library shelves
- Begin using the text features of nonfiction books to find information
- Continue learning about safe iPad use and the need to balance screen time
- Use age-appropriate digital resources for research and pleasure reading

Technology

- Guided practice at keeping safe online, including learning what information is private, and what to do if something online makes the student uncomfortable
- Simple routines for managing digital interrupts and transitions online and off



SECOND GRADE

Humanities: Wit & Wisdom

Essential Questions:

- How does change impact people and nature?
- What was life like in the West for early Americans?
- How can people respond to injustice?
- How does food nourish us?

Mathematics

- Foundational concepts through songs, rhymes, and hands-on activities
- Basic facts
- Place value
- Mental math
- Geometry concepts

Science

- **Owl Ecology:** dissect an owl pellet, learn about food webs, and participate in an evening "Owl Prowl" hike in the woods
- **Skeletal System:** compare the human skeletal system to other vertebrates
- **Designing Mixtures:** a kitchen chemistry exploration of scientific processes used to create mixtures
- **Plants:** discover the needs of a plant and identify its parts; observe one tree in the woods over the course of the year and record its changes throughout the seasons; design an experiment to test what a plant needs in order to grow
- **Sound:** study how sound is made and how it travels through air and objects

CURRICULUM HIGHLIGHTS

- Students study owls and conclude with the "Owl Prowl"—a family hike in the Wissahickon to observe owl behavior.

CEL

Gifts for Good: Students reimagine the classroom as a storefront. They use their creative design abilities to navigate the entrepreneurial skills needed to run a business. Students learn about profit, cost, and labor as they take active roles in running their stores. In their homeroom, students learn how American settlers changed the land and the people they encountered as they moved west. In particular, the effect on indigenous people is a continuous conversation in the classroom. These lessons inspired students to create Western-themed wearables and goods. Students show resourcefulness by using only recycled materials for their wares, which include laser-cut stamps, recycled paper cards, found-material bolo ties, and rings.

Library

- Growth in skillful selection of just-right books
- Practice sharing books with others via discussion
- Learn how to distinguish between fact and opinion, particularly for purposes of research
- Practice using student friendly, reliable sources of online information
- Learn why we credit sources of information

Technology

- Continue development of critical thinking skills by evaluating print and digital material
- Learn the qualities and responsibilities of a good digital citizen including how to travel the online world respectfully and keeping personal information private.

THIRD GRADE

Humanities: Wit & Wisdom

Essential Questions:

- Why do people explore the sea?
- How do people learn about space?
- How do stories help us understand immigrants' experiences?
- What is an artist?

Mathematics

- Fractions
- Decimals

Science

- **Water and Stream Study:** understand basic concepts relating to watersheds and the water cycle; study the stream behind SCH Academy and compare it to the Wissahickon Creek
- **Birds:** learn about animal adaptations; compare and contrast different bird species; use scientific inquiry to design an experiment to study local bird populations
- **Force and Motion:** compare and contrast purpose and function of simple machines through constructing and testing models; demonstrate Newton's Laws by creating a chain reaction machine

CEL

Remix and Redesign: Students are asked to choose a toy that holds significance and/or love. Students are then asked to reimagine and reinvent this toy with materials available in the classroom. Students conduct research to learn more about their toys, the toy's manufacturing process, and their companies' marketing strategies.

CURRICULUM HIGHLIGHTS

- Students study our local watershed, test water samples from our creek, and look for macroinvertebrates.
- Students visit the Philadelphia Water Works.
- Students study birds, learn bird calls on the recorder, and "call" to the birds in the woods.

Library

- Conduct book exchange and book talks using a variety of genres
- Establish deeper understanding of SCH core values by identifying their presentation in picture and chapter books
- Search digital catalog and locate books on library shelves
- Use online databases to conduct digital research
- Practice note taking, paraphrasing, and quoting source material
- Display an understanding of the Dewey Decimal system
- Identify title, author, copyright, index, and parts of print and e-books
- Create a simple bibliography

Technology

- Learn how to verify information online
- Discuss the concept of digital footprints

FOURTH GRADE

Humanities: Wit & Wisdom

Essential Questions:

- What does it mean to have a great heart, literally and figuratively?
- How does a challenge setting or physical environment change a person?
- Why is it important to understand all sides of a story?
- What can we learn from myths and stories?

Mathematics

- Foundational concepts through songs, rhymes, and hands-on activities
- Ratios
- Model drawing

Science

- **Earth Science:** investigate how the Earth's surface changes over time; understand causes and effects of weathering and erosion
- **Robotics:** program a LEGO robot to move forward, backward, turn, and sense its surroundings
- **Cells and Microbiology:** identify the characteristics of living things; study plant, animal, and fungi cells using a microscope; design and conduct an experiment using the scientific method
- **Electricity:** study electrical circuits, batteries, bulbs, and switches; design and build a prototype for a product that uses electricity; understand how electricity is produced using various energy sources

CEL

A Gamer's Guide to School: Students use SCRATCH, an online coding block-based learning software that visually translates the organizational structure of code. The students are given a challenge to create a video game with original characters, objectives, instructions, and user interactions.

Library

- Conduct book exchange and book talks using a variety of genres
- Continue practicing note taking and paraphrasing skills
- Perform basic research on topics using prescribed search engines and databases
- Identify and cite appropriate resources, creating simple bibliographies

Technology

- Evaluate websites for reliability and bias
- Maintain privacy and security online and understand the concept of a digital footprint
- Learn to recognize cyberbullying and create responsible strategies to deal with it
- Learn to distinguish differences between personal and private information and how this relates to online safety

CURRICULUM HIGHLIGHTS

- Students learn about financial literacy through running a classroom economy.
- Students participate in a heart dissection as part of their study of "What makes a great heart?"
- Students choose a musical instrument and participate in regular instruction.

DEVELOPING THE WHOLE CHILD

STUDENT SUPPORT

All of our academic and social/emotional programs are designed to deliver strong instruction in the classroom. When students need additional support acquiring skills, we have a wealth of resources. On the academic side, we have two reading specialists and a learning specialist. On the social/emotional side, we have a psychologist, a counselor, and a student support specialist. These specialists provide targeted, small-group instruction in order to help all students be successful.

McCAUSLAND CENTER FOR SOCIAL EMOTIONAL LEARNING

The McCausland Center for Social Emotional Learning (SEL) is a multi-tendrilled approach to navigating the challenges of childhood and developing the skills needed for social and emotional health. The Center's robust programming focuses on each important constituency in the school. Students are provided with SEL instruction in each homeroom on a weekly basis through the Second Step curriculum as well as additional research-based methods and approaches. The SEL Center also provides a dedicated space for students to work with our school support staff.

Responsive Classroom

Our teachers use the Responsive Classroom approach in their work with their students. "The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community."

Social-Emotional Learning (SEL)

SCH employs the Second Step curriculum as the backbone of our SEL curriculum. Through intentional lessons and daily work around social-emotional topics, students build their ability to recognize and name their emotions, navigate peer conflict, and regulate themselves in their environment.

DIVERSITY, EQUITY, INCLUSION & BELONGING (DEIB)

At SCH Academy, we curate brave spaces. We stimulate meaningful discussions, and encourage students to show up and engage. Our Diversity Leadership Team—consisting of faculty members from each division—works to ensure that every member of the SCH community feels seen and valued. As a component of our DEIB work, Lower School incorporates a racial literacy curriculum called Pollyanna which is taught in several lessons at various points throughout the school year. The goal of the Pollyanna curriculum is to build bridges and connections—or all students to recognize similarities among their peers along the lines of race, while also celebrating perceived differences. We hope to plant seeds that will encourage and enhance racial literacy, geographical awareness, and cultural competence both in the classroom and throughout one's life.

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