VILLAGE SCHOOL

An Exceptional Childhood.
An Extraordinary Education.

CURRICULUM GUIDE
2026-27

VILLAGE SCHOOL

EST. 1977

THIS IS CHILDHOOD

At Village School, we believe that childhood is not something to rush through on the way to what comes next. ***It is the work.*** Our mission calls us to create a childhood of wonder, joy, and challenge. A childhood in which children expand both their minds and their hearts, discover their greater purpose, and begin to understand their place in a much wider world. The academic program is central to how we bring that mission to life. It has been designed not simply to teach children what they need to know, but to invite them to ask questions, make connections, solve problems, create, collaborate, and see themselves as capable participants in the world around them.

This curriculum guide showcases a program that grows with children. Our youngest students learn through movement, play, stories, sensory experiences, and joyful exploration. As they move into middle and upper elementary, those experiences become increasingly complex: students investigate scientific phenomena, analyze data, read and write across disciplines, engage with mathematical ideas, explore languages and cultures, study history and global communities, create art, design solutions, and wrestle with questions that have no single right answer. What is consistent across every grade level is a deliberate balance of skill and inquiry, structure and discovery, independence and collaboration. We want our students to leave each year knowing more, but also wondering more, thinking more deeply, and feeling increasingly confident in their ability to figure things out.

One of the most exciting aspects of our program is the way these areas of learning intersect and play out in the real world. Scientists graph and interpret data, mathematicians apply their thinking to real-world questions and readers and writers use their skills to communicate ideas about the world. Field trips, labs, design challenges, performances, artistic projects, cultural celebrations, and collaborative work are not additions to the curriculum, they are essential ways that children make meaning. Underlying all of this is our belief that the best curriculum is built by teachers who understand both their disciplines and the children sitting in front of them. Our teachers plan with intention, continually refining not only what students will learn, but why it matters and how each child in their classroom will experience it.

This guide offers a window into that work. While it cannot capture every conversation, discovery, question, experiment, draft, performance, or moment of unexpected wonder that happens in a Village classroom, we hope that as you explore these pages, you see a program that challenges children to think deeply, gives them the tools to express what they think, and encourages them to remain curious about what they do not yet know.

Jordan Levine
Director of Teaching & Learning

Math

Village School uses the Illustrative Math curriculum for all students.

Transitional Kindergarten

TK students develop their mathematical thinking, exploring numbers, shapes, patterns, and data with meaningful experiences that demonstrate how mathematics is part of their everyday lives. Through hands-on investigations, classroom routines, movement, and play, students see themselves as capable and curious mathematicians.

They count objects, identify quantities, recognize two-dimensional shapes, and use mathematical language to describe what they notice. Using building and design, they explore attributes and patterns by noticing how objects are alike and different, sorting and comparing objects by their characteristics, creating and extending simple patterns, and exploring how shapes can be combined to create new designs. They develop spatial language as they describe where objects are located and how shapes and objects relate to one another. Their growing number sense allows them to compare groups of objects using mathematical language such as *more* and *fewer* and to explore the relationship between parts and wholes. Hands-on experiences with objects and quantities provide an early foundation for addition and subtraction as students begin to recognize that quantities can be combined, separated, and compared.

Through play, centers and collaborative problem solving, students practice observing carefully, explaining their thinking, and listening to the mathematical ideas of others. Rather than just developing their early math skills, TK students develop the habits that will support them as they move into Kindergarten: curiosity, confidence, perseverance, and a willingness to explore more than one way to solve a problem.

Kindergarten

Kindergarten students develop foundational number sense through the Illustrative Mathematics curriculum and a variety of hands-on, play-based experiences. Students investigate "how many?" questions, count collections, and study the relationship between numerals and quantities. Students also begin exploring geometry by identifying and describing two-dimensional shapes in their environment. They compare shapes based on attributes such as sides and corners, and experiment with combining shapes to create larger designs. Kindergarteners deepen their understanding of how numbers can be composed, decomposed, and compared. They explore multiple ways to make a number, developing flexibility and a growing understanding of the relationships between quantities. Counting, patterns, sequencing, and place value continue to be reinforced through daily routines, while experiences such as the 100th Day of School give students an opportunity to apply their growing number sense in meaningful and celebratory ways.

This early place value work gives students a foundation for understanding the structure of our base-ten number system. Students continue to practice addition and subtraction while using increasingly efficient strategies to represent and solve problems. They broaden their geometric thinking by exploring both two- and three-dimensional shapes, describing their attributes, comparing shapes, and composing larger forms from smaller pieces. They also begin comparing measurable attributes such as weight and capacity, using observation and direct comparison to reason about quantities. Mathematics connects naturally to science as students collect and interpret weather data, while experiences with Spanish and art provide additional opportunities to explore numbers, shapes, and mathematical language in new contexts. By the end of Kindergarten, students have developed a strong foundation in number sense, addition and subtraction, early place value, geometry, measurement, and mathematical problem solving. Kindergartners can demonstrate the habits of noticing carefully, explaining their reasoning, and approaching unfamiliar problems with curiosity and confidence.

First Grade

First graders deepen their understanding of addition and subtraction by exploring the relationships between operations and solving a variety of story problems. They learn to identify important information, represent problems with drawings and equations, and utilize strategies that make sense to them. They build fluency with addition and subtraction by using a variety of strategies, including visual models, number relationships, and equations. Students also begin working with data by collecting, representing, and interpreting information. Through charts, graphs, and hands-on investigations, students learn how data can be organized and used to answer questions about the world around them. Students explore geometry and time by identifying and describing shapes, composing and comparing figures, and developing an understanding of how to tell and represent time in meaningful contexts.

First graders enjoy hands-on activities to learn how to measure objects, represent measurements, and solve problems involving length within 120 units. These experiences help students understand how measurement is used to describe and compare the world around them. Through partner conversations and collaborative activities, students build confidence in sharing their mathematical reasoning and learning from the strategies of others.

As the year concludes, students apply their number sense, problem-solving strategies, and mathematical reasoning to real-world situations. They increasingly demonstrate mathematical habits of curiosity, perseverance, and communication as they grow into independent problem solvers.



Second Grade
Second graders apply their mathematical knowledge to real-world situations by solving one- and two-step story problems involving measurement, estimation, and comparison. They find unknown numbers in equations, and use the relationship between addition and subtraction to reason through problems. They also collect, organize, and interpret data using picture graphs, bar graphs, and tables, developing the ability to analyze information, identify patterns, and communicate their findings. They use multiple modes of units and represent data on line plots, developing the ability to collect, organize, analyze, and communicate mathematical information.

As students expand their understanding of place value, they add and subtract within 1,000 using flexible strategies, visual models, and written methods. Second graders explore two- and three-dimensional shapes by identifying attributes, drawing shapes with specific characteristics, and composing new shapes from smaller pieces. They develop an understanding of fractions by partitioning shapes into equal parts and describing halves, thirds, and fourths as parts of a whole.

Students strengthen their ability to apply mathematics to everyday situations as they learn to tell and write time and solve real-world money problems. Second graders are introduced to the foundations of multiplication and division through the study of equal groups, even and odd numbers, and arrays.

Throughout the year students develop a deeper understanding of why mathematical strategies work by composing and decomposing numbers, explaining their reasoning, and connecting concrete models to more efficient methods.

Third Grade
Third graders develop a strong conceptual foundation for multiplication. They expand their understanding of multiplication through the study of area, learning that area represents the number of square units needed to cover a shape. By connecting addition, multiplication, and visual models, students develop strategies for finding the area of rectangles and more complex figures made from combined rectangles. These experiences help students see the connection between mathematical concepts and real-world applications. Students also interpret and represent data using scaled picture graphs and bar graphs, strengthening their ability to analyze information and draw conclusions. They use rounding to estimate, solve one- and two-step word problems, and evaluate whether their solutions are reasonable.

Students explore the relationship between multiplication and division by solving problems involving equal groups and learning that these operations are connected. Addition and subtraction skills continue to grow as students solve increasingly complex problems involving multiple operations. Through diagrams, models, and hands-on representations, students develop an understanding of fractional parts, generate equivalent fractions, and compare fractions using reasoning and visual strategies. These experiences help students move beyond viewing fractions as pieces of a whole and begin to understand fractions as quantities with numerical value.

Third graders explore measurement concepts by collecting and representing data on line plots, including measurements involving halves and fourths. They estimate and solve problems involving length, time, liquid volume, and weight while applying addition, subtraction, multiplication, and division strategies in meaningful contexts. Students deepen their understanding of geometry by analyzing attributes of two-dimensional shapes and exploring perimeter as the distance around a figure. They find perimeters, determine unknown side lengths, and apply their understanding of measurement to real-world situations.

Fourth Grade

Students expand their knowledge of place value by working with whole numbers through 1,000,000 and decimals through hundredths. They explore how digits represent different values within a number, compare and order numbers, and use estimation and rounding strategies to make sense of mathematical situations. These experiences strengthen students' number sense and prepare them for increasingly complex computation. Through the study of factors, multiples, and multiplicative comparisons students examine relationships between quantities and build a deeper understanding of how numbers are connected.

Students deepen their understanding of fractions by exploring equivalence and comparison, building a strong conceptual foundation for future work with fraction operations. As students extend their operations to fractions, they apply their understanding of number relationships to increasingly complex and abstract mathematical concepts. Fourth graders extend their place value knowledge to decimals by exploring tenths and hundredths, comparing decimal values, and making connections between fractions and decimals. Through models, number lines, and real-world examples, students develop a deeper understanding of how decimal values relate to the numbers they already know.

Students explore geometry through the study of angles and two-dimensional shapes. They learn to measure and classify angles, analyze the attributes of shapes, and use their

understanding of geometric properties to solve problems. Through hands-on investigations and mathematical reasoning, students recognize how shapes can be described, compared, and classified based on their characteristics.

Fourth graders apply their learning across content areas through multi-step problem solving and real-world applications bringing together their understanding of place value, fractions, decimals, operations, and geometry to tackle problems that require reasoning, collaboration, and perseverance. These experiences help students develop the confidence and independence needed as they prepare for the challenges of mathematics in Village's Upper Division classes.

Fifth Grade

Fifth graders extend their fraction understanding by applying strategies to solve problems involving fractional quantities. Through models and mathematical discussions, students develop a conceptual understanding of what it means to multiply fractions and connect visual representations to numerical methods. They deepen their understanding of the base-ten system by exploring patterns in place value and extending their knowledge to decimal operations. They investigate how the value of digits changes when multiplying and dividing by powers of ten and apply these patterns to solve problems with decimals. Fifth graders apply operations to solve meaningful problems, and make connections between different representations, including models, equations, and numerical strategies, while learning to select methods that best fit a given situation.

Students explore volume, developing strategies for finding the volume of rectangular prisms and connecting multiplication concepts to real-world measurement situations. They investigate geometry on the coordinate plane by plotting points, describing locations, and using coordinates to represent and analyze shapes to understand how shapes can be described and transformed using precise measurements and relationships.

As the year concludes, students apply their fifth grade mathematical knowledge through multi-step problem solving that integrates operations, fractions, decimals, measurement, and geometry. They continue developing mathematical independence by communicating their thinking, using precise mathematical language, and applying flexible strategies to increasingly complex problems. These experiences build the foundation for working confidently with fraction operations throughout fifth grade and beyond.

Sixth Grade

Sixth graders extend their understanding of numerical relationships, computation, and algebraic thinking, and develop a deeper understanding of how numbers are represented, compared, and manipulated while making connections between concrete models, visual

representations, and abstract methods. Building a foundation for algebraic reasoning, they explore the meaning of variables and develop the ability to explain how and why different strategies work.

They work with positive and negative numbers, ratios, scaling, and proportional reasoning and learn how rational numbers are used to describe real-world situations. Through scenarios, tables, diagrams, and equations, students explore how two quantities are connected and use these relationships to solve problems. Students then extend their understanding of proportional relationships by studying unit rates and percentages.
As the year progresses, sixth graders are introduced to increasingly complex problems to apply their understanding of fractions, geometry, and data analysis. Students strengthen their ability to make sense of fractional quantities, connect operations to meaningful situations and apply geometric reasoning to real-world situations. Students analyze shapes, calculate measurements, and use formulas and models to understand how measurements describe two- and three-dimensional figures. These experiences help students recognize the connections between spatial reasoning, measurement, and mathematical modeling. Students also study data sets and distributions, learning how to analyze, represent, and interpret data in order to draw conclusions. They explore patterns, variability, and the ways data can be used to communicate information.

Sixth graders develop independence as mathematicians by analyzing mathematical relationships, selecting appropriate strategies, and communicating their reasoning. By connecting abstract concepts to real-world applications, students strengthen their mathematical modeling skills and build the foundation for future work with proportional reasoning, algebra, and advanced problem solving.

Language Arts

Village School Transitional Kindergarten uses the Letterland curriculum, while K-4th grade uses the Arts and Letters curriculum. Our Upper Division Language Arts program follows a middle school model based around novel study and close reading techniques.

Transitional Kindergarten:

TK students begin developing foundational literacy skills through the Letterland program, which introduces letters and sounds through engaging characters, stories, and hands-on experiences. Students build phonological awareness by listening carefully to sounds in spoken words, identifying beginning sounds, and exploring how sounds work together to create language. Through songs, poems, and stories, students explore rhyming words and the playful nature of language while strengthening vocabulary and listening skills, and developing a deeper appreciation for the sounds and structure of language.

Students begin applying their phonics skills more independently as they read simple decodable words and patterned sentences. They practice stretching out words, identifying the sounds they hear, and using phonetic spelling to represent their ideas in writing. Students deepen their understanding of short vowel sounds and use their knowledge of letter-sound relationships to decode and build simple words. Sight word knowledge is practiced by recognizing, reading, and writing common "snap words" found in classroom texts and everyday print.

Students begin applying their letter and sound knowledge to read and write simple words. Through blending activities, they learn to combine individual sounds to read simple decodable words and begin using these same strategies when writing. Students develop early writing skills through letter formation and fine motor practice. Using a variety of tools and materials, students practice forming letters with attention to directionality, control, accuracy, spacing, and control. They also explore the rhythm and patterns of language through rhyming songs, poems, and stories. By identifying and creating rhyming words, students strengthen their listening skills and expand their vocabulary.

Kindergarten

Kindergarten students master the foundational skills needed to become confident readers, writers, and communicators by exploring guiding questions. For example, the guiding question "*What makes the world fascinating*?" encourages Kindergartners to build knowledge about different places, cultures, and environments around the globe. Through literary and informational texts, maps, and atlases, students "travel" to different regions of the world while learning how people, animals, and communities are connected. Students practice gathering information from multiple sources, developing vocabulary, comparing ideas across texts, and using evidence to form and share their own opinions.

Students receive explicit, multisensory instruction in foundational reading skills through the Orton-Gillingham approach and Heggerty phonological awareness curriculum. Through songs, movement, visual supports, small-group instruction, and hands-on activities, students connect spoken language to print and develop the skills necessary for early decoding and reading success. They apply their growing knowledge of sounds and letters to decode and spell increasingly complex words, including CVC words, consonant blends, digraphs, CVCe words, and long vowel patterns. Through multisensory instruction, word-building activities, and small-group practice, students develop greater reading accuracy, fluency, and confidence. Through consistent practice and meaningful classroom routines, students continue building automatic recognition of high-frequency "Red Words," allowing them to read with increased independence and expression.

Strong reading skills are honed through guided reading groups, shared reading experiences, and independent exploration of texts. Kindergartners practice making predictions, asking and answering questions, and sharing their thinking with others. They practice retelling stories by identifying characters, settings, and important events, while developing stronger reading behaviors such as tracking print and reading with appropriate phrasing. Students grow as independent readers by reading simple texts with greater accuracy, self-correcting when needed, and retelling stories with increasing detail.

As writers, Kindergartners transition from sharing personal ideas to developing opinion pieces. They learn to state an opinion, collect evidence from texts, organize their ideas, and revise their writing using simple editing strategies. Students learn to revise and edit their writing using simple strategies and celebrate their growth as authors by sharing their stories with classmates. They develop confidence as authors who can communicate their ideas clearly and thoughtfully.

First Grade

Through literary and informational texts, first graders explore the power of stories and the role books play in helping us learn, imagine, and connect with others. Students strengthen their comprehension skills by identifying story elements including characters, setting, problems, and solutions, while learning how authors use words and illustrations to create meaning. Through discussions and shared reading experiences, students practice listening carefully, sharing ideas, and making connections across texts. They are introduced to texts from different cultures while discovering the common themes, lessons, and ideas that connect stories across the globe. Students compare, identify patterns in storytelling, and build an appreciation for different perspectives and experiences. Through research using multiple resources, students develop curiosity about the world and practice gathering information to share their learning.

Using the Orton-Gillingham approach, first graders apply increasingly complex phonics patterns to read and spell new words. Students explore concepts including vowel patterns, teams, and sounds, common suffixes, compound words, open and closed syllables, and blends. Through explicit, multisensory instruction, students continue developing accuracy, fluency, and confidence as they encounter more complex texts and expand their independent reading abilities.

In writing, students begin developing narrative pieces by learning how authors craft engaging stories. They use story maps to plan characters, settings, problems, and solutions, while incorporating transition words and meaningful endings that include feelings or actions. As they learn how authors share knowledge with others, students begin transitioning from narrative writing toward informational and opinion writing. Through research experiences, students practice collecting and using textual evidence to support their ideas. Students continue developing writing conventions and clarity by strengthening sentence structure, expanding sentences with details, and applying grammar skills including sentence structure, grammar, and punctuation. Through Authors Share, students practice presenting their work to an audience and building confidence as effective communicators.

Second Grade

Second graders continue developing their comprehension, accuracy, fluency, and spelling skills through explicit word study instruction using structured phonics routines and Words Their Way. Students review and apply knowledge of closed syllables, short vowels, consonant blends, and digraphs while learning new patterns and strategies for reading and spelling increasingly complex multisyllabic words and determining meaning. Through ongoing practice with high-frequency “Trick Words” and word analysis, students strengthen their ability to decode unfamiliar words and become more confident, independent readers.

Reading comprehension units spark curiosity and connection with a focus on areas such as the American West and the Civil Rights movement. Students develop as researchers and critical readers, learning how text features, vocabulary strategies, maps, artwork, speeches, and other resources can deepen their understanding. Just as important, they practice considering multiple perspectives, developing empathy, engaging in thoughtful discussions about history and culture, and examining how people respond to injustice. Students analyze perspectives, make connections across multiple sources, and participate in discussions where they practice supporting their ideas with evidence and listening respectfully to the perspectives of others.



They begin the year focusing on narrative writing and learning how authors develop meaningful stories. Through multiple writing experiences, students write narratives that include strong story elements such as characters, settings, problems, and solutions. Students learn to use sensory details, time-order words, and descriptive language to develop characters and communicate experiences effectively. Second graders transition into informational writing as they learn how authors communicate knowledge using evidence from texts. Students practice writing organized paragraphs that include introductions, focus statements, supporting evidence, and conclusions. Through research and close reading, students gather information from multiple sources and use textual evidence to explain their ideas. Students strengthen their writing by editing for grammar, including correct noun and verb usage, and by revising their work to improve clarity. Students also create and present digital displays that showcase their research, strengthening their skills as researchers, designers, and public speakers. Through the writing process, students practice revising and editing their work while strengthening sentence structure, conventions, and writing fluency. They celebrate their growth through Author Shares, where they showcase their writing and practice communicating their ideas to authentic audiences.

Third Grade

Reading, writing, and research skills are strengthened in third grade with focus on academic vocabulary, collaborative discussions, and adaptation of their communication for different audiences. Modules such as the natural world, outer space, immigration, and art build vocabulary, inspire meaningful discussions, and connect literature to the world around them, while also allowing for multiple cross-curricular connections including creative analysis, field experiences at Watts Towers, Downtown Los Angeles, the Huntington Gardens, and research projects. Students continue developing habits of learning by listening thoughtfully, sharing ideas, asking questions, and building on the perspectives of others. Through realistic fiction, poetry, and informational texts, students build background knowledge while practicing important comprehension skills, including summarizing information, identifying sequence and cause-and-effect relationships, and distinguishing between facts and opinions.

Third graders strengthen their opinion writing skills by developing clear ideas, supporting their thinking with reasons and evidence from texts, and organizing their writing in a way that effectively communicates their perspective. Students write narrative pieces that incorporate descriptive details, organized events, and thoughtful reflection while applying language conventions and strengthening their ability to communicate ideas clearly. Students continue developing their informational writing skills by forming opinions, organizing ideas, and supporting their thinking with evidence and examples. Students practice writing with clear structure, effective transitions, varied sentence structure, and

precise word choice while making connections between texts and their own creative thinking. The capstone Landmark Project allows students to apply research, note-taking, and presentation skills to explore the history and significance of a Los Angeles landmark. Students create a visual representation, develop an organized presentation, and practice communicating information clearly to an audience.

Fourth Grade

Fourth graders are immersed in the power of language with increasingly sophisticated topics and texts. Students explore myths and enduring stories from different cultures, examining how storytellers use characters, events, and universal messages to help readers understand the world. They will identify themes and lessons within myths and consider how stories can entertain, teach, and connect people across time and cultures. Students learn how Greek and Roman mythology continues to influence modern literature and language, including the use of allusions and familiar mythological characters and ideas. Through literary and informational texts, students examine the barriers that race and gender created for athletes and learn about individuals who demonstrated perseverance, courage, and dedication in the face of those challenges. Students consider how the experiences and accomplishments of individuals can contribute to a larger collective legacy. They develop their ability to identify key ideas, determine the meaning of words and phrases, and make connections across texts as they consider how empathy, generosity, courage, and compassion can be expressed through actions and choices.

Fourth grade writers organize their learning, supporting their ideas with relevant details and evidence from texts. They practice using precise vocabulary, complete sentences, and appropriate text structure to clearly communicate their thinking. They apply their understanding of story structure, character development, and theme to create their own stories and practice developing a clear sequence of events, using descriptive language and dialogue, and writing meaningful endings. Students also examine how stories can be communicated through different forms of media—including drama, film, art, and illustration—and discuss how these choices influence the way an audience experiences a story. Through research writing, students gather information from multiple sources, identify relevant evidence, and organize their findings into a clear, informative piece. They take notes, paraphrase information, cite evidence, and communicate their ideas to an audience.

Fifth Grade

Fifth graders use novel studies as a foundation for close reading, discussion, vocabulary development, and written analysis. Grammar instruction is integrated, while students continue strengthening their reading comprehension, discussion, vocabulary, and evidence-based analysis skills. Students practice quoting accurately from the text,

comparing and contrasting plot and characters and their motivations, analyzing figurative language and how it contributes to meaning, and making predictions and inferences. Different styles of novels deepen students' understanding of perspective, character, theme, and larger moral questions, connecting these to Village Values such as trust and integrity. Through class discussions and collaborative activities, students examine character development, perspective, and the ways individuals can change over time. Students also engage creatively with novels by acting out key scenes and creating symbolic representations of the story that become part of a classroom "museum."

The year's final novel study introduces historical fiction and challenges students to examine history, justice, identity, and community in the age of Jim Crow. Students develop their ability to analyze flashbacks, make connections across time periods, recognize literary allusions and use evidence to understand how the past continues to shape the present. Throughout the novel, students connect their learning to Village Values of integrity, courage, and caring as they consider what it means to confront injustice and work toward creating a more equitable community. Students examine how authors use historical context, literary connections, music, and poetry to deepen a reader's understanding of a story and its characters.

Through narrative writing, students organize ideas, use details from the text, and communicate their thinking clearly. They strengthen grammar and conventions through focused study of fragments, run-ons, comma splices, sentence types, subjects and predicates, and nouns, while continuing to develop accurate capitalization, punctuation, and spelling. Vocabulary instruction is integrated throughout, with students encountering new words in context, practicing their meanings and application in class, and reinforcing their learning through independent work. Students also draw evidence from the novel to support their analysis, reflection, and writing. They develop their ability to use textual evidence to support analysis, reflection, and research while strengthening their ability to discuss multiple perspectives and communicate their thinking clearly.

Sixth Grade

Novel study continues in sixth grade with students exploring themes of individuality, freedom, choice, resilience, identity, conflict, belonging, and the choices people make in difficult circumstances and the role of society in shaping people's lives. Through close reading, students analyze figurative language, determine central ideas, examine how an author's point of view influences a text, and build their ability to cite evidence from texts. Poetry analysis allows students to explore how language, imagery, and figurative techniques communicate complex ideas. Students strengthen their vocabulary through the same integrated approach used in fifth grade, encountering new words in context before practicing and applying them independently. Across all novels, students participate

thoughtfully in academic discussions and creative hands-on opportunities to connect with the text such as debates, a mock trial that challenges them to consider multiple perspectives and construct evidence-based arguments, and dramatizations. In addition, sixth graders' learning extends beyond the classroom as they connect classwork with meaningful action and service.

Sixth grade writers continue developing grammar and language conventions, including usage, capitalization, punctuation, and spelling, while building the skills needed to construct clear, evidence-based arguments, including making connections, analyzing complex characters and themes, discussing multiple perspectives, and supporting their thinking with specific textual evidence.

Global Studies

Village School's Global Studies program is built around the California State Social Studies Standards as well as the Learning for Justice Social Justice Standards.

Transitional Kindergarten

Students begin their exploration of global studies by developing an understanding of themselves and the communities they are part of. Through studies of families, schools, and neighborhoods, TKers learn how people and places work together to meet the needs of a community. Students bring together their knowledge about community by exploring their own roles and recognizing that they are important and contributing members of the places they live and learn. Students identify ways they can positively contribute, including by showing kindness, following safety rules, caring for shared spaces, and respecting people and property. Through classroom experiences and conversations, they begin to understand that communities function best when everyone participates and that even young children can make a meaningful difference.

They build self-awareness by identifying their personal characteristics, interests, abilities, and feelings while practicing how to express their needs and emotions. Students strengthen their understanding of what it means to be a responsible and contributing member of a community. They practice sharing, taking turns, cooperating, solving problems peacefully, making safe choices, completing tasks, listening to others, and recognizing the feelings and perspectives of others. Throughout the year, students build empathy, independence, respect, and a growing sense of belonging within their classroom, school, family, and larger community. By the end of the year, students demonstrate a growing sense of independence, accountability, and belonging as they recognize themselves as capable members of their classroom, school, and larger community, as well as an understanding their choices and actions affect the people around them and that everyone can contribute to creating a caring, cooperative, and inclusive community.

Kindergarten

Through experiences such as creating personal flags, making an *All About Me* book, participating as a Star Student, and connecting with Big Buddies, students explore their own identity, family, community, and place. Family Centers, a year-long photo wall, community helper studies, and visits to places such as a fire station, library, and museum, cultivate an understanding of how people contribute to and care for their communities. Students develop foundational geography skills by exploring where they live and how places are connected. They create maps of familiar spaces, including their bedrooms, classroom, and an imagined classroom community, identifying homes, businesses, and community helpers. They then expand their understanding of the world through a study of multiple countries exploring their people, families, animals, habitats, landmarks,

architecture, patterns, and cultural traditions. Through art, STEM projects, study of historical figures and storytelling experiences, students begin to see themselves as members of both their local community and a diverse global community. Hands-on experiences such as building, cooking, language, dancing, painting, as well as informational reading, vocabulary, and research contribute to Kindergartners' understanding of the different countries.

Students also continue developing their understanding of identity, family, diversity, and history through family readers and classroom centers that invite families and cultures into the classroom. Students begin to understand that people can use their voices and actions to make their communities more fair and inclusive. These experiences encourage students to recognize both the uniqueness of different cultures and the shared values that connect people across communities.

First Grade

First grade students begin by exploring what it means to be a member of a welcoming and accessible community. Through a study of disability, accessibility, and inclusion, students consider how people with different needs and experiences participate in shared spaces. Students visit several local parks to observe and evaluate how accessible and inclusive these spaces are, then design a park feature that addresses a community need and connect their work to language arts using persuasive writing. Guest speakers provide opportunities to make connections between classroom learning and the world.

Students are also introduced to the foundations of civic participation through a study of elections. They begin to understand that communities make decisions together and that individuals can use their voices to participate in those decisions. Students practice listening to different perspectives, sharing their own ideas, and recognizing the importance of fairness, participation, and respectful communication.

Students continue developing their understanding of identity and diversity by exploring the traits that make each person unique. Through a focused study of human traits, they examine how physical characteristics can vary from person to person. Students engage in conversations and activities that encourage curiosity, respect, and an understanding that differences are a natural and valuable part of being human. Students also explore holidays, traditions, and celebrations as ways communities express their culture and values. These experiences help students recognize both the diversity of cultural practices and the shared human experiences of gathering, celebrating, and connecting with others.

Students build foundational geography skills by learning how maps represent places and how people use maps to understand the world. They identify the seven continents, explore

major land features, and practice using cardinal directions to describe location and movement. Through map-making, visual models, and hands-on activities, students develop an understanding of how places are connected and begin to use geographic vocabulary to describe the world around them. They also explore stories from around the world, discovering how literature can introduce them to different places, cultures, perspectives, and experiences and identifying similarities and differences in characters, settings, traditions, and experiences.

Second Grade
Students develop foundational geographic and historical thinking skills by exploring how people and places are connected. Through mapping activities, students learn to describe location and movement, compare rural, suburban, and urban communities, and consider the characteristics, places, and people that make each community unique. These experiences help students develop the geographic vocabulary and skills needed to understand their own place in the world. Second graders think like young historians by investigating their own family and community histories. They are introduced to the difference between primary and secondary sources and practice using evidence to learn about the past. Students conclude the year by exploring the idea of human rights and civic action through a mini research project on individuals who have worked to make the world more fair, inclusive, and just. Second graders practice foundational research and historical thinking skills as they gather information from age-appropriate sources, identify important facts, organize their findings, and share what they have learned.

Third Grade
Third graders develop a deeper understanding of their home state of California by exploring foundational geographic concepts, natural resources, and the diverse regions that make California unique. Students then explore the history and cultures of the Indigenous peoples of California, developing an understanding of the communities who lived throughout the region long before European arrival. Students learn about tribes including the Yurok, Shasta, and Chumash, examining their environments, traditions, homes, resources, and ways of life. They examine the impact of colonization, the California Gold Rush, westward expansion, and the growing communities that shaped the state. Throughout this study, students consider how different groups experienced these historical events, including the ways settlers interacted with and affected California's Native American communities. Students use timelines, primary and secondary sources, maps, and historical accounts to develop an understanding of how California has changed over time and how its history continues to influence the state today.

Third graders also receive an introduction to American government and civic life. They learn how government operates at the federal, state, and local levels and explore the roles

and responsibilities of the three branches of government. Students examine foundational documents including the Constitution, Declaration of Independence, and the Bill of Rights, developing an age-appropriate understanding of the rights, freedoms, and responsibilities they establish. They also explore important American symbols, including the flag, and the ideas and values these symbols represent. Students consider the essential question *What responsibilities does our government have toward us, and what responsibilities do we have toward our government?* Students consider how individuals can advocate for others, contribute to their communities, and create positive change, connecting concepts of citizenship and service to their own roles as members of their school and local communities. They conclude the year with an introduction to economics and the systems that shape our everyday lives including supply and demand, goods and services, trade, and the purpose of money. Collaboration with peers, guided research and writing, and public speaking are key components of Global Studies, which strengthen students' historical vocabulary, research skills, and ability to communicate information.

Fourth Grade

Through a study of California's early history, students investigate how geography, climate, landforms, and natural resources influence where people settle and how communities live. Students examine the diverse regions of California and learn about the cultures of California indigenous communities, including their use of local resources, tools and technologies, trade networks, traditions, and ways of life. They study exploration, colonization, the mission system, and Mexico's independence. They explore concepts such as cultural exchange, resistance, assimilation, and governance, and consider how revolutions and changes in government can affect communities and daily life. Fourth graders conclude their study of California history by exploring how migration, economic opportunity, and changes in government transformed California. They investigate California's transition from a U.S. territory to statehood and examine the dramatic effects of the Gold Rush on the state's population, economy, geography, and communities. Students consider the experiences of different groups who came to California seeking opportunity and examine how rapid growth also created conflict, inequality, and significant changes for existing communities. Through maps, timelines, data, text features, and historical sources, students synthesize information and evaluate the opportunities and consequences created by periods of rapid change.

As students investigate these complex historical events, they strengthen their historical and geographic inquiry, and their skills in cause-and-effect reasoning, timeline development, source analysis, and historical perspective-taking. Students learn to consider point of view, bias, and reliability when examining historical sources and practice grounding their interpretations in evidence. They apply these skills through structured argument writing, developing claims and supporting them with evidence and reasoning.

Hands-on historical role-playing projects and field trips complement the fourth grade Global Studies curriculum.

Fifth Grade

Students explore the pre-Columbian Americas and the diverse Indigenous communities who lived across North America and examine how geography, climate, and available resources influenced their ways of life. Through the study of cultural practices, agriculture, governance, technologies, and other achievements, students recognize the innovation and adaptability of Indigenous communities and develop an understanding that these societies had complex cultures and systems long before European arrival. Students then turn their attention to Europe and investigate how the printing press, advances in navigation, and the desire for trade and resources contributed to the Age of Exploration.

As students begin examining European exploration, they investigate the motivations and experiences of explorers, beginning with Christopher Columbus and his first voyage to the Americas. Students examine Columbus's encounter with the Taíno people and begin considering how historical events can be understood from multiple perspectives. Fifth graders learn about the historical events that shaped European exploration, including the Protestant Reformation and the Spanish Reconquista. Students then explore the development of early English settlements, including Roanoke and Jamestown, and examine different versions of John Smith's encounter with Pocahontas, comparing the historical account with Disney's *Pocahontas*. This comparison provides an opportunity for students to consider historical accuracy and develop evidence-based arguments. Students continue their study through the Puritans, the Salem Witch Trials, the establishment and development of the Thirteen Colonies, and the growing tensions between the colonies and Great Britain. Students conclude the year by exploring the events and ideas that led to the American Revolution and the creation and expansion of the United States. They examine the growing tensions between the colonies and Great Britain and learn about the perspectives and contributions of Patriots and Loyalists through the stories of key historical figures. As a culminating project, students research an important Revolutionary figure and write a four- to five-paragraph biographical essay before celebrating their learning through a Revolutionary Ball. Students then study the Declaration of Independence and Constitution before turning to Westward Expansion and Manifest Destiny, considering how the nation grew and changed over time. They also develop geographic knowledge by learning the fifty states and their capitals.

Alongside the content, students build essential study and historical inquiry skills, including annotating texts, taking organized notes, identifying important information, and preparing for assessments. They practice using context clues, eliminating unlikely answers, and writing precise, specific responses supported by information from their studies. These

skills establish a strong foundation for the increasingly complex historical analysis and source-based work students will encounter. Students apply these skills to primary and secondary sources, historical narratives, and multimedia sources as they build their understanding of how exploration, settlement, and growing political tensions shaped early American history.

Sixth Grade



Students focus on the development of early humans and the emergence of the world's first civilizations. They examine the geography of North Africa and the Middle East and learn how archaeologists, historians, and geographers help us investigate and understand the past. Students study early hominins and trace the transition from the Paleolithic to the Neolithic Age, exploring how the development of agriculture led humans from nomadic hunter-gatherer societies to permanent settlements. Students then investigate Mesopotamia and the rise of Sumerian city-states, examining how geography, agriculture, and available resources influenced the development of civilization. They study the characteristics of a civilization and explore important archaeological discoveries. Students continue their study of ancient civilizations by exploring the kingdoms of Egypt, Kush, and ancient Israel, with particular attention to the ways geography influenced settlement, culture, and the development of societies. Students conclude sixth grade Global Studies by exploring the geography, cultures, governments, and belief systems of ancient China and ancient Greece, examining the influence of three major Chinese philosophies: Confucianism, Daoism, and Legalism, and investigating how the geography of the Mediterranean shaped the development of independent city-states. Particular attention is paid to origins and development of democracy.

Throughout the year, students continue developing the study and historical thinking skills necessary for success in middle school. They practice annotating informational texts and taking organized notes, identifying important information and distinguishing key ideas from supporting details. Students also strengthen test-taking strategies, including using context clues to determine answers, eliminating unlikely choices on multiple-choice questions, and responding to short-answer questions with precise and specific evidence. Students continue strengthening the research and study skills applying them during collaborative research, presentations, and persuasive writing, developing greater independence in gathering evidence, organizing ideas, and communicating historical information clearly. Two capstone projects call on students to showcase their skills with a persuasive essay and multimedia presentation.

DREAM Studio

DREAM Studio develops students as creators, designers, problem-solvers, and thoughtful users of technology through a distinctive No Tech, Low Tech, and High Tech approach. Students learn that innovation does not always require a screen; sometimes the best solution begins with paper, cardboard, building materials, or simply an idea. Across the grades, students engage in hands-on engineering and maker challenges, coding and robotics, digital design, animation, 3D modeling and printing, and emerging technologies such as artificial intelligence. They move increasingly independently through a design-thinking process of imagining, building, testing, troubleshooting, revising, and sharing their work.

Transitional Kindergarten

TK students are introduced to technology, coding, engineering, and digital creativity through playful, hands-on experiences. Students develop foundational computer skills by learning to navigate a computer or trackpad, use scrolling and arrow keys, access websites, and manage simple files. Through digital tools such as Wixie and Letterland, students create drawings, digital books, and other projects that connect technology to their classroom learning. Students are also introduced to computational thinking through Bee-Bot robotics, Hour of Code, and CodeMonkey Jr., practicing sequencing, direction, problem-solving, and beginning loops as they program robots and characters to follow paths and complete challenges. Engineering and design experiences such as the Three Little Pigs building challenge and Tangram activities encourage students to plan, construct, test, and revise their ideas.

Students explore how technology can help them create, communicate, and solve problems. Experiences with augmented reality, digital storytelling, and creative applications encourage them to experiment with new tools and connect digital creations to the world around them. DREAM Studio also provides opportunities for cross-curricular collaboration, including direct connections with TK's Letterland literacy instruction and projects that incorporate mathematics, literature, and early science concepts. Through these experiences, students begin to see themselves as capable creators and problem-solvers while developing the foundational skills needed for future work with technology and design.

Kindergarten

Kindergarten students develop fluency with computers and trackpads while learning to navigate websites, use folders and files, and access digital learning tools such as Starfall, DreamBox Math, Wixie, and ABCya. Students are introduced to coding and robotics through Bee-Bots and CodeSpark, learning beginning computational thinking skills such as sequencing, problem-solving, and navigating a programmed path. Engineering and maker experiences are central to the program, with students designing and testing Rube Goldberg

machines, marble runs, domino chain reactions, mazes, spinning tops, boats, and architectural structures. These projects encourage students to experiment with concepts such as gravity, momentum, friction, energy transfer, structure, and cause and effect while working collaboratively to design, build, test, and revise their ideas.

Throughout the year, students use technology as a tool for creating, communicating, exploring, and solving problems. Digital and physical projects connect naturally to classroom learning through studies of weather, oceans, architecture, literature, mathematics, and science. Students also begin developing responsible technology habits through age-appropriate digital citizenship lessons focused on media balance, pausing to consider others, and making thoughtful choices when using technology.

First Grade

First graders build on their foundational technology and design skills while practicing greater independence, creativity, and problem-solving. Students strengthen their digital fluency through Wixie, Scratch Jr., Code.org, OSMO Coding, and augmented reality experiences, learning to navigate digital tools, follow and create sequences, and use code to solve increasingly complex challenges. Through robotics, students program Bee-Bots to travel along student-designed roads and pathways, then peer test and revise their programs. Hands-on engineering challenges, including designing and constructing monster traps and building tall structures with straws and pipe cleaners, encourage students to plan, collaborate, test ideas, and consider how design choices affect the success of a structure or machine.



Students also develop their skills as digital creators and responsible technology users. Projects such as Dot Day and Monster Exchange combine digital art, writing, communication, and creativity, while augmented reality allows students to explore how digital content can interact with the physical world. Digital citizenship lessons introduce students to age-appropriate concepts of acceptable technology use, creative ownership, and making thoughtful choices online. Through coding challenges, robotics, maker projects, and collaborative design experiences, First Grade students learn that technology is not simply something they consume—it is a tool they can use to create, communicate, experiment, and solve problems.

Second Grade

In Second Grade, DREAM Studio expands students' understanding of technology as a space for creative expression, design, coding, and invention. Students begin the year exploring the idea of a studio as a place where ideas are developed, tested, and transformed into original creations. Through hands-on design projects such as hot-air balloons, airplanes, and illuminated gnome homes, students apply principles of design, construction, and

presentation while developing their ability to plan and communicate their ideas. Students also explore the history and evolution of animation, creating flipbooks, simple digital animations, stop-motion claymation, and digital artwork using a variety of creative tools. These experiences introduce students to the relationship between traditional art, digital media, storytelling, and technology.

Students develop computational thinking and problem-solving skills through coding and logic activities, including Zoombinis and Turtle Art, while electronics projects introduce the basics of circuits, conductivity, and cause and effect. Through Chibitronics and Makey Makey, students design interactive creations and experiment with using everyday materials as part of a technological system. Digital citizenship is woven into the program through lessons focused on making safe, responsible, and thoughtful choices in digital spaces. Across these experiences, students learn to design, build, code, create, test, revise, and share, developing the confidence and curiosity of young makers and innovators.

Third Grade

Third graders develop greater independence with technology while expanding their skills in coding, digital design, engineering, and innovation. Students complete a structured keyboarding course to build fluency and accuracy, learning proper keyboard navigation and the organization of letters, numbers, and punctuation. They are introduced to text-based coding through CodeMonkey, learning foundational programming concepts such as loops, variables, indexing, functions, and conditional statements. Students also explore 3D design and printing through Tinkercad, learning how digital models are created and transformed into physical objects. They apply these skills to practical design challenges, including creating personalized tags and designing, printing, and testing boats that must float and carry cargo.

DREAM Studio emphasizes the design-thinking process of imagining, creating, testing, observing, and improving. Students participate in an iterative boat-design challenge in which they analyze the results of an initial prototype, make purposeful changes, and test a second version. A cross-curricular landmark-building project connects technology and engineering to students' classroom research as they construct physical replicas of significant landmarks. Students are also introduced to artificial intelligence, exploring how AI is used in everyday life and beginning to distinguish AI-generated content from authentic content. Through these experiences, students learn to approach technology as both a tool and a medium for innovation, developing persistence, digital fluency, critical thinking, and the ability to turn an idea into a working design.

Fourth Grade
In fourth grade, DREAM Studio students build greater independence and fluency with technology while learning to use digital tools for communication, creativity, and problem-solving. Students develop practical skills with Google Workspace, including Google Docs, Classroom, and Gmail, while continuing to build their understanding of responsible digital citizenship through interactive experiences such as Google's Interland and Common Sense Media's Digital Passport. A major focus of the year is game design, through which students explore the creative and technical processes involved in developing games. Students learn about heroes and villains as characters and storytelling devices, design their own digital sprites, and explore gender equity and representation in game design. They move from designing characters and physical pixel art to creating and debugging their own games using platforms such as GameStar Mechanic, Bloxels, Scratch, OctoStudio, and Pixicade. Through both digital and hands-on maker experiences, students learn that successful technology projects require creativity, planning, iteration, and problem-solving. Students design board games, build cardboard arcade games, create digital games from their own sketches, and use coding to make their ideas interactive. Across these projects, students practice communicating ideas, testing and debugging their work, responding to feedback, and considering how technology can be used thoughtfully and inclusively.

Fifth Grade
Fifth graders expand their technology, engineering, coding, and digital citizenship skills through hands-on challenges and increasingly complex design projects. Students work with LEGO BricQ to explore physics and engineering concepts through building challenges and are introduced to HTML and CSS coding through Erase All Kittens. Digital citizenship remains an important component of the program, with students examining topics such as cyberbullying and developing strategies for using technology safely, responsibly, and thoughtfully. Students also continue building and contributing to a collaborative LEGO City, applying creativity, problem-solving, and design thinking to a shared environment.

The centerpiece of Fifth Grade DREAM Studio is the Weslandia Civilization Project, an interdisciplinary capstone inspired by the book *Weslandia*. Students work independently, with partners, or in small groups to design an entirely original ancient civilization based on real-world geography, resources, and historical possibilities. Students consider how the environment shapes every aspect of a civilization and develop its six cultural universals: government and laws; food, clothing, and shelter; tools and inventions; writing and record keeping; economy and specialized workers; and art and recreation. They create a labeled map, flag, coin, written history, timeline, and digital map, and may develop additional cultural elements such as traditions, holidays, an alphabet, number system, recipe, transportation, national anthem, sport, or tourism guide. Students use Google Slides to document their civilization and ultimately present their work to younger students, older

students, and families. Throughout the project, students practice research, digital design, collaboration, systems thinking, presentation skills, and creative problem-solving, recognizing that every decision within a civilization is interconnected.

Sixth Grade

In Sixth Grade, DREAM Studio students explore emerging technologies while developing increasingly sophisticated skills in coding, digital citizenship, engineering, and digital design. Students begin with an Artificial Intelligence unit that examines what AI is, how it is used in everyday life, and how it is changing different industries. They consider ethical questions surrounding AI, including bias, digital authorship, and the distinction between human-created and AI-generated content. Students learn the fundamentals of effective prompt writing and use generative AI as a creative tool to develop alter egos, characters, and visual worlds connected through storytelling. Students also continue their programming development through Python coding, working with sequencing, variables, lists, loops, conditionals, Boolean operators, functions, classes, integers, and strings. Digital citizenship lessons address digital identity, digital footprints, and creators' rights, helping students think critically and responsibly about their participation in digital spaces.

Students apply their technical knowledge through hands-on engineering and maker experiences. Using micro:bit, students work collaboratively on projects such as programmable traffic lights, timers, and interactive games, while LEGO Spike Prime robotics challenges introduce students to mechanical design, sensors, and increasingly complex programming. Students also explore articulated 3D design and printing, learning how joints and connections allow objects to move and how digital models can be designed specifically for articulated printing. Across these experiences, students practice computational thinking, collaboration, iteration, troubleshooting, and creative problem-solving, while considering how technology and engineering can be used to create meaningful solutions for people and communities.

Information and Imagination

Information & Imagination, Village School's library program, nurtures students as thoughtful readers, curious researchers, and confident users of information. Across the grades, students develop a lasting relationship with books while learning to read closely, discuss ideas, make connections, and respond creatively to literature. Alongside literary exploration, students gradually build information-literacy skills, from asking questions and distinguishing fiction from nonfiction to conducting research, evaluating sources, synthesizing information, and supporting ideas with evidence. The program intentionally balances imagination and inquiry, inviting students to explore new perspectives through stories while developing the skills to investigate and understand the world around them.

Transitional Kindergarten

Transitional Kindergarten students are introduced to the library as a welcoming place for exploration, stories, and discovery. Students learn basic library routines and expectations, including how to sit and participate during read-alouds, handle books carefully, identify the front and back covers, and practice checking out and returning books. Through a wide variety of engaging picture books, students begin distinguishing between storybooks and simple nonfiction texts, exploring basic concepts such as sequencing, cause and effect, and how things work. Students respond to stories by drawing, acting out events, predicting what might happen next, and making connections to their own experiences.

Students also begin developing an appreciation for the people who create books by learning the roles of authors and illustrators and noticing how illustrations, patterns, and artistic styles contribute to a story. Through explorations of creators such as Eric Carle, students compare books, identify similarities in illustration styles, express opinions about stories, and create artwork inspired by the books they encounter. Throughout the year, the library experience emphasizes curiosity, imagination, responsible book care, and developing a joyful relationship with books and reading.

Kindergarten

Kindergartners build independence and confidence as library users while deepening their understanding of books and how they are created. Students review library routines and expectations, practice caring for books at school and at home, and learn to make guided choices when selecting "just right" books. They identify important parts of a book, including the title, author, and illustrator, and begin to recognize how illustrations contribute to meaning and help tell a story. Through read-alouds and discussions, students practice making predictions, noticing tone, and comparing books by the same author or illustrator.

As the year progresses, students develop stronger comprehension and response skills by examining characters, character traits, and character change. They discuss characters' choices and consider whether those choices are helpful or harmful, compare characters across different stories, and connect story events to their own experiences. Students express opinions about books and support their thinking with simple reasons while using drawing and early writing to respond to stories. A wide range of engaging series and picture books—including works such as *Beekle*, *After the Fall*, *Rainbow Fish*, *Pig the Pug*, and *Olivia*—helps students develop a lasting appreciation for reading while strengthening their ability to think, talk, and respond thoughtfully about literature.

First Grade

In first grade, students begin to see books as both reflections of their own experiences and opportunities to learn about people, places, and perspectives beyond their own. Through the concept of books as mirrors, windows, and sliding glass doors, students make personal and world connections and explore how stories can help us understand experiences different from our own. Students continue developing their library independence by strengthening alphabetical-order skills and learning to locate books by the first and second letters of an author's last name. Through read-alouds and discussion, they also deepen their understanding of characters by identifying character traits, comparing characters across multiple stories, and considering how characters change—or remain the same—throughout a series.

Students are also introduced to the foundations of research and information literacy. They learn that research begins with asking questions and using reliable sources to find answers. Through whole-class inquiries and nonfiction read-alouds, students practice asking questions, locating key facts, and identifying basic nonfiction text features. They use simple KWL charts to organize what they already know, what they want to learn, and what they discover, and they communicate their learning through drawing and early writing. These experiences build the foundation for students to become curious, capable, and increasingly independent researchers and library users.

Second Grade

Second grade students continue to develop their information literacy skills by distinguishing between fiction and nonfiction and learning how each type of text can help answer questions and build understanding. They practice asking research questions, using nonfiction text features such as headings, captions, and diagrams, and identifying important facts within a text. Through *Who Would Win?* and other nonfiction texts, students compare animals, distinguish facts from opinions, and begin taking simple notes using drawings and keywords. KWL charts provide a familiar structure for organizing what students know, what they want to learn, and what they discover.

As students become more confident researchers, they explore the relationship between historical fiction and nonfiction by reading stories alongside informational texts on related topics. They compare what is historically or factually accurate with what an author has imagined, consider how fictional stories can help readers understand real-world experiences, and use questions to gather information from both types of texts. Students then apply these skills to short research projects, working independently or with a partner to gather information from books and digital databases, organize and summarize their findings, and communicate what they have learned. Culminating projects may include nonfiction posters or booklets, fiction-based stories or diary entries, and short presentations, with students practicing the important habit of checking their own work for fact versus fiction.

Third Grade

In third grade, students deepen their literary comprehension by identifying key events, characters, themes, and central messages in a variety of stories, myths, and novels. Students compare characters and themes across texts, considering how characters solve problems, demonstrate strengths, make mistakes, and respond to challenges. Through engaging texts and series such as *Greeking Out*, *Almost Super*, *Matilda*, and *Harry Potter*, students practice retelling stories in their own words, participating in thoughtful discussions, and expressing their ideas through creative projects. They also strengthen vocabulary skills by using context clues and domain-specific language to determine the meaning of unfamiliar words and phrases.

As students progress through the year, they take a closer look at character motivation and development, examining how characters change over time, develop new skills, and learn to work with others despite differences. Students support their opinions about characters with clear evidence from the text, including selecting and defending which character they believe demonstrates the qualities of a hero. They culminate their literary study with a creative project connected to a selected novel, designing original characters and explaining how those characters would respond to a problem using details and inspiration from their reading. These experiences encourage students to read closely, think critically about characters and their choices, communicate ideas with evidence, and use imagination to demonstrate their understanding of literature.

Fourth Grade

In fourth grade, students strengthen their comprehension of increasingly complex texts through shared novels, read-alouds, and collaborative discussion. Students examine how characters, settings, and events interact and use specific details and examples from the text to support their thinking and participate meaningfully in discussions. Through texts

such as the *Greystone Secrets* series, *Space Case*, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, and *39 Clues*, students also begin developing foundational research skills by gathering information from books and digital sources connected to their reading. They practice identifying key facts, navigating informational text features, and summarizing information in their own words.

As the year progresses, students deepen their literary analysis by comparing themes, plots, characters, and the ways authors develop ideas throughout a story. They apply their understanding of story elements through creative culminating projects connected to a selected novel, making intentional choices that demonstrate their comprehension of the text. Students then present their projects to their classmates, explaining their creative decisions and making connections between their work and the story. Through these experiences, students become more confident readers, researchers, and communicators who can support their ideas with evidence and clearly explain their thinking.

Fifth Grade

In fifth grade, students develop the skills needed to read, analyze, and discuss increasingly complex fiction and informational texts. Through novel studies such as *The False Prince* and *Sophia's War*, students build background knowledge about historical events, identifying important people, causes, and significant events connected to their reading. They explore how historical fiction blends fact and imagination by comparing events and details from novels with real historical accounts. Students strengthen their close-reading and annotation skills by marking important details, identifying unfamiliar vocabulary, recording questions, and examining how historical settings influence characters and events.

As students progress, they analyze character motivations, interactions, themes, and choices while considering how different perspectives shape an understanding of history. They conduct short research investigations using reliable sources to explore topics introduced through their readings and learn to synthesize information from both fiction and nonfiction. Students ultimately use textual evidence to examine complex ideas such as loyalty, courage, conflict, and perspective, developing a deeper understanding of how literature can illuminate historical events and human experiences.

Sixth Grade

In sixth grade, students examine how authors use literary craft and structure to communicate complex ideas across both picture books and novels. Students begin by analyzing picture books as carefully constructed literary works, exploring how authors use theme, character development, pacing, and other story elements to create meaning within a short format. They then apply these ideas to novel studies such as *The Apothecary* and

The Breadwinner, examining how historical fiction blends factual events with imagined characters and details to create believable settings and compelling narratives. Students also conduct short research investigations connected to their reading, using print and digital sources to build historical context and deepen their understanding of the texts.

Students apply their understanding of literary structure and storytelling through an original picture-book project created for their kindergarten buddies and connected to the Village Values. They develop story concepts, experiment with voice and narrative style, revise their writing, and prepare manuscripts for illustration and editing. As they progress through the year, students synthesize their understanding of theme, character growth, tension, and historical perspective across complete texts. A culminating inquiry-based project challenges students to develop thoughtful questions, combine research with textual evidence, and use their findings to expand and communicate their interpretation of literature.

Math Lab

Math Lab gives students the opportunity to experience mathematics as something to explore, question, build, and make sense of, rather than simply a set of procedures to master. A defining feature of the program is our low-floor, high-ceiling approach: every student can access the problem at hand, while each learner is invited to take their thinking as far as their curiosity, understanding, and creativity can reach. Through hands-on investigations, non-routine problems, collaborative challenges, and real-world applications, students develop flexible strategies, mathematical reasoning, precision, perseverance, and the confidence to explain and defend their thinking. As students move through the grades, they encounter increasingly complex ideas while continuing to engage in the same essential work of wondering, noticing patterns, making connections, testing ideas, and finding multiple pathways to a solution.

Transitional Kindergarten

Transitional Kindergarten students experience mathematics as something they can explore, build, discuss, and discover through hands-on, collaborative problem solving. Students develop early number sense through activities such as *Splat to 5*, three-act math tasks, subitizing, counting, and comparing quantities. They explore mathematical ideas through meaningful themes such as taller and shorter, longer and shorter, more and less, and recognizing that math is all around them. Students also investigate shapes by learning their names and key attributes and creating and extending patterns with manipulatives and other materials.

As the year progresses, students strengthen their ability to make sense of problems, persevere through challenges, and explain their mathematical thinking. They practice counting on, develop cardinality and comparison skills, and build fluency with addition and subtraction within 5. Hands-on investigations with blocks and towers introduce students to early concepts of measurement and volume while encouraging them to notice relationships and patterns. Throughout Math Lab, students practice choosing tools strategically, modeling their ideas, attending to details, and working collaboratively to find creative solutions to mathematical problems.

Kindergarten

Kindergarten students develop mathematical confidence through hands-on investigations, collaborative problem solving, and creative challenges. Students learn to visualize mathematical situations, use tools strategically, model their thinking, and recognize that many problems can have more than one solution. Through estimation activities such as *Estimysteries* and *Splat*, students build number sense and develop increasingly flexible ways to think about quantities. They explore geometry by describing and constructing shapes based on their attributes and using pattern blocks to discover how larger

shapes can be composed from smaller ones. Students also investigate numbers through dot talks, subitizing, decomposing and recomposing quantities, comparing amounts, and joining numbers through games and hands-on activities.

As the year progresses, students extend their mathematical thinking to numbers within and beyond 100 while developing an understanding of patterns, counting strategies, and early operations. They organize collections to make counting more efficient, explore patterns on the hundreds chart, create and describe repeating patterns, and connect patterns to numbers. Students engage in problems involving parts and fractions and practice explaining their reasoning, listening to the strategies of others, and respectfully evaluating different solutions. Throughout Math Lab, students strengthen fluency with foundational addition and subtraction facts while developing perseverance, precision, mathematical communication, and the ability to approach a problem flexibly and creatively.

First Grade

In first grade Math Lab, students develop flexible mathematical thinking through hands-on investigations, collaborative problem solving, and creative challenges. Students learn to visualize problems, choose appropriate tools, persevere through challenging tasks, and recognize that problems can often be solved in multiple ways. Through three-act math tasks, counting collections, and number representation activities, students strengthen their understanding of numbers and the relationship between addition and subtraction. Students explore how tens and ones can be organized to represent quantities, use data to describe and wonder about the world, and solve addition and subtraction story problems within 20 and beyond. Geometry investigations invite students to build, describe, and discuss shapes while modeling joining, separating, and equal situations.

As students progress through the year, they extend their problem-solving strategies to addition and subtraction situations within 50 and 100, explore balancing equations, and investigate repeated addition and subtraction. Students look for patterns in numbers and develop efficient strategies for working with quantities within 20, using repeated reasoning to explain how and why their strategies work. They practice constructing mathematical arguments, listening to classmates' approaches, and evaluating different solutions. A culminating Math Quilt project gives students an opportunity to apply mathematical patterns and representations in a creative, collaborative context. Throughout the year, fluency work supports increasingly automatic recall of foundational facts while Math Lab emphasizes curiosity, perseverance, communication, and flexible problem solving.

Second Grade

Second graders Math develop mathematical reasoning through hands-on investigations, collaborative problem solving, and real-world applications. Students learn to model

mathematical situations, persevere through challenging problems, use tools strategically, and explain and defend their thinking. Early investigations focus on representing and analyzing data in multiple ways, including measuring objects, creating and interpreting bar graphs, and identifying patterns in data. Students connect mathematics to science by studying the lifespans of animals from different habitats and creating scaled bar graphs and timelines to represent their findings. Geometry investigations allow students to explore shapes, partition them into equal parts, distinguish between equal and congruent figures, and understand how square units can be used to measure area.

As the year progresses, students deepen their understanding of place value and begin making connections between patterns, skip counting, multiplication, and division. They explore different ways to partition shapes into fourths, organize rectangles into rows and columns, create and analyze numerical patterns, and investigate how place-value structures can be used to efficiently represent and calculate numbers. Students create equal groups and use skip counting to develop early multiplication and division strategies. Throughout the year, students practice attending to precision, looking for mathematical structure, constructing arguments, and evaluating the reasoning of others. Building Fact Fluency supports increasingly automatic recall of addition and subtraction facts, while opportunities such as the Noetic Math Contest encourage students to stretch their problem-solving skills and approach unfamiliar challenges with curiosity and perseverance.

Third Grade

In third grade Math Lab, students deepen their mathematical reasoning through hands-on investigations, collaborative problem solving, and creative challenges. Students develop perseverance and precision as they explore multiplication through equal groups, arrays, and area. Through *Mindset Mathematics*, students investigate how multiplication can be represented visually, how tiling can help them understand area, and how multiplication and area are connected. Students also explore data and geometry by creating and interpreting graphs and models, solving problems involving data, and thinking flexibly about shapes and spatial relationships. Throughout these investigations, students practice explaining their strategies, constructing mathematical arguments, and respectfully considering and critiquing the reasoning of others.

As the year progresses, students use mathematical reasoning to explore fractions, measurement, and parts of a whole. Through hands-on activities such as creating flowers using unit fractions, students develop a deeper understanding of how fractions describe equal parts of a whole and how different representations can communicate the same mathematical idea. Students continue building multiplication fact fluency through the Building Fact Fluency program while applying their skills to increasingly complex and non-routine problems. They learn to reason abstractly, recognize mathematical structure, and

look for patterns that can help them solve new problems. Participation in the Fall and Spring Noetic Math Contests provides additional opportunities for students to stretch their thinking, persevere through challenging problems, and apply mathematics in creative ways.

Fourth Grade

Fourth grade students develop sophisticated problem-solving strategies through hands-on investigations, collaborative challenges, and mathematical exploration. Students begin the year investigating geometry and measurement, using tools such as protractors to construct and analyze points, lines, rays, line segments, angles, and parallel and perpendicular lines. They explore angle relationships, including additive angles and the connections between angles, circles, and fractions, while classifying triangles based on their attributes. As the year progresses, students investigate operations, divisibility, and mathematical patterns through *Mindset Mathematics*. Explorations of the Fibonacci sequence, student-created pattern challenges, and the Collatz conjecture encourage students to look for structure, make connections between numerical and visual representations, develop conjectures, and communicate their reasoning.

Students continue to apply mathematical thinking through investigations of measurement and data, developing an understanding that units represent relationships rather than simply numbers. They create and interpret graphs, make observations and predictions about relationships represented in data, and explore measurement using both nonstandard and standard units. Real-world investigations, such as determining how far and how long it would take to travel 10,000 steps, encourage students to estimate, collect information, and use mathematics to answer authentic questions. Throughout the year, students practice attending to precision, constructing arguments, and evaluating the reasoning of others while strengthening multiplication, fraction, and decimal fluency. Opportunities to participate in the Fall Noetic Math Contest, Math Olympiad, and Spring Noetic Math Contest challenge students to apply their skills to unfamiliar and non-routine problems.

Fifth Grade

Students develop advanced mathematical reasoning through hands-on investigations, collaborative problem solving, data analysis, and creative modeling. Fifth graders begin the year exploring coordinate geometry and spatial relationships, learning to identify and use the origin, x-axis, y-axis, and coordinate points to locate and communicate information on a grid. They practice following and writing directions on the coordinate plane and apply coordinate systems to maps, including using scale to measure and compare distances. Students then investigate data and statistics through authentic sources such as Data USA and the Bureau of Labor Statistics, converting units of measurement and applying their understanding of fractions and decimals to collect, represent, and interpret data. Throughout these investigations, students practice reasoning abstractly, persevering

through challenging problems, constructing mathematical arguments, and evaluating the reasoning of others.

In the final trimester, students explore volume and three-dimensional geometry through a hands-on design project. They develop an understanding of volume as the space contained within a three-dimensional object and use cubic units and the volume formula to calculate and compare the capacity of different shapes. Students construct and analyze nets, create accurate drawings and models, and investigate the relationship between volume and surface area. They apply these concepts creatively by designing and building a three-dimensional animal, using mathematical measurements to ensure that their models accurately represent their intended designs. Throughout the year, students strengthen fraction and decimal fluency while developing precision, recognizing mathematical structure, and applying mathematics to authentic and creative problems. Students also participate in the Fall and Spring Noetic Math Contests and Math Olympiad, providing opportunities to stretch their reasoning and tackle non-routine mathematical challenges.

Sixth Grade

Students deepen their ability to use mathematics to investigate authentic problems, analyze data, and communicate mathematical reasoning. They begin the year working with real-world data, using current and former NFL statistics to explore measures of center, measures of variability, distributions, and data representations such as dot plots and box-and-whisker plots. Students practice making sense of data, identifying patterns, and using evidence to support their conclusions.

Sixth graders then apply problem-solving strategies to geometry and measurement. They investigate area and surface area by decomposing irregular polygons and reasoning about partial square units, and explore volume by taking apart and reconstructing three-dimensional solids. Students physically and mentally fold nets to make connections between two- and three-dimensional representations and investigate how different nets create different prisms and solids. In the final trimester, students revisit data and statistics, focusing on analyzing data and creating representations in collaboration with Global Studies and Science. Based on their World's Fair country, students collect data connected to the Sustainable Development Goals (SDGs). In Math Lab, they then consider creative, visually appealing, and accurate ways to represent their data, drawing inspiration from W.E.B. Du Bois's Visualizing Black America. Students incorporate these data representations into their World's Fair presentations. Throughout the year, students participate in mathematical contests, including the Noetic Contest and Olympiad.

Performing Arts

Village School's Performing Arts program develops students as musicians, performers, creators, and collaborators through a playful, hands-on approach grounded in the Orff music approach. Students learn through singing, movement, speech, body percussion, and a wide range of instruments, gradually developing rhythmic and melodic fluency, musical literacy, ensemble skills, composition, improvisation, and performance confidence. As students move through the grades, they progress from exploring foundational musical concepts to arranging, composing, songwriting, and ultimately producing and recording original music. Performance is an authentic part of the learning experience, with students regularly sharing their work through showcases, open-mics, assemblies, and theatrical productions. Throughout the program, music serves as a space for creativity, self-expression, courageous risk-taking, and collaboration, teaching students not only how to make music, but how to listen, contribute, refine, and create together.

Transitional Kindergarten

Transitional Kindergartners develop foundational musical skills through movement, singing, instruments, and playful exploration. Students learn to identify and maintain a steady beat using percussion instruments, movement, and picture-word rhythms while being introduced to basic rhythmic patterns such as quarter notes and paired eighth notes. Students begin learning music notation and use the piano to play their first five white keys (C–D–E–F–G), while also exploring bells, rhythm sticks, drums, and Orff xylophones. Through music and children's literature, students explore fundamental musical concepts such as loud and quiet, fast and slow, and high and low. Students also practice healthy singing, echo simple melodic patterns, and recognize same and different sections within songs.

Throughout the year, students build confidence as young performers while developing listening, collaboration, and self-expression skills. Students rehearse songs and performance skills for the Winter Showcase, learning how to participate as an ensemble, follow directions, and share their work with an audience. Music also provides opportunities to reinforce social-emotional learning as students practice growth mindset, kindness, mindful listening, perseverance, and courage. Through singing, movement, instruments, and performance, students begin to see themselves as capable and creative musicians.

Kindergarten

Students build foundational musicianship through singing, movement, instruments, and playful exploration. They strengthen their understanding of steady beat and rhythm through body percussion, rhythm instruments, and four-beat patterns using quarter notes, eighth notes, and musical rests. They develop beginning music-reading skills by learning to play the first six white keys on the piano (C–D–E–F–G–A) and build instrumental skills

using bells, rhythm sticks, hand drums, and Orff xylophones, with an emphasis on coordinating playing while singing. Through children's literature and musical repertoire, students explore concepts such as loud and quiet, fast and slow, and smooth and separated sounds, while creative movement and musical games help students recognize verse and chorus and respond to melodic phrases.

Kindergartners also develop their singing, performance, and social-emotional skills throughout the year. They practice singing with a clear, tuneful voice, echoing melodic phrases, and participating as an ensemble. As they prepare for the Winter Showcase, students learn basic stage skills, follow scripts, practice memorizing lines, and develop confidence performing for an audience. Music provides opportunities to strengthen growth mindset, kindness, responsibility, collaboration, and perseverance, helping students learn that successful performances are the result of listening, practicing, supporting one another, and taking courageous creative risks.

First Grade
In first grade, students build on their foundational musicianship through rhythm, singing, instruments, composition, and creative expression. Students read, write, and perform rhythms using quarter notes, eighth notes, and musical rests, and create their own four- to eight-beat patterns through composition and Orff activities. Students are introduced to the ukulele, learning proper posture, beginning strumming patterns, and the C, F, G, and A minor chords, while continuing to develop instrumental skills through xylophones and rhythm instruments. Through book-based repertoire and musical storytelling, first graders explore melodic contour using mi–so–la, as well as expressive elements such as dynamics, tempo, and phrasing. Students investigate how music can communicate emotion, illustrate characters, and help tell a story.

Students strengthen their ensemble and performance skills through group singing, melodic echoing, and exploration of song form, including verse, chorus, and bridge. They are also introduced to songwriting by creating short melodic or lyrical ideas collaboratively. As students prepare for the Winter Showcase, they rehearse performance repertoire, learn microphone and stage techniques, and develop confidence performing for an audience. Throughout the year, music provides opportunities to practice growth mindset, responsibility, courage, collaboration, and perseverance, including caring for instruments, listening to ensemble members, and taking creative risks.

Second Grade
Second graders deepen their musicianship through rhythm, musical form, singing, instruments, and composition. Students perform increasingly complex rhythmic patterns and identify musical forms such as AB, ABA, and rondo through



listening, movement, and simple notation. Building on their ukulele skills, students play C, F, G, and A minor chords while developing smooth strumming and chord transitions. They also reinforce their musicianship through xylophone borduns and other repeated musical patterns. Through literature-anchored lessons, students explore pitch accuracy, tone color, dynamics, and tempo, while investigating how musical form and expressive choices can support storytelling and communicate emotion.

Students continue to strengthen ensemble singing by following melodic contour, identifying sections within more complex songs, and listening carefully to the contributions of others. Their early songwriting skills expand as they experiment with simple chord patterns and develop original song ideas. As they prepare for the Winter Showcase, students rehearse performance pieces, practice staging and transitions, and develop confidence sharing their music with an audience. Throughout the year, students use music as a space to practice growth mindset, kindness, mindful listening, collaboration, courage, and perseverance, recognizing that a strong ensemble depends on each musician contributing, listening, and supporting one another.

Third Grade

Third grade students build a strong foundation in rhythm, melody, musical storytelling, and ensemble performance. They develop steady beat, rhythmic notation, tempo, and pulse through body percussion, rhythm games, percussion circles, and group performances. They begin applying these skills to pitched and unpitched percussion, ukulele, recorder, and xylophones while developing pitch matching, melodic contour, phrasing, and expressive singing. Students explore how music can communicate stories and emotions and begin creating their own rhythmic and melodic ideas through guided composition activities. Throughout the year, they learn to listen carefully to others, follow musical directions, and contribute their individual parts to an ensemble.

As third graders become more comfortable with musical notation and instruments, they begin working collaboratively to create simple compositions, soundscapes, and musical patterns. Small groups experiment with motifs, form, and repeated patterns before performing their work for classmates and audiences through experiences such as the Winter Showcase, Monday Morning Meeting Showcase and Open-Mic. The emphasis throughout third grade is on developing musical confidence, foundational technique, and the ability to work successfully as part of an ensemble while practicing cooperation, empathy, communication, emotional awareness, growth mindset, and perseverance.

Fourth Grade

In fourth grade, students build on their foundational musicianship by taking greater ownership of complex rhythm, musical arrangement, composition, improvisation, and

ensemble performance. Students move beyond basic rhythmic performance to read and sight-read more complex notation, explore polyrhythms, and understand how multiple rhythmic and melodic layers work together. They deepen their understanding of the music staff, note and rhythmic values, and time signatures while developing greater technical control on percussion, ukulele, and other classroom instruments. Students apply these skills to arranging and composing music, exploring concepts such as motif, texture, form, dynamics, and ostinato.

Fourth graders increasingly become creators and decision-makers rather than simply performers. In small ensembles, students arrange accompaniment for melodies, compose original pieces, experiment with improvisation, and make intentional choices about how their music should sound and communicate. They participate in improvisation circles, peer workshopping, and performance reflection, learning to give, receive, and apply constructive feedback. Their work is shared through the Winter Showcase, Monday Morning Meeting Open-Mic, and Spring Showcase. The emphasis in fourth grade is on independence, creative decision-making, collaboration, refinement, and performance readiness, while students develop self-discipline, patience, empathy, confidence, growth mindset, and the ability to complete and improve their work.

Fifth Grade

Fifth graders move toward greater musical independence, ensemble awareness, and creative ownership. Students refine their rhythmic and instrumental skills through syncopation, increasingly complex rhythmic notation, tempo, harmony, and ensemble balance. Through Orff-based ensemble instruction, students work with drums, pitched and unpitched percussion, body percussion, ukulele, and other instruments while developing the ability to listen across an ensemble and adjust their performance accordingly. Students explore harmony through duet and group singing and begin analyzing more complex song structures, including verse, chorus, refrain, and bridge. Students also develop an understanding of how rhythm, melody, harmony, and structure work together to create a cohesive musical performance.

Students then apply these skills through songwriting, arrangement, and music appreciation. They study a variety of musical styles and reference tracks, identifying elements such as theme, mood, timbre, chord progression, arpeggio, and coda. Through songwriting workshops and collaborative arrangements, fifth graders experiment with melody, lyrics, chord patterns, and expressive phrasing to communicate an idea or story. By the final trimester, students take increasing ownership of the creative process, developing original compositions and arrangements, participating in peer workshops, and refining their work based on feedback.

Sixth Grade

Sixth grade students synthesize the musicianship developed throughout the elementary program and move toward greater technical independence, ensemble leadership, and artistic interpretation. They refine rhythmic notation, syncopation, tempo, pitch, harmony, dynamics, and ensemble balance while strengthening instrumental and vocal technique. They work with pitched and unpitched percussion, body percussion, ukulele, and other classroom instruments, developing greater control, projection, timing, and confidence. Students analyze more complex musical structures, including verse, chorus, refrain, and bridge, and explore how musical choices communicate character, emotion, and cultural context. Through repertoire connected to American music, musical genres, and world music, students develop a broader understanding of music as both an artistic and cultural form. Performance opportunities, including the 6th Grade Assembly, Monday Morning Meeting Showcase, and Winter Showcase, emphasize preparation, professionalism, courage, and ensemble responsibility.

Students then move from composition into music production, learning how an original musical idea can be developed, recorded, edited, mixed, and shared with an audience. Through songwriting, beatmaking, collaborative arrangement, and production projects, students explore concepts such as chord progressions, arpeggios, timbre, sonic image, panning, mixing, cues, and timing. Students use digital audio workstations and other recording and production tools to create original work, participate in critique and peer-feedback sessions, revise their compositions, and make intentional choices about interpretation and audience. The year culminates in composition and production projects, the Spring Showcase, and the 6th Grade Play/Musical, giving students opportunities to apply their musical, technical, and collaborative skills in authentic performance settings. Throughout sixth grade, students develop leadership, perseverance, emotional regulation, collaboration, empathy, gratitude, confidence, and pride in completing and sharing meaningful creative work.

PEW

Village School's Physical Education & Wellness program helps students develop the skills, confidence, and habits to move, play, and care for themselves. Beginning with foundational movement, coordination, and body awareness, students progressively develop sport-specific skills, strategic thinking, fitness, and greater independence in how they participate. Through games, cooperative challenges, exploratory play, fitness activities, and student choice, students learn to communicate, collaborate, persevere, take appropriate risks, and experience the joy of movement. Wellness is woven throughout the program, helping students understand the connection between physical and emotional well-being through mindfulness, breathwork, yoga, goal setting, emotional regulation, gratitude, and reflection. As students move into the upper grades, they take increasing ownership of their fitness, make purposeful choices about physical activity, and develop the self-awareness and leadership skills to support their own well-being and that of their community.

Transitional Kindergarten & Kindergarten

Students develop foundational movement skills, body awareness, coordination, and positive attitudes toward physical activity. They learn class routines and expectations while practicing cooperation, turn-taking, and following rules through team-building and cooperative games. They develop fundamental locomotor and non-locomotor movements, including running, jumping, hopping, balancing, dodging, and changing direction. Students build early object-control skills through rolling, bowling, underhand tossing, overhand throwing, kicking, catching, and introductory soccer and basketball activities. They also explore movement through jump rope, hula hoops, foam noodles, fitness ladders, hopscotch, parachute activities, simple gymnastics, and animal movements. Exploratory and unstructured play provide opportunities for students to make choices, experiment with movement, and develop confidence in their physical abilities.

Students begin applying these foundational skills to more structured games, fitness activities, and movement challenges. Relays, obstacle courses, field and court games, racquet and bat activities, and introductory track-and-field experiences help students develop agility, coordination, speed, and basic strategy. Wellness instruction introduces students to goal setting, yoga, mindfulness, breath work, joy, and gratitude, helping them understand that wellness includes both physical and emotional well-being. Students prepare for Field Day by practicing a variety of movement skills and cooperative activities.

First & Second Grade

Students build upon foundational movement skills by developing greater coordination, control, cooperation, and confidence in a variety of physical activities. They strengthen locomotor and non-locomotor movement patterns through tag games, chasing and dodging activities, and increasingly structured field and court games; develop object-

control and sport-specific skills through throwing, catching, rolling, bowling, kicking, and introductory basketball, soccer, and volleyball activities; begin learning the basic rules and strategies of team and invasion games while practicing passing, dribbling, shooting, striking, and cooperative play. Jumping and movement activities—including jump ropes, ladders, hopscotch, scooters, and other equipment—help students develop rhythm, balance, agility, and coordination. Wellness instruction introduces goal setting, yoga, mindfulness, and breathwork, helping students recognize the connection between physical activity, focus, and overall well-being.

As students progress, they apply their developing skills to more complex games, sports, and movement challenges. They participate in advanced team games, flag-pulling and invasion activities, scooter games, racquet activities, beach games, relays, and introductory baseball and striking activities. Jump-rope instruction becomes more intentional, with students practicing single ropes, long ropes, Chinese jump ropes, rhythm, jumping, landing, and rope turning. Students also begin exploring track-and-field skills such as sprints, cross-country running, long jump, and the 4×100 relay, culminating in preparation for Field Day. Wellness experiences continue to develop students' ability to set goals, manage their bodies and emotions, and practice mindfulness, breathwork, joy, and gratitude. Exploratory play remains an important part of the program, providing opportunities for creativity, independence, and social development.

Third & Fourth Grade
Students transition from learning individual movement skills to applying those skills through sports, strategy, fitness, and increasingly independent play. Students continue strengthening locomotor and non-locomotor movement patterns, throwing, catching, kicking, and ball-control skills while developing introductory basketball and soccer skills. They participate in field and court games, tag and invasion activities, and advanced playground games that emphasize strategy, coordination, communication, rules, and fair play. Students also begin having greater choice in their physical activities, exploring team sports based on their interests and learning to make responsible decisions about how they participate. Fitness and movement activities such as jump rope, ladders, hopscotch, and other challenges build agility, balance, rhythm, and overall physical confidence. Wellness education introduces and reinforces goal setting, yoga, breathwork, and mindfulness as tools for supporting physical and emotional well-being.

Third and fourth graders develop more advanced sport and fitness skills and begin connecting individual techniques to team strategy and purposeful performance. Students participate in invasion games, flag-pulling activities, advanced team sports, striking activities such as baseball and pillow polo, racquet activities, relays, and beach games. They develop foundational track-and-field skills through sprints, cross-country running, long

jump, and the 4×100 relay, while preparing for Field Day through practice and review of previously learned activities. Student-driven sport choices give students opportunities to explore interests, collaborate with peers, and take greater ownership of their physical activity. Wellness experiences emphasize mindfulness, breathwork, joy, gratitude, and personal goal setting, with students reflecting on their growth and progress at the end of the year.

Fifth & Sixth Grade
Upper Division students transition toward greater athletic independence, fitness awareness, strategic thinking, and personal ownership of wellness. Students develop sport-specific skills through football, basketball, volleyball, soccer, baseball, racquet sports, flag sports, and kicking activities, with an emphasis on applying techniques in realistic game situations. Cooperative team activities, rotational stations, invasion games, and small-sided games challenge students to communicate, solve problems, make decisions, and adapt their strategies while working with teammates. Student choice becomes an important part of the program, with electives allowing students to select sports or skills that interest them or challenge them to step outside their comfort zones. Students also establish personal fitness goals and participate in fitness benchmarks throughout the year, using baseline, midyear, and ongoing data to recognize growth and identify areas for improvement.

As students progress, the focus shifts increasingly to fitness, leadership, strategy, and self-management. They develop cardiovascular endurance through fitness activities and game-based challenges; participate in Olympic-style track events, including sprints, relays, and jumping; continue developing skills in soccer, volleyball, baseball, basketball, racquet sports, and other activities while revisiting familiar games with increasingly complex strategies and greater opportunities for student-led gameplay. “Ultimate Games” invite students to engage in creative problem-solving by adapting to new rules, skills, and game environments. Wellness education emphasizes emotional regulation, mindfulness, breathwork, inclusivity, hard work, joy, and gratitude, helping students understand how physical and emotional wellness influence performance and relationships.



Science

Village School's Science program is grounded in the Next Generation Science Standards and the 17 United Nations Sustainable Development Goals, giving students both a strong foundation in scientific thinking and a meaningful lens for understanding their role in the world. From the earliest grades, students are positioned as scientists and engineers who observe, question, investigate, model, analyze evidence, design solutions, and communicate their thinking. Through hands-on investigations, engineering challenges, field experiences, authentic data, and interdisciplinary connections, students move from exploring the world around them to explaining increasingly complex systems and considering real-world environmental and global challenges. As students progress through the grades, they develop greater independence and sophistication in using evidence and scientific models, ultimately applying their learning to questions of sustainability, human impact, and solution design.

Transitional Kindergarten

Transitional Kindergartners are introduced to the idea that they are scientists who can use their senses to explore, observe, question, and make discoveries about the world around them. They practice using simple scientific language to share what they notice and wonder, building confidence as young scientists. Students then extend their observations to the natural world by exploring Earth's land and features, using sensory walks, sand, clay, rocks, soil, and simple models to investigate hills, mountains, valleys, and flat land. They practice describing, sorting, comparing, categorizing, and modeling what they observe while developing an understanding that Earth's land can have many different shapes, sizes, and textures.

TK students turn their scientific observation skills toward living things and the changes they experience over time. They investigate plants, insects, and animals, learning to recognize the characteristics of living things and observe growth and change. Through planting activities, garden observations, life-cycle models, and drawing journals, students begin sequencing life-cycle stages and recording changes through pictures and simple observations. Students develop early scientific habits including curiosity, patience, careful observation, caring for living things, and sharing discoveries with others. Cross-curricular connections include storytelling and measurement with nonstandard units. Parent labs, garden explorations, sensory investigations, and hands-on building and planting experiences give students opportunities to experience science as something they do, rather than simply something they learn about.

Kindergarten

In kindergarten, students deepen their identity as scientists and engineers by learning to ask questions, make observations, investigate patterns, and design solutions. Students explore the scientific process and investigate motion, pushes, and pulls, using simple

scientific vocabulary to compare speed and distance. Students then turn their attention to living things and their habitats, investigating what plants, animals, and humans need to survive. They observe patterns in the needs of living things, classify living and non-living things, and model relationships between animals and their environments. A field trip to the Wildlife Learning Center and hands-on investigations of plant and animal needs give students opportunities to connect classroom learning to the natural world.

Kindergarteners investigate the Sun, weather, and our responsibility to care for Earth. They explore how sunlight warms Earth's surface and design, build, test, and improve structures that can protect people and objects from heat. Students observe and record local weather over time, identify patterns, and communicate their observations through weather journals and video weather reports. They also investigate ways humans can reduce their impact on the environment and develop solutions related to land, air, water, and living things. Throughout the year, students engage in hands-on engineering challenges, collaborative investigations, and scientist spotlights that highlight diverse scientists and their contributions. Cross-curricular connections include science journals, storytelling, and discussion and comparison language and weather tracking. These experiences develop curiosity, perseverance, collaboration, environmental stewardship, and confidence in communicating scientific ideas.

First Grade

First grade students continue developing their identity as scientists and investigators by using a simple scientific process to observe, question, predict, test, and record their ideas. They investigate plants and plant structures, identifying roots, stems, leaves, flowers, and seeds and exploring how each structure helps a plant survive. Through hands-on labs students practice making careful observations, recording data, identifying patterns, and communicating their discoveries. Students expand their understanding of living things by investigating inherited traits and behaviors, comparing parents and offspring and considering how animals care for their young. The focus then shifts to light and sound, where students explore how light allows us to see, how materials interact with light, and how vibrations create sound. Through engineering challenges, students design simple devices that use light or sound to communicate. Cross-curricular connections include observation writing and sequencing investigations and comparing structures, measuring shadows, and recording simple data.

In the final trimester, students turn their attention upward to patterns in space, weather, and daylight. They observe the Sun, Moon, and stars and identify predictable patterns in their appearance and movement. Students use models and repeated observations to explore how changes in the sky relate to time and seasons and investigate how the amount of daylight changes throughout the year. They also track weather and seasonal patterns,

recording observations and representing them through simple charts and graphs. A planetarium field trip provides an opportunity to extend classroom investigations into an immersive exploration of the night sky. Across the year, students engage in scientist spotlights, hands-on labs, engineering challenges, and collaborative investigations that strengthen curiosity, creativity, patience, communication, and confidence in sharing scientific ideas.

Second Grade
Second graders expand their scientific thinking by investigating living systems, Earth's changing features, and the properties of matter through hands-on exploration, modeling, and engineering challenges. Students begin the year by investigating plants, animals, and habitats, exploring what seeds need to germinate and grow and how animals interact with their environments. They compare biodiversity across habitats and model processes such as pollination and seed dispersal. Students then turn their attention to Earth's landforms, water, and changing surface, learning to identify and map landforms and bodies of water while investigating how wind and water cause erosion and deposition. Through landform-building and erosion-prevention challenges, students use models to understand both gradual and rapid changes to Earth's surface. Cross-curricular connections include graphing, mapping, and measuring distances and research and explanatory writing. A California Science Center field trip and hands-on parent labs provide additional opportunities to connect classroom learning to the real world.

In the final trimester, students become engineers and materials scientists, applying the practices of designing, testing, revising, and communicating solutions. Students complete STEM challenges involving launches, structures, and animal habitats while learning to use data to evaluate and improve their designs. They investigate matter and its observable properties, sorting and classifying materials and determining which materials are best suited for particular purposes. Students also explore how matter changes when objects are taken apart, combined, heated, or cooled, distinguishing between reversible and irreversible changes. Hands-on experiences such as airplane launches, tie-dye investigations, and habitat construction allow students to collect and analyze data while working through real design problems. Across the year, students strengthen collaboration, persistence, creative problem-solving, responsible tool use, and confidence in presenting their scientific thinking.

Third Grade
In third grade, students deepen their understanding of Earth's history, weather and climate, and the ways living things survive and change. Students begin by investigating what fossils can reveal about organisms and environments from the past and using evidence from fossil data to make claims. They explore variation in traits and consider how

differences within a species can provide advantages for survival. Students also become increasingly comfortable collecting, representing, and interpreting data, tracking weather patterns and comparing short-term weather with long-term climate patterns around the world. They use climate maps and global data to identify patterns and investigate solutions to weather-related hazards. In the second trimester, students shift their focus to life cycles, inheritance, traits, and adaptations, modeling the life cycles of different organisms and examining how traits are inherited, how they can be influenced by the environment, and how variation can affect survival. Hands-on experiences such as fossil making, bird-beak simulations, and life-cycle modeling allow students to use evidence and data to develop explanations and arguments. Cross-curricular connections include data analysis and graphing and informational and evidence-based writing.

Students investigate forces, motion, magnetism, and engineering. They explore balanced and unbalanced forces and collect data to identify patterns in how forces affect motion. Third graders investigate gravity as well as magnetic and electric interactions, including forces that can act without direct contact. They then apply their understanding of forces and magnetism to engineering challenges, designing, testing, and improving solutions. Projects such as catapult building provide opportunities to measure distance, make predictions, analyze results, and revise designs based on evidence. Throughout the year, students increasingly move from simply observing and describing scientific phenomena to using evidence, interpreting data, constructing explanations, and defending their ideas. They develop perseverance when investigations or designs do not work as expected and strengthen collaboration, curiosity, and confidence as scientists.

Fourth Grade

Fourth graders deepen their scientific understanding by investigating energy, waves, Earth's changing systems, and natural resources while increasingly using measurement, models, and engineering to explain phenomena. Students explore potential and kinetic energy, investigating how speed affects energy and how energy is transferred and transformed during collisions. They model how energy travels through sound, light, heat, and electricity and explore wave patterns such as amplitude and wavelength. Through circuit investigations, wave machines, collision experiments, and engineering projects such as the 5-Second Marble Run, students practice designing, testing, revising, and optimizing solutions. Students then shift to Earth's structure and changing surface, examining Earth's layers, fossils, rock patterns, weathering, erosion, and deposition. They use maps, models, measurements, and geological evidence to explain how landscapes change over time. Students also investigate natural resources, considering how renewable and nonrenewable resources are used and how resource extraction can affect the environment. Cross-curricular connections include measurement, graphing, and data visualization and research, reading, and environmental storytelling.

Students apply their scientific thinking to natural hazards, plant structures, animal structures, and adaptations. They investigate how earthquakes, floods, fires, and other natural hazards affect people and environments and design solutions that can reduce their impacts. Fourth graders explore how plant structures support growth and reproduction, including the role of flowers and pollinators, and analyze real-world population and flower-structure data. They also examine animal anatomy, sensory systems, and behavioral adaptations, using models to understand how animals receive information from their environments and respond to it. Hands-on investigations, outdoor field experiences, population-data analysis, and anatomy modeling give students opportunities to connect scientific concepts to authentic phenomena. Across the year, students progress from observing and modeling scientific phenomena to analyzing evidence, constructing explanations, designing solutions, and using data to support scientific arguments. Collaboration, perseverance, environmental responsibility, and confidence in communicating scientific thinking remain central to the program.

Fifth Grade

In fifth grade, students expand their scientific thinking by investigating interconnected Earth systems, energy flow, matter, and the structures that make up our physical world. Students begin the year by studying the four major Earth spheres—the geosphere, hydrosphere, atmosphere, and biosphere—and developing models to show how these systems interact. They investigate water distribution on Earth, ecosystems, food webs, and the movement of energy from the sun through living systems. Students use authentic data to calculate and interpret energy transfer and species populations, strengthening their ability to identify patterns, create models, and support claims with evidence. A major field experience at Catalina Island Marine Institute gives students an opportunity to apply these ideas in authentic marine ecosystems through hands-on marine science investigations. In the second trimester, students move from large-scale Earth systems to the particle-level structure of matter. They investigate how matter is made of particles, how mass is conserved during physical changes, and how heating, cooling, and mixing affect materials. Students compare solids, liquids, and gases; distinguish physical and chemical changes; investigate mixtures and solutions; and begin exploring how scientists organize elements on the Periodic Table. Through melting, chemical-change, mixture, and solution investigations, students increasingly emphasize precise measurement, controlled experimentation, data analysis, and evidence-based explanations.

In the final trimester, students reconnect Earth systems with forces, gravity, and space science. They apply their understanding of Earth's four spheres by creating artistic and scientific models of how those systems interact within their state. Students then investigate forces and gravity, considering how gravitational force affects objects both on Earth and in space. They build models of the solar system and explore relative distance,

planetary motion, star brightness, shadows, day and night, and seasonal patterns in the sky. Students use graphs and models to identify astronomical patterns and develop scientific arguments supported by evidence. Experiences such as AstroCamp and constellation storytelling allow students to connect science with astronomy, physics, art, ELA, and cultural storytelling. Across the year, students progress from modeling interconnected systems and identifying patterns to investigating matter at the particle level and applying scientific models to explain forces and astronomical phenomena. Collaboration, precision, perseverance, curiosity, and increasing independence are emphasized as students take on longer, more complex investigations and projects.

Sixth Grade

In sixth grade, students deepen their scientific understanding by moving between microscopic systems, human biology, energy transfer, weather, climate, and global environmental challenges. The year begins with an investigation into what makes something alive, leading students to study cells as the fundamental units of life. Students use microscopes, models, and observational drawings to compare unicellular and multicellular organisms and investigate how cell structures support specific functions. They then explore how cells reproduce, comparing asexual and sexual reproduction and examining how genetic information contributes to variation. Building from cells to increasingly complex levels of organization, students investigate how tissues, organs, and body systems interact to maintain life, including how sensory receptors communicate information to the brain. In the second trimester, students shift to thermal energy and Earth systems, investigating how heat moves through conduction, convection, and radiation and how energy transfer affects temperature. Students design and test devices to control heat transfer, collect and graph temperature data, and use models to explain how uneven heating drives atmospheric and oceanic circulation. They also investigate air masses, weather patterns, and the water cycle, connecting energy transfer to the larger systems that shape weather and climate. Across these units, students increasingly use models, data, evidence, and engineering design to explain complex systems and refine their thinking.

In the final trimester, students apply their understanding of energy, water, and atmospheric systems to global climate patterns and human impact. Students investigate how air masses and ocean currents influence regional climates and use authentic climate data to identify patterns in temperature and precipitation. They then examine evidence of global warming and explore how human activity affects Earth's systems, considering sustainability and the United Nations Sustainable Development Goals. Through their World's Fair country research, students connect climate science to the geographic, cultural, and environmental characteristics of a specific region of the world. Students analyze data, build climate-system models, and design potential solutions to environmental

challenges, strengthening their ability to connect scientific evidence with real-world decision-making. The year culminates in a Coastal California field experience where students synthesize their understanding of landforms, ecosystems, climate, human impact, and engineering. Throughout sixth grade, students progress from understanding the structures and systems within living organisms to modeling interconnected Earth systems and evaluating complex global environmental challenges, with increasing emphasis on independent investigation, evidence-based argumentation, interdisciplinary research, and solution design.

Spanish

Village School's Spanish program develops students as confident communicators while building an appreciation for the diverse cultures and communities of the Spanish-speaking world. From TK through sixth grade, students develop interpersonal, interpretive, and presentational communication through songs, movement, storytelling, literature, authentic texts and media, conversation, projects, and role-play. Students encounter Spanish as a living language connected to people, traditions, geography, food, music, art, and everyday life, with grammar and literacy introduced naturally through meaningful contexts. As students progress through the grades, they move from listening and responding to familiar language and participating in supported interactions to reading and creating increasingly complex texts, sustaining conversations, asking and answering questions, and communicating with greater independence.

Transitional Kindergarten

TK students are introduced to Spanish through playful, highly interactive experiences that build curiosity, confidence, and comfort with the sounds and rhythms of the language. Students develop early interpretive listening and interpersonal speaking skills through songs, movement, games, storytelling, and repeated classroom routines. In the first trimester, students explore fall, greetings and goodbyes, body parts, and Día de los Muertos while beginning to recognize Spanish letters and sounds. They participate in the schoolwide Día de los Muertos celebration by creating and performing with maracas and learning about notable Latinx cultural figures. As the year progresses, students expand their ability to express feelings, preferences, and familiar information through themes including winter celebrations, opposites, birthdays, shapes, and the seasons. Authentic children's literature, music, and cultural materials provide meaningful contexts for hearing and using Spanish, while the three modes of communication, interpersonal, interpretive, and presentational are introduced in developmentally appropriate ways.

By the third trimester, students begin connecting Spanish to their own experiences, school environment, and the world around them. They revisit the seasons while developing vocabulary for spring and summer, connect body-part vocabulary to the five senses, and use Spanish to explore their school through books and scavenger hunts. Through projects such as *Mis Cinco Sentidos* and *Todo Sobre Mí*, students move from recognizing and repeating vocabulary toward using short phrases to communicate personal information, preferences, family, and observations. Early literacy is woven throughout the program through letter recognition, phonics, shared reading, and beginning writing. By the end of TK, students are developing a foundation for language learning by listening for meaning, responding to familiar questions and prompts, participating in short guided conversations, and sharing rehearsed language through performances and simple projects. Most

importantly, students begin to see Spanish as a language they can use to connect, play, express themselves, and learn about other people and cultures.

Kindergarten
Kindergarten students develop confidence with familiar vocabulary, classroom communication, and simple sentence structures. Students use Spanish throughout daily routines as they practice greetings, introductions, numbers, colors, shapes, weather, feelings, and classroom language. Songs, movement, TPR activities, storytelling, and repeated language patterns help them understand and respond to Spanish in meaningful contexts. During the first trimester, students also begin making simple connections between Spanish and English while exploring cultural traditions through stories, music, and a Día de los Muertos mini-unit. In the second trimester, students expand their communication through themes of family, feelings, animals, actions, and preferences, using phrases such as *me gusta*, *no me gusta*, and *me llamo*. They follow increasingly varied classroom commands and use movement and songs to demonstrate comprehension. Through literature and cultural exploration, students begin to recognize that families, celebrations, stories, and traditions may look different across Spanish-speaking communities.

In the final trimester, students broaden their Spanish vocabulary to include community, food, nature, and familiar places, while revisiting and strengthening language introduced throughout the year. Students combine familiar words and sentence frames such as *Yo veo…*, *Yo quiero…*, *Me gusta…*, and *Hay…* to communicate simple ideas and observations. Spanish is increasingly connected to other areas of learning, including science through nature vocabulary, health through food exploration, and social studies through community helpers and places. Students continue developing their understanding of gendered articles, plurals, and simple descriptive language through repeated, meaningful practice rather than isolated grammar instruction. By the end of Kindergarten, students are able to understand and respond to familiar Spanish, participate in simple interpersonal exchanges, follow directions, express basic preferences and ideas, and share rehearsed language through songs, stories, and presentations. Cultural learning remains an integral part of the program, helping students see Spanish not simply as a collection of vocabulary words, but as a language connected to people, traditions, communities, and everyday life.

First Grade
First graders move from familiar classroom Spanish toward more purposeful communication, early reading and writing, and greater independence in expressing ideas. Students strengthen interpersonal communication through meaningful exchanges while developing interpretive listening and reading skills through children's literature, songs, authentic texts, games, and interactive activities. Phonics and alphabet work become

increasingly integrated as students begin to write familiar words, sound-spell, and connect spoken Spanish to written language. During the first trimester, students expand their language through themes including fall, courtesy expressions, calendar routines, Latinx heritage, and Día de los Muertos. They practice greetings and goodbyes appropriate to different times of day, use numbers and calendar language to communicate dates, and begin speaking and writing about cultural traditions. Projects such as *Las Hojas del Otoño*, *Mi Ventana de Otoño*, and the Día de los Muertos planter give students opportunities to create something meaningful and then use Spanish to describe and share their work. By the second trimester, students combine vocabulary from different areas—family, animals, food, colors, numbers, feelings, and preferences—to communicate increasingly complete ideas. Through *La Casa Cozy*, *Ensalada de Frutas*, *En Mi Corazón*, and the *Los Opuestos* mini-book, students move beyond isolated vocabulary toward patterned sentences and short conversations.

In the third trimester, students increasingly use Spanish to exchange personal information, read and create simple texts, and present information to others. Through the study of piñatas and celebrations, students explore cultural practices across Spanish-speaking communities while developing language for birthdays, age, and personal preferences. Students learn to ask and answer questions such as when someone's birthday is and how old they are, creating authentic opportunities for interpersonal communication. Projects such as *Todo Sobre Mí* and *El Cerdito Pequeño* further develop early literacy and presentational skills as students write, illustrate, read, and share their own work. Across the year, students are expected to move fluidly among the three modes of communication: interpersonal communication through conversations and partner activities, interpretive communication through listening and reading, and presentational communication through songs, projects, and short oral presentations. Cultural learning remains embedded throughout the program, allowing students to explore celebrations, foods, stories, and traditions while making comparisons between Spanish-speaking cultures and their own experiences. By the end of First Grade, students are beginning to see themselves not only as Spanish learners, but as young communicators who can read, write, speak, listen, and share ideas in Spanish.

Second Grade

In Second Grade, students build on their foundational Spanish by moving toward more spontaneous communication, increasingly complete sentences, and greater confidence reading and responding to familiar language. Students continue developing the three modes of communication through songs, movement, storytelling, games, visual supports, and cultural projects. In the first trimester, students strengthen everyday communication through greetings, introductions, feelings, colors, numbers, classroom language, and calendar and weather routines. They begin combining familiar vocabulary into patterned

sentences using structures such as *yo soy*, *yo tengo*, and *me llamo*, while developing an early understanding of noun–adjective agreement and the use of *el/la*. The Día de los Muertos mini-unit provides an opportunity to explore cultural symbolism through art as students create and label masks while learning about the tradition in an age-appropriate and respectful way. During the second trimester, students expand their ability to combine vocabulary and actions into meaningful sentences through themes of family, animals, emotions, places, and movement. They begin moving beyond memorized phrases with simple sentences such as *El perro corre* and *La niña baila*, while being introduced to plural forms such as *los* and *las*. TPR, songs, and interactive storytelling reinforce comprehension while students explore how family life, pets, activities, and communities may differ across Spanish-speaking cultures.

In the third trimester, students bring together their developing language skills through food, weather, community, and real-world communication. They learn practical restaurant language such as *Quisiera…*, *Por favor*, and *Gracias*, and use food and weather vocabulary to participate in increasingly extended conversations. The culminating *Café de la Escuela* restaurant skit gives students an authentic reason to listen, respond, ask for something, express preferences, and use polite expressions in a sustained interaction. Students take on roles such as customer, server, and chef and use Spanish menus and props to support their communication. Alongside the performance work, students explore food traditions, weather patterns, and community life across Spanish-speaking regions, making connections to health, geography, drama, and social-emotional learning. By the end of Second Grade, students are moving from rehearsed language toward short, connected exchanges, demonstrating that they can understand familiar Spanish, construct simple sentences, participate in conversations, and use language creatively in cultural and performance-based contexts.

Third Grade

In Third Grade, students move toward greater independence and sustained communication in Spanish, building from patterned phrases into complete sentences and short conversations. Student-led calendar talk becomes a consistent classroom routine in which students communicate the date, weather, seasons, and other calendar information using complete sentences and numbers through 100. Students strengthen interpretive listening and reading through children's literature, authentic videos, infographics, flyers, and other texts from Spanish-speaking countries, while games, songs, movement, and storytelling continue to support language acquisition. During the first trimester, students explore *El Calendario*, *Hogar Dulce Hogar*, Día de los Muertos, and Latinx Heritage Month. Students learn to describe homes and furniture and explore different types of homes across the Spanish-speaking world through the *Mi Casita* project. They also study Día de los Muertos traditions and the Guatemalan tradition of *Barriletes Gigantes*, creating their

own miniature kites and preparing a performance for the school's Día de los Muertos celebration. Grammar instruction becomes more explicit as students are introduced to parts of speech, sentence structure, and comparisons between Spanish and English capitalization and punctuation. In the second trimester, students use authentic cultural materials to explore food, animals, clothing, and personal adornment through the *Festival de Cuy* and *Nuestros Adornos* units. Students interpret and discuss cultural products and practices, express preferences, compare perspectives, and create *Mi Libro de Ropa*, while developing their understanding of prepositions and article use and agreement.

In the third trimester, students apply their growing language skills to practical, real-world communication and community connections. Through *¡A la Mesa!*, students learn to order food, express hunger and thirst, identify utensils, and describe a table setting. They explore spring celebrations through *Mesas de Primavera*, designing a tablescape and using Spanish to discuss the cultural meaning behind their choices. The *Mi Comunidad* unit expands students' vocabulary for community places, occupations, and daily responsibilities while giving them an authentic opportunity to interview a Spanish-speaking member of their community. Students also work toward fluency and confidence with numbers through the *Contar a Cien* challenge. Grammar instruction progresses to formulating questions using appropriate interrogatives and syntax and applying agreement when speaking and writing descriptively. Across the year, students increasingly move between interpersonal, interpretive, and presentational communication, using Spanish to exchange information, interpret authentic resources, create written and artistic products, and share their learning with others. By the end of Third Grade, students are able to participate in increasingly independent conversations, read and create simple connected texts, ask and answer questions, describe people and places, express preferences and ideas, and use Spanish to explore and compare cultural practices in meaningful contexts.

Fourth Grade

Students continue to develop proficiency in interpersonal, interpretive, and presentational communication while exploring creative expression and the Spanish-speaking world. In the first trimester, students investigate the South American capybara through *La Capibara Contenta*, expand descriptive vocabulary, and consider the importance of protecting animals and their habitats. Students also explore autumn and Día de los Muertos through poetry, creating Spanish-language haikus that use sensory details and descriptive adjectives. Student-led calendar talk reinforces dates, seasons, weather, and numbers. In the second trimester, students broaden their understanding of Spanish-speaking cultures and geography by identifying Spanish-speaking countries and regions, learning to tell time, and exploring the question *¿De dónde eres*? Students are introduced to the verb *ser* and begin using it to describe themselves and others. Through the novel *El Capibara Con Botas*,

students strengthen their reading, listening, speaking, and writing skills while exploring themes of friendship, family, and travel.

In the third trimester, students deepen their exploration of the Spanish-speaking world through *¿De dónde eres*?, Latin American foods and traditions, and California's historical connections to the Spanish language. Students review food vocabulary, ordering and expressing preferences, table settings, and culturally appropriate expressions of courtesy in preparation for a field trip experience to Olvera Street. Connection between Spanish language learning and global issues is experienced as students discuss the U.N. Sustainable Development Goals through videos, infographics, and authentic texts. Throughout the year, students build grammatical knowledge through parts of speech, word order, interrogative expressions, cognates, context clues, and increasingly frequent use of high-frequency verbs such as *ir*, *ser*, *tener*, *poder*, *estar*, and *querer*.

Fifth Grade

Fifth graders practice meaningful, practical interactions. Cultural exploration includes Hispanic/Latinx Heritage Month, the 21 Spanish-speaking countries, Latin music genres, and Día de los Muertos. Students create an Ofrenda Project, culminating in a short presentation. They expand their language skills through weather, seasons, classroom objects, location words, noun gender, and plural forms. They practice asking and answering *¿Qué tiempo hace*? and use Spanish to describe their classroom and daily experiences while comparing weather, school supplies, routines, and climates across Spanish-speaking countries. Learning connects to geography, science, and school culture, with students demonstrating their progress through written, reading, and verbal assessments.

In the third trimester, students consolidate and extend their foundational Spanish skills by combining familiar vocabulary and structures to communicate in increasingly complete sentences and short paragraphs. Students describe themselves, their personalities, favorite school subjects, classroom routines, and daily experiences while reviewing *ser*, *hacer*, adjective agreement, word order, and sentence expansion using *y* and *pero*. Cultural studies focus on school life in the United States, Mexico, and Spain; influential Hispanic artists and athletes; and a review of Spanish-speaking countries, capitals, flags, and national symbols. Students make comparisons across cultures and connect their Spanish learning to geography, social studies, art, sports, and community life. Throughout the year, students grow in confidence using Spanish in authentic classroom interactions and demonstrate their learning through conversations, written work, country presentations, and an end-of-year cultural celebration.

Sixth Grade

In Sixth Grade Spanish, students transition from foundational language learning to more independent communication as they expand their vocabulary, grammatical knowledge, and cultural understanding. Sixth graders develop their understanding of *ser*, *tener*, articles, subject pronouns, and noun–adjective agreement while beginning to construct descriptive and informational sentences. Cultural studies explore Hispanic/Latinx identity and representation, Spanish-speaking countries and their regional diversity, Latin music genres, and Día de los Muertos traditions. Students engage with authentic cultural materials and demonstrate their learning through map work, biographical and descriptive writing, pronunciation and reading activities, verbal introductions, and a culturally respectful Día de los Muertos design project. They deepen their communication skills through units on school, food, and hobbies, learning regular AR/ER/IR verbs, question formation, *gustar*, negation, and *ir + a + infinitive* for future plans. Students compare school systems, meals, sports, and leisure activities across the Spanish-speaking world and communicate with peers through pen-pal letters with sister school Escuela Manuel Ávila Camacho. Authentic cultural experiences with food, music, sports, and daily life provide opportunities for students to use Spanish in meaningful, real-world contexts.

In the third trimester, students apply and expand their language skills through units focused on home, health, clothing, and shopping, while reviewing and integrating the structures learned throughout the year. Students learn to describe their homes and responsibilities, communicate about common health needs and feelings, and participate in practical shopping conversations involving clothing, colors, sizes, prices, and preferences. Grammar instruction introduces *tener que*, *hay*, possessive and demonstrative adjectives, comparatives, and an introduction to *ser* versus *estar*, while reinforcing regular and stem-changing verbs, *gustar*, noun–adjective agreement, and other high-frequency structures. Cultural exploration examines homes, wellness practices, markets, clothing traditions, and everyday life across the Spanish-speaking world, with connections to geography, science, mathematics, and social studies. Throughout the year, students strengthen all three modes of communication—interpreting authentic texts and audio, engaging in conversations and role-plays, and presenting information in increasingly complete sentences and paragraphs.

Visual Arts

Our Visual Arts program is centered around an annual Artist of the Year, providing a common artistic lens through which students across all grade levels explore creativity, technique, and artistic expression. Each year, teachers draw inspiration from the featured artist's colors, patterns, symbols, materials, and distinctive style to curate developmentally appropriate experiences that encourage students to look closely, experiment boldly, and develop their own artistic voices. Students are introduced to a wide range of artists and artistic traditions while learning that art can communicate ideas, tell stories, reflect identity, and connect us to the world around us. Recent Artists of the Year have included Nick Cave, Georgia O'Keeffe, Ruth Asawa, and Jean-Michel Basquiat, giving students opportunities to encounter diverse approaches to color, form, texture, movement, and meaning.

Across grade levels, students build skills through both two-dimensional and three-dimensional art experiences and explore a variety of mediums, including painting, watercolor, drawing, sculpture, weaving, and beading. Projects are intentionally designed to develop both artistic technique and fine-motor skills while allowing students increasing opportunities for choice, experimentation, and creative problem-solving. Signature projects anchor the program each year, including a large-format painting in sixth grade, loom weaving in fifth grade, and life-sized paintings with small embellishments in TK, where students develop precision and fine-motor control through carefully considered details. Through repeated experiences with different materials and processes, students learn to plan, create, revise, and reflect on their work, developing confidence as artists while building an appreciation for the many ways people express themselves through art.

Students also maintain a single sketchbook throughout their entire Village experience, from TK through sixth grade, creating a tangible record of their artistic growth over time. Rather than treating each year's work as separate, the sketchbook travels with students as their skills, ideas, confidence, and artistic voices develop. Returning to earlier pages allows students to see their own progress, recognize that growth comes through practice and experimentation, and reflect on how their thinking has changed. In this way, the sketchbook serves as both a creative space and a physical representation of the growth mindset at the heart of our Visual Arts program which reminds students that becoming an artist is an ongoing process of exploration, revision, and discovery.




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