



CURRICULUM GUIDE

2026-27





Community School sets the standard for academic excellence among St. Louis-area elementary schools. We balance intellectual challenge and nurturing support, allowing each child's strengths to shine.

An Education Based on Exploration

Here, education is not just an aggregation of knowledge, but a way of observing the world and exploring ideas. Our instruction is differentiated and personalized throughout the year as children gain understanding and are ready to explore new challenges.

Lower Division (Age 3 - Grade 2)

Curriculum Overview

Children's experiences in the early years shape their motivation and disposition to learn. Characteristics such as persistence, initiative, curiosity, and flexibility are nurtured as children make sense of their world.

During the preschool years, much attention is given to the development of the whole child as well as social, emotional, intellectual, and physical growth. Problem solving, planning, focused attention, and pre-academic skills are key for preschoolers. All areas of the curriculum (math, language arts, literacy, science, social studies, foreign language, art, music, and physical education) are taught in engaging ways that are responsive to how young children learn.

As children move into the elementary school experience in Senior Kindergarten, First, and Second Grades, instruction is tailored to the child's development, ensuring a rich learning environment that is attentive to transitions in their intellectual growth at each milestone.

Strategies that promote mastery of new and progressively more advanced challenges are employed as faculty work to individualize instruction as much as possible. A balance between hard work and self-assessment produces a sense of confidence that sets the stage for greater self-direction at older ages. Our students are excited and enthusiastic learners who are active in their own learning process. Academics take on new meaning for students as they soak up new skills quickly and with increased sophistication.

The social and emotional development of a child in the early years is the key to later success. Community School fosters students' development of self-confidence and their ability to express feelings and opinions, while maintaining respectful relationships with peers and adults. Children learn to take responsibility, solve conflicts appropriately, develop leadership skills and, as they get older, begin to balance social and academic responsibilities.



Child-Focused Learning

At Community School, we design child-focused curriculum. Our faculty take a deeply personal approach, adapting instruction throughout the year as each child progresses.

Classrooms average 20 students, with at least two lead teachers supported by a team of learning specialists. There is an overall ratio of one teacher for every seven students.

Children get just the right amount of challenge and support.

Our schedule includes frequent small group work sessions, creating perfect opportunities for one-on-one support.

The small class sizes allow teachers to truly know each student's strengths and meet them exactly where they are to help chart a path forward in understanding.

Nursery is a year of discovery, belonging, and growing independence. Nursery students (children who have turned 3 by August 1) learn through a developmentally appropriate, child-centered curriculum in a supportive, joyful environment. Through play, exploration, and meaningful hands-on experiences, children learn to be part of a classroom community, build relationships, communicate their ideas and needs, and develop the social-emotional and problem-solving skills that provide a foundation for future learning.

Through theme-based experiences, students deepen their understanding of themselves and the world while expanding their knowledge of their classroom and campus. Science comes to life during the study of farms and chicks, when students observe eggs in an incubator, learn about the life cycle of a chick, and conduct experiments. They are also introduced to French and develop large motor skills, including learning to ride a bike.

Literature/Language Arts

Develop listening proficiencies ♦ Build rich vocabulary through oral language and high-quality literature ♦ Expose to basic concepts about print ♦ Build linguistic awareness through games, rhymes, rhythmic activities ♦ Dictate ideas about work, the environment, and factual knowledge ♦ Develop writing skills through manipulatives and fine motor activities

Mathematics

Identify, describe, and create with shapes ♦ Measure objects using non-standard units ♦ Create simple graphs ♦ Match and sort objects according to attributes ♦ Draw, paint, and build using math ideas ♦ Represent quantities and concepts with objects ♦ Define and solve problems by trial and error and object manipulation

Social Studies

Develop awareness of humans' basic needs and similarities ♦ Extend understanding of themselves and the

world ♦ Carry out leadership roles in classroom ♦ Make individual and group decisions ♦ Order events in sequence to establish a sense of order and time ♦ Expand knowledge of the geography of Community School and class community ♦ Country studied: United States

Science

Use senses to observe living things, objects, materials, and the Earth ♦ Ask questions about the natural and physical world ♦ Observe changes in plants and animals and recognize that living things have needs ♦ Experiment with simple tools, objects, and materials ♦ Make predictions based on their observations and experiences

French

Practice French greetings and courtesy words ♦ Participate in songs and fingerplays about animals, firefighters, body parts, and body movements ♦ Explore numbers up to 10 ♦ Practice



following class directions and movements in French ♦ The French teacher joins the classroom one morning per week

Physical Education

Develop body awareness, balance, and coordination ♦ Explore locomotor movements such as walking, running, galloping, crawling, and beginning to skip ♦ Practice beginning throwing, catching, bouncing, and striking skills ♦ Build confidence through obstacle courses, movement challenges, and outdoor play ♦ Participate in age-appropriate fitness and mindfulness activities ♦ Learn safe movement, spatial awareness, and responsibility for equipment

Music

Sing simple melodies and songs together ♦ Explore rhythm through locomotor and non-locomotor movement ♦ Play simple percussion instruments ♦ Experience tempo and dynamics through their voices and movement ♦ Make connections between music, books, counting, seasons, and other classroom learning

Art

Experience a variety of media ♦ Develop basic fine motor skills ♦ Communicate ideas through art ♦ Promote creativity ♦ Develop problem-solving skills

Drama

Practice tracking performers ♦ Demonstrate appropriate audience behavior ♦ Identify difference between actor and audience



Junior Kindergarten

builds on the independence and curiosity developed in Nursery as students take on greater responsibility for themselves and their learning. Through multisensory, hands-on experiences in whole groups, small groups, and learning centers, Junior Kindergarten students (children who have turned 4 by August 1) strengthen emerging literacy and mathematical skills. They begin keeping journals and participate in the school buddy program, expanding their sense of belonging within the larger school community.

Exploration remains central to learning. Students investigate the natural world through Nature on the Move and studies such as dinosaurs and the life cycle of a butterfly, while their study of Mexico introduces them to another country and culture. French comes to life through songs, fingerplays, and movement, while the annual Dino Dig allows students to work together as young paleontologists. The year culminates with their first performance in front of the entire school.

Literature/Language Arts

Listen to high-quality read-alouds ♦ Ask predictive questions ♦ Learn relationship between letters and sounds ♦ Develop phonemic awareness of sounds, syllables, and words ♦ Improve fine motor skills for handwriting ♦ Use multi-sensory approach to letter formation and identification ♦ Write in journals based on readiness of individual children

Mathematics

Increase number sense ♦ Identify written numerals ♦ Explore half and whole relationships ♦ Sequence events ♦ Compile and compare data in graphs and charts ♦ Sort and classify objects into groups ♦ Gather information and evaluate data ♦ Duplicate and extend simple patterns

Social Studies

Identify how own thinking, feelings, and action are similar to or different from one another ♦ Extend understanding of themselves and

world ♦ Identify commonalities and differences between families and children ♦ Research interests in social studies topics ♦ Engage in a study of Mexico

Science

Observe plants, animals, and changes in the natural world ♦ Explore the life cycle of a butterfly ♦ Use their senses and simple tools to investigate the physical world and Earth ♦ Experiment with objects and materials to observe reactions and gather information ♦ Identify problems and make predictions based on their experiences

Music

Sing simple songs and melodic patterns ♦ Explore rhythmic patterns through large- and small-muscle movement ♦ Play a steady beat on percussion instruments ♦ Recognize and demonstrate differences in tempo and dynamics ♦ Learn about musical form, including verse and chorus

French

Practice French greetings and courtesy words ♦ Answer questions asked in French by understanding the context ♦ Participate in songs and fingerplays about animals, puppets, firefighters, fruit, windmills, body parts, and body movements ♦ Explore numbers up to 10 ♦ Practice following class directions and movements in French ♦ Listen to books about dinosaurs, animals, food, and clothing ♦ Practice hand and body movements that develop coordination ♦ The French teacher joins the classroom one morning per week

Art

Explore a variety of art materials, tools, and techniques ♦ Learn about artists and create artwork inspired by their styles ♦ Identify and experiment with primary colors and simple color mixing ♦ Create artwork using drawing, painting, collage, and sculpture ♦ Develop fine motor skills through cutting, gluing, drawing, and painting ♦ Express ideas, imagination, and emotions through original artwork

Drama

Recognize and practice enunciation and projection ♦ Practice giving and taking focus ♦ Learn tools of an actor (imagination, body, voice) ♦ Practice expression of emotion ♦ Learn elements of performing ♦ Practice collaboration and social-emotional strategies through drama ♦ Sequence the story through interactive storytelling ♦ Perform an original play about cooperation

Physical Education

Refine locomotor skills, including galloping, hopping, climbing, balancing, and beginning to skip ♦ Develop throwing, catching, kicking, and striking skills using varied equipment ♦ Build body control, balance, agility, and fitness through movement challenges and sustained activity ♦ Work cooperatively with classmates while practicing teamwork and sportsmanship ♦ Develop self-regulation and focus through movement and mindfulness activities





Senior Kindergarten serves as a bridge to more academic learning as students focus on reading instruction, the writing process, and developing mathematical skills. Senior Kindergarten students (who must have turned 5 by August 1) begin Foundations, which builds phonics and word-analysis skills, and deepen their mathematical thinking through a Singapore-based approach to mathematics. Small-group experiences and differentiated instruction allow teachers to provide targeted instruction in reading and math.

The year brings new opportunities to explore the broader Community School program. Students study China and build panda habitats, visit the Lower Division Science Lab twice a week, and explore the woods through nature walks. Senior Kindergarten is also a year of firsts: students enter the French classroom for the first time, begin woodshop, learn about instruments in an orchestra, and take a field trip to a symphony.



Literature/Language Arts

Develop sound/symbol relationships
 ♦ Build visual memory of letter formation and words ♦ Demonstrate comprehension skills ♦ Blend letter sounds ♦ Use self-correction strategies
 ♦ Recognize and reproduce final consonant sounds ♦ Use mental images to aid in text comprehension
 ♦ Listen to a variety of literary genres
 ♦ Recognize the difference between fiction and non-fiction ♦ Increase word analysis skills ♦ Recognize and form upper and lower case letters and numerals 1-10 ♦ Introduce the writing process with a focus on narrative writing

Mathematics

Begin Singapore math program ♦ Use concrete models and pictures to create sets with given numbers of objects ♦ Use cardinal and ordinal numbers ♦ Write numerals to represent numbers
 ♦ Count on and back from a given number ♦ Skip count by 10s ♦ Compose and decompose numbers ♦ Write number sentences for addition and subtraction stories ♦ Describe and extend repeating patterns ♦ Use positional words to describe

location ♦ Identify, describe, sort, and classify 2D and 3D shapes ♦ Compare lengths and weights using standard and non-standard measurements
 ♦ Discuss mathematical ideas and explain reasoning ♦ Understand connections between quantities and written numerals

Social Studies

Identify cultural universals and make comparisons ♦ Further develop international/multicultural perspective through study of China ♦ Recognize national and religious holidays and important ideas and customs ♦ Sequence events to establish a sense of order and time ♦ Participate in community outreach project(s)

Science

Explore what plants and animals need to survive and how living things interact with their environments ♦ Observe the life cycle of a silkworm
 ♦ Investigate pushes, pulls, motion, speed, and direction ♦ Observe, measure, and record weather to identify patterns ♦ Explore severe weather and ways people can stay safe

French

Experience French language integrated with movement ♦ Explore designated monthly themes ♦ Respond to French directives ♦ Act out vocabulary ♦ Repeat French words for movements, games, and directions ♦ Count in French ♦ Play roles, repeat vocabulary, and perform activities to a French story ♦ Identify colors in French ♦ Learn French vocabulary for places in villages and holiday observances ♦ Use French words to identify people and family members
 ♦ Learn French words for weather terms
 ♦ Identify and pronounce vocabulary through words and pictures

Physical Education

Refine balance, coordination, spatial awareness, and locomotor skills ♦ Develop throwing, catching, striking, kicking, trapping, and beginning dribbling skills ♦ Build cardiovascular endurance, core strength, and overall physical fitness ♦ Participate safely and confidently in cooperative games ♦ Practice problem-solving, teamwork, and respectful participation
 ♦ Strengthen self-regulation through movement and mindfulness

Performing Arts

MUSIC: Sing individually and as part of a group while developing pitch awareness ♦ Maintain a steady beat and play simple patterns on percussion instruments ♦ Identify musical contrasts such as fast/slow, loud/soft, high/low, and short/long ♦ Explore barred percussion instruments such as xylophones, metallophones, and glockenspiels ♦ Sing and experience music from a variety of cultures and languages

DRAMA: Learn tools of an actor (imagination, body, voice) ♦ Recognize and practice enunciation, projection, and expression ♦ Practice giving and taking focus and expression of emotion ♦ Sequence the story through interactive storytelling ♦ Practice

collaboration and social-emotional strategies through drama ♦ Perform an original play connected to the study of China for the school

Visual Arts

STUDIO ART: Explore the elements of art, including color, line, shape, texture, form, and space ♦ Create artwork inspired by artists from different cultures and time periods ♦ Experiment with a variety of two- and three-dimensional media, including clay ♦ Learn beginning color theory by mixing primary and secondary colors ♦ Practice organizing materials, persevering through challenges, and reflecting on personal artwork ♦ Share artistic ideas while developing confidence in creative expression

WOODSHOP: Understand and demonstrate safety guidelines in the woodshop ♦ Develop hand-eye coordination ♦ Work with hand tools ♦ Prepare a work station ♦ Self-evaluate personal work ♦ Use 12" ruler as a measuring device, a half-round file as a shaping tool, a coping saw for cutting straight lines, and sandpaper for preparing the surface for finish ♦ Add wax to preserve and highlight wood



First Grade

builds confident and independent readers, writers, mathematicians, and problem solvers. Drawing on the foundational skills developed in Senior Kindergarten, the program emphasizes a structured literacy approach based on the science of reading, a literature-based approach to reading, and continued phonics and reading strategy instruction. Reading is taught in half groups, allowing for increased differentiation to address readiness and skill scaffolding. Math instruction includes many hands-on experiences to build strong number sense and problem-solving skills.

Students also begin to make connections between their own experiences and the wider world. Social studies invites students to explore their own community, St. Louis neighborhoods, and Australia. First graders complete their first research project on an Australian animal, explore the history of Community School through artifacts and oral history, and learn about family traditions and customs. Students begin coding, connect with a school in France to learn about one another's experiences, and build collaboration skills through drama.

Literature/Language Arts

Learn the writing process with a focus on narrative, informative, and opinion writing ♦ Develop structural analysis skills for words ♦ Demonstrate phonetic analysis of words ♦ Use self-correction strategies ♦ Become more fluent in oral reading ♦ Answer age-appropriate questions about stories ♦ Sequence a series of events ♦ Continue to build handwriting skills

Mathematics

Use concrete and pictorial models ♦ Use number bonds to represent number combinations ♦ Model addition and subtraction situations ♦ Use place value models ♦ Compare lengths and weight ♦ Tell time ♦ Use mental math strategies ♦ Represent and interpret measurement and data in picture and tally charts ♦ Use math vocabulary that corresponds with each unit ♦ Present mathematical thinking through discussion, pictures, and writing

Social Studies

Learn map skills ♦ Incorporate international perspective through study of Australia ♦ Investigate, compare, and contrast various neighborhoods in St. Louis ♦ Research the history of Community School through artifacts and oral history ♦ Develop personal time capsule to be opened during sixth grade year ♦ Explore family traditions and customs



Science

Observe animal structures and classify animals into groups ♦ Compare animal life cycles and explore how plants and animals depend on one another ♦ Investigate matter, including its observable properties and changes caused by heating and cooling ♦ Observe and record weather patterns and explore the water cycle ♦ Investigate the solar system, including planets, the sun, day and night, seasons, and moon phases ♦ Use the engineering design process to define problems, develop solutions, and evaluate results

French

Learn communication functions (greeting, introductions, identification of friends and objects, age, date, likes and dislikes) ♦ Ask and answer questions ♦ Understand adjective agreement with colors and definite articles ♦ Learn Francophone countries, cardinal numbers, letters of the alphabet, actions ♦ Recognize printed form of vocabulary words ♦ Copy words and phrases from word bank ♦ Introduction to French culture and monuments

Physical Education

Demonstrate proper throwing, catching, kicking, dribbling, jumping, balancing, and striking techniques ♦ Improve coordination, agility, endurance, and body control ♦ Apply movement skills during games and cooperative activities ♦ Demonstrate teamwork, sportsmanship, perseverance, and responsible decision-making ♦ Practice safe participation and proper use of equipment ♦ Develop focus and self-regulation through movement and mindfulness

Performing Arts

MUSIC: Sing individually and in groups with attention to tempo, dynamics, and pitch ♦ Identify and perform steady beat, basic rhythms,



and beginning melodic patterns ♦ Play steady beats and simple ostinati on barred percussion instruments ♦ Recognize musical forms such as AB, ABA, and rondo ♦ Explore the four major instrument families and music from different cultures and languages

DRAMA: Demonstrate competency in enunciation, projection, cheating out, eye contact, tableaux, and visualization ♦ Use the tools of an actor to become a character ♦ Work cooperatively to solve problems onstage and off ♦ Practice collaboration and social-emotional strategies through drama ♦ Sequence a story ♦ Learn stage direction terms ♦ Perform *We Are Community* connected to the social studies curriculum, or an original show about feelings

Visual Arts

STUDIO ART: Apply the elements of art and principles of design to original artwork ♦ Explore color mixing, texture, line, shape, and form through a variety of media ♦ Create drawings, paintings, sculpture, and mixed-media projects inspired by artists and classroom studies ♦ Plan artwork

through sketches and creative problem-solving ♦ Develop craftsmanship by using materials responsibly and thoughtfully ♦ Reflect on and discuss personal artwork and the work of others

WOODSHOP: Understand and demonstrate safety guidelines in the woodshop ♦ Make individual design decisions affecting the outcomes of the assigned projects ♦ Use a coping saw to complete v-cuts, half round file to remove saw marks from wood, and as a shaping tool ♦ Share completed project with classmates and teachers ♦ Analyze quality of each project and set goals for improvement ♦ Use scrap wood to create appropriate and safe projects ♦ Measure in inches and half inches

Second Grade

is a year of growing independence, stamina, and the ability to apply skills across subjects. Students expand and refine their reading skills as they move from learning to read toward reading to learn. They work more independently and in cooperative groups, while Writing Workshop provides opportunities to research, write reports, and create their own stories. Mathematics instruction further develops number sense and problem-solving strategies as children begin to use bar models in math to represent and solve increasingly complex problems.

Across the curriculum, students consider what it means to participate in and contribute to a community. Social studies explores citizenship, influential people from around the world, and the question “What Makes a Community?” Students study India, bringing their learning to life through experiences such as playing cricket and sampling Indian food. Music introduces basic piano skills and repertoire, while drama connects to the country of study through a performance of Indian folktales.

Literature/Language Arts

Use a graphic organizer for factual information ♦ Continue developing the writing process with a focus on narrative, informative, and opinion pieces, as well as poetry ♦ Learn to self-edit, peer-edit, and conference with teachers ♦ Identify common and proper nouns, action verbs, and descriptive words ♦ Demonstrate word attack skills using phonetic analysis ♦ Define, identify, and write a declarative sentence ♦ Use self-correction strategies ♦ Demonstrate structural analysis skills ♦ Utilize various comprehension strategies ♦ Make inferences ♦ Express personal opinions

in written form about materials read ♦ Use word attack skills when reading aloud ♦ Participate in book discussions ♦ Practice reading a variety of genres ♦ Sentence structure and elaboration are areas of focus

Mathematics

Use concrete and pictorial models to create sets ♦ Group objects into hundreds, tens, and ones ♦ Count by 1s, 2s, 5s, 10s, and 100s ♦ Use base ten models and place value charts to represent numbers up to 1,000 ♦ Compose and decompose multi-digit numbers ♦ Compare and order halves, thirds, and fourths using bar models

♦ Solve addition and subtraction money problems ♦ Use bar models to represent multiplication and division ♦ Develop foundation for studying area ♦ Compare and measure lengths using customary and metric units ♦ Find elapsed time ♦ Collect, organize, and represent data in different ways ♦ Find missing terms in table patterns ♦ Use the distributive property as a multiplication strategy ♦ Solve real-world problems with addition, subtraction, multiplication, division, and measurement ♦ Use technology to model and draw ♦ Conduct mathematical investigations across the curriculum and explain the results



Social Studies

Demonstrate a sense of fairness and order, rights, and responsibilities

- ◆ Take leadership roles within the classroom
- ◆ Recognize how each individual plays multiple and varied roles in society
- ◆ Extend understanding of themselves and the world
- ◆ Examine similarities and differences between thinking, feelings, and actions of self and others
- ◆ Research “contributors” to our world
- ◆ Learn map skills (compass, continents, oceans)
- ◆ Country of study: India

Science

Investigate plant structures, their functions, and what plants need to grow

- ◆ Explore plant life cycles, pollination, and seed dispersal
- ◆ Investigate static electricity, magnets, magnetic properties, and attraction
- ◆ Study Earth’s layers, rocks and minerals, tectonic plates, weathering, erosion, earthquakes, volcanoes, and floods
- ◆ Explore natural resources, human impact on the environment, and possible solutions to environmental problems

French

Express needs

- ◆ Describe physical traits
- ◆ Indicate date
- ◆ Introduce and practice grammar (partitive articles, *aller*, singular, possessives, negation, gender of nouns)
- ◆ Describe placement
- ◆ Practice vocabulary (food, days of the week, clothing, months of the year, adjectives, furniture, school subjects)
- ◆ Recognize printed form of vocabulary words
- ◆ Explore French culture, celebrations, money, and geography
- ◆ Ask and answer questions
- ◆ Practice counting

Physical Education

Demonstrate increasing proficiency in throwing, catching, kicking, dribbling, striking, jumping rope, and locomotor movement

- ◆ Build strength, endurance, agility, coordination, and overall physical

fitness

- ◆ Apply movement skills during cooperative games and introductory sport-specific activities
- ◆ Demonstrate problem-solving, communication, teamwork, and leadership
- ◆ Practice sportsmanship, responsibility, and respect for others
- ◆ Continue developing healthy habits and a lifelong appreciation for physical activity

Performing Arts

MUSIC: Sing with attention to tempo, dynamics, pitch, breathing, and vocal technique

- ◆ Read and perform increasingly complex rhythms and melodic patterns
- ◆ Play barred percussion instruments using steady beats, chords, and ostinati
- ◆ Begin playing piano using proper posture, technique, rhythm, and music-score structure
- ◆ Listen to, analyze, and discuss musical performances using appropriate musical vocabulary

DRAMA: Demonstrate competency in enunciation, projection, cheating out, expression, eye contact, and visualization

- ◆ Use the tools of an actor to become a character
- ◆ Work cooperatively to solve problems onstage and off
- ◆ Develop skills onstage to react to other characters
- ◆ Learn how actors fit into stage pictures
- ◆ Practice collaboration and social-emotional strategies through drama
- ◆ Perform *Indian Folktales* connected to the country of study

Visual Arts

STUDIO ART: Apply the elements of art and principles of design with increasing purpose

- ◆ Create increasingly detailed two- and three-dimensional artwork using a variety of media
- ◆ Explore color relationships, texture, space, and composition



to communicate ideas

- ◆ Draw inspiration from artists, cultures, and interdisciplinary classroom studies
- ◆ Demonstrate creativity, perseverance, and thoughtful craftsmanship throughout the artistic process
- ◆ Reflect on artistic choices and communicate ideas through visual art

WOODSHOP: Make individual design decisions affecting the outcome of the assigned project

- ◆ Use half-round file as a shaping tool
- ◆ Use a coping saw for cutting straight and curved lines
- ◆ Choose and apply finish
- ◆ Share completed project with class and teachers
- ◆ Analyze quality of each project and set goals for improvement

Across Grade Levels. . .

Academic Excellence

Our small, child-focused classrooms reach children where they are. With a 7:1 student-teacher ratio, teachers assess students' needs and differentiate through small-group and one-on-one instruction, providing nurturing, personalized support. Students have opportunities to reflect, set goals, and take an active role in their growth as learners. Hands-on experiences help students examine ideas and topics up close.

Our whole-child approach also gives students the opportunity to learn from a wide variety of academic and learning specialists, broadening their skills, interests, and perspectives.

Achievement Test Scores

Our students consistently perform above national and independent school norms on standardized achievement tests. Over the past three years, Community School's sixth graders scored an average of 40% above national norms and nearly 8% above independent school norms. Our graduates are well prepared for secondary school and sought after for their strong academic foundation.

Reading & Writing

Community School's reading and writing program follows a workshop model that evolves with students. In the early grades, reading is grounded in the science of reading and strengthened with Foundations, a brain-based method for teaching reading and phonics.

As students progress, they explore a variety of genres, build skills in narrative, persuasive, and informational writing, and move from literal to inferential reading comprehension.

Singapore Math

In math, a Singapore-based approach guides students from concrete exploration

and pictorial representation to abstract problem-solving, supported by the *Math in Focus* curriculum. Our students develop strong problem-solving skills, excellent number sense, and a deep understanding of mathematical concepts and processes. In sixth grade, students may participate in an honors math group focused on secondary school mathematics.

STEAM

STEAM (science, technology, engineering, arts, and math) is an educational philosophy that balances technical skills with creativity and critical thinking. Our teachers integrate these disciplines throughout the curriculum, helping students recognize relationships between subjects, problem-solve, and apply their knowledge in different settings.

Core curriculum teachers use hands-on activities to reinforce concepts, while visual arts, music, and woodshop teachers incorporate core curriculum ideas into their lessons. Age-appropriate instructional technology, including keyboarding and digital citizenship, is taught across the grades.

Public Speaking

Public speaking is a common source of anxiety, but at Community School, students develop confidence and skills from a young age. Students as young as three years old begin speaking in front of peers and teachers. Our assemblies include a range of student performances, from poetry readings to dramatic plays.

Public speaking skills culminate in sixth grade, when each student takes the stage and delivers a personal graduation speech.

Multicultural Education

Multicultural education is woven throughout our curriculum, especially through social

studies and literature, and promotes awareness, inclusion, and an appreciation of various cultures, religions, beliefs, traditions, perspectives, and ethnicities.

Service Learning

Every grade level participates in a service learning experience. Each grade selects a cause connected to the curriculum students are studying.

Responsive Classroom

Responsive Classroom is a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning. Having a strong social-emotional curriculum equips children to take on academics with greater confidence.

Outdoor Learning

At Community School, the outdoors is an extension of the classroom. Our 18-acre campus gives students daily opportunities to explore, observe, and discover in the woods, on trails, in gardens, at the pond, and in our treehouse classroom. Through hands-on, sustainability-minded experiences, students develop curiosity, creativity, and a deeper appreciation for the natural world and their role in caring for it.

After School Activities

More than 75% of students participate in one or more after-school activities. Extended Day is offered until 6:00 p.m. each evening. Homework Club provides time and support for students to organize and complete assignments, and Mini Classes offer a wide range of topics to explore. Cross country and basketball are part of our after-school athletics program for 3rd-6th graders.





Upper Division (Grades 3 - 6) Curriculum Overview

As children move into the Upper Division, Community continues to emphasize hands-on exploration, research, critical thinking, collaboration, and cooperation. There is also an increased focus on executive function skills, time management, and organizational skills as we begin to prepare students to be successful in the area's best secondary schools.

In third and fourth grades, students are beginning to think more abstractly and are ready to explore increasingly complex ideas. Faculty in these grades design cross-curricular units that encourage students to consider multiple viewpoints and make connections. Through literature, social studies, writing, art, drama, music, and outdoor activities, students deepen their critical thinking and integrate ideas across the curriculum.

Fifth and sixth graders are beginning to enter the world of adolescence—with its myriad of mental, physical, social, and emotional changes. Community's programming evolves to more of a middle school model, reflecting students' changing needs through advisories, electives, and increased leadership and service opportunities while still within the nurturing environment of an elementary school. Positive relationships with teachers are paramount, as students learn how to self-advocate and balance homework, after school activities, social interactions, and family time.

Community continues to support the emotional and social development of children in the upper grades. Attributes such as respect, assertion, cooperation, responsibility, empathy, and self-control are fostered as students grow to be the leaders in the school. Students are now able to more truly reflect on their actions and set appropriate goals for growth.

Leadership

Community's leadership training starts in our earliest grades through a combination of public speaking and learning the best ways to interact with others. Students are given numerous opportunities to take leadership positions in the classrooms and speak in front of groups.

Two programs provide a wonderful way for older and younger students to interact. The Family Groups program, beginning in first grade, builds groups comprised of a child from each grade with a teacher. Groups remain the same year to year. Starting in third grade, students become a "big buddy" to students as young as JK and are role models for their younger buddies.

Leadership opportunities culminate in sixth grade, when students carry out a variety of responsibilities around the school—running Thursday assemblies, raising and lowering the flag each day, helping serve lunch tables, and more.

Community graduates are highly represented in leadership positions at their secondary schools.

Third Grade

marks an important transition as students enter the Upper Division and take on greater independence and responsibility for their learning. Students build academic stamina, manage increasingly complex assignments, and make connections across disciplines and between classroom learning and the world around them. In the classroom, students develop reading fluency and comprehension, write narrative, persuasive, and informational pieces, and strengthen mathematical skills in multiplication, fractions, place value, measurement, and geometry.

Students explore what it means to be a productive member of a community as they study the lives and cultures of early people and settlers in the St. Louis area and learn about the founding of St. Louis. Their study of Japan culminates in a trip to the Japanese Garden, while a pond study brings science to life as students investigate the health of the school ecosystem. Third graders also learn cursive writing, build a toolbox in woodshop, and continue developing their ability to communicate in French.

Literature

Read with fluency and expression to support comprehension ♦ Choose a book at appropriate reading level ♦ Use phonics and word analysis skills to decode words ♦ Define unfamiliar words using context clues ♦ Use self-correction strategies ♦ Monitor reading for sense and understanding ♦ Use a variety of comprehension strategies

Language Arts

Write a narrative story, persuasive speech, and informational essay ♦ Respond using complete sentences ♦ Include several paragraphs incorporating leads, transitions, dialogue, and details in essays ♦ Identify nouns, verbs, contractions, antonyms, synonyms ♦ Use basic mechanics correctly ♦ Learn cursive writing ♦ Set goals for increasing challenges

Mathematics

Solve one- and two-step multiplication problems ♦ Use place value models to read, write, add, and subtract numbers to 10,000 ♦ Compare fractions using models and number lines ♦ Calculate the area and perimeter of shapes ♦ Model regrouping in addition and subtraction with place value ♦ Identify angles, perpendicular and parallel lines, polygons, quadrilaterals, symmetry, and congruent figures ♦ Select appropriate units and tools to estimate and measure mass, volume, and capacity ♦ Determine elapsed time ♦ Use bar graphs, picture graphs, and line plots to solve and check real-world problems ♦ Solve real-world problems using all

operations ♦ Discuss and share ideas in paired or small-group activities ♦ Use bar models to represent real-world problems

Social Studies

Theme: What qualities make a productive member of a community? ♦ Identify and label continents, oceans, prime meridian, equator, countries of North America, and major mountain ranges and rivers of the United States ♦ Study lifestyles of early people of this area and list needs for survival ♦ Practice note-taking skills using two-column note graphic organizers ♦ Discuss current events and their impact on people's lives ♦ Research basic information using resources provided by the teacher ♦ Learn about the founding of St. Louis ♦ Discuss the lives and cultures of the early settlers of St. Louis ♦ Country studied: Japan

Science

Explore ecosystems, including food chains and food webs, decomposers, habitats, populations, and the relationships among organisms and their environments ♦ Investigate plant structures, reproduction, pollination, and photosynthesis, including the role of the sun as the original source of energy in food systems ♦ Explore forces and motion, including how force, direction, mass, and balanced or unbalanced forces affect the movement of objects ♦ Investigate how energy is transferred through motion, sound, light, and other forms ♦ Explore renewable and nonrenewable energy

sources and consider how human energy use affects the environment ♦ Design, build, test, and improve solutions to engineering challenges, including investigations of thermal and solar energy ♦ Define problems, compare possible solutions, conduct fair tests, and use evidence to improve designs

French

Review and practice the vocabulary/language structures from previous years ♦ Utilize French to take care of basic classroom needs ♦ Follow classroom commands and general instructions ♦ Listen to French with the intent to understand ♦ Answer comprehension questions orally ♦ Recognize the printed form of vocabulary words ♦ Read sentences and short paragraphs ♦ Copy words or phrases from classroom resources ♦ Begin to generate original sentences

Physical Education

Demonstrate body control and spatial awareness while running, evading, dribbling, cradling, and moving within game boundaries ♦ Develop agility, running form, endurance, and jumping skills through dynamic movement, track and field, and cross-country experiences ♦ Apply proper throwing and catching mechanics and begin leading a receiver when passing during sport-specific activities ♦ Participate in fitness activities that develop strength, flexibility, speed, endurance, and agility while beginning



to recognize individual areas of strength and growth ♦ Work cooperatively with partners and small groups to solve problems, build structures, and create games within established parameters ♦ Develop and teach an original game to peers, practicing communication, cooperation, and responsible participation ♦ Listen attentively, follow directions, recognize movement patterns, and demonstrate safe participation during physical activity

Visual Arts

STUDIO ART: Apply color, texture, form, line, shape, space, and value to create increasingly detailed artwork ♦ Explore color intensity, warm and cool colors, and the use of value to create depth ♦ Create both two- and three-dimensional works using processes such as sculpture, paper construction, drawing, and photography ♦ Explore symmetry, rhythm, pattern, scale, and contrast as organizing principles in visual art ♦ Plan and complete extended artwork while developing perseverance and craftsmanship ♦ Experiment with familiar materials in new ways and use

observation to guide artistic decisions ♦ Interpret artwork using visual evidence and communicate ideas, emotions, and personal meaning through art

WOODSHOP: Understand and demonstrate safety guidelines in the woodshop ♦ Prepare work station ♦ Use coping saw for cutting lines ♦ Use a 12-inch ruler to measure accurately and mark wood for saw cuts ♦ Demonstrate proper use of half-round file, hand drill, and sandpaper ♦ Use a claw hammer to safely nail the project together ♦ Analyze quality of each project and set goals for improvement ♦ Share completed work with class and teachers

Performing Arts

MUSIC: Sing with accurate pitch, intonation, clear diction, proper breathing, and an understanding of head and chest voice ♦ Maintain a melody or harmony in an ensemble and perform their own part in two- and three-part rounds ♦ Read treble clef notation and connect written notes to recorder fingering and other melodic instruments ♦ Read, write,

perform, and compose simple rhythms while recognizing melodic direction, note values, rests, and major and minor modes ♦ Identify and apply musical concepts including tempo, dynamics, mood, a cappella singing, accompaniment, solo, and ensemble ♦ Explore music as a universal language through movement, diverse composers, and the historical and cultural context

DRAMA: Demonstrate competency in fluency, enunciation, projection, cheating out, posture, expression, eye contact, and visualization during public speaking and performances ♦ Use the tools of an actor to become a character and stay in character ♦ Work cooperatively to solve problems both onstage and off ♦ Develop skills on stage to react to other characters and give and take focus ♦ Connect the historical time period with the physicality of people living during the early 1900s to portray characters ♦ Perform an original play connected to social studies

Fourth Grade

prepares students to work with greater depth, complexity, and independence. Students engage with increasingly challenging texts, support their thinking with evidence, develop a five-paragraph essay, and strengthen mathematical problem-solving and reasoning through multi-step problems. They also conduct sustained research and learn to communicate their ideas with greater clarity. Integrated and differentiated instruction provides the support and challenge each learner needs to grow.

Social studies explores what affects people's freedoms and opportunities, from Pre-Colonial Indigenous peoples through the exploration and colonization of the Americas, with a focus on South America. In science, students apply the engineering design process through the Invention Convention and by making solar ovens. Students also develop creativity, empathy, and collaboration through other specials, including drama, where they perform *Diary of a Fourth Grader*.



Literature

Read orally with expression and fluency
♦ Summarize what has been read ♦ Describe and discuss story elements, context clues, main idea, and supporting details ♦ Demonstrate strategies for making connections, visualizing, predicting, making inferences, retelling, questioning, synthesizing, and determining importance ♦ Respond to literature through writing ♦ Select appropriate books to read independently ♦ Demonstrate comprehension of reading material ♦ Analyze character traits and changes throughout a text ♦ Identify the theme of a text

Language Arts

Use the writing process (prewriting, draft, revision, publish) to maintain focus on the topic and provide support
♦ Practice narrative, opinion, and informational writing ♦ Develop and refine strategies for writing across the curriculum ♦ Create an interesting topic sentence and a concluding sentence ♦ Recognize and compose the four kinds of sentences ♦ Compose complete, non-run-on sentences ♦ Write a five paragraph essay ♦ Restate a question using PQPA (part question/ part answer) in a complete sentence ♦ Identify parts of speech ♦ Understand subject/verb agreement ♦ Recognize and correctly use nouns, pronouns, verbs, prepositions, and conjunctions ♦ Apply the rules for capitalization and punctuation ♦ Write legibly and

neatly; form all cursive letters correctly

♦ Identify relationships in analogies ♦ Spell words correctly in daily writing ♦ Punctuate sentences accurately with commas, apostrophes, and quotation marks ♦ Use homophones correctly ♦ Practice using new words and take regular vocabulary quizzes

Mathematics

Present mathematical thinking in writing ♦ Solve multi-digit multiplication and division problems ♦ Use place value models to read, write, add, and subtract numbers to 1,000,000 ♦ Convert between mixed numbers and improper fractions ♦ Understand decimal notation through hundredths ♦ Read and write decimals that are greater than or less than 1 ♦ Add and subtract fractions and decimals ♦ Find the greatest common factor and least common multiple ♦ Identify, describe, and extend numeric patterns ♦ Use formulas for area and perimeter ♦ Construct line plots, tables, and line graphs ♦ Identify prime and composite numbers ♦ Solve problems with equality and inequality ♦ Use estimation to check reasonableness ♦ Explore properties of polygons and triangles ♦ Draw and measure angles to 180 degrees ♦ Convert measurement: length, mass, and volume in customary and metric systems ♦ Figure elapsed time ♦ Multiply fractions with whole numbers

Social Studies

Define and use map elements to interpret and create maps ♦ Understand the climate and regions of the U.S. and South America ♦ Identify the civic traditions and regional differences of Pre-Colonial Indigenous People ♦ Learn about the exploration and colonization of the Americas ♦ Expand understanding of historical concepts ♦ Discuss current events ♦ Continent studied: South America

Science

Investigate forces and motion, including the effects of force, direction, mass, balanced forces, and unbalanced forces on an object's movement ♦ Observe and predict patterns of motion using measurement and evidence ♦ Explore how energy moves between objects and through sound, light, motion, and other forms ♦ Investigate waves, including differences in amplitude and wavelength and their relationship to energy ♦ Explore renewable and nonrenewable energy sources and consider their environmental impact ♦ Use experimentation with conductors and insulators to design, construct, test, and improve a solar oven ♦ Define engineering problems, compare solutions, control variables during fair tests, and revise models or prototypes based on evidence

French

Review and practice the vocabulary/ language structures from previous years

- ◆ Utilize French to take care of basic classroom needs
- ◆ Follow classroom commands and general instructions
- ◆ Listen to French with the intent to understand
- ◆ Answer comprehension questions orally
- ◆ Read sentences, paragraphs, articles, and mini-novels with the intent to understand
- ◆ Begin to generate original sentences
- ◆ Practice the PQPA (part question/ part answer) technique for writing complete sentence answers

Physical Education

Demonstrate body control and spatial awareness while participating in games and maneuvering with sports equipment

- ◆ Develop agility and speed through timed activities and use proper running form during sprinting and endurance events
- ◆ Apply increasingly accurate throwing, catching, and passing skills to stationary and moving targets during sport-specific activities
- ◆ Build cardiovascular endurance and participate in fitness assessments that encourage personal goal-setting and awareness of individual growth
- ◆ Develop jumping technique through standing long jump and introductory high-jump experiences
- ◆ Collaborate with classmates to solve movement challenges, establish parameters, and create and teach original games
- ◆ Demonstrate attentive listening,

safe decision-making, sportsmanship, and responsible participation

Visual Arts

STUDIO ART: Select and apply color schemes while exploring the emotional effects of warm, cool, and contrasting colors

- ◆ Create texture and three-dimensional form through processes such as weaving and sculptural construction
- ◆ Use line, pattern, positive and negative space, and value to communicate ideas visually
- ◆ Apply symmetry, asymmetry, rhythm, and systems of organization to original artwork
- ◆ Study artistic styles and use observed characteristics as inspiration for new work
- ◆ Identify artistic problems and make thoughtful adjustments during the creative process
- ◆ Reflect on completed work and identify areas for continued artistic growth

WOODSHOP: Understand and demonstrate safety guidelines in the woodshop

- ◆ Prepare work station
- ◆ Develop individual designs for projects
- ◆ Demonstrate proper use of half-round file, coping saw, ruler, and sandpaper
- ◆ Analyze quality of each project and set goals for improvement
- ◆ Share project with class and teachers

Performing Arts

MUSIC: Sing increasingly challenging repertoire with accurate pitch, proper vocal technique, breathing, diction,

expression, and pronunciation of lyrics in other languages

- ◆ Perform two-, three-, and four-part rounds and two-part choral arrangements
- ◆ Play recorder as a soloist and ensemble member with accurate notes, rhythms, pitch, and tone, and perform on barred percussion in multiple meters
- ◆ Read and perform melodies on the treble clef, compose in 2/4, 3/4, and 4/4 meter, take melodic and rhythmic dictation, and conduct in multiple meters
- ◆ Analyze music using tempo, dynamics, instrumentation, timbre, texture, and mood while evaluating individual and ensemble performances
- ◆ Explore world music, instruments, composers, and cultural traditions while making connections between the science of sound and music

DRAMA: Demonstrate competency in fluency, enunciation, projection, cheating out, posture, expression, eye contact, and visualization during public speaking and performances

- ◆ Use the tools of an actor to become a character and stay in character
- ◆ Work cooperatively and use executive functioning skills to solve problems both onstage and off
- ◆ Develop skills to react to other characters and give and take focus
- ◆ Display vulnerability and practice empathy through authentic performance of original play that portrays what fourth grade is like, *Diary of a Fourth Grader*
- ◆ Practice appropriate backstage and onstage etiquette



Fifth Grade

introduces students to a more departmentalized academic model as they prepare for the increased independence and expectations of secondary school. Working with multiple teachers and in varied groupings, students take on greater responsibility while engaging with increasingly sophisticated ideas and material. They explore challenging literature, strengthen vocabulary, comprehension, and critical-thinking skills, conduct sustained research, and develop their ability to organize and communicate ideas. In mathematics, students deepen problem-solving and reasoning skills through increasingly complex concepts, including algebraic expressions and theoretical probability.

Learning extends across disciplines and into the arts and outdoors. In science, students investigate cells and microorganisms using compound light microscopes and explore engineering through LEGO robotics. Social studies examines the American Revolution, the U.S. Constitution, and the United Kingdom. Students also begin band, build a Viking ship in woodshop, and explore Shakespeare through literature and drama. Outdoor experiences, including the Fifth Grade Hike and Fifth and Sixth Grade Track Meet, foster an appreciation of nature and celebrate individual and group successes.

Literature

Practice comprehension strategies including inferring, summarizing, predicting, questioning, visualizing, determining importance, and making connections ♦ Practice listening comprehension skills ♦ Identify themes and author's intent ♦ Identify elements of fiction and nonfiction ♦ Practice oral fluency ♦ Respond to literature through writing ♦ Independently select appropriate books to read ♦ Set independent reading goals ♦ Practice using new words and take regular vocabulary quizzes ♦ Read and study adaptations of three Shakespeare plays

Language Arts

Use the writing process to generate, develop, and refine multiple pieces of writing ♦ Practice narrative writing to deepen critical thinking and sense of self, informational writing to synthesize research, and research-based argumentative writing to foster constructive skills in debate ♦ Introduce the concepts of a literary essay ♦ Develop and refine strategies for writing across curriculum ♦ Reinforce a goal-setting mindset that builds strong writing habits ♦ Form sentences using a variety of structure ♦ Understand rules for comma usage and conjunctions ♦ Identify Latin and Greek roots in order to learn word meaning ♦ Practice word relationships through analogies

Mathematics

Multiply multi-digit numbers ♦ Find quotients involving multi-digit dividends ♦ Use place value models to read, write,

add, and subtract numbers to 10,000,000 ♦ Convert fractions to decimals and decimals to fractions ♦ Use ratios ♦ Convert fractions to percents ♦ Add, subtract, multiply, and divide fractions and decimals ♦ Find the area of triangles ♦ Represent and analyze data in a double bar graph ♦ Compare experimental results and theoretical probability ♦ Use the order of operations ♦ Simplify and solve algebraic expressions ♦ Graph linear equations ♦ Use calculators and technology to solve problems ♦ Practice bar model and other problem-solving strategies

Social Studies

Identify the causes and effects of the American Revolution ♦ Investigate the U.S. Constitution and the branches of government ♦ Examine culture and cultural diversity ♦ Discuss current events ♦ Locate and label the fifty states of the U.S. ♦ Develop economic awareness ♦ Country of study: United Kingdom

Science

Explore human body systems and how body structures and systems work together to support life and functioning ♦ Deepen understanding of photosynthesis and how matter and energy move through living systems ♦ Compare static and current electricity and investigate the transfer of electric charge ♦ Build and compare series and parallel circuits and investigate relationships among current, resistance, and voltage ♦ Investigate conductors and insulators and explain how electrical

energy can be converted into motion, heat, and light ♦ Define increasingly precise engineering problems and evaluate competing design solutions using scientific criteria and constraints ♦ Analyze test data, combine successful features from multiple solutions, and revise designs to improve their effectiveness

French

Actively employ the vocabulary and language structures presented in prior terms ♦ Utilize French to take care of classroom needs ♦ Follow classroom commands and general instructions ♦ Listen and read with the intent to understand ♦ Acquire vocabulary and language structures needed to read and discuss a variety of French texts, including articles and mini-novels ♦ Recognize and use interrogatives in oral and written comprehension questions ♦ Review and employ the PQPA (part question, part answer) technique for writing complete sentences

Physical Education

Control and maneuver bodies and equipment at an accelerated pace during activities such as soccer, basketball, field hockey, and lacrosse ♦ Develop speed, agility, and endurance through sprinting, cross country, and track and field experiences, including the 50-, 100-, and 200-meter sprints and longer-distance running ♦ Throw accurately to stationary and moving targets while on the move and apply passing skills during sport-specific activities ♦ Develop more advanced jumping

techniques, including the approach, takeoff, and landing for the high jump and running long jump ♦ Build strength, flexibility, speed, endurance, and agility while setting individual fitness goals and recognizing personal growth ♦ Collaborate with classmates to establish parameters, solve problems, and create and teach games to peers ♦ Demonstrate positive participation, attentive listening, sportsmanship, and responsible decision-making throughout class

Visual Arts

STUDIO ART: Apply primary, secondary, and tertiary color relationships and use color intentionally within compositions ♦ Explore texture, relief sculpture, perspective, positive and negative space, and value in two- and three-dimensional artwork ♦ Use principles such as symmetry, rhythm, scale, focus, and contrast to strengthen compositions ♦ Apply multiple artistic techniques when developing original work ♦ Analyze the characteristics and choices of other artists and use those observations to inform their own work ♦ Experiment with new materials and processes while demonstrating perseverance and creative problem-solving ♦ Consider audience, artistic value, and personal meaning when creating and reflecting on artwork

WOODSHOP: Understand and demonstrate safety guidelines in the woodshop ♦ Prepare work station ♦

Demonstrate proper use of marking tools to lay out lines ♦ Showcase proper technique using a Japanese pull saw and coping saw ♦ Use try square, gouge, mallet, sandpaper, block plane, sander grinder, surform, file, and scraper to complete projects ♦ Analyze quality of each project and set goals for improvement ♦ Share project with class and teachers

Performing Arts

MUSIC: Sing increasingly challenging repertoire individually, in small ensembles, and in two- and three-part choral arrangements with accurate pitch, tone, dynamics, expression, and harmony ♦ Perform complex rounds and use translations of songs in other languages to inform musical expression ♦ Play increasingly challenging rhythmic patterns and full-length instrumental pieces using barred percussion and recorder in 2/4, 3/4, 4/4, and 6/8 meter ♦ Read, perform, notate, and compose melodies in multiple meters while incorporating syncopation and increasingly complex musical symbols ♦ Create and perform original compositions using melodic and rhythmic instruments ♦ Analyze repertoire using the elements of music and consider how tempo, dynamics, instrumentation, texture, mood, and composer intent contribute to a piece

DRAMA: Demonstrate increased competency in fluency, enunciation,

projection, cheating out, posture, expression, eye contact, and visualization during public speaking and performances ♦ Use the tools of an actor to become a character and stay in character ♦ Work cooperatively to solve problems both onstage and off ♦ Model correct stage pictures to show focus ♦ Translate Shakespearean texts and convey tone and emotion of the character for performance ♦ Create an original costume out of found materials and recyclables ♦ Practice appropriate backstage and onstage etiquette ♦ Perform Shakespeare monologues and productions of *Macbeth*, *Hamlet*, *A Midsummer Night's Dream*, and *Romeo and Juliet*

BAND: Demonstrate the proper assembly and care of an instrument ♦ Learn scales and perform songs ♦ Perform the 4/4, 3/4, and 2/4 time signatures ♦ Count and perform rhythms correctly ♦ Perform ensemble pieces ♦ Study the history of music

CHORUS: Understand and demonstrate vocal production and ensemble singing skills ♦ Perform music written in two- and three-part harmony ♦ Perform a varied repertoire from various time periods, cultures, and styles ♦ Define and demonstrate the concepts of pitch, rhythm, and meter, using standard notation ♦ Demonstrate sight-reading and ear-training skills





Sixth Grade is a culminating year in which students take on greater independence, academic challenge, and leadership as they prepare for secondary school. Students engage with increasingly complex literature and informational texts, develop arguments supported by evidence, and apply mathematical reasoning to sophisticated problems, with Honors Math available for additional challenge. Across subjects, students become more self-directed learners and develop the confidence and habits they will carry beyond Community School.

As the oldest students, sixth graders put these skills into practice as learners and leaders. They study the Civil War and current events, learn about Africa, and investigate chemistry through hands-on experiments and Bohr models. In art and woodshop, students develop their own ideas and the skills needed to bring them to life. Leadership extends throughout

the school as sixth graders serve as role models and take on responsibilities such as raising the flag, leading assemblies, and helping serve lunch to younger students. Signature experiences, including the Team Challenge Course, camping trip, and musical, bring together the collaboration, creativity, problem-solving, and leadership skills students have developed at Community School.

Literature

Independently read age- and level-appropriate materials on a consistent basis ♦ Listen, retain, and follow age-appropriate directions and oral passages ♦ Recognize grade-appropriate sight words ♦ Determine the meaning, pronunciations, and derivations of words using a glossary, dictionary, and/or thesaurus ♦ Sequence events ♦ Identify the main idea and specific details ♦ Determine cause-effect ♦ Distinguish fact and opinion ♦ Answer questions about story characters, setting, and significant details ♦ Locate literal details ♦ Recognize inferential details ♦ Summarize materials read ♦ Distinguish between first, second, and third person ♦ Recognize point of view ♦ Identify character traits and development ♦ Relate isolated incidents to the central idea of a story ♦ Identify the theme of a story ♦ Identify symbols and their significance in the story ♦ Determine reliability of sources of information and synthesize information across nonfiction texts

Language Arts

Practice narrative, opinion, and informational writing ♦ Develop and refine strategies for writing across curriculum ♦ Employ enriched vocabulary and add purposeful, descriptive language ♦ Practice brainstorming techniques and

organized thinking using graphic organizers ♦ Practice writing strategies and observe mentor texts ♦ Form strong topic and concluding sentences ♦ Create stories that reflect personal life lessons and story elements ♦ Practice how to support ideas with researched material ♦ Locate resources and actively read and research material before beginning to write ♦ Cite sources within essays ♦ Practice word relationships through analogies ♦ Define words using the correct part of speech

Mathematics

Honors math available for students who qualify ♦ Apply concept of prime factorization ♦ Develop and apply standard algorithms for multiplication and division of fractions, decimals, and whole numbers ♦ Understand rational numbers ♦ Find square or cube of a number ♦ Use negative numbers to locate points of the coordinate plane ♦ Find the greatest common factor or least common multiple of two or more whole numbers ♦ Develop and find formulas to find the area of geometric shapes ♦ Use bar models to compare ratios ♦ Identify parts of an algebraic expression using mathematical terms ♦ Use bar modeling and geometric tools to solve problems ♦ Develop and apply formulas to solve problems ♦ Practice various problem-solving strategies

Science

Explore matter at the atomic and molecular level and use models to represent elements, atoms, molecules, and substances ♦ Investigate the physical and chemical properties of matter and how those properties can be used to identify and classify substances ♦ Distinguish between physical and chemical changes and explore how atoms are rearranged during chemical reactions while matter is conserved ♦ Compare static and current electricity and investigate charge, circuits, conductors, and insulators ♦ Build and analyze series and parallel circuits and explore how electrical energy is transformed into other forms of energy ♦ Design models and investigations, control variables, analyze data, and use evidence to identify strengths and weaknesses in competing solutions ♦ Apply the scientific method and engineering design process with increasing independence, using results to revise and optimize solutions

Social Studies

Determine significant characteristics of a place ♦ Describe a region in terms of culture, physical features, and industry ♦ Discuss reasons why migrations are key events ♦ Explain significant human-environment interactions ♦ Examine relationships between people and their environment ♦ Locate and

describe various places, locations, and resources ♦ Examine movement between people, products, information, and ideas ♦ Use various strategies to collect and organize information ♦ Examine the causes of the Civil War ♦ Explore and analyze primary source documents ♦ Discuss current events ♦ Identify the five geographic regions of Africa ♦ Define, evaluate, and discuss stereotypes and how they pertain to Africa ♦ Practice note-taking and test-taking skills ♦ Area of study: Egypt

French

Actively employ the vocabulary and language structures presented in prior terms ♦ Utilize French to take care of classroom needs ♦ Follow classroom commands and general instructions ♦ Listen and read with the intent to understand ♦ Acquire vocabulary and language structures needed to read and discuss a variety of French texts, including articles and mini-novels ♦ Recognize and use interrogatives in oral and written comprehension questions ♦ Employ the PQPA (part question, part answer) technique for writing complete sentences

Physical Education

Demonstrate body control, spatial awareness, and sport-specific skills at an accelerated game pace ♦ Apply increasingly proficient throwing, catching, passing, dribbling, cradling, and movement skills during games and athletic activities ♦ Demonstrate independence and leadership by leading dynamic warm-up routines and accurately timing peers during agility activities ♦ Develop speed and endurance through sprinting, cross country, and track and field while refining high-jump and running-long-jump techniques ♦ Assess strength, flexibility, speed, endurance, and agility and use results to recognize individual strengths, challenges, and opportunities for growth ♦ Collaborate effectively to solve problems, establish game parameters, create original games, and teach them to peers ♦ Listen to and process increasingly

complex, multi-step directions before beginning an activity ♦ Demonstrate leadership, teamwork, sportsmanship, perseverance, and respect while striving for personal best rather than focusing solely on competition outcomes

Visual Arts

STUDIO ART: Make intentional choices about color, texture, form, line, shape, space, and value to create visual meaning and depth ♦ Apply increasingly sophisticated principles of design, including balance, rhythm, scale, focus, unity, pattern, and contrast ♦ Plan and execute original two- and three-dimensional work using techniques such as contour drawing, relief sculpture, clay, and handmade paper ♦ Use artistic elements and design principles intentionally to communicate an idea, feeling, or personal meaning ♦ Independently experiment with materials and methods while solving problems that arise during the creative process ♦ Make interdisciplinary connections and draw upon observation, prior techniques, and personal ideas when developing original work ♦ Interpret and discuss artwork using evidence while articulating the thinking and choices behind their own work

WOODSHOP: Understand and demonstrate safety guidelines in the woodshop ♦ Prepare work station ♦ Produce detailed plans for individual project ♦ Demonstrate proper use of the necessary hand and power tools required to complete individual project ♦ Analyze quality of each project and set goals for improvement ♦ Share project with class and teachers

Performing Arts

MUSIC: Sing increasingly challenging repertoire individually and in ensembles, including multi-part rounds, three-part choral arrangements, and harmony, with accurate pitch, tone, phrasing, expression, and musical markings ♦ Sight-read simple vocal music using solfège techniques and read multi-part choral scores ♦ Read

and notate bass clef, sharps, flats, key signatures, melodic sequences, and increasingly complex rhythms and melodies in multiple meters ♦ Compose, perform, and conduct music while applying an increasingly sophisticated understanding of musical notation and form ♦ Analyze repertoire and diverse composers through the elements of music, musical style, historical context, and possible composer intent ♦ Collaborate in ensembles and rehearse, refine, and perform the Sixth Grade Musical, integrating musicianship, movement, expression, and performance skills

DRAMA: Master fluency, enunciation, projection, cheating out, posture, expression, eye contact, and visualization during public speaking and performances ♦ Synthesize the tools of an actor to become a character and maintain a character onstage using motivation and objectives to get what the character wants ♦ Develop skills on stage to react to other characters and give and take focus ♦ Lead teams as designers of the set, costumes, makeup, props, choreography, and publicity for the musical ♦ Lead assemblies modeling public speaking tools (posture, hook, enunciation, expression, eye contact, projection, and pacing) ♦ Perform in assemblies (year-round) and in the culminating musical

BAND: Play with an acceptable, mature, and characteristic sound ♦ Perform in 2/2, 6/8, and 9/8 time ♦ Play the chromatic scale ♦ Perform more complex syncopated rhythms ♦ Study the history of music ♦ Perform pieces in the jazz style

CHORUS: Understand and demonstrate vocal production skills ♦ Understand and demonstrate ensemble singing skills ♦ Perform music written in two- and three-part harmony ♦ Define and demonstrate the concepts of pitch, rhythm, and meter, using standard notation ♦ Perform a varied repertoire from various time periods, cultures, and styles ♦ Demonstrate sight-reading and ear-training skills



Community School's mission statement and educational philosophy flow from the ten educational principles upon which the school was founded. These principles have defined the ethos of the school and the education of thousands of young children for decades. Community School continues to believe in the educational values they represent.

Mission Statement

Nurturing the gifts of mind, body & spirit

Ten Guiding Principles

1. The school should recognize the child as an individual with individual differences, and an inherent right to develop these differences.
2. The school should set up the schedule with freedom to develop these differences. There should be freedom, but freedom with control.
3. The school should see to it that children are trained to become independent thinkers, to express themselves freely and accurately, free of embarrassment or self-consciousness, and to assume responsibility and carry it through to a successful end.
4. The school should provide a classroom atmosphere of child-teacher cooperation, as opposed to the teacher-dominated classroom. The teacher should be a source of informed assistance to whom children can go for direction in their search for desired material.
5. The school should have teachers sufficiently rich in background to enable them to provide classroom material that will spark a child's imagination, keep it alive, and encourage each child to want to know more.
6. The school should make children aware of their immediate world, their place in that environment, and their responsibility in global issues.
7. The school should cultivate in each child a spirit of courtesy, an appreciation for individual differences, and respect for the opinion of others.
8. The school should open a child's eyes to the wonders of nature, the stars, the universe and the world around them.
9. The student must be led to appreciate the beauty in literature and the fine arts and should be encouraged to create any or all of them.
10. The child should be made to understand that the so-called tool subjects (reading, writing, and arithmetic) are means of securing the goals toward which one strives and to this end each child must become proficient.

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