

GRADE	HUMANITIES AND WORLD COURSE	LANGUAGE/LITERACY	MATH	SCIENCE	LANGUAGE	THE ARTS	LIFE SKILLS AND PHYSICAL EDUCATION
K	<p>Who am I? How am I the same as and different from others?</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Families</li> <li>• Babies</li> <li>• Expression</li> </ul>	<p><b>BALANCED LITERACY</b></p> <ul style="list-style-type: none"> <li>• Word study</li> <li>• Decoding strategies</li> <li>• Comprehension strategies</li> <li>• Character study</li> <li>• Fiction and non-fiction</li> <li>• Labelling and listing</li> <li>• Handwriting</li> <li>• Personal narrative</li> <li>• Procedural writing</li> <li>• Informational writing</li> </ul>	<p><b>SINGAPORE MATH</b></p> <ul style="list-style-type: none"> <li>• Identifying, counting to, working with numbers 1-100</li> <li>• Identifying solid shapes</li> <li>• Identifying coins and their values</li> <li>• Identifying repeated patterns</li> <li>• Number combinations to 10</li> </ul>	<ul style="list-style-type: none"> <li>• The human body</li> <li>• The seasons</li> <li>• History of inventions</li> <li>• Creating and developing projects</li> <li>• Collaborating with other students</li> <li>• Problem solving</li> <li>• Practicing trial and error</li> </ul>	<p><b>ALTERNATING DAYS SPANISH OR CHINESE IMMERSION</b></p>	<p>Visual Arts</p> <ul style="list-style-type: none"> <li>• Artist materials and hands</li> <li>• How is art made?</li> <li>• What makes art unique?</li> <li>• Materials used?</li> <li>• Painting, drawing, collage, ceramics, construction</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>• Dalcroze Eurhythmics to teach music through movement</li> <li>• Singing, percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Building a safe community for all</li> <li>• Understanding differences</li> <li>• Sharing/taking turns</li> <li>• Treating friends with kindness and respect</li> <li>• Taking responsibility for the classroom environment</li> <li>• Physical education 3x per 6-day cycle</li> </ul>
1	<p>What is my role and responsibility? How do we all work together?</p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Communities</li> <li>• Environment (Parks)</li> </ul>	<p><b>BALANCED LITERACY</b></p> <ul style="list-style-type: none"> <li>• Word study</li> <li>• Decoding strategies</li> <li>• Comprehension strategies</li> <li>• Character study</li> <li>• Fiction and non-fiction</li> <li>• Author study</li> <li>• Poetry</li> <li>• Handwriting</li> <li>• Personal narrative</li> <li>• Informational writing</li> <li>• Persuasive writing</li> </ul>	<p><b>SINGAPORE MATH</b></p> <ul style="list-style-type: none"> <li>• Identifying and writing two-digit numbers</li> <li>• Telling time to the hour and half hour</li> <li>• Collecting and using data to create table and graph</li> <li>• Solving two-digit addition and subtraction, with and without regrouping</li> <li>• Measuring using non-standard and standard units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Animal classification</li> <li>• Life cycles</li> <li>• Birds</li> <li>• Tools</li> <li>• Food webs and food chains</li> <li>• Seasons</li> <li>• Properties of water</li> </ul>	<p><b>ALTERNATING DAYS SPANISH OR CHINESE IMMERSION</b></p>	<p>Visual Arts:</p> <ul style="list-style-type: none"> <li>• How does making art transform materials?</li> <li>• Differences in media</li> <li>• Painting, drawing, collage, ceramics, construction</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>• Dalcroze Eurhythmics to teach music through movement</li> <li>• Singing, percussion</li> <li>• Solfège, Kodály</li> </ul>	<ul style="list-style-type: none"> <li>• Building a safe community for all</li> <li>• Understanding differences</li> <li>• Learning to resolve conflict</li> <li>• Taking responsibility for personal belongings</li> <li>• Taking responsibility for the classroom environment</li> <li>• Working collaboratively</li> <li>• Participating in service learning</li> <li>• Physical education 3x per 6-day cycle</li> </ul>
2	<p>What are my basic needs? How do humans meet their basic needs?</p> <ul style="list-style-type: none"> <li>• Shelter</li> <li>• Water</li> <li>• Food</li> </ul>	<p><b>BALANCED LITERACY</b></p> <ul style="list-style-type: none"> <li>• Word study</li> <li>• Decoding strategies</li> <li>• Comprehension strategies</li> <li>• Character study</li> <li>• Fiction and non-fiction</li> <li>• Personal narrative</li> <li>• Poetry: reading</li> <li>• Poetry: writing</li> <li>• Fairy tales: reading</li> <li>• Fairy tales: writing</li> <li>• Research</li> <li>• Handwriting</li> </ul>	<p><b>SINGAPORE MATH</b></p> <ul style="list-style-type: none"> <li>• Counting/comparing numbers up to 1,000</li> <li>• Adding/subtracting 3-digit numbers with/without regrouping</li> <li>• Applying Singapore bar method model to real world addition/subtraction problems</li> <li>• Solving multiplication/division stories/sentences</li> <li>• Solving real problems about spending/saving money</li> <li>• Telling time to the minute and calculating elapsed time</li> <li>• Reading/writing basic fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Water: Hudson River study <ul style="list-style-type: none"> <li>- Water quality testing</li> <li>- Microscopes</li> <li>- Plants and animals</li> </ul> </li> <li>• Plants <ul style="list-style-type: none"> <li>- Soil and composting</li> <li>- Plants</li> </ul> </li> <li>• Human body <ul style="list-style-type: none"> <li>- Organs</li> <li>- Skeleton system</li> </ul> </li> </ul>	<p><b>ALTERNATING DAYS SPANISH OR CHINESE IMMERSION</b></p>	<p>Visual Arts</p> <ul style="list-style-type: none"> <li>• Observing the world around us</li> <li>• How do I see the world?</li> <li>• How do artists use their eyes/minds to make art?</li> <li>• Painting, drawing, collage, ceramics, construction, printmaking</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>• Dalcroze Eurhythmics approach</li> <li>• Singing, percussion, notation</li> <li>• Introduction to recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to compromise/resolve conflict</li> <li>• Working cooperatively in large/small groups</li> <li>• Helping in community</li> <li>• Organizing/planning projects</li> <li>• Presenting information to a group</li> <li>• Participating in service learning</li> <li>• Physical education 3x per 6-day cycle at Chelsea Piers</li> </ul>

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3	<p>How do the geographical features of where I live affect my life? How do humans survive and adapt in their environments?</p> <ul style="list-style-type: none"> <li>• Cartography</li> <li>• Geography</li> <li>• Early man</li> <li>• Inventions</li> </ul>	<p><b>BALANCED LITERACY</b></p> <ul style="list-style-type: none"> <li>• Word study</li> <li>• Comprehension strategies</li> <li>• Character study</li> <li>• Fiction and non-fiction</li> <li>• Biographies: reading and writing</li> <li>• Personal narrative</li> <li>• Poetry: reading and writing</li> <li>• Informational writing</li> <li>• Textual evidence</li> <li>• Research</li> <li>• Realistic fiction: writing</li> <li>• Persuasive writing</li> <li>• Plays</li> <li>• Handwriting</li> </ul>	<p><b>SINGAPORE MATH</b></p> <ul style="list-style-type: none"> <li>• Reading and writing 6-digit numbers in standard and expanded forms</li> <li>• Adding/subtracting 5-digit numbers without regrouping</li> <li>• Rounding</li> <li>• Reciting multiplication facts through x 12</li> <li>• Multiplying 2-digit numbers</li> <li>• Demonstrating long division algorithm</li> <li>• Analyzing/interpreting graphs</li> <li>• Finding mean, mode, median and range</li> <li>• Identifying and writing improper fractions</li> <li>• Identifying decimals to the tenths and hundredths</li> <li>• Use of probability</li> </ul>	<ul style="list-style-type: none"> <li>• Animal adaptations</li> <li>• Geology</li> <li>• Natural disasters</li> <li>• Electricity/magnets</li> <li>• Simple machines</li> <li>• Animal migrations</li> </ul>	<p><b>ALTERNATING DAYS SPANISH OR CHINESE IMMERSION</b></p>	<p>Visual Arts</p> <ul style="list-style-type: none"> <li>• Imagining the world around us</li> <li>• How do artists work as designers/inventors?</li> <li>• How do artists use imagined experience?</li> <li>• Painting, drawing, collage, ceramics, construction, printmaking</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>• Dalcroze Eurhythmics</li> <li>• Kodály hand signs in singing solfège</li> <li>• Notation, singing, improvisation, percussion</li> <li>• Recorders, xylophones, Glockenspiels</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to compromise/resolve conflicts</li> <li>• Working cooperatively in large/small groups</li> <li>• Organizing/planning projects</li> <li>• Presenting reports/projects</li> <li>• Participating in service learning</li> <li>• Learning to manage time</li> <li>• Physical education 3x per 6-day cycle at Chelsea Piers</li> </ul>
4	<p>What is a civilization? How are civilizations different and similar?</p> <ul style="list-style-type: none"> <li>• Archaeology</li> <li>• Ancient China</li> <li>• Ancient Egypt</li> </ul>	<p><b>BALANCED LITERACY</b></p> <ul style="list-style-type: none"> <li>• Word study</li> <li>• Comprehension strategies</li> <li>• Character study</li> <li>• Fiction and non-fiction</li> <li>• Historical fiction: reading and writing</li> <li>• Personal narrative</li> <li>• Perspective</li> <li>• Informational writing</li> <li>• Textual evidence</li> <li>• Research</li> <li>• Literary essays</li> <li>• Persuasive writing</li> <li>• Handwriting</li> </ul>	<p><b>SINGAPORE MATH</b></p> <ul style="list-style-type: none"> <li>• Reading and writing 10-digit numbers in standard and expanded forms</li> <li>• Identifying and classifying properties of geometric shapes</li> <li>• Using statistical landmarks such as mean, median, range</li> <li>• Comparing and ordering decimals</li> <li>• Adding and subtracting decimals</li> <li>• Solving multi-digit multiplication/division problems</li> <li>• Name and locate points on a coordinate grid</li> </ul>	<ul style="list-style-type: none"> <li>• Owl pellet investigations</li> <li>• Analyzing animal skulls</li> <li>• Solar system</li> <li>• Kites, planes and rockets</li> <li>• Electricity</li> <li>• Climate change</li> </ul>	<p><b>INTENSIVE CHINESE OR SPANISH</b></p> <ul style="list-style-type: none"> <li>• One hour daily instruction using immersion method</li> </ul>	<p>Visual Arts</p> <ul style="list-style-type: none"> <li>• Art through the ages and across places</li> <li>• How do artists work abstractly/realistically?</li> <li>• How have artists changed the course of art?</li> <li>• Papermaking, painting, drawing; construction/collage/ceramics/printmaking</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>• Dalcroze Eurhythmics,</li> <li>• Solfège, Kodály</li> <li>• Notation, singing, improvisation, percussion</li> <li>• Chorus singing, Orff instruments, hand chimes ensembles</li> <li>• Advanced performance</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to compromise and resolve conflicts</li> <li>• Organizing and planning projects</li> <li>• Presenting reports and projects</li> <li>• Managing homework independently</li> <li>• Developing leadership skills</li> <li>• Participating in service learning</li> <li>• Physical education 3x per 6-day cycle at Chelsea Piers</li> </ul>