



Lower

School

Programs

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Dear Parents,

The habits and attitudes that are nurtured and developed in young children deeply influence how they see themselves as individuals and as learners far beyond the early years of their school experiences. We want every student to learn in a warm, caring, and supportive environment and maintain a growth mindset that shifts a response from “I don’t know that” to “I don’t know that yet.” We want students to know it is natural to make mistakes because that is how they will stretch and grow!

We embrace the opportunity to help each student find the joyful and energizing challenge of being an engaged, lifelong learner and to be responsive to the demands of an increasingly diverse and global society with unimaginable challenges, responsibilities, and opportunities. It is for this reason that we believe strongly in the power of diversity in a co-educational setting that prepares students of all ages to be confident and flexible global citizens. We know that learning in a diverse community allows us to see the world through multiple perspectives and actually makes us smarter.

Through an active, experience-based program, we invite children to be thoughtful questioners, careful observers, explorers, experimenters, problem-solvers, and creative and critical thinkers. In a vibrant, supportive, and caring setting, we help children stretch to meet new challenges while they take what they know to make new connections and new meaning across the curriculum. Students grow their love of learning far beyond the physical classroom experience through the outdoor classroom, organic gardening, skiing/snowboarding, multiple trips, as well as mindfulness and well-being activities.

There is no more important time than the beginning of the educational journey to build in the essential habits and attitudes as a solid foundation for a lifetime of curiosity and learning.

We invite you to join us on this joyful journey where loving to learn is the norm!

Sincerely,

A handwritten signature in black ink that reads "Jill Webb". The signature is written in a cursive, flowing style with a large loop at the end of the first name.

Jill Webb
Head of Lower School



The Lower School Experience

Our lower school experience is designed to be child-centered and represent the best research and practices in teaching and learning.

Our approach at each level and each subject is based on readiness and need, resulting in a thoughtful and differentiated program where learning is orchestrated to be developmentally appropriate, authentic, and engaging. All learning takes place in an environment where community is valued and the development of positive habits and attitudes is an integral fiber in the fabric of the lower school.

A variety of assessment tools are used to identify readiness and drive instruction at every level. Assessments range from informal and ongoing teacher observation to nationally normed tests. Assessments are seen as individual “snapshots” of a child’s learning needs at a specific time and are most helpful when used in combination to create a most comprehensive view of each child’s process throughout the year.

LOWER SCHOOL ESSENTIALS:

Small classes with an average student-to-teacher ratio of 8:1, allowing students to be deeply known.

Learning Guides in each classroom to provide ongoing differentiation with experienced professionals.

Varied methodologies including ongoing differentiation through 1:1 instruction, small groups, and whole group instruction.

Extension classes in math and language arts for students ready to move faster or utilize a more challenging lens.

Year-round health and well-being activities including daily mindful experiences and an extensive gardening initiative.

Both half- and full-day options in our early childhood program for three-year-old and prekindergarten students.

Off-campus trips throughout the year including swimming, skiing, and snowboarding on Winter Fridays.



Daily Schedules

Prekindergarten Schedule Example

	A DAY	B DAY	C DAY	D DAY	E DAY	F DAY
8:00-8:25	Arrival					
	Exploration					
8:25-8:45	Morning Meeting					
8:45-9:20	Snack/Brain Break					
9:20-9:45	French	Project Work	Music	French	Project Work	Project Work
9:55-10:20	PE	Library	PE	Guidance	PE	Music (9:50-10:15)
10:20-10:55	Centers					
11:00-11:35	Lunch					
11:40-12:10	Small Group Work					
12:10-12:50	Brain Break					
1:00-2:00	Rest Time					
2:00-3:00	Snack					
	Exploration					
3:05-3:20	Closing Circle					
3:20-3:25	Dismissal					

* Centers and Small Group Work will include Literacy, Math, and Science activities

3rd Grade Schedule Example

	A DAY	B DAY	C DAY	D DAY	E DAY	F DAY
8:00-8:20	Opening					
8:20- 8:30	Morning Meeting					
8:30 - 9:30	Math					
9:30- 9:45	Brain Break (10 mins)					
9:45- 10:15	Writing					
10:20- 10:55	Music	French	Music	French	Music	French
11:00-11:30	Lunch					
11:35-12:35	Literacy/Spelling					
12:35- 12:55	Brain Break	Handwriting		Brain Break	Handwriting	
1:00-1:40	Science	PE	Art	Science	PE	Art
1:40-1:45		Social Studies	Flex		Social Studies	Guidance
1:50-1:55						
1:55-2:00						
2:00-2:15	PE	Brain Break		PE	Brain Break	
2:15-2:20	Flex	Brain Break		Flex	Brain Break	
2:20-2:40						
2:40- 3:00	Flex	Brain Break		Flex	Brain Break	
3:00-3:20	Snack/Read Aloud					
3:20-3:25	Bus, Car, Aftercare					



Faculty



Faith Aubrey
Reading Specialist
Ohio University - B.A.



Alex Damico
1st Grade Teacher
Loyola Marymount University - M.A.
Ohio University - BFA



Kimberly Barr
2nd Grade Teacher
California State University - B.A.



Joya Elmore
Director of Gardens
Mary Baldwin College - M.Ed.
James Madison University - B.A.



Victoria Bellows
Administrative Assistant
The Ohio State University - B.S.



Emeri Ferguson
Lower School Learning Guide/Orton-
Gillingham Support
Ashland University - B.A.
Ohio Wesleyan University - B.A.



Shelly Bowling
Lower School Learning Guide
Capital University - B.A.



Erica Foster
Math Extension Teacher
Vanderbilt University - M.Ed.
Smith College - B.A.



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Miami University - B.S.



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Lower School Physical Education Teacher
Bowling Green State University - B.S.



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The Ohio State University - B.A.



Danielle Gibbs
Counselor
The Ohio State University - M.A.
University of Michigan - B.A.



Maria Cellino
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Otterbein University - M.S.
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Jennifer Leonard
Early Childhood Learning Guide
Indiana University - M.F.A.
Denison University - B.A.



Christie Johnson
Lower School Dean of Studies
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Ohio Dominican University - M.A.
Shippensburg University of Pennsylvania - B.A.



Muriel Meray
Lower School Art Teacher
Maryland Institute College of Art - MFA
Eastern Kentucky University - M.Ed.



Yolanda Johnson
4th Grade Teacher
Otterbein University - B.A.



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Lower School Physical Education Teacher
The Ohio State University - B.S.



Michelle Joseph
Learning Specialist
Ashland University - M.Ed.
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Kindergarten Teacher
Walden University - M.S.
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Ohio State University - B.S.
Columbus State Community College - A.A.



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Walden University - M.Ed.



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Emporia State University - M.A.
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Ohio State University - B.S.



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Carrie Williams
Lower School Learning Guide
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Rebecca Shrader
Little Jags Teacher
The Ohio State University - M.A., B.A.



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University of Akron - B.S.



Justine Smith
3rd Grade Teacher
University of Phoenix - M.A.
Slippery Rock University - B.S.



Gina Spicer
Lower School Art Teacher
University of Cincinnati - M.A.
The Ohio State University - B.A.



Nami Stager
Lower School Science Specialist
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University of Kentucky - B.A.



Sharla Starker
Prekindergarten Teacher
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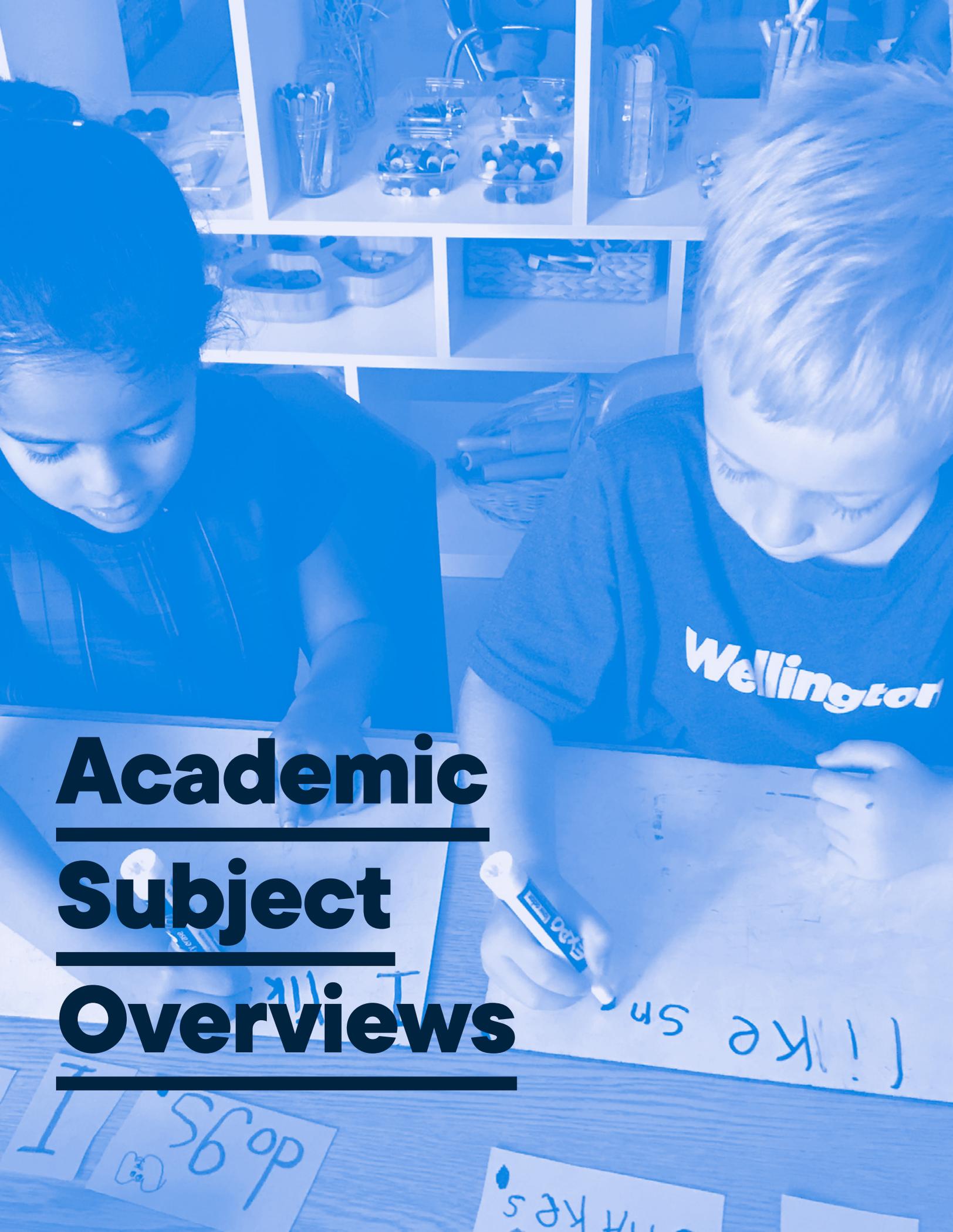
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4th Grade Teacher
University of Texas - M.Ed.
Ohio Northern University - B.A.



Jill Webb
Head of Lower School
Kent State University - M.A.
University of Cincinnati - B.F.A.



Academic Subject Overviews

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Wellington

LANGUAGE ARTS

Reading and writing are taught through a workshop approach utilizing small group instruction when appropriate. Speaking, listening, phonics, word study, fluency, comprehension, and handwriting are integral parts of literacy development at every level. We encourage students to be self-motivated to read and write for both pleasure and understanding.

READING: As readers, students read multiple genres representing a variety of authors and perspectives. Students in early grades learn to read in small and supportive groups, and as reading skills strengthen, they use critical reading skills as a foundation for learning across all subject areas.

WRITING: As writers, students learn to plan and compose narrative, informational, and persuasive writing pieces using Writers Workshop and Six + One Traits. Handwriting Without Tears is used throughout lower school.

SOCIAL STUDIES

Social studies in the lower school uses an interdisciplinary approach designed to enable students to understand, participate in, and make thoughtful decisions about their world locally and globally. Through conversation, trips off campus, and connections with those beyond or outside of our school, we can enable students to develop a broad and thoughtful view of the similarities and differences inherent in a global society. Social studies explorations at all levels are often integrated with literature, music, art, math, and science.

The lower school social studies continuum moves from forming concepts about the world beyond the classroom and local community to consideration of culture, heritage, and democratic principles.

- The world beyond classroom and local community
- Culture, heritage, and democratic principles
- Global spatial organization (map skills)
- Principles of government and citizenship
- Evolution of communities over time
- U.S. and world history, government, and economics
- Global movement of people, products, and ideas

MATH

Encouraging students to think deeply about mathematics, developing resilience, and confidently exploring different problem solving strategies are hallmarks of the lower school program.

Early learners develop a deep number sense and then use Math in Focus through 4th grade to gain understanding through a concrete–pictorial–abstract learning progression. Visual models, including bar models, aid in the ability to visualize mathematical situations. Visual models, along with challenging number talks, help students to develop an essential understanding of relationships among numbers while discovering multiple paths to mathematical solutions.

SCIENCE

Lower school science is designed to empower and educate future scientists by providing authentic opportunities and experiences. Students develop the skills and knowledge needed to be well-informed citizens, to be prepared for advanced study and careers, and to understand and appreciate the role of science in the real world. The science program utilizes hands-on, research-based best practices to harness the natural curiosity of students.

The highly beneficial inquiry process is emphasized through a hands-on and minds-on approach. The lab provides opportunities for students to be actively involved in a variety of scientific investigations that strengthen connections between scientific and engineering practices. Science supports and reinforces the attitude of reflection, respect for logical thinking, and consideration of scientifically based alternate explanations which align with the Next Generation Science Standards.

FRENCH

The lower school world language program provides students with the opportunity to develop a more expansive world view through the use of another language and the discovery of multiple perspectives.

Language classes are interactive, engaging the whole child through movement, music, sight, and touch. Students participate in small and large group activities as they demonstrate comprehension through physical response and use the language to describe, ask questions, and share information about themselves. Classes are conducted almost entirely in French and use themes as vehicles for language use.

ART

The lower school visual arts experience provides opportunities for students to develop creative personal expression.

Art education enables each student to develop an aesthetic response to a global, cultural, and artistic heritage. Students develop art skills through the exploration and study of a variety of media while exploring the relationship of art to society. Each child's unique artistic experience, statement, and potential are celebrated. Our ultimate goal is for each student to develop a foundation for a positive, lifelong relationship with the arts that includes the ability to create, present, respond, and connect ideas with societal, cultural, and historical context to deepen understanding.

MUSIC

The lower school music curriculum addresses all learning styles and is based on an eclectic collection of best-in-class music education philosophies.

Musical skills and elements are introduced in a sequential, child-centered progression. Throughout lower school, students have the opportunity to express themselves creatively, collaborate with their peers, communicate with each other and audiences, think critically, and understand music in relation to history and culture.

Throughout the year, instruction focuses on using the voice, each child's own instrument, as a vehicle to train the ear and enhance musical development. Embedded within the program are a wide variety of experiences including:

- Singing games
- The use of instruments
- Rhythmic and creative movement activities
- Music literacy instruction
- Listening experiences including folk songs, master works, and music of various cultures, time periods, and genres
- Opportunities to compose and create.

PHYSICAL EDUCATION

Lower school physical education promotes confidence and the desire to be physically active for life. Regular physical education provides the opportunity to attain levels of skill development that will allow the students to participate actively in a myriad of activities. Students learn positive attitudes,

concepts, and values that will put them on the path to physical literacy. Students develop social skills including independence, responsibility, leadership, cooperation, sportsmanship, and an appreciation of the capabilities of self and others. The physical education program encourages and fosters the development and maintenance of personal physical fitness.

GUIDANCE

The counseling program at Wellington provides essential tools in building character and preparing our students for life beyond Wellington. The role of the school counselor is to remove barriers, promote a growth mindset, and teach positive behaviors to enhance the learning process. Through collaborative learning experiences, students learn to solve problems, persist through setbacks, and achieve personal goals.

TECHNOLOGY/STEAM

Lower school students have access to a plethora of technologies such as Smartboards, iPads, Chromebooks, and 3D printers in our Maker Space to use as tools for authentic learning. They actively participate in hands-on STEAM challenges that include, but are not limited to, robotics, coding, and design thinking in order to enhance their ability to solve problems, think critically, persevere, and collaborate. With this interactive curriculum, Wellington prepares students to be innovative risk takers.

LIBRARY

The learning center program at Wellington is designed to empower critical thinking in students as they explore, collaborate, and create.

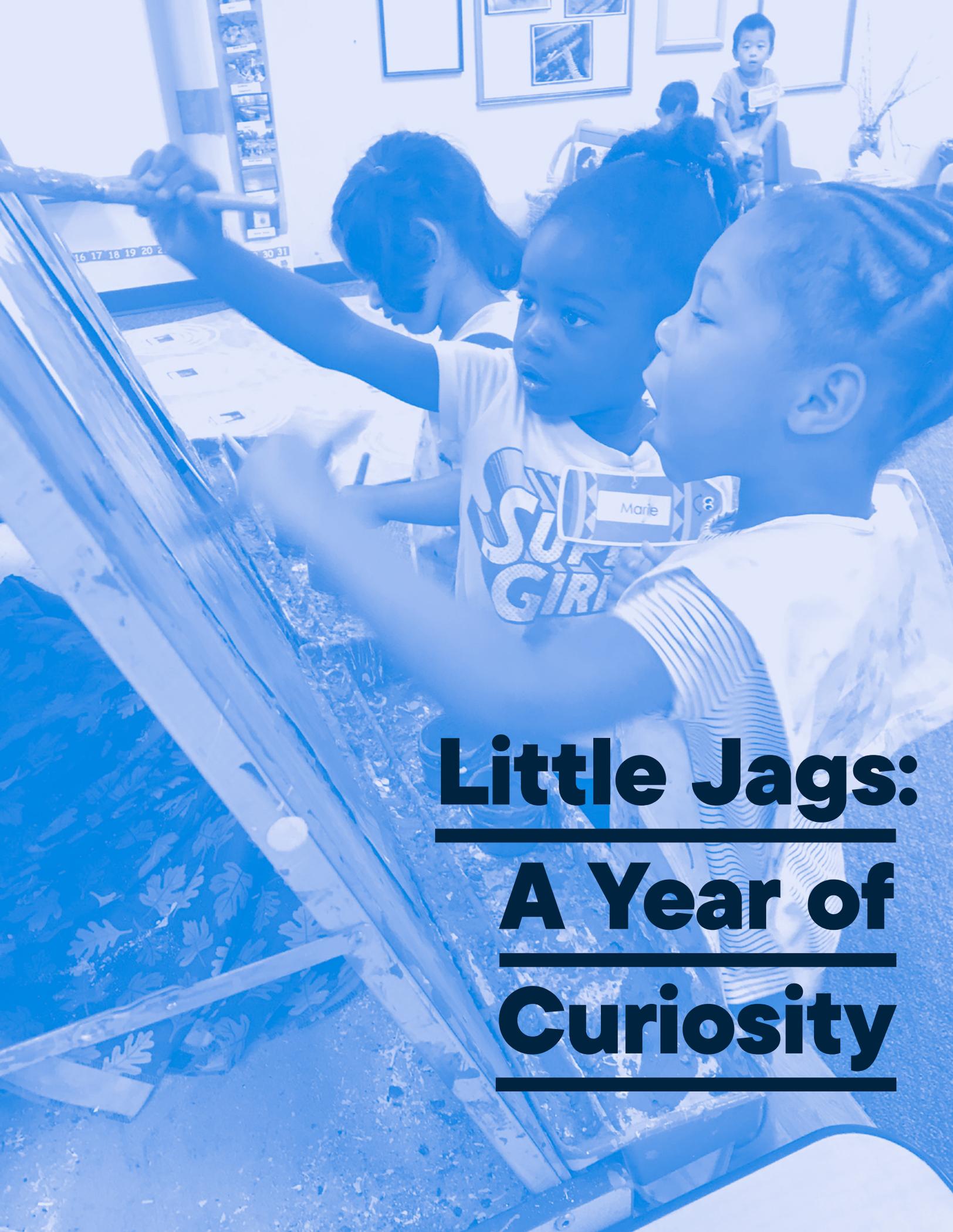
In addition to fostering a community of enthusiastic readers, the curriculum prepares students to be adept researchers, and ethical users of information. Through exploration of literature, inquiry-based research, and media literacy, students are prepared for an information-driven world where they will confidently identify, access, evaluate, and utilize informational resources in all formats.

EXTENSION

Extension experiences are offered in 1st–4th grade in flexible grouping to provide differentiated challenges for those students who demonstrate mastery, prior knowledge, or who are ready to work in a broader, deeper, or faster exploration of a topic or unit of study.

INTERVENTION

Limited intervention support is offered to some students who may learn differently or who may need help in building/strengthening foundational skills across subjects. Intervention includes multisensory Orton–Gillingham reading instruction.



Little Jags:

A Year of

Curiosity

Our Little Jags experience is designed as an introduction to learning.

Students begin to grasp the concept of independence as they learn to manage their items of clothing, wait for their turn, manage frustration, solve conflicts with new friends, and rejoice in the new ways to explore and learn. Highlights of the Little Jags program include utilizing the outdoor classroom to extend learning to the outdoors, field trips to extend project work, and cooking experiences that complement the learning themes.

Although we actively differentiate in all subjects based on prior knowledge and readiness, Little Jags students will generally focus on the following:

LANGUAGE ARTS

Literacy instructional goals:

- Identifies letter and letter sounds
- Recognizes and produces rhymes
- Isolates beginning, medial, and ending sounds in a word
- Blends compound words and syllables
- Retells known stories and nursery rhymes
- Demonstrates awareness of print concepts
- Speaks with confidence and uses complete and complex sentences
- Sustains longer attention spans during read-alouds and begins to make self-to-text connections

Writing instructional goals:

- Strengthens fine motor skills using playdough, building with small Legos, writing in sand, painting, and other experiences

- Prints uppercase and lowercase letters using correct Handwriting Without Tears letter formation
- Writes own name with legible handwriting
- Understands that words carry meaning and begins to write messages that are meaningful and purposeful

SOCIAL STUDIES

Instructional goals:

- Develops independence in a range of activities
- Uses and accepts negotiations, compromise, and discussion to resolve conflicts
- Demonstrates empathy and caring for others
- Learns and respects classroom rules and understands why we need rules in a shared space
- Demonstrates positive relationships through play and friendship

- Identifies how individuals are similar and different

- Recognizes and describes how families have both similar and different characteristics

MATH

Instructional goals:

- Counts using 1:1 correspondence
- Composes and decomposes numbers to 10
- Compares measurements using nonstandard units, events in time and flat and solid shapes
- Identifies and creates patterns
- Orders items by size, length, and weight
- Classifies items by one or two attributes
- Develops a strong understanding of numerals and represents numerals in many different ways





COGNITIVE DEVELOPMENT

Each three- and four-year-old is unique, but many share some of the following characteristics:

Is energetic and active, needs time for running, jumping, climbing, and dancing

Might be clumsy; spills and collisions are common

Is friendly and often talkative

Begins to establish first friendships and learning to work together

Learns through constructive play and exploration rather than paper and pencil activities

Experiments with language and enjoys learning new words

Enjoys imaginative play and often acts out real-life scenarios so he/she may better understand changes in his/her own lives

(Chip Wood, Center for Responsive Schools)

Special Areas

SCIENCE

Instructional goals:

Expresses a sense of wonder and curiosity through questioning

Uses simple tools or equipment with modeling and teacher support

Observes and explores materials and natural phenomena

FRENCH

Instructional goals:

Understands others and follows directions by using eyes and ears

Uses French to express physical states, describe the color and number of objects, and express preferences

ART

Instructional goals:

Understands art as a way of expressing ideas and feelings

Explores a variety of media including clay, tempera paint, water colors, and oil pastels

Discusses own artwork and dictates stories to describe finished pieces

Uses trial and error to create works of art that arrive at a desired outcome

Uses art materials safely and with respect in any environment

MUSIC

Instructional goals:

Possesses an awareness of many voices including singing, speaking, shouting, and whispering

Learns that music can be made by using a variety of sounds and materials as instruments

PHYSICAL EDUCATION

Instructional goals:

Travels in space without bumping into others or falling

Moves at different speeds using a variety of locomotor skills

Follows directions

Shares equipment with others

Throws, catches, and kicks a variety of balls or objects

GUIDANCE

Instructional goals:

Understands that everyone has feelings and feelings can and do change

Uses manners to help build community and connection

Recognizes their own feelings and the feelings of others

TECHNOLOGY

Instructional goals:

Learns to use various forms of technology purposefully

LIBRARY

Instructional goals:

Makes connections to the stories we read and hear, and shares those connections with others

Learns that reading is a window to the world and a mirror of ourselves

Understands that books are thoughtfully created by authors and illustrators

Uses libraries as a resource for the whole community

Understands that there are different types of libraries that enrich our lives

Understands that both fiction and non-fiction resources can be found in the learning center

Experiences the learning center as a place for exploration and inquiry



Prekindergarten:

A year of

exploring

Our prekindergarten experience builds upon the Little Jags foundational year and strengthens the concept of independence.

Students begin to make the connection between symbols and sounds as they take the first steps toward reading. Development of both fine and gross motor skills allows access to new experiences in and beyond the classroom. Numbers begin to have more meaning and can be connected to value. Students are encouraged to ask questions and to also think more deeply about solutions as they move closer to a supportive community of learners. Highlights of the prekindergarten program include an introduction to coding, exploring life cycles through hatching chicks in the classroom, and performing in their first school play.

Although we actively differentiate in all subjects based on prior knowledge and readiness, prekindergarten students will generally focus on the following:

LANGUAGE ARTS

Literacy instructional goals:

- Identifies letter and letter sounds
- Recognizes and produces rhymes
- Isolates beginning, medial, and ending sounds in a word
- Blends compound words and syllables
- Retells known stories and nursery rhymes
- Demonstrates awareness of print concepts
- Speaks with confidence and uses complete and complex sentences
- Sustains longer attention spans during read-alouds and begins to make self-to-text connections

Writing instructional goals:

- Strengthens fine motor skills using playdough, building with small Legos, writing in sand, painting, and other experiences
- Prints uppercase and lowercase letters using correct Handwriting Without Tears

letter formation

Writes own name with legible handwriting

Understands that words carry meaning and begins to write messages that are meaningful and purposeful

Understands that words carry meaning and begins to write messages that are meaningful and purposeful

Begins to use invented spelling to independently write

SOCIAL STUDIES

Instructional goals:

- Develops independence in a range of activities
- Uses and accepts negotiations, compromise, and discussion to resolve conflicts
- Demonstrates empathy and caring for others
- Learns and respects classroom rules and understands why we need rules in a shared space
- Identifies and demonstrates safe practices in the home and classroom

Demonstrates positive relationships through play and friendship

Identifies how individuals are similar and different

Recognizes and describes how families have both similar and different characteristics

Shares how families celebrate occasions such as birthdays and holidays

MATH

Instructional goals:

- Counts using 1:1 correspondence
- Composes and decomposes numbers to 10
- Compares measurements using nonstandard units, events in time and flat and solid shapes
- Identifies and creates patterns
- Orders items by size, length, and weight
- Classifies items by one or two attributes
- Develops a strong understanding of numerals and represents numerals in many different ways

COGNITIVE DEVELOPMENT

Each four-year-old is unique, but many share some of the following characteristics:

Is often friendly, talkative, and enjoys being with friends

Enjoys being read to, whether individually, in small groups, or as a whole class

Is energetic and active, needs time for running, jumping, climbing, and dancing

Might be clumsy; spills and collisions are common

Is friendly and often talkative

May have a short attention span and learns through constructive play and exploration rather than paper and pencil activities

Experiments with language and enjoys learning new words

Enjoys imaginative play and often acts out real-life scenarios so he/she may better understand changes in his/her own life

(Chip Wood, Center for Responsive Schools)



Special Areas

SCIENCE

Instructional goals:

Expresses a sense of wonder and curiosity through questioning and conversations

Uses simple tools, equipment, and technology for investigation

Plans and reports evidence or outcomes of engineered tests

Observes and explores materials and natural phenomena, and attempts to solve design problems

Records and shares observations, findings, ideas, and explanations through pictures, charts, graphs, etc.

Makes observations, predictions, inferences, and explanations based on evidence

FRENCH

Instructional goals:

Understands and follows directions by using eyes as well as ears

Uses French to express physical states, describe the color and number of objects, and express preferences

ART

Instructional goals:

Creates art that tells a personal story

Identifies a purpose of an artwork

Engages in exploration and imaginative play with materials

Engages collaboratively in creative art-making

Explains the process of making art while creating

Uses art materials safely and with respect in any environment

MUSIC

Instructional goals:

Possesses a deeper awareness of many voices including singing, speaking, shouting, and whispering

Makes music by using a variety of sounds and materials as instruments

PHYSICAL EDUCATION

Instructional goals:

Enjoys physical activity, dance, and movement

Understands the importance of rules and commands in the gymnasium

Moves and plays safely in the gymnasium

Moves and plays in their own space without touching others

Share equipment with others

Tracks and intercepts a ball or object as it moves across space

GUIDANCE

Instructional goals:

Demonstrates that everyone has feelings and feelings can and do change

Uses manners more independently to help build community and connection

Applies skills to recognize their own feelings and identify the feelings of others

TECHNOLOGY

Instructional goals:

Learns to navigate through educational iPad applications

Uses devices for reading, writing, and drawing practice to strengthen emerging skills

Learns to use various forms of technology purposefully

LIBRARY

Instructional goals:

Makes connections to the stories we read and hear, and shares those connections with others

Learns that reading is a window to the world and a mirror of ourselves

Understands that books are thoughtfully created by authors and illustrators

Uses libraries as a resource for the whole community

Understands that there are different types of libraries that enrich our lives

Understands that both fiction and non-fiction resources can be found in the learning center

Experiences the learning center as a place for exploration and inquiry



Kindergarten:
A year of
building

Our kindergarten experience focuses on creating a community of learners.

The kindergarten experience focuses on creating a community of learners with an emphasis on pro-social skills including taking turns, sharing, using manners and understanding how to work as a group. Kindergarten students develop emotionally by building their confidence and self-control and progress with their independence in self-help skills and academic learning. A strong foundation for learning begins with hands-on activities that reinforce mathematical concepts as children use concrete materials to express their thinking. Letters form words as children learn reading strategies and phonics skills to decode differentiated texts, and students begin to write their own stories using inventive spelling and learned sight words. Highlights of the kindergarten program include field trips to connect project work with real world experiences and extensions that include swimming, creative movement, and yoga.

Although we actively differentiate in all subjects based on prior knowledge and readiness, kindergarten students will generally focus on the following:

LANGUAGE ARTS

Reading instructional goals:

Recognizes and produces rhymes
 Isolates initial, medial, and ending sounds in a word
 Blends phonemes
 Identifies letter sounds
 Identifies long and short vowel sounds
 Isolates vowel chunks
 Identifies parts of speech
 Begins to recognize homophones
 Blends and segments compound words
 Recognizes and uses contractions
 Understands plural nouns
 Identifies synonyms
 Reads grade-level appropriate Dolch Sight Words
 Orton-Gillingham Instruction (as needed)

Writing instructional goals:

Ideas and Content

- Orally generates a specific topic
- Writes using one focused idea
- Includes supporting details
- Includes spacing between letters and words accurately

Word Choice

- Uses accurate and appropriate action words
- Uses interesting and creative describing words

Organization

- Uses sequence that makes pictures or writing easy to follow
- Uses transition words to sequence thoughts

Conventions

- Includes spacing between letters and words accurately
- Uses correct handwriting strokes to write uppercase and lowercase letters

SOCIAL STUDIES

Instructional goals:

Describes and compares characteristics of self and others
 Explains how people change over time
 Demonstrates respect for each individual
 Recognizes students' roles and responsibilities of being a good citizen
 Explains the elements of culture, including dress, food, shelter, and stories
 Explains why families and classrooms have rules

Describes the purpose of a map or globe
 Makes a simple map and identifies cardinal directions on the map
 Identifies the difference between basic wants and needs

MATH

Instructional goals:

Identifies and writes numbers to 100
 Composes and decomposes numbers to 20
 Compares measurements using nonstandard units
 Compares events in time
 Compares sets to identify less and more
 Completes addition and subtraction facts to 5
 Classifies items by one or two attributes
 Identifies and uses ordinal numbers and size and positional words
 Identifies and counts coins
 Writes and represents addition and subtraction stories
 Identifies flat and solid shapes
 Identifies and creates complex patterns
 Uses bar graphs to organize and represent information



COGNITIVE DEVELOPMENT

Each five- and six-year old is unique, but many share some of the following characteristics:

- Is curious and excited to learn
 - Loves discovery, new ideas, and asking questions
 - Enjoys coloring, drawing, painting and may choose these techniques to express his/her thoughts
 - Works in spurts and may tire easily
 - Thrives on encouragement and may show competitiveness in sports and friendships
 - Enjoys working in groups and using oral language skills to explain thinking
 - Feels best supported by adults who value his/her efforts and encourage safe risk-taking
- (Chip Wood, Center for Responsive Schools)

Special Areas

SCIENCE

Instructional goals:

Compares the effects of different strengths or directions of pushes and pulls on the motion of an object

Analyzes data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull

Describes patterns of what plants and animals (including humans) need to survive

Constructs an argument for how plants and animals (including humans) can change the environment to meet their needs

Represents the relationship between the needs of different plants and animals (including humans) and the places they live

Communicates solutions to reduce the impact of humans on the land, water, air, and/or other living things in the local environment

Makes observations to determine the effects of sunlight on the Earth's surface

Designs and builds a structure to reduce the warming effect of sunlight on the Earth's surface

Uses and shares observations of local weather conditions to describe patterns over time

Questions the purpose of weather forecasting to prepare for and respond to severe weather

FRENCH

Instructional goals:

Understands others and follows directions by using eyes and ears

Uses French to express physical states, feelings, the color and number of objects, and preferences of food and clothing

ART

Instructional goals:

Creates art that tells a story about a life experience

Identifies a purpose of an artwork

Engages in exploration and imaginative play with materials

Engages collaboratively in creative art-making in response to an artistic problem

Creates art that represents natural and constructed environments

Explains the process of making art while creating

Selects art objects for a personal portfolio

Explains what an art museum is and distinguishes how an art museum is different from other buildings

Identifies uses of art within their personal environment

MUSIC

Instructional goals:

Explores making music by using a variety of sounds and materials as instruments

Uses the voice as a musical instrument

Uses many voices including singing, speaking, shouting, and whispering

PHYSICAL EDUCATION

Instructional goals:

Travels forward, sideways, and backward using a variety of locomotor and non-locomotor patterns

Steps when throwing or using a striking implement

Catches with their hands and not their body

Practices to build stronger skills

Works, plays, and explores in group settings without interfering with other

Maintains balance while bearing weight on a variety of body parts

GUIDANCE

Instructional goals:

Knows that following directions is important

Takes effort and time to develop friendships

Learns multiple ways to share

TECHNOLOGY

Instructional goals:

Masters navigation through educational iPad applications used throughout the curriculum

Understands algorithms as a set of directions that help accomplish a goal

Creates simple algorithms for coding

Uses appropriate devices for drawing

LIBRARY

Instructional goals:

Makes deeper connections to the stories we read and hear, and shares those connections with others

Knows that sharing stories expands our connection to others and the world

Considers reading as a window to the world and a mirror of ourselves

Knows books are thoughtfully created by authors and illustrators

Explores how excellence in literature is nationally and internationally recognized

Learns how libraries are a resource for the whole community

Experiences how librarians foster a love of reading and inquiry, and support learning

Understands that fiction and non-fiction resources can be found in the learning center

Experiences the inquiry process through print, online, and hands-on resources



1st Grade:
A year of
expanding

First grade is a foundational year of increasing independence.

Students begin to know themselves as learners and gain the strategies needed to read, write, and decode language. The patterns of spelling become more clear while the patterns of numeracy are explored. Highlights of the year include multiple trips into the Columbus community as well as swimming each winter. Students develop an awareness of who they are in their community and how they can each make a difference.

Although we actively differentiate in all subjects based on prior knowledge and readiness, 1st grade students will generally focus on the following:

LANGUAGE ARTS

Reading:

Rhyme recognition and production
 Isolating initial, medial, and ending sounds in a word
 Blending phonemes
 Letter Sounds
 Short and Long Vowels
 Vowel Chunks
 Dolch Sight Words
 Parts of Speech
 Homophones
 Compound Words
 Contractions
 Plural Nouns
 Suffixes
 Synonyms
 Orton-Gillingham Instruction (as needed)

Writing:

Ideas and Content

- One focused topic
- Supporting details

Organization

- Sequence that makes the writing easy to follow
- Transition words to sequence thoughts

Voice

- Language that communicates feelings and

the author's voice

- Connection with audience communicating feeling, emotions and voice

Word Choice

- Interesting and creative describing words
- Accurate and appropriate action words

Sentence Fluency

- Sentences that flow smoothly
- Variety of sentences

Conventions

- Few errors in capitalization, punctuation and usage effectively affect meaning
- Correct spelling of high frequency grade-level words appropriate to meaning
- Legible, and good proportioned handwriting

SOCIAL STUDIES

Focus on communities

Classroom community
 Conflict management
 Urban, suburban, and rural communities
 Community workers
 Celebrations and holidays
 Economics – needs and wants
 Making a difference

MATH

Numbers to 120
 Number bonds
 Addition and subtraction facts and stories to 100

Addition and subtraction with and without regrouping
 Plane and solid shapes and patterns
 Ordinal numbers and position
 Measurement: Length and weight
 Picture and bar graphs
 Mental math strategies
 Calendar and time
 Repeated addition
 Sharing equally
 Money: Identifying and counting coins
 Adding and subtracting money

COGNITIVE DEVELOPMENTAL OVERVIEW

Each six-year old is unique, but many share some of the following characteristics:

Beginning to understand past and present, and how and why things happen
 More able to see other viewpoints and understand reasons for rules
 Enjoys new ideas and asking questions
 Learns well through games, poems, riddles, and songs
 Very ambitious, often choosing projects that are too hard
 Learns well from field trips and hands-on projects
 Likes doing lots of work; not as concerned with the quality of the work
 (Chip Wood, Center for Responsive Schools)

Special Areas

SCIENCE

Instructional goals:

Describes and classifies different materials by their observable properties

Analyzes data to determine which materials have properties best suited for an intended purpose

Constructs an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object

Explains that some changes caused by heating or cooling can be reversed and some cannot

Investigates to determine if plants need water and sunlight to grow

Develops a model to mimic the function of an animal in dispersing seeds or pollinating plants

Compares the diversity of life in different habitats

Provides evidence that Earth events can occur quickly or slowly

Compares solutions designed to slow or prevent wind or water from changing the shape of the land

Develops a model to represent the land and bodies of water in an area

Identifies where water is found on Earth and that it can be solid or liquid

FRENCH

Instructional goals:

Uses French to express physical states and feelings

Uses French to get our needs met at school and around the house

Uses French to describe and request a balanced meal

Uses French to describe and request clothing that meets the needs of various environments

ART

Instructional goals:

Identifies times, places, and reasons students make art

Understands that people from different places and times have made art for a variety of reasons

Engages collaboratively in exploration and imaginative play with materials

Uses observation and investigation in preparation for making a work of art

Explores materials and tools to create works of art or design

Demonstrates safe and proper procedures for using materials, tools, and equipment

Identifies and classifies everyday objects through drawings, diagrams, sculptures, or other visual means

Uses art vocabulary to describe choices while creating art

MUSIC

Instructional goals:

Uses the voice as a musical instrument

Understands that music is notated using a series of symbols representing rhythm and pitch

Explores the ability to create a mood through the use of dynamics, tempo, and style

PHYSICAL EDUCATION

Instructional goals:

Understands eight locomotor skills that enable them to travel from place to place

Demonstrates an understanding of general space and personal space

Uses legs to provide balance and strength when throwing, kicking, or striking a ball

Articulates the things they can do to make themselves healthy

Acts fairly, responsibly, and respectfully when participating in activities

GUIDANCE

Instructional goals:

Demonstrates an understanding that cooperation is essential to teamwork

Is assertive in showing respect for yourself

Predicts what others might feel, and creates a safe environment for all

TECHNOLOGY

Instructional goals:

Uses coding procedures to create algorithms using Ozobot

Builds simple machines and identifies their purposes

Becomes familiar with word processing and editing tools

Applies the design process for creative projects

Enhances critical thinking skills and perseverance through coding and robotics

LIBRARY

Instructional goals:

Understands reading as a window to the world and a mirror of ourselves

Makes connections to the stories we read and hear

Explores how books are thoughtfully created and designed by authors and illustrators

Considers why books come in different formats for their intended audiences

Uses tools to determine good reading choices

Experiences the learning center as a place for exploration, inquiry, and learning

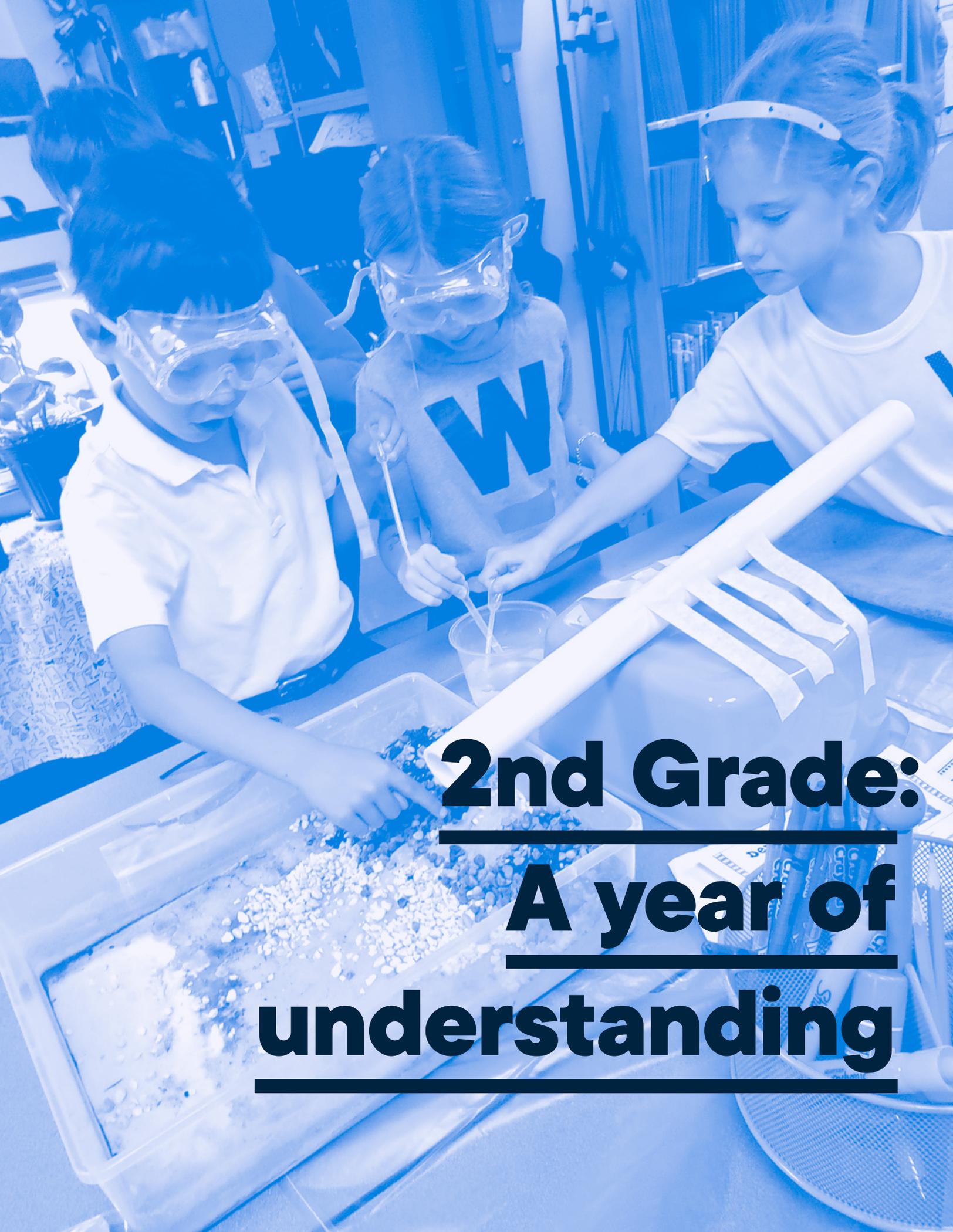
Understands how librarians foster a love of reading and support learning

Knows there are different types of libraries that enrich our lives

Experiences how libraries are organized to help access information

Considers how resources are constantly changing

Communicates using many forms of media, which can be comprised of text, sound, graphics, and body language



2nd Grade:
A year of
understanding

Second grade continues to strengthen the foundation of independence and builds new ways to be responsible classroom citizens.

Students begin to think deeply about their reading with a focus on comprehension and making important personal and real-world connections. They build mathematical strategies and work to apply new concepts in problem-solving as they move from the concrete to the abstract. Second graders begin to expand their knowledge of their immediate communities to explore the resources and history of Ohio including the important role Ohio played in the history of our country. Highlights of second grade include a service partnership with First Community Village and an introduction to the Winter Friday program for skiing and snowboarding that builds the essential habits and attitudes of perseverance, self-reliance, problem-solving, and confidence.

Although we actively differentiate in all subjects based on prior knowledge and readiness, 2nd grade students will generally focus on the following:

LANGUAGE ARTS

Reading:

Common sound-spelling patterns
 Recognition of common word parts
 Scaffolding and feedback to support accurate and efficient word identification
 Self-monitoring understanding of the text and self-correction of word-reading errors.
 Oral reading practice with feedback to develop fluent and accurate reading with expression.
 Use and comprehension of inferential language
 Development of narrative language skills
 Academic vocabulary in the context of other reading activities

Writing:

Ideas and Content

- Clear and original focus
- Supporting details that enhance the writing

Organization

- Strong lead that hooks the reader
- Information and details that enhanced the meaning

- Effective ending that satisfactorily ends the writing
- Variety of transition words that sequences thoughts

Voice

- Writer's personality and voice
- Connection with audience communicating feeling, emotions, and voice
- Expressive, clear and, direct language to engage an audience

Word Choice

- Precise, carefully chosen words that create an image
- Action verbs that enhance the writing
- Figurative language that enhances the writing

Sentence Fluency

- Sentences that flow smoothly
- Different types and lengths of sentences
- Varied sentence beginnings

Conventions

- Few errors in capitalization and punctuation, and usage effectively affects meaning

- Correct spelling of high frequency grade-level words appropriate to meaning
- Legible and well-proportioned handwriting

SOCIAL STUDIES

Focus on Ohio

Famous Ohioans
 Early development of Ohio and the United States
 History, geography, government and economy of Ohio
 Early American life in Ohio
 Development and growth of Ohio and its place/influence in the United States
 How ideas and events from the past have shaped Ohio and the United States today

MATH

Numbers to 1,000
 Addition and subtraction to 1,000 (with and without regrouping)
 Bar models: Addition, subtraction, multiplication and division
 Meaning of multiplication and division
 Multiplication tables of 2, 3, 4, 5, and 10
 Metric measurement: Length, mass, and volume



Mental math and estimation
Money: Counting and comparing amounts of coins and bills
Fractions: Understanding, comparing, adding, and subtracting
Customary measurement of length
Time
Picture graphs, bar graphs, and line plots
Lines and surfaces
Plane and solid shapes and patterns

COGNITIVE DEVELOPMENT

Each seven-year old is unique, but many share some of the following characteristics:

Better at understanding ideas such as time, space and quantity
Learns new words quickly and enjoy writing stories
Increasing openness to learning math
Good at classifying
Listens well and speak precisely
Enjoys hands-on exploration of how things work
Bothered by mistakes and work hard to make things “perfect”
Likes to work slowly and finish what they begin
Enjoys repeating tasks and reviewing learning
(Chip Wood, Center for Responsive Schools)

Special Areas

SCIENCE

Instructional goals:

Investigates to describe and classify different materials by their observable properties

Analyzes data from testing different materials to determine which materials have properties that are best suited for an intended purpose

Constructs an evidence-based account of how an object can be disassembled and made into a new object

Provides evidence that some changes caused by heating or cooling can be reversed and some cannot

Conducts an investigation to determine if plants need water and sunlight to grow

Develops a model that mimics the function of an animal in dispersing seeds or pollinating plants

Observes plants and animals to compare the diversity of life in different habitats

Provides evidence that Earth events can occur quickly or slowly

Compares solutions designed to slow or prevent wind or water from changing the shape of the land

Represents the kinds of land and bodies of water in an area

Identifies where water is found on Earth and how it can be solid or liquid

FRENCH

Instructional goals:

Uses French to express preferences and physical states

Applies knowledge of the French language to express feeling

Knows animals move in many ways and describes these movements in French

Describes injuries and discomfort in French

Uses simple sentences in French to describe what we see

ART

Instructional goals:

Creates works of art about events in home, school, or community life

Compares and contrasts cultural uses of artwork

Brainstorms multiple approaches to an art or design problem

Makes art with various materials and tools to explore personal interests and curiosity

Demonstrates safe procedures for using and cleaning art tools, equipment, and studio spaces

Repurposes objects to make something new

Discusses and reflects with peers about choices made in creating artwork

Categorizes artwork based on a theme or concept for an exhibit

Distinguishes between different materials or artistic techniques

MUSIC

Instructional goals:

Understands that music is notated using a series of symbols representing rhythm and pitch

Further explores creating a mood through the use of dynamics, tempo, and style

Considers how music can be made using a variety of sounds and materials as instruments

Knows that music can have both aesthetic and utilitarian value

PHYSICAL EDUCATION

Instructional goals:

Works cooperatively in partner and small group activities without teacher intervention

Steps with opposition improves their throwing and striking

Knows that being physically fit is important for a lifetime

Acts fairly, responsibly, and respectfully when participating in activities

GUIDANCE

Instructional goals:

Develops understanding that conflict is normal

Learns to manage disappointment as an essential skill

TECHNOLOGY

Instructional goals:

Uses specific technologies for specific tasks

Organizes and categorizes information

Enhances published work with graphics

Applies the design process to all aspects of learning

Grows critical thinking skills through coding and robotics

LIBRARY

Instructional goals:

Accesses a variety of books to help develop a personal reading aesthetic

Shares how stories expand our connection to others and the world

Sees how libraries and systems are organized to help people access information

Uses the Destiny catalog to identify and locate materials and provide access to vetted, online resources

Enhances their ability to access information through non-fiction texts

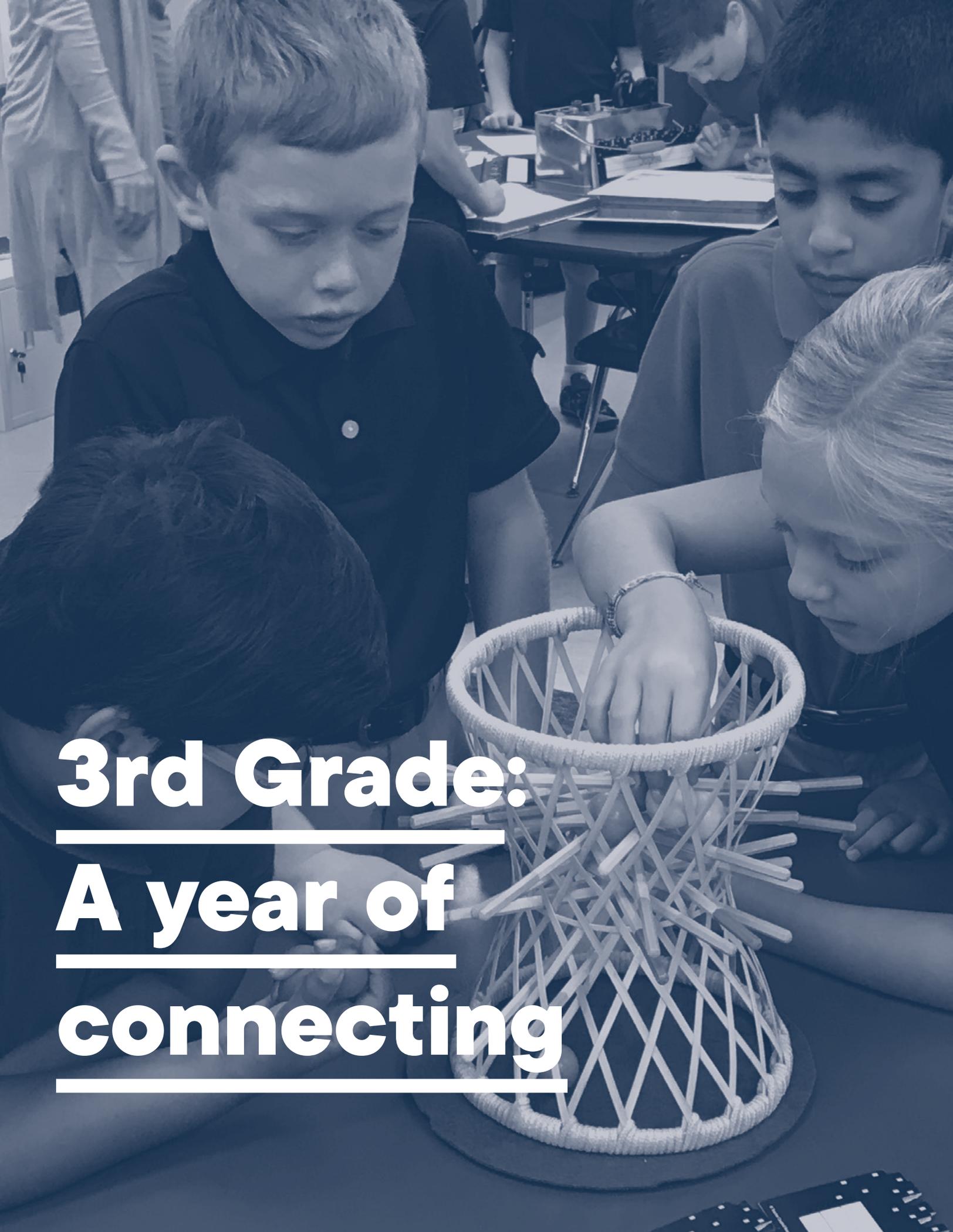
Supports the inquiry process through subscription databases and vetted websites

Learns that resources are constantly changing

Communicates using many forms of media, which can be comprised of text, sound, video, graphics, and body language

Realizes that forms of media are constantly changing

Considers how we are all consumers and creators of media



3rd Grade:
A year of
connecting

Our third grade students shift from learning to read to reading to learn.

Third graders become more independent as learners and build on the second grade foundation of personal responsibility. The development of research skills is the backbone of the study of the United States. As mathematicians, students develop multiple strategies to problem-solve and are introduced to the efficiency of algorithms. Students are encouraged to dive into a variety of genres in order to find their passion for reading. The service partnership with the senior citizens at First Community Village continues to build on the second grade experience to develop empathy and compassion for others. Introduction and application of the engineering design process allows students to creatively explore a real-world challenge.

Although we actively differentiate in all subjects based on prior knowledge and readiness, 3rd grade students will generally focus on the following:

LANGUAGE ARTS

Reading:

Common sound-spelling patterns
 Recognition of common word parts
 Scaffolding and feedback to support accurate and efficient word identification
 Self-monitoring understanding of the text and self-correction of word-reading errors
 Oral reading practice with feedback to develop fluent and accurate reading with expression
 Use and comprehension of inferential language
 Development of narrative language skills
 Academic vocabulary in the context of other reading activities

Writing:

Ideas and Content

- Narrow, clear, and defined topic
- Quality details that support the topic

Organization

- Organized writing with a logical sequence and order
- Strong lead that is interesting and engaging
- Information and details that support the topic
- Effective ending that connects ideas together

Voice

- Writer's personality and voice
- Connection with audience communicating personal perspective
- Language that brings the topic to life and communicates personal feelings

Word Choice

- Descriptive words that enhance the topic
- Vivid and exact verbs that enhance the writing
- Figurative language that enhance the writing

Sentence Fluency

- Sentences that flow smoothly
- Different types and lengths of sentences
- Varied sentence beginnings

Conventions

- Few errors in capitalization and punctuation, and usage effectively affects meaning
- Correct spelling of high frequency grade-level words appropriate to meaning
- Legible and proportional handwriting

SOCIAL STUDIES

Focus on United States

Colonial America
 History, geography, government and economy of the United States
 Native American life in the United States
 Westward expansion
 Industrial Revolution and inventors
 Natural resources
 How ideas and events from the past have shaped the United States today

MATH

Numbers to 10,000
 Mental math and estimation
 Addition and subtraction to 10,000
 Addition and subtraction with and without regrouping

Bar Models: Addition, subtraction, multiplication, and division
 Multiplication tables of 6, 7, 8, and 9
 Multiplication and division
 Money: Addition and subtraction
 Metric Measurement: Length, mass, and volume
 Bar graphs and line plots
 Fractions: Understanding, comparing, and equivalent
 Customary measurement: Length, weight, and capacity
 Time: Telling, adding, subtracting, and elapsed
 Temperature
 Angles and lines
 Two-dimensional shapes
 Area and perimeter

COGNITIVE DEVELOPMENTAL OVERVIEW

Each eight-year-old is unique, but many share some of the following characteristics:

Industrious, impatient, and full of ideas; often take on more than they can handle
 Listens well but may not always remember what they heard
 Getting good at handwriting, handcrafts, and drawing
 Excited but also nervous about exploring the broader world
 May give up when things are hard but soon want to try again
 Interested in rules, logic, and fairness
 (Chip Wood, Center for Responsive Schools)

Special Areas

SCIENCE

Instructional goals:

Provides evidence of the effects of forces on the motion of an object

Describes how a pattern can be used to predict future motion

Determines cause and effect relationships of electric or magnetic interactions

Defines a design problem that can be solved by applying scientific ideas about magnets

Demonstrates how some animals form groups that help members survive

Analyzes and interprets data from fossils to provide evidence of organisms and environments in which they lived

Demonstrates the impact of habitat on the survival of organisms

Defends a solution to a problem caused when the environment changes and plants and animals may change

Understands that organisms have unique life cycles but all share birth, growth, reproduction, and death

Provides evidence that plants and animals have inherited traits and that these traits exist in a group of similar organisms

Explains that traits can be influenced by the environment

Understands how variations in characteristics among individuals of the same species impact survival, finding mates, and reproduction

Represents data in tables and graphical displays to describe typical weather conditions

Describes climates in different regions of the world

Presents a solution that reduces the impacts of a weather-related hazards

FRENCH

Instructional goals:

Responds in French to questions about personal information (name, age, eye and hair color, birthday)

Identifies and describes items in French that are needed and

wanted on an international trip
Learns about another culture through its legends and monuments

Expresses needs and wants in French

Describes activities orally and in writing in French

Calculates prices using a different currency

ART

Instructional goals:

Develops a work of art based on observations of surroundings

Recognizes that responses to art change depending on knowledge of time and place in which it was made

Elaborates on an imaginative idea

Uses available resources, tools, and technologies to investigate personal ideas through the art-making process

Creates personally satisfying artwork using a variety of artistic processes and materials

Understands safe and proficient use of materials, tools, and equipment for artistic processes

Extends visual information by adding details in an artwork to enhance emerging meaning

Investigates possibilities and limitations of exhibition spaces, including electronic spaces

MUSIC

Instructional goals:

Considers music as self-expression

Plays instruments as a way to practice skills and to share music with others

Sees music as a reflection of people, places, and events through history

PHYSICAL EDUCATION

Instructional goals:

Works together with teammates to help accomplish group goals

Leads by example

Uses proper form when throwing, kicking, shooting, and catching to increase chances of being successful

Improves overall fitness

Acts fairly, responsibly, and

respectfully when participating in activities

GUIDANCE

Instructional goals:

Uses positive self-talk to help in multiple social, emotional, and academic areas

Understands that complex emotions can affect us

TECHNOLOGY

Instructional goals:

Uses technology effectively as a tool for learning

Collects information and gathers data through the use of technology

Accesses a word processing program and follows steps of the writing process to publish finished works

Understands keyboarding as a lifelong skill

Applies the design process to all aspects of learning through collaboration and problem-solving techniques

Uses coding and robotics to enhance critical thinking skills

Engages in game design to utilize skills and creativity

LIBRARY

Instructional goals:

Accesses a variety of books, in different formats, to help develop a personal reading aesthetic

Shares stories to expand our connection to others and the world

Uses systems to access information

Follows a series of steps for effective research

Reads expository text to develop a skill set different from reading fiction

Knows that resources from which we gather new information are constantly changing

Knows all media is constructed

Considers how different people experience the same media messages differently

Explores how media have embedded values and points of view

Considers how consuming and creating media has built-in responsibilities



4th Grade:

A year of

independence

Our fourth grade year is filled with new opportunities to learn and lead.

Students benefit from a culminating overnight science experience at Glen Helen where they work with trained naturalists in a beautiful natural setting. After performing in many grade-level performances, 4th graders now write and perform their own plays. They learn to apply their skills by leading the lower school town meetings. This includes facilitating the event, quieting the group, and introducing guests and speakers. Students begin to head lunch tables and serve food for their younger peers while also taking on the role of buddies for our kindergarteners. This last year in lower school also provides a formal introduction to stringed instruments through the orchestra program. Students consider themselves as world citizens as they move from studying the United States to begin an exploration of the world beyond where they live and engage in deeper dives across all areas of the curriculum. Essential skills in executive function are taught in preparation for the transition to middle school and beyond.

Although we actively differentiate in all subjects based on prior knowledge and readiness, 4th grade students will generally focus on the following:

LANGUAGE ARTS

Reading:

Common sound-spelling patterns
 Recognition of common word parts
 Scaffolding and feedback to support accurate and efficient word identification
 Self-monitoring understanding of the text and self-correction of word-reading errors
 Oral reading practice with feedback to develop fluent and accurate reading with expression
 Use and comprehension of inferential language
 Development of narrative language skills
 Academic vocabulary in the context of other reading activities

Writing:

Ideas and Content

- Addresses the topic with adequate supporting details
- Examples develop the topic well

Organization

- Contained topic, examples, and summary sentences are well connected in a logical order

Voice

- Voice is appropriate to the assignment
- Engages the reader and demonstrates a commitment to the topic

Word Choice

- Varied vocabulary and topic-specific words
- Precise, carefully chosen words that create an image

Sentence Fluency

- Different types and lengths of sentences
- Varied sentence beginnings

Conventions

- Few errors in capitalization and punctuation, and usage effectively affects meaning
- Correct spelling of high frequency grade-level words appropriate to meaning
- Legible and proportional handwriting

SOCIAL STUDIES

Focus on the world

World geography
 History, geography, government, and economy of countries around the world
 Jacob Lawrence and the Great Migration
 World cultures and religions
 Conflict

MATH

Numbers to 100,000
 Estimation and number theory
 Multiplication and division
 Tables and line graphs
 Data and probability

Fractions and mixed numbers
 Decimals: Understanding, comparing, rounding
 Decimals: Adding and subtracting
 Angles and line segments
 Squares and rectangles
 Conversion of measurements
 Area and perimeter
 Symmetry
 Tessellations

COGNITIVE DEVELOPMENTAL OVERVIEW

Each nine-year old is unique, but many share some of the following characteristics:

Worries about world events, parents' health, friends, school, etc.
 Works hard and pays attention to detail, but may jump quickly between interests
 Less imaginative than at eight years old
 Wants factual explanations; enjoy scientific exploration
 Has trouble understanding abstractions such as large numbers, long periods of time, and vast areas of space
 Enjoys language and word play
 Begins to see the bigger world, including issues of justice and fairness
 Enjoys "interest" clubs such as arts and crafts, chess, and sports
 (Chip Wood, Center for Responsive Schools)

Special Areas

SCIENCE

Instructional goals:

Relates the speed of an object to the energy of that object

Predicts outcomes about changes in energy when objects collide

Provides evidence that energy can be transferred by sound, heat, light, and electric currents

Designs, tests, and refines a device that converts one type of energy to another

Describes how energy and fuels are derived from natural resources and how use affects the environment

Develops a model of waves to describe patterns in terms of amplitude and wavelength and understands that waves cause objects to move

Generates and compares multiple solutions using patterns to transfer information

Demonstrates how reflected light enters the eye, allowing objects to be seen

Explains internal and external structures of plants and animals that support survival, growth, behavior, and reproduction

Describes how animals receive information through their senses and process and respond to information

Identifies patterns in rock formations and fossils to explain changes in the landscape

Provides evidence of the effects of weathering and the rate of erosion by wind, water, ice, or vegetation

Analyzes and interprets data from maps to describe patterns of Earth's features

Generates and compares solutions to reduce the impact of natural Earth processes

FRENCH

Instructional goals:

Knows that French is spoken in many different countries throughout the world

Learns about another culture through the geography and legends of a country

Describes the physical traits and preferences of friends and families in French, both orally and in writing

Demonstrates awareness that people throughout the world hold

many different jobs and that the jobs we choose can help each other in different ways

Understands that the spelling of words influences meaning

ART

Instructional goals:

Creates, analyzes, and evaluates art that reflects cultural traditions

Infers information about time, place, and culture in which a work of art was created

Creates and revises artwork that is meaningful and has purpose to the maker

Analyzes how past, present, and emerging technologies have impacted the preservation and presentation of artwork

Interprets art by describing and categorizing subject matter and identifying the characteristics of form

Analyzes how art exhibits contribute to communities and prepares works of art, including artists' statements, for presentation

Perceives and describes aesthetic characteristics of one's natural world and constructed environments

Uses art vocabulary to express preferences about artwork

MUSIC

Instructional goals:

Understands music as a form of communication

Uses music as a creative art form used for self-expression

Creates a mood through the use of dynamics, tempo, style, and the use of different instruments

Learns that music varies around the world

PHYSICAL EDUCATION

Instructional goals:

Repeats proper technique to improve performance

Designs team plays, jump rope and gymnastics routines, and formations and strategies for successful accomplishment of group activities

As a captain/leader, encourages all team members to perform to their capability

Sets realistic goals

Acts fairly, responsibly, and respectfully when participating in activities

Sets personal fitness goals to help obtain a higher level of fitness

Understands that being physically fit is important for a lifetime and participates in physical activity to impact wellness throughout a lifetime

GUIDANCE

Instructional goals:

Develops empathy to create a strong community and appreciation of differences

Is able to disagree respectfully with others

Manages peer pressure effectively

TECHNOLOGY

Instructional goals:

Uses technology creatively as a global tool for communication and collaboration

Practices keyboarding as a lifelong and important skill

Collects information and analyze data

Appropriately, effectively and safely uses technology as a well-prepared learner for the future

Applies word processing skills to all academic programs

Utilizes multimedia to globally share information or entertainment

Applies the design process to all aspects of learning and communication

Engages in coding and robotics to enhance critical thinking and problem solving skills

LIBRARY

Instructional goals:

Accesses a wide variety of books, in different formats, to help develop a personal reading aesthetic

Explores how authors write with different purposes and audiences in mind

Understands reading as a window to the world and a mirror of ourselves

Learns how stories expand connection to others and the world

Uses inquiry as a framework for learning

Conducts research effectively to identify, access, evaluate, and utilize informational resources

Thinks critically about the construction and impact of media messages in different forms

Constructs media using its own language and set of rules

Accepts responsibilities as both consumers and constructors of media





Moving from
Lower School to
Middle School

Our lower school experience is thoughtfully designed to carefully and deliberately build a strong foundation for the next level of learning in middle school and beyond.

Lower school students are positioned to be increasingly independent as they also learn to work as effective team members or to be confident leaders. Executive function skills are strengthened through each grade level and the adoption of a growth mindset is enthusiastically supported as a life-long skill. Beginning with learning to hang up your coat as a Little Jag and ending lower school as a 4th grade buddy to a kindergartener, leading lower school town meetings or heading a table at lunch, students become ready for the new challenges and deep dives of middle school.

As students move through the lower school, they learn key habits and attitudes that prepare them for middle school, including:

Embracing the importance of essential questions in critical thinking

Developing the ability to consider multiple perspectives

Knowing the importance of and strategies for social, emotional, and physical health

Strengthening curiosity and a willingness to risk and fail

Demonstrating manners, civility, and tolerance, understanding the power of our words

Becoming more culturally competent as world citizens

Learning to independently research and strengthen overall media literacy

Willing to work hard and love it as an engaged learner

Developing a voice and a comfort with public speaking

Developing an awareness that each of us leaves ripples through the community

Each grade level adds a piece to the lower school foundation and positions students to further build upon that base. More than anything, we seek to develop kind, curious, independent, and willing learners as they leave lower school and energetically step to the next level of learning.

Wellington

Wellington is an independent, coeducational, preschool through grade 12, college-preparatory day school dedicated to preparing citizens who achieve, lead, and find fulfillment in a global community.

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