Lower School Programs
## Contents

**Curricular Descriptions & Information**

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Welcome from Head of School Jill Webb</td>
</tr>
<tr>
<td>6</td>
<td>The Lower School Experience</td>
</tr>
<tr>
<td>8</td>
<td>Daily Schedules</td>
</tr>
<tr>
<td>10</td>
<td>Faculty</td>
</tr>
<tr>
<td>14</td>
<td>Academic Subject Overviews</td>
</tr>
<tr>
<td>17</td>
<td>Little Jags</td>
</tr>
<tr>
<td>20</td>
<td>Prekindergarten</td>
</tr>
<tr>
<td>23</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>26</td>
<td>1st Grade</td>
</tr>
<tr>
<td>29</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>32</td>
<td>3rd Grade</td>
</tr>
<tr>
<td>35</td>
<td>4th Grade</td>
</tr>
<tr>
<td>38</td>
<td>Moving to Middle School</td>
</tr>
</tbody>
</table>
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,

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

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

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

## 3rd Grade Schedule Example

<table>
<thead>
<tr>
<th></th>
<th>A DAY</th>
<th>B DAY</th>
<th>C DAY</th>
<th>D DAY</th>
<th>E DAY</th>
<th>F DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:20</td>
<td>Opening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:20-8:30</td>
<td>Morning Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Brain Break (10 mins)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11:00-11:30</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:35-12:35</td>
<td>Literacy/Spelling</td>
<td></td>
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<tr>
<td>12:35-12:55</td>
<td>Brain Break</td>
<td>Handwriting</td>
<td>Brain Break</td>
<td>Handwriting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-1:15</td>
<td>Science</td>
<td>PE</td>
<td>Art</td>
<td>Science</td>
<td>PE</td>
<td>Art</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Social Studies</td>
<td>Flex</td>
<td>Social Studies</td>
<td>Guidance</td>
<td>Flex</td>
<td></td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>PE</td>
<td></td>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-2:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15-2:30</td>
<td>PE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Flex</td>
<td>Brain Break</td>
<td>Flex</td>
<td>Brain Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00-3:20</td>
<td>Snack/Read Aloud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:20-3:25</td>
<td>Bus, Car, Aftercare</td>
<td></td>
<td></td>
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## Lower School Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
<th>University and Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faith Aubrey</td>
<td>Reading Specialist</td>
<td>Ohio University - B.A.</td>
</tr>
<tr>
<td>Kimberly Barr</td>
<td>2nd Grade Teacher</td>
<td>California State University - B.A.</td>
</tr>
<tr>
<td>Victoria Bellows</td>
<td>Administrative Assistant</td>
<td>The Ohio State University - B.S.</td>
</tr>
<tr>
<td>Shelly Bowling</td>
<td>Lower School Learning Guide</td>
<td>Capital University - B.A.</td>
</tr>
<tr>
<td>Shelley Brown</td>
<td>Assistant Head of Lower School</td>
<td>DePaul University - M.Ed. Miami University - B.S.</td>
</tr>
<tr>
<td>Karen Butler</td>
<td>Strings Director</td>
<td>The Ohio State University - B.A.</td>
</tr>
<tr>
<td>Maria Cellino</td>
<td>Lower School Learning Guide</td>
<td>Otterbein University - M.S. The Ohio State University - B.A.</td>
</tr>
<tr>
<td>Samantha Cheverton</td>
<td>Early Childhood Learning Guide</td>
<td>The Ohio State University - B.A.</td>
</tr>
<tr>
<td>Courtney Cokes</td>
<td>Early Childhood Learning Guide</td>
<td>Ohio University - B.A.</td>
</tr>
<tr>
<td>Alex Damico</td>
<td>1st Grade Teacher</td>
<td>Loyola Marymount University - M.A. Ohio University - BFA</td>
</tr>
<tr>
<td>Joya Elmore</td>
<td>Director of Gardens</td>
<td>Mary Baldwin College - M.Ed. James Madison University - B.A.</td>
</tr>
<tr>
<td>Emeri Ferguson</td>
<td>Lower School Learning Guide/Orton-Gillingham Support</td>
<td>Ashland University - B.A. Ohio Wesleyan University - B.A.</td>
</tr>
<tr>
<td>Erica Foster</td>
<td>Math Extension Teacher</td>
<td>Vanderbilt University - M.Ed. Smith College - B.A.</td>
</tr>
<tr>
<td>Rebecca Fuller</td>
<td>Lower School Physical Education Teacher</td>
<td>Bowling Green State University - B.S.</td>
</tr>
<tr>
<td>Danielle Gibbs</td>
<td>Counselor</td>
<td>The Ohio State University - M.A. University of Michigan - B.A.</td>
</tr>
<tr>
<td>Patricia Hans</td>
<td>Lower School French Teacher</td>
<td>New York University - M.A. Concordia University - B.A.</td>
</tr>
<tr>
<td>Jessica Hawkins</td>
<td>Early Childhood Learning Guide</td>
<td>The Ohio State University - B.S.</td>
</tr>
<tr>
<td>Jill Hicks</td>
<td>Lower School Learning Guide</td>
<td>University of Dayton - B.A. Ashland University</td>
</tr>
</tbody>
</table>
Vicki Jacobs  
Kindergarten Teacher  
The Ohio State University - M.A. and Reading Endorsement  
University of Toledo - B.S.

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

Jennifer Leonard  
Early Childhood Learning Guide  
Indiana University - M.F.A.  
Denison University - B.A.

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

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

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

Michelle Joseph  
Learning Specialist  
Ashland University - M.Ed.  
Kent State University - B.S.

Jennifer Leonard  
Early Childhood Learning Guide  
Indiana University - M.F.A.  
Denison University - B.A.

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

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

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

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

Michelle Joseph  
Learning Specialist  
Ashland University - M.Ed.  
Kent State University - B.S.

Jennifer Leonard  
Early Childhood Learning Guide  
Indiana University - M.F.A.  
Denison University - B.A.

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

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

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

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

Michelle Joseph  
Learning Specialist  
Ashland University - M.Ed.  
Kent State University - B.S.
Sharon Sheridan
2nd Grade Teacher
Virginia Polytechnic University - M.A.
Gannon University - B.A.

Carrie Williams
Lower School Learning Guide
Miami University - B.S.
Miami University - B.S.

Rebecca Shrader
Little Jags Teacher
The Ohio State University - M.A., B.A.

Kathleen Yant
Little Jags Teacher
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
Eastern Kentucky University - M.A.
University of Kentucky - B.A.

Sharla Starker
Prekindergarten Teacher
The Ohio State University - M.Ed., B.A.

Emily Szabo
3rd Grade Teacher
Ashland University - M.A.
Denison University - B.A.

Laura Trubilowicz
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
**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,
Academic Subject Overviews

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
- Identifies how individuals are similar and different
- Recognizes and describes how families have both similar and different characteristics

**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
- 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

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

**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)
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
- Sustains longer attention spans during read-alouds and begins to make self-to-text connections
- 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

**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

Prekindergarten
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:**

**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 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:**
- 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 affecting 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
- 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

**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

**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

**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
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

**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
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

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

(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

(Chip Wood, Center for Responsive Schools)
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

**SOCIAL STUDIES**

**Focus on United States**
- Colonial America
- History, geography, government and economy of 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 hazard

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 they were 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

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

 hablar en francés que se necesitan y que se necesitan en un viaje internacional
- Aprende sobre otra cultura a través de sus leyendas y monumentos
- Expresa necesidades y deseos en francés
- Describe actividades oralmente y en francés
- Calcula precios usando una moneda diferente
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

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 presentation and creation 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 full 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

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 analyzes 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

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

37
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 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.

3650 Reed Road
Columbus, Ohio 43220
614.324.1564

wellington.org

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