



**The Bridges Academy**  
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The Bridges Academy strives to develop its program that not only meets the expectations of the Common Core curriculum but surpasses it. Reference to New York State and national standards including the National Council of Teachers of English (NCTE), National Council of Teachers of Math (NCTM), Next Generation Standards in Science as well as the standardized testing offered by the Educational Records Bureau (ERB) afford us the opportunity to consistently monitor, analyze and refine all aspects of our students' experience.

## **Lower School Curricula**

### **Kindergarten**

#### English Language Arts

##### Reading

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards. The competencies that Kindergarten students are developing as they learn to read include the ability to:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left to right and top to bottom direction when reading

- Locate parts of a book
- Recognize and identify letters of the alphabet
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants as well as vowel sounds to identify words
- Recognize the different sounds that make up a word
- Point to the words in a text or on a chart when read aloud, matching spoken word to print
- Recognize singular and plural frequency used words
- Recognize own name and the names of friends and family in print
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonetic awareness)
- Identify rhyming words
- Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues and rereading to determine meaning
- Read aloud with expression and fluency

### Writing

Students will write on a daily basis across all content areas and standards. The competencies that Kindergarten students are developing as they learn to write include the ability to:

- Create a drawing, picture, sign, or other graphic to represent a word or a concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper and lowercase letters in manuscript
- Capitalize proper names and the letter "I"
- Write letters of own first and last name
- Spell high frequency words correctly
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support the development of early writing skills

### Listening

Students will listen on a daily basis:

- Listen respectfully and responsively
- Attend to a listening activity for a specific period of time
- Respond with expression appropriate to what is heard

### Speaking

Students will speak on a daily basis:

- Respond respectfully
- Use age appropriate vocabulary
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio and video tapes and classroom software
- Speak in complete sentences when required

- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion

### Mathematics

This curriculum provides students with a solid foundation in math and provides opportunities for students to apply their problem solving skills, critical thinking skills and writing skills.

#### Key Ideas for Mathematics:

- Mathematical Reasoning
- Number and Numeration
- Operations
- Measurement
- Patterns/Functions

#### Concepts:

- Position and Location
- Classification
- Sort and Graph
- Explore numbers to 5
- Explore numbers to 10
- Shapes/Solids
- Number Sense, ways to make 10
- Time to the hour and half hour
- Explore actions and numbers: join, separate, compare
- Explore large numbers
- Explore addition and subtraction

### Science

#### Living and Nonliving Concepts:

- How can living and nonliving things be classified?
- Do living and nonliving things share the same environment?
- Do plants and animals have common characteristics?

#### Animal Concepts

- How do animals move?
- What are animal shelters?
- What do animals need?
- How do we care for pets?
- How are adult and baby animals similar?
- How are adult and baby animals different?
- How do animals care for their babies?

#### Plant Concepts

- What is the life cycle of plants?

- What do plants need?
- What are the main parts of plants?
- What do seeds grow into?

### Social Studies

The Study of “ Self and Others” includes:

- Myself and others
- My family and other families
- My school and school community
- My neighborhood and school
- Basic human needs and wants
- People helping one another to meet their needs and wants
- Symbols of citizenship

### U.S. History and World History

- Recognizes themselves including gender, ethnicity, talents and abilities
- Show how families are alike and different
- Celebrate national holidays and traditions

### Geography

- Recognize maps of their neighborhoods, New York State and the United States
- Distinguish between land and water masses on maps and globes
- Find their school and neighborhood on maps of the area

### Civics, Citizenship and Government

- Learn about the holidays and celebrations of our nation
- Recognize the flag of the United States
- Participate in classroom activities by jointly developing and following rule

# First Grade

### Reading

The competencies that first grade students are developing as they learn to read include the ability to:

- Alphabetize high frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants, as well as, vowel sounds to identify words
- Recognize the different sounds that make up a word
- Match spoken word to print

- Understand singular and plural forms of words
- Recognize letter and sound correspondence (phonetic awareness)
- Identify rhyming words
- Monitor own reading; apply strategies such as sounding out letters
- Determine meaning using context, grammar and picture clues
- Read Aloud with expression and fluency

### Writing

Students will write on a daily basis across all content areas and standards. The competencies that first grade students are developing include the ability to:

- Use spacing between letters and words when writing on a line
- Write recognizable upper and lowercase letters in a writing piece
- Capitalize proper names
- Spell high frequency words properly
- Use classroom resources (work walls, picture dictionaries, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Writing Workshop to develop creative writing skills

### Listening

- Listen and respond respectfully
- Attend to a listening activity for a specified period of time
- Respond with expression appropriate to what is heard

### Speaking

Students will be provided with the opportunity to speak in front of small and large groups and develop public speaking skills.

### Science

- Life Science: Living and Nonliving
- Animals: baby animals, the needs of animals, life of an insect
- Understanding Habitats: what lives in the ocean, the forest, the desert?
- Physical Science: Grouping Objects
- Liquids, Solids, Gases
- Life Cycles
- Food Chains
- Earth Science: How land, water and air are important
- Experiments in Science Lab
- Weather

- Observing Matter: How can objects be described?
- Movement and Sound
- Learning about Energy: Where does energy come from?
- Space and Technology

### Mathematics

- Addition facts to 20
- Subtraction facts to 20
- Counting patterns: 2's, 5's, 10's
- Place Value: ones, tens, hundreds
- Money: pennies, nickels, dimes, quarters
- Telling time
- Measurement
- Facts and strategies to 20
- Two digit addition and subtraction
- Organize and use graphs
- Geometry - Two -dimensional shapes and equal shares; Three -dimensional shapes

### Social Studies

- My Family and Other Families Now and Long Ago throughout the World
- Communities
- Citizenship: rights, responsibilities and roles of citizens
- U.S History and World History
- Geography, map skills
- Economics
- Discuss the role of work in helping people earn income
- Role play the use of money in the classroom store
- Explore how tools and technology are used in the classroom to understand our economy
- Current Events

## **Second Grade**

### English Language Arts

Students must widely read from a variety of texts that are increasingly challenging to develop strong literacy skills for their future success. To ensure future success, students must possess effective reading, writing, listening and speaking skills.

### Reading

Students will read a minimum of 25 books across all content areas. The competencies that students are developing as they learn to read include the ability to:

- read grade level text with purpose and understanding
- know and apply grade level phonics and word analysis skills to decode words

- read with sufficient accuracy and at an appropriate rate
- read with attention to expression using punctuation for fluency and to support comprehension.
- determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources
- use self-monitoring strategies, such as rereading and cross-checking
- recognize and have knowledge of a variety of genres
- recognize author, illustrator and title
- engage in independent silent reading

### Writing

The competencies that students demonstrate as they learn to write include the ability to:

- begin to develop a voice in writing
- develop writing expression skills
  - using descriptive vocabulary
  - using details for support
  - logical sequence using a beginning/middle/end
  - having a clear purpose
- Develop writing mechanic skills
  - using correct grammar
  - using correct and a variety of punctuation
  - using correct spelling of high frequency words
  - using correct sentence structure and showing variety
  - with attention to penmanship and proper letter formation
- use classroom resources (word wall, print rich environments) to support writing process
- use revision strategies to develop writing, including conferring with teachers, and peers
- learn the writing process (pre-writing, drafting, revising, publishing)

### Listening

Students will listen on a daily basis and have the ability to:

- listen respectfully and responsively
- avoid interrupting
- respond appropriately to what is heard

### Speaking

Students will speak on a daily basis and have the ability to:

- speak for different purposes
- develop social speaking skills
- use age appropriate vocabulary
- speak in grammatically correct sentences with expression
- establish eye contact with audience

### Mathematics

The math program provides students with a solid foundation in math and provides opportunities for students to apply their problem solving skills, critical thinking skills, and writing skills. The competencies that students are developing as they learn mathematics include the skills for:

### Mathematical Reasoning

- recognizing similarities and differences
- sorting and classifying by size, shape and color
- recognizing patterns
- developing the ability to sequence

### Number and Numeration

- understanding place value to 1000
- grouping and determining place value
- differentiating between whole and parts

### Measurement and Data

- measuring objects with standard and non-standard units of measure
- understanding minutes, hours and telling time
- comparing length, height, weight and capacity
- representing and interpreting data

### Patterning

- identifying patterns and relationships between numbers
- recognizing arrays and equal groups
- identifying two dimensional and three dimensional shapes
- recognizing fact families

### Operations

- adding and subtracting three digit numbers
- counting to five digits
- comparing and contrasting numbers
- counting money
- adding and subtracting money
- using fair sharing concept for multiplication and division

### Estimation

- making estimations about values of numbers
- determining the probability of a random occurrence

### Science

Students will understand and apply scientific concepts pertaining to the world around them. The competencies that students are developing as they learn science include using a variety of skills for:

### Life Science

- identifying similarities and differences between living and non-living things
- identifying, comparing, and contrasting animals and plants
- understanding how living things live together and adapt to their environment
- understanding life cycles of living things

### Earth Science

- understanding the earth is made up of land and water
- understanding its place in the universe
- understanding the earth and its moon's cycles
- understanding the necessity and protection of earth's natural resources
- understanding earth's changes due to natural causes and human behavior
- understanding earth's weather and seasons

### Physical Science

- determining what is matter and how it changes
- observing and describing specific properties of objects
- understanding of light, heat and sound and its sources
- understanding forces, magnets and electricity

### Social Studies

Students learn about the people and world around us using a social and geographic look. The competencies that students are developing as they learn social studies include using a variety of skills and strategies for the ability to understand:

### Community

- rural, urban and suburban communities and their differences
- how communities change
- getting along and working together in a community

### United States and World History

- people, traditions, practices and ideas that make up different communities
- history of the United States; pilgrims, Native Americans
- how our country developed over time; comparing our country's past and present

### Geography

- locations of different places; communities, states, countries
- the components of a map and different types of maps
- directionality; north, south, east and west

### Economics

- how communities provide goods and services to meet the needs and wants of people
- how producers and consumers play a role
- the role of taxation and the ways taxes serve the community

- the economic relationship between different countries

### Citizenship and Government

- our country's government; community, state and national
- problem solving, decision making and conflict resolution in the community, nation, world and classroom
- being a good citizen of the school and community
- how our government is different than many other countries in the world

## **Third Grade**

### Mathematics

Third grade mathematics curriculum continues on a daily basis to teach the basics of mathematics.

- Exploring numbers
- Operations of addition and subtraction
- Multiplication and division
- Classification
- Fractions
- Decimals
- Estimation
- Time
- Money
- Value and measurement
- Geometry
- Problem solving and reasoning skills

Other concepts emphasized include:

- Using calculators
- Graphs
- Discovering patterns
- Understanding the value of and counting coins
- Communicating mathematical thinking in written and oral forms
- Making connections among mathematical ideas, real-life experiences and math proficiency

### Science

#### Life Science

- How Animals Grow and Change
- Living Things and Their Environment

## Physical Science

- Water
- Weather
- Rocks and Soil
- Natural Resources
- Patterns in the Sky
- The Solar System

## English Language Arts

### Reading

The competencies that third grade students are developing as they learn to read fluently include the ability to:

- Identify purpose for reading
- Use letter-sound correspondence, knowledge of grammar, and overall context clues to determine meaning
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts
- Use self-monitoring strategies, such as re-reading and cross checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension
- Engage in independent, silent reading
- Locate the name of the author, illustrator, title page, table of contents, index, and chapter headings
- Recognize and discriminate among a variety of informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Read aloud at an appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect goals and accomplishments
- Use technology to support reading

### Writing

Students will write on a daily basis across all content areas and standards. The competencies that third grade students demonstrate as they learn to write include the ability to:

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks

- Use correct verb tense
- Use varied vocabulary and sentence structure
- Write sentences in logical order and create paragraphs to develop ideas
- Use an organizational format that reflects a beginning, middle and end
- Develop an idea within a brief text
- Learn and use the writing process (pre-writing, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers
- Determine the audience before writing
- Use legible print and/or cursive
- Use word processing

### Listening

Students will further develop listening on a daily basis.

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond appropriately to what is heard

### Speaking

- Respond respectfully
- Use age-appropriate vocabulary
- Initiate communication with peers and familiar adults
- Speak in grammatically correct sentences
- Establish eye contact to engage the audience
- Speak loudly enough to be heard by the audience

### Social Studies

Third grade social studies covers communication, conservation, communities, agriculture, geography and the discovery of America, as well as colonization and slavery.

This positive approach to history encourages students to love and respect their country. The heroes and heroines to whom they are introduced provide role models representing ideals and aspirations for which students can strive.

Other topics include community types, geography, government, what communities share, cultures, special people profiles, and map and geography skills.

Explore various artworks from other cultures and countries

# Fourth Grade

## Mathematics

### Key Idea for Mathematics

- Mathematical Reasoning
- Number and Numeration
- Operations
- Modeling/Multiple Representation
- Measurement
- Uncertainty
- Patterns/Functions

### Concepts:

- Place Value through millions
- Read and write multi-digit numbers
- Compare and ordering numbers
- Rounding
- Add and subtract whole numbers and money
- Understand multiplication and division
- Multiply with one and two-digit numbers
- Divide by a one-digit number
- Patterns and sequencing
- Prime and Composite Numbers
- Fractions, equivalent, simplest form, ordering
- Mixed numbers and improper fractions
- Adding and subtracting decimals
- Comparing and ordering decimals
- Customary Measurement, length, capacity and weight
- Metric Units of length, capacity and mass
- Perimeter and area
- Geometry (polygons, angles)

### Life Science

- Building Blocks of Life
- Classifying Plants and Animals
- Plant and animal adaptations
- Parts of a plant
- Life cycles of animals and plants

### Ecosystems

- What is an ecosystem?

- Matter and energy flowing in ecosystems
- Changes in ecosystems
- How do organisms and environment react when people disturb the ecosystem

### Systems of the Human Body

- Similar cells form tissues, organs, organ systems
- How systems work together
- The Body

### Earth Science

- Water cycle and its effect on weather
- Weather station
- Forecasting weather
- Weather systems, hurricanes, tornadoes, Nor Easters

### Earth's Surface

- Minerals and rocks
- Using natural resources for energy
- Weathering and erosion of Earth

### Physical Science

- Measuring Matter
- Physical and chemical changes in matter
- How to measure length and volume
- How to find mass and density

### Electricity and Magnetism

- How does matter become charge?
- How is electricity transformed to magnetism?
- What is magnetism?

### Forces and Motion

- How do forces affect motion?

### English Language Arts

#### Reading

- Determine the main idea of a text
- Apply active reading strategies to a variety of texts
- Apply comprehension strategies to fiction and non-fiction texts
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding

- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression
- Read with a high level of fluency and expression
- Utilize root words, prefixes, suffixes, and context clues to analyze unfamiliar words
- Determine the meaning of unfamiliar words by using context clues, dictionaries and other sources
- Make inferences and draw conclusions
- Compare and contrast
- Engage in independent silent reading
- Use computer software to support reading

### Writing

- Learn and implement the “writing process” (pre-writing, drafting, revising, proofreading)
- Develop a voice in writing
- Spell frequently used words correctly
- Develop and reinforce grammar and conventions throughout the year
- Multiple paragraph pieces that focus on a specific purpose or audience
- Use an organizational format that reflects a beginning, middle and end
- Write opinion and persuasive pieces
- Write informative/explanatory texts to examine a topic
- Write ideas and information clearly.
- Write narratives to develop real or imagined experiences
- Write chronological pieces, pieces focusing on cause and effect
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Take notes, paraphrase, and categorize the information gathered from print and digital sources
- One on one writing enhancement workshops
- Use revision strategies to develop writing, including conferring with teachers and peers
- Thematic and integrated writing

### Listening:

- Listen respectfully and responsively to all speakers
- Listen and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.
- Identify the reasons and evidence a speaker provides to support particular points

### Speaking:

- Initiate communication with peers and familiar adults
- Establish eye contact to engage the audience
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, and orally.
- Report on a topic or text,
- Tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes
- Speak clearly at an understandable pace.
- Use gestures appropriate to conveying meaning
- Create and present multimedia projects, including digital Presentations

## Social Studies

### The study of New York's History and its Local Government:

- Connections between local, New York State and United States History
- Native American Indians of New York State
- Explorers
- Three worlds meet in the Americas
- Revolutionary War in New York State
- Colonial period, Colonial Fair
- The New Nation
- Industrial Growth and expansion
- Research and multimedia presentations on Inventors
- Urbanization: economic, political and social impacts
- Government and purposes of government

### U.S. History and World History

- Identify accomplishments of Native Americans who lived in New York State
- Learn about Colonial Life in New York
- Recognize the different roots and sources of American culture
- Explore the effects of the Revolutionary War
- Understand how immigrants came to the United States

### Geography

- Understand how the settlement in New York were influenced by government
- Create maps showing specific locations in New York
- Investigate and describe how geography influenced the industrialization of the United States
- Illustrate the effects of geography on different parts of New York

### Economics

- Construct a list of items being bought and sold in the colonies
- Colonial jobs
- Recognize and locate natural resources of New York

### Civics, Citizenship and Government

- Explore the functions of the local, state and federal government, giving examples of how each affects their lives

- Discuss values and traditions that unite all Americans
- Give examples of rules and responsibilities of citizenship in the classroom, home, school and local community
- Recognize the United States Constitution, Declaration of Independence and other historical documents

## **Foreign Language Curriculum French, Spanish and Mandarin**

*The central communicative goals in modern language learning are listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. Both our Lower School and Upper School grades benefit from:*

- An engaging and developmentally appropriate curriculum that reflects the needs and interests of the child.
- Modes of instruction that include individual and choral repetition, total physical response, paired and small group work, differentiated instruction and interactive lessons using digital media.
- Concepts presented in a way that challenges students' thinking skills; for example, instead of just naming or labeling animals, students classify them by habitat or size.
- The opportunity to enroll and be acknowledged within National Assessments, such as the National French Exam, an annual competition sponsored by

American Association of Teachers of French (AATF) that ranks students of French across the country.

- The teaching of New York State Learning Standards as outlined by the American Council for the Teaching of Foreign Languages (ACTFL) aligned with the Core Curriculum State Standards (CCSS).

The Primary Focus of the Bridges Academy Foreign Language Program is to reinforce ideas in:

CULTURE - Gaining Knowledge and Understanding of Other Cultures

- *Demonstrate an understanding of the relationship between the practices and perspectives of a foreign culture*

CONNECTIONS - Connect with Other Disciplines and Acquire Information

- *Reinforce and further their knowledge of other disciplines through the study of foreign language*

COMPARISONS - Develop Insight into the Nature of Language and Culture

- *Demonstrate understanding of the nature of language through comparisons of foreign languages and their own.*

COMMUNITIES - Participate in Multilingual Communities beyond the Classroom

- *Use of foreign languages both within and beyond the school.*

COMMUNICATION - Communicate in the target language

- *Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*

In accomplishing these goals, lower school students are introduced to:

- Numbers: number recognition, sequencing, grouping, more or less, addition and subtraction.
- Calendar: sequencing days of the week, counting the days of the month, charting weather patterns, graphing birthdays, patterning and sequencing activities.
- Colors and Shapes: classification of objects according to color/shape and blending colors.
- Foods: classification of foods, nutrition, food groups, restaurant simulations.
- School: classroom objects, classroom commands: *raise your hand; open the door, form a line.*
- Animals: grouping by attributes such as size, habitat, colors and sounds.
- Songs, chants, games, skits and artistic expression via related topics.

# **STEM, Physical Education, Music, & Fine Art Curriculums**

## **STEM**

The Lower School STEM curriculum spirals from Kindergarten through 4th grade so that several key ideas repeat and build upon themselves as the student progresses. This program includes:

- Coding using repeat loops, variables, boolean logic, and conditionals using Blockly based programming such as Scratch and Code.org
- Computer File Structure - Students learn to recognize and manipulate files based on their extensions and purpose
- 3D Design and Printing
- 2d Graphic Design - Students learn to use graphic design programs to create meaningful images
- Robotics - Students learn to code and design robots that respond to pre-designed functionality
- Digital Citizenship - Students learn the 9 tenants of Digital Citizenship to become safe and healthy internet power-users of the 21st Century
- Chromebook Usage - Students learn proper Chromebook Usage, shortcuts, and how to harness its functionality to be highly productive in the classroom.

- Google Suite Instruction - Students learn to navigate through the Google Suite including Google Docs, Sheets, Slides, and Drive.
- Current Events in Technology - Students learn how 3d design, AR/VR, and Artificial Intelligence (AI) are changing the world
- Augmented and Virtual Reality Design - Students program using Augmented and Virtual Reality design software and view results using Merge Cubes
- Web Research Techniques - Students learn proper web research techniques to yield relevant results
- Keyboarding - Students receive hands on guidance to develop their touch typing keyboarding skills
- Digital Music - Students use programs such as Soundtrap to create online music
- Circuitry - Students use Little Bits and Chibtronics to design real life, programmable circuits

## Physical Education

### K-2<sup>nd</sup> Grade

#### Locomotor Skills

- Skipping
- Galloping
- Hopping
- Jumping
- Jogging

#### Movement/Spatial Awareness

- Chasing, fleeing, dodging
- Boundary awareness
- Personal space awareness
- Moving through space safely
- Moving in different directions, ranges, pathways

#### Manipulative Skills

- Throwing and Catching
- Striking- Hitting and kicking
- Volleying
- Dribbling
- Rolling
- Sliding

#### Fitness

- Understand different components of fitness
- Cardiovascular endurance
- Muscle strength and endurance

- Flexibility
- Perform and identify different fitness activities
- Understanding the importance of and recognizing an elevated heart rate during physical activity

#### Incorporated Sports Skills and Activities

- Soccer
- Basketball
- Jump Rope
- Volleyball
- Scooter Play
- Parachute Play
- Bowling
- Gymnastics
- Cooperative games and team building

#### 3<sup>rd</sup> -4<sup>th</sup> Grade

##### Movement/Spatial Awareness

- Chasing, fleeing, dodging
- Speed, agility
- Defending space
- Understanding the roles of offense and defense
- Combination movement
- Locomotor + non-locomotor+manipulative

##### Manipulative Skills-

- Throwing and Catching (advanced)
- Striking- with and without objects
- Passing
- Shooting
- Rolling (advanced)
- Volleying individually and with partners

##### Fitness and Nutrition

- Fitness testing begins
- Recognizing and understanding different fitness components and how they relate to health and wellness
- Cardiovascular endurance
- Muscular strength and endurance
- Flexibility
- Body composition
- Balancing physical activity with nutrition
- Identifying the various food groups
- Placing appropriate foods within those food groups

##### Cooperative games/Teambuilding activities

- Working together
- Problem solving skills
- Communication skills
- Good Sportsmanship

### Incorporated Sports Skills and Activities

- Soccer
- Football
- Team Handball
- Basketball
- Jump Rope
- Scooter Hockey
- Volleyball
- Bowling
- Lacrosse
- Gymnastics
- Kickball
- Wiffle-ball

### Fine Art

Both our Lower School and Upper School grades benefit from:

- Learning problem solving skills and build their confidence
- Small class size ensures individual attention and help with drawing skills, painting techniques, sculpting with clay
- A non-competitive environment; every child is talented in their own unique way
- Students develop concentration and observation skills
- Fun, age appropriate curriculum keeps the students engaged
- Students learn about the proper use of artist mediums
- Introduction to color theory and art history
- Watch appropriate videos on the subject matter or artist of the week
- Explore art from various historical periods and world cultures
- We teach New York State Department of Education standards in Fine Art:

What does NY State require children to learn in the area of Fine Art? *"Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works."*

LOWER SCHOOL FINE ART CURRICULUM focuses on:

- Drawing animals, people, landscapes, still life and master artist works.
- How to use chalk and oil pastels, watercolor paints, markers, colored pencils, acrylic paint
- Learning color wheel: primary, secondary, and complementary colors

- Elements of Art: line, shape, color
- How to choose a medium for a project
- Using clay to make animals
- Building art appreciation by viewing artworks by famous artists and recreating an artwork
- Preparing artwork to be displayed in the three yearly art shows
- Creating a collaborative project with the class for our Art Auction

## Music

- The students will focus on:
- Singing individually and as a group
- Demonstrating expressive qualities of music such as dynamics and tempo through singing and playing instruments
- Steady beat through movements and singing
- Exposure to historical figures in music and their cultural significance
- Introduction to reading lines and spaces in the treble clef
- Exposure to multicultural music

### 3<sup>rd</sup> Grade- Recorders

- The students will focus on:
- Fluency in reading lines and spaces on a staff in the treble clef
- Demonstrating expressive qualities of music such as dynamics and tempo through playing instruments
- Perform on an instrument individually or as a group

### 4<sup>th</sup> Grade- Band/Lessons

- The students will focus on:
- Performing music with technical accuracy and stylistic expression, such as tempo and dynamics
- Demonstrate performance decorum, such as stage presence, attire, and behavior
- Demonstrate audience etiquette appropriate for venue, purpose, and context
- Apply teacher provided and collaboratively developed feedback to evaluate ensemble performances.