



LOWER SCHOOL

CURRICULUM GUIDE

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Lower School Program:

Learning at Waterford School flows from beginnings grounded in the rich liberal arts tradition. The curriculum in Lower School is research-based and informed by knowledge of how children learn. The curriculum includes information, as well as the ways of understanding that humans have developed through the ages. To experience the Waterford curriculum is to be educated rather than simply instructed. The offering of courses in the sciences, history, literature, and the arts ensures the engaged, joyful pursuit of learning at a very early age.

Curriculum in Lower School is developed by faculty who are guided by the Lower School Head and Assistant Lower School Director, as well as Department Chairs of the Middle and Upper School. Curriculum throughout the school is integrated and connected vertically. The mastery of core objectives in reading, writing, and mathematics allows in-depth exploration, analysis, and experimentation with theory and ideas. Specialists bring expertise to science, computers, physical education, library, dance, art, and music. All Lower School classes have a Canvas page to support learners. Students learn how to navigate their Canvas pages and how to complete activities using Canvas. PreK-Class II also uses Seesaw as an online portfolio for their students.

Waterford Lower School teachers teach students how to learn, and understand that not all learning is based in books. Through an enriching environment and tools provided for them, students immerse themselves in learning by becoming the peoples they are studying and by participating in the re-creation of cultural and historical experiences.

The Lower School is contained in its own building, yet students are comfortable within the larger campus. Students enjoy meaningful learning experiences between classes and with the Middle and Upper Schools.

Lower School teachers are devoted advocates for their students, who grow by absorbing new knowledge and methods, working together with enthusiasm, and reveling in the accomplishments of their peers. The faculty model the core values of excellence, integrity, responsibility, curiosity, and caring while teaching what they love and loving those they teach. They pride themselves in helping children discover the joy of learning.

The world of Waterford Lower School is one of endeavor and excitement. It is a world of beginnings.

PreK

PreK - Statement

The Preschool Program is the foundation of a child's education at Waterford. Teaching is both direct and supportive as children are involved in whole-group, small-group, and free-choice activities each school day. Learning in every domain is integrated as children make hands-on examinations and express themselves within the PreK environment. Time for engagement in deep-play is paramount as is providing opportunities for children to explore their interests.

Direct-instruction objectives are research-based and informed by knowledge of developmental milestones. The nurturing environment of the Waterford PreK Program promotes healthy emotional, social, cognitive, and physical growth and development. As children contribute to a caring class community, they are able to joyfully engage as active, curious learners who are comfortable taking risks that lead to new abilities and greater understanding. Minds are engaged through first-hand observation of objects, observing processes, and considering higher level thinking and problem solving. Children are invited to think about their curiosity and ask questions as they choose centers to investigate, hypothesize, and revisit activities they have enjoyed previously. Children make connections as they observe phenomena, look for patterns, and reason about why things happen. New understandings emerge as children recognize feelings of confidence and celebrate "I can do it!" accomplishments. Emerging skills in many domains of learning are evident as children share ideas, draw and write, paint and construction as well as in movement, music, and creative dramatics. The PreK/Kindergarten outdoor classroom extends the full range of whole-child development. Creative self-initiated play with natural elements promotes a strong connection with the earth and provides opportunities for collaborative relationships and physical well-being. All of these experiences help each child develop dispositions to be life-long learners.

PreK-3

PreK-3 - Literacy

Reading, writing, listening, and speaking is central to everything we do each day. Children's oral language development is strengthened as we build relationships of trust and engage in conversations about the world around us. Language learning opportunities are both spontaneous and planned. The schedule of the day provides a developmentally appropriate balance of choice time, small group directed learning, and whole group activities. Throughout the year children develop dispositions to become readers, writers, careful listeners, and confident communicators within our caring class community. Environmental print including Letter Puppets, children's name tags, "Question of the Day", and labeling the room with signs and messages keep alphabet awareness observations and literacy discoveries exciting all year long. Along with learning to recognize each other's names in print, and reading signs around the room like the schedule of the day, children are introduced to the upper-case letters of the alphabet through Nursery Rhymes. Each new letter is introduced with a puppet. Children memorize rhymes, hold a small book, and turn the pages building language fluency and demonstrating awareness of print concepts. Phonemic awareness skills are introduced and practiced during explicit instruction at small-group time. Acting out rhymes and traditional tales brings heightened engagement as children take on the language, feelings, and problems of fun characters. Whole-group circle time songs, chants, and rhymes incorporate movement and dance for big body fun! Opportunities to paint, draw, and write are encouraged during direct instruction as well as during choice-time at centers. Exploring thematic topics strengthens skills as children listen attentively, share their ideas, learn how symbols are used as representations to communicate ideas, and strive to make sense of meaning and print in their environment. Opportunities for writing labels, making signs, observational drawing, and dictating stories about their adventures in the outdoor classroom are encouraged. Rich vocabulary grows as children make observations and discoveries both inside and outside. These experiences strengthen their understanding of the power of print and develop a love of language and literacy as a way to communicate thoughts and ideas with each other. Sharing books together is a deeply nurturing activity. At school, students choose books and ask to be read to individually, in small groups, and as a whole class throughout the day both inside and outside. Every child is encouraged to bring home a classroom library book in their book bag to read and enjoy with the family every day.

PreK-3 - History/Science

The primary goal in PreK-3 is developing a sense of wonder about the world in which we live. As science and social awareness topics of interest are introduced, passions for investigation emerge. Teachers gather objects and plan experiences to extend engagement and support children's hands-on investigations. Rich discussions of observation and inquiry are supported by quality children's literature. Life-science topics include observing seasonal change, weather, plants, animals, and insects. Building with blocks and experimenting with tools and simple machines allow children to discover physical science concepts. As students investigate properties of plants, earth, and critters in the outdoor classroom, they enjoy hands-on exploration and observation with many opportunities to design their own experiments with water flow, properties of sand, rocks, soil, nuts, and shells, and inclines and ramps. History topics include building friendships, community helpers, and exploring cultures throughout the world. Curiosity about how things work is paramount.

PreK-3 - Math

Hands-on experiences with manipulatives help PreK-3 children identify attributes, sort, match, and label groups for counting, graphing, and patterning. Numeracy concepts are presented and practiced during small group, whole group, and child-directed center time. Acting out favorite stories such as the "Three Billy Goats Gruff" makes math language fun and relevant. Using math concepts during block building is especially rewarding. Children compare size, height, and length as well as symmetry, angles, and geometric shapes. Using timers, money, and measuring tools of daily life help children recognize the many ways math is used in problem solving and critical thinking. Counting throughout the day helps children visualize what numbers represent. Rote counting as well as one-to-one correspondence counting show each child's numeral awareness. Comparing sizes and naming attributes of a variety of collections throughout the year builds observational skills within each topic of inquiry.

PreK-3 - Visual Arts

PreK-3 students enjoy making artwork that expresses their unique ideas and creativity. Exploring the properties of a variety of materials and tools inspires these young artists to invent, experiment, and manipulate their supplies according to their own creative directions in both two and three dimensions. Drawing, painting, sculpting, printmaking, and constructing "beautiful junk" creations are some of the projects children eagerly pursue. Children are encouraged to identify elements of art both in their own works and in the works of famous artists. Opportunities to create art are available throughout the day.

PreK-3 - Music

Musical growth is experienced by PreK-3 children as they sing and move. Experiences promote the singing voice and a sense of steady beat. A repeating core of songs and rhymes help facilitate their vocal development. Musical comparatives such as same/different, speech/song, high/low, fast/slow, short/long, and soft/loud are explored. Activities include play, stories, acting, dramatization, and music listening, where the children naturally take part, imitate, and improvise within a safe environment for singing and vocal expression. Children enjoy exploring sounds with musical and rhythm instruments every day in the music & movement area of the outdoor classroom.

PreK-3 - Movement

PreK-3 students enjoy moving with expression and imagination in a shared space. They explore simple locomotor steps at the signal of a drum such as skip, slide, walk, gallop, hop, and jump. They practice self-regulation as they move, stop, and freeze at a signal, and participate in group games with rules. Red Light/Green Light, Old Grey Cat, Hokey Pokey, and Going on a Bear Hunt are favorites. They feel and experience a marching beat, create and hold simple shapes, and use imagination in pretending scenes such as forest, zoo, and toybox. Students are invited to stretch and relax, becoming aware of their heartbeats and breathing. Yoga poses of animals and elements in nature develop focus, balance, and flexibility. In the outdoor classroom, students test and hone physical skills as they walk across a log, climb on rocks, march in musical parades, and carry containers of water. Participating as an audience at school dance recitals adds wonder and appreciation for the joy of dance and movement.

PreK-3 - Social/Emotional

As our PreK-3 children express feelings and talk about the day to day emotional ups and downs, they are laying a foundation for life-long emotional intelligence. Early experiences identifying feelings helps children develop habits of mind. Opportunities for developing social awareness skills arise in our everyday experiences in the classroom. Children come to school with a variety of emotions and become aware of how to talk about their own feelings, and notice the feelings of others. Relationships of trust develop with teachers and peers as we identify problems and find solutions. Children show initiative as they choose activities every day. Some play on their own. Others yearn for companionship. Acknowledging similarities and differences in each child's unique personality is at the core of building a caring class community. There are many opportunities for identifying and talking about feelings. We teach phrases like, "Can I have a turn when you are finished?" as one way children can show that they are becoming aware of the feelings of others. Naming feelings is a skill building emotional intelligence. Approximately 75% of children's books for this age group show characters experiencing a variety of feelings. As children identify the feelings in those characters, they are growing in their understanding of emotions. Executive-functioning skills, including self-regulation, sustained attention, and cognitive flexibility, are explicitly taught and practiced through games and opportunities to do special jobs and use tools with care. Children develop relationships of mutual trust and respect with adults and peers as they build friendships learning that "sharing is caring." Respect for self, others, nature, and property is expected. In the Outdoor Classroom, children increase awareness and confidence with self-directed inquiry in the natural world.

PreK-4

PreK-4 - Literacy

The goal of PreK-4 literacy is to help children see themselves as readers, writers, listeners, and speakers. Careful listening and taking turns to talk is the beginning. The balanced literacy program provides experiences for children to listen to interesting language, learn new vocabulary and print in context of thematic topics, and receive direct instruction of reading and writing in small groups. Quality children's literature, books, rhymes, chants, environmental print, and focused attention on phonological and phonemic awareness skills are implemented within the daily routines. PreK-4 children are introduced to capital and lowercase letters and sounds of the alphabet. Additional alphabet and phonological skills are explicitly taught based on student readiness. As part of the PreK/Kindergarten outdoor classroom, children make choices among labeled areas of interest and verbalize plans for where they'd like to play. Opportunities for writing labels, making signs, observational drawing, and dictating stories about their adventures in the outdoor classroom are woven throughout the day. These experiences strengthen their understanding and love of language.

PreK-4 - History/Science

The PreK-4 child's environment is the main focus of study, expanding upon what is already known about themselves, family, school, and the community at large as they learn about community helpers and traditions of children throughout the world. Children's minds are engaged through close observation of things they can see, touch, hear, smell, and taste. Science includes a study of seasons, plants, insects, spiders, animals, oceans, and space. Children make predictions and hypotheses about what is observed, then generate ideas for problem solving or evaluate results of their study. Children learn to think about their thinking, construct new knowledge, and apply their emerging skills. They participate in discussions and investigations, conduct surveys, and ask questions to gather information. As students investigate properties of plants, earth, and critters in the outdoor classroom, they enjoy hands-on exploration and observation with many opportunities to design their own experiments with water flow, properties of sand, rocks, soil, nuts, shells, and inclines and ramps.

PreK-4 - Math

Hands-on experiences with manipulatives help PreK-4 children identify attributes, sort, match, and label groups for counting, graphing, and patterning. Numeracy concepts and writing numerals are practiced during small group, whole group, and child-directed center time. Children apply math concepts to everyday life. Estimating quantities, adding and subtracting, measuring, using position words, and exploring symmetrical design are activities that engage children's minds as mathematical thinkers.

PreK-4 - Visual Arts

PreK-4 students enjoy making artwork that expresses their unique ideas and creativity. Exploring the properties of a variety of materials and tools inspires these young artists to invent, experiment, and manipulate their supplies according to their own creative directions in both two and three dimensions. Drawing, painting, sculpting, printmaking, and constructing recycled art creations are some of the projects children eagerly pursue. Children are encouraged to identify elements of art both in their own works and in the works of famous artists.

PreK-4 - Music

Using appropriate activities for the young child, PreK-4 music focuses on music listening and aural perception, the singing voice, and steady beat. Children learn a core of rhymes, folk songs, and games that cultivate melodic and rhythmic memory and complement the seasons and homeroom themes. They experience musical comparatives and explore, imitate, and express themselves with voices, instruments, and movement. They play and improvise in the piano lab. Their natural musical spontaneity is supported. Habits of willing, uninhibited singing and enjoyable participation are nurtured.

PreK-4 - Movement

PreK-4 students learn to move with expression and imagination in a shared space. They learn simple locomotor steps such as skip, slide, gallop, hop, and jump. They practice self regulation as they move, stop, and freeze at a signal and participate in group games. They feel and experience a marching beat and create and hold simple shapes. Students become aware of their breathing while stretching and doing yoga. In the outdoor classroom, students test and hone physical skills as they walk across a log, climb on rocks, and carry containers of water. Participating as an audience at school dance recitals adds wonder and appreciation for the joy of dance and movement.

PreK-4 - Social/Emotional

PreK-4 children are curious about the world and interested in discovering their place in it. A positive attitude toward learning, self confidence, self control, and a sense of security and belonging are all important elements of a young child's healthy development. Executive function skills, including self regulation, sustained attention, and cognitive flexibility, are explicitly taught and practiced throughout the preschool day. As part of a caring class community, children develop relationships of mutual trust and respect with adults and peers. They experience feelings of independence and leadership as well as interdependence and cooperation. Personal initiative is encouraged in problem solving and risk taking. Respect for self, others, nature and property is expected. As students persist when working with materials with purpose and initiative in the outdoor classroom, they increase awareness and confidence with self-directed inquiry.

Kindergarten

Kindergarten - Statement

Students experience a curriculum during the Kindergarten year which includes reading, writing, mathematics, history, science, art, dance, PE, computers, and music. A rich and lively learning climate is established so that the joy of learning can be emphasized. Care is taken to provide materials for the children so that they are all challenged, actively involved in learning, and confident about themselves and their abilities. All of these experiences help each child develop the disposition to be a life-long learner.

Kindergarten - Literacy

The Kindergarten Literacy program is designed to help children realize that they are readers and writers. The focus is to instill a love for fine literature. Students are involved in reading instruction which uses leveled readers with an emphasis on phonics and phonemic awareness. Beginning with familiar nursery rhymes, stories, poems, and songs, the children are immersed in a print-rich environment. They participate in independent reading and writing activities, lively unison readings, and creative writing. Small and whole group instruction includes phonics, decoding skills, and penmanship. Children are exposed to the work of prominent authors of children's literature. They read a variety of books by each author.

D'Nealian style script is used for handwriting instruction, focusing on consistent size, form, slant, and spacing. The students participate in daily journal writing. As their writing skills develop, they write complete sentences.

Kindergarten - History

Children learn to value the unique differences in each other by studying their surroundings of home, neighborhood, school, and community before broadening the scope to include other people, places, and events. Special people and events in history as well as holidays are explored.

Kindergarten - Math

The Kindergarten mathematics program relies on teaching, discussion, experimentation and application to teach fundamental mathematical concepts including counting, numeration, operations, geometry, measurement, time, money, graphing, and problem solving. Common life applications are embedded as children investigate math concepts using a variety of manipulatives and hands-on experiences.

Kindergarten - Science

Kindergarten science encourages and fosters a sense of wonder and curiosity about the world. Students learn about topics in earth and space science, physical science, and life science. Engineering skills are developed as students problem solve within these domains of science. Earth and space units include observing, recording, and comparing weather over time, seasonal weather patterns and changes, observations of the day and night cycle, the effects of the sun's light on Earth, as well as an exploration of a variety of Earth's materials. Physical science focuses on exploring how non-living things move, how they are classified, and what happens when they are taken apart and put back together. Life science

units include a study of the five senses, personal hygiene, comparing living vs. non-living things, and investigating a variety of plants and animals.

Kindergarten - Visual Arts

During Kindergarten, children continue to experiment and begin to formulate ideas in which they are able to define their world through different art media. The philosophies during this year are similar to that of PreK-4; however, greater emphasis on skills occurs during the latter part of the year. Creativity is the key. Kindergarten students learn the basics of color, line and shape and how those elements apply to art. Kindergarten students will focus on the creative element of perspective in art.

Kindergarten - Music

Waterford children develop a love for music in Kindergarten. Students are encouraged to use steady beat and their singing voices each class, as they are critical components to understanding basic concepts in music. Students sing foundation songs for later learning of rhythmic and melodic concepts. Activities include movement, instruments, and listening to classical music. Students begin to relate rhythm and melody to graphic notation and symbols. They experience steady beat, distinguish beat from rhythm, and use “ta” and “ti-ti” to voice quarter notes and eighth notes. Lastly, they are introduced to basic piano skills through improvisation and methods. Each student acquires a theory workbook to supplement their learning.

Kindergarten - Computers

Students work with a variety of software that reinforces and enhances the reading, writing, math, and science concepts they are taught in the classroom.

Kindergarten - PE

Students demonstrate the mature form of certain locomotor skills (skipping, hopping, galloping) and manipulative skills (throwing, kicking, dribbling). Health-enhancing activities are introduced. These activities focus on the following health components: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Teamwork, self control, responsibility, and problem-solving skills are taught. Students work to develop their skills in areas such as space awareness, transferring weight, chasing and fleeing, throwing and catching, kicking (soccer), dribbling (basketball), and striking with rackets, sticks (floor hockey), and bats.

Kindergarten - Dance

Kindergarten students work to fill their “dance toolbox” with games and improvisations built around themes of body, energy, space and time. They make shapes alone and with partners using levels, focus, prepositional words, and directions. They understand energy qualities such as sharp and sustained, collapse and explode. They demonstrate the partner skills of copying, leading, following, and mirroring. They dance in response to books, poems, music, and with a variety of props. They explore simple and complex locomotor skills and social dances. Kindergarten students are given explicit instruction in executive function skills, audience etiquette and mindfulness.

Kindergarten - Theater

The curriculum of our kindergarten theater program consists of dramatizing children's storybooks with voice, actions, puppets, props, and costumes. We enjoy a musical theater unit wherein we begin with familiar action songs and nursery rhymes and build from there. We engage in dramatic play units and finish the year with a performance. We spend our class time creating a joyful creative environment as we normalize dramatic play.

Class I

Class I - Statement

Mastery of knowledge and the development and use of skills provide the foundation in Class I. In small and large groups, the students continue their progress in reading, mathematics, and writing. They enjoy the specialist classes of art, science, physical education, library, music, dance, and computers. Students learn to problem solve, make decisions, and take responsibility. Mindfulness and social emotional learning are at the core of all we do in Class I.

Class I - Literacy

Through an abundance of selected literature, children develop greater fluency and comprehension. They are engaged in silent reading, partner reading, group reading, reading along with recordings, comprehension activities, and vocabulary building. Students master the skills of phonics and phonemic awareness. Both reading and phonics instruction employ hands-on, active learning activities. Teachers and reading assistants collaborate to instruct students in small groups.

To accompany and complement this program, the children are involved in daily writing. Spelling words are taken from the phonics program. Handwriting is based on D'Nealian style script. Students learn lower and upper case manuscript. Emphasis is on correct letter formation, word and letter spacing, alignment, and neatness.

Class I - History

Students in Class I study current events and build cultural competencies.

Class I - Math

Class I math curriculum is designed around the core objectives of place value to 100, addition and subtraction facts, addition and subtraction within 100, writing and solving number sentences and word problems, and patterns. Students also work with time, money, and geometry. Students are given a wide variety of hands-on experiences and exercises in practical computation. Students work on critical thinking through problem solving, reasoning, and generalization. Simulation activities coincide with specific math units to connect application of knowledge to real life events. Cooperative learning and varied small group interactive activities support the concepts presented. Mathematical ideas are related to other areas of the curriculum so that students acquire broader notions about the interconnectedness to other fields.

Class I - Science

Class I science encourages and fosters a sense of wonder and curiosity about the world. Students learn about topics in earth and space science, physical science, and life science. Engineering skills are developed as students problem solve within these domains of science. Earth and space units include observing, recording, and comparing weather over time, seasonal weather patterns and changes, observations of the sun, moon, and shadows, as well as an investigation of the natural world. The planets in our solar system will also be introduced. Physical science focuses on changes in the movement of non-living things, classifying objects by their properties, states of matter, and light and sound. Life science units include personal hygiene and studying the life cycles of a variety of animals.

Class I - Visual Art

Class I begins the foundation of a vertical art curriculum which moves through Class V and on to Middle and Upper Schools. Components of this course include expanding our understanding of color, line and shape. Class I students will also be introduced to project planning and the concepts of symmetry and asymmetry. Class I students are encouraged to express their creativity through drawing, painting, and three-dimensional art. Students in Class I are introduced to design elements and principles in an organized manner which emphasizes their personal creativity.

Class I - Music

Class I centers on the transfer from sound to symbol of basic rhythm, meter, solfege, and staff notation. Students reinforce these concepts through traditional folk song and dance, as well as engaging activities that not only contribute to learning, but also generate a positive attitude toward music. They learn to read musical symbols including the tie, half note, whole note, basic rhythmic patterns, 2-beat meter, and AB form. Students also participate in a choral concert each Winter and Spring. Piano playing skills are developed, including reading absolute pitches on the treble staff. Students also listen to works by important classical composers and become familiar with instruments of the orchestra. Lastly, students continue their journey from Kindergarten learning basic piano skills through improvisation and methods in the piano lab. Each student has a theory workbook to supplement their learning.

Class I - Computers

Students are introduced to coding in Class I and continue to study responsible digital citizenship. This use of technology opens avenues for problem solving and new ways to discover solutions. Students master a variety of software that reinforces and enhances the reading, writing, math, and science they are taught in the classroom.

Class I - PE

Students demonstrate the mature form of certain locomotor skills (skipping, hopping, galloping) and manipulative skills (throwing, kicking, dribbling). Health-enhancing activities are introduced. These activities focus on the following health components: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Teamwork, self control, responsibility, and problem-solving skills are taught. Students work to develop their skills in areas such as space awareness, transferring weight, chasing and fleeing, throwing and catching, kicking (soccer), dribbling (basketball), and striking with rackets, sticks (floor hockey), and bats.

Class I - Dance

Class I students understand their body as an instrument, and dance as a form of communication. They learn bone names through experiential anatomy. Through games, choreography and improvisations they explore themes of body, energy, space, time, and relationship. They make shapes alone and with partners using levels, focus, prepositional words, and directions. They understand energy qualities such as sharp and sustained, collapse and explode. Students demonstrate the partner skills of copying, leading, following, and mirroring. They dance in response to books, poems, music, and with a variety of props. Students learn ballet technique and social dances. They share informal solo and duet performances in front of peers. Class I students are given explicit instruction in executive function skills, audience etiquette, and mindfulness.

Class I - Chess

Class I students learn the fundamentals of chess: caring for chess sets, setting up the board and pieces, mapping the squares on the chessboard, learning the names and movements of the pieces, check and checkmate, draws, and special rules. Throughout the year, students will learn how to play full matches with proper chess etiquette, and will participate in cleaning up the chess set with care.

Class II

Class II - Statement

Class II students hone previously learned skills while exploring and mastering new ones. Progress in reading, mathematics, writing, and social studies is solidified. Experiences with specialist teachers in art, music, physical education, dance, library, computers, and science build a solid foundation in the liberal and fine arts. This is done with a focus on shaping the achievement and confidence which accompany them to Lower School. Classroom activities underscore the importance of cooperation and responsibility.

Class II - Literacy

The Waterford reading model teaches children specifically at their instructional reading level. Comprehension and fluency skills are taught and reinforced in small reading groups through the use of quality children's literature. Spelling and writing skills are strengthened in small group phonics instruction. Both reading and phonics instruction employ hands-on, active learning activities. Teachers and reading assistants collaborate to instruct students in small groups. A weekly spelling list consists of high-frequency sight words and other words used frequently in Class II curriculum.

Students write extensively, using D'Nealian style script. Students develop sentence-writing skills with letters, poems, narrative, and expository pieces. Students participate in the writing process from prewriting to final draft. The students' writing improves as self-editing and teacher editing are implemented. Grammar topics include nouns, verbs, and adjectives.

Class II - Social Studies

The Social Studies focus in Class II is world geography, beginning with mapping skills and introducing the students to the continents, oceans, and major land and water forms of the world. The remainder of the year is spent in concentrated studies of each continent, focusing on its landforms, environments, people, customs, animals, and some aspects of history. Mapping skills and the use of an atlas are reinforced throughout each continent study.

Class II - Math

Class II is the time to solidify a strong foundation of basic addition and subtraction facts. The math curriculum is based on the core objectives of place value to 1,000, addition and subtraction with regrouping, multiplication and division concepts and memorization of the multiplication tables of 0, 1, 2, 5, and 10, and geometry. Students also work with measurement, time, money, and patterning. Problem-solving strategies are taught and practiced regularly. Students work on critical thinking through problem solving, reasoning, and generalization. Enrichment activities coincide with specific math units to connect application of knowledge to real life. Cooperative learning and varied small group interactive activities support the concepts presented. Mathematical ideas are related to other areas of the curriculum so that students acquire broader notions about the interconnectedness to other fields.

Class II - Science

Class II science encourages and fosters a sense of wonder and curiosity about the world. Students learn about topics in earth and space science, physical science, and life science. Engineering skills are developed as students problem solve

within these domains of science. Earth and space units include observing, recording, and measuring weather, seasonal weather patterns and changes, the night sky, and the characteristics of different rocks. Physical science focuses on gravity, friction, and how different materials respond to change. Life science units include personal hygiene, identifying the basic needs of living things, and habitats of different animals.

Class II - Visual Art

Students in Class II art continue their foundation studies in the elements and principles of design. Line, color, shape, texture, and value are elements that are applied to student artwork. Students learn vocabulary specific to visual art. They expand their drawing skills with an emphasis on observation and detail. Many different types of materials are explored. Individual creativity is emphasized. Class II students expand their project planning skills through multiple pieces.

Class II - Music

Class II music continues to transfer sound-to-symbol familiarity with pillar pentatonic intervals, an increase of the student's singing range and skills with consistent pitch matching, elementary piano keyboard fluency, and the musical independence of each learner. Students reinforce these concepts through traditional folk song and dance, as well as engaging activities that not only contribute to learning, but also generate a positive attitude toward music. They learn to read musical symbols including half note, whole note, sixteenth notes, 8 beat rhythmic patterns, 4-beat meter, and 1st and 2nd endings. They perform, improvise, and compose. Students also participate in a choral concert each Winter and Spring. Students enrich their music literacy through group piano classes. They read absolute pitch in treble and bass staves, learn keyboard/staff relationships, and develop proper technique. Lastly, students continue their journey from Class I, learning basic piano skills through improvisation and methods in the piano lab. Each student has a theory workbook to supplement their learning.

Class II - Computers

Class II students learn basic coding skills. This use of technology opens avenues for problem solving and new ways to discover solutions. Students master a variety of software that reinforces and enhances the reading, writing, math, and science concepts they are taught in the classroom.

Class II - PE

Class II students continue to work on developing their locomotor skills (skipping, hopping, galloping) and manipulative skills (throwing, kicking, dribbling). Opportunities for both cooperative and competitive game play situations are increased. Students learn the basic movements, skills, and rules pertaining to each unit of study. Sportsmanship, cooperation, and problem-solving skills are taught and practiced. Students work to develop their skills in areas such as space awareness, transferring weight, chasing and fleeing, throwing and catching, kicking (soccer), dribbling (basketball), and striking with rackets, sticks (floor hockey), and bats.

Class II - Dance

At the end of the school year, the Class II students are able to do all eight locomotor steps plus variations and combinations of these steps. They identify meters (dule, triple) and continue with note value. They learn the muscles and bones of the body that are important to dance and the alignment of the body. They learn the difference between

positive and negative space as it relates to creation, shape, and choreographic choices. They experiment with improvisation and modern dance technique while being aware of verbs, adverbs, and adjectives. Poetry deepens their understanding of the quality of their movement. They perform in front of peers solo, with a partner, and in small groups.

Class II - Chess

Class II students learn the fundamentals of chess: caring for chess sets, setting up the board and pieces, mapping the squares on the chessboard, learning the names and movements of the pieces, check and checkmate, draws, and special rules. Throughout the year, students will learn how to play full matches with proper chess etiquette, and will participate in cleaning up the chess set with care.



Class III

Class III - Statement

Students in Class III solidify their basic skills and are challenged to apply and extend those skills. Emphasis in all areas of the Class III curriculum is on active learning experiences which involve reading, writing, discussing, critical thinking and problem solving. The emphasis on active learning makes learning more meaningful and yields deeper understanding. Students are led toward independent learning in this significant transition from the primary years to the later years of the Lower School.

Class III - English

Literacy instruction provides specific skills and strategies as students learn to read, write, and engage with literature in meaningful ways. Students learn to read with deep understanding while they learn to write with confidence and clarity. Students read, discuss, and reflect on a variety of literature. Specific reading skills related to the literature are taught regularly. Through immersion in reading experiences, students build a rich vocabulary. As part of the word study curriculum, students explore why words are spelled the way they are, not just how to spell words, in order to successfully apply skills to unfamiliar reading and writing contexts. Vocabulary is studied through literature, as well as through the writing process. The Class III literature program emphasizes comprehension development and literary thinking through a variety of activities focused on character, plot, theme, and connection. Students are given time to read book choices, fostering a love for reading as they are exposed to many genres and authors.

Grammar concepts include capitalization, punctuation, parts of speech, and word usage. Lessons are related to work in reading and writing. Students learn D'Nealian cursive and quality penmanship is emphasized. Writing includes exercises related to literature books and our history curriculum. Students also explore a variety of writing formats such as journal writing, fictional stories, poetry, myths, and a biographical research project. Throughout the year, students work on the processes of revising and editing.

Class III - History

Class III explores the elements of a civilization including its culture. Using the overarching concept of culture, and its relationship with identity, students are enabled to better understand history through the lens of other perspectives. Emphasis is on the relationship between the society, its environment, and their interdependence. History is brought to life through hands-on experiences. Students understand how the discoveries and contributions made by these ancient civilizations (Egypt, Greece, Indus Valley, Ancient America, China, and Rome) affect our lives today.

Class III - Math

Class III math is based on the core objectives of place value up to 10,000, addition and subtraction of larger numbers, memorization of multiplication and division facts (factors 0-10), multiplying and dividing numbers, and working with fractions. Students also work with measurement, time, and money. Students work on critical thinking through problem solving, reasoning, and generalization. Cooperative learning and varied small group interactive activities support the concepts presented.

Class III - Science

In Class III, students investigate many areas of science with hands-on learning while using the scientific method. They begin the year with a unit on the water cycle. During our astronomy unit, they learn about Earth's Moon and Earth-Moon relationships. They also learn about astronauts and some important space missions. Students become geologists when we study the Earth and paleontology. We focus on weathering, erosion, geologic time, dinosaurs, and trilobites. When we move to our energy unit, students use many tools to study forces, magnetism, and electricity. All students learn to identify and build simple and parallel circuits. Students round out the year with biology. We spend time learning about birds.

Class III - Visual Art

Class III will start with a review of the elements of art. Our first project emphasizes the use of cross contour lines to differentiate the three-dimensional quality of forms versus the flatness of shapes. We will combine ink work using cross-contour lines with a wet-in-wet watercolor wash using analogous colors. We learn to draw what we see rather than rely on past images stored in the brain. We use this new way of seeing to draw portraits. All subsequent projects focus on establishing a strong foundation of drawing and painting skills with support of relevant art history and aesthetics. We will also explore three dimensional art with clay.

Class III - Music

Class III students add to the concepts learned from Class II. We build our class activities around the idea that all students should be able to see themselves in some way represented in the music as they "make real music like real musicians" with a sense of joy and belonging. They experience rhythmic and melodic concepts by listening, reading, writing, singing, moving, and playing instruments including electric pianos in the piano lab. They explore rhythms such as combinations of eighth, quarter, half, and whole notes and rests. Melodically, they continue to study both solfege and standard notation, and they sing and play using single-line melodies, rounds, and simple harmonies. Students learn and use concepts such as meter, repeat, melody, ostinato, and improvisation.

Class III students prepare two choral concerts each school year. Students participate in extensive preparation for these performances including continual experiences with healthy and confident singing skills including matching pitch, proper breath support, basic music reading, and musical diction and phrasing. Students gain the experience of ensemble and concert etiquette, and also learn about the philosophy behind programming a concert and presenting an excellent performance as a cohesive group.

Class III - Computers

Class III students use Code.org to build on the coding skills they learned in Class II deepening their understanding of sequencing, algorithms, programs, debugging, events, loops, and more. Touch typing is taught and practiced in the classroom using Chromebooks. Google Suite applications such as Google Docs and Google slides are used for writing poems, stories, and presenting research information.

Class III - PE

Class III students receive instruction to help them obtain a better appreciation for physical fitness, sports, and working together as a team. During the year, different team and individual sports are explored. With this exploration, they not only concentrate on the basic movements, skills, and rules which pertain to each unit of study, but also strongly emphasize sportsmanship, cooperation, and problem-solving skills. Students take part in several units of study: soccer, football skills, volleyball, basketball, floor hockey, team handball, baseball and softball skills, paddle and racket sports, orienteering, lacrosse, and many other non-traditional sports, games, and activities.

Class III - Dance

Class III dance students explore the elements of time, space shape and energy in both art making and modern dance technique. Poetry and contextual materials are used to deepen their own creative compositions. Anatomy is introduced as students begin to understand the body as an instrument. Posture, focus and respect are ongoing foundational values of dance class.

Class III - Chess

Class III students learn the fundamentals of chess: caring for chess sets, setting up the board and pieces, mapping the squares on the chessboard, learning the names and movements of the pieces, check and checkmate, draws, and special rules. Throughout the year, students will learn how to play full matches with proper chess etiquette, and will participate in cleaning up the chess set with care. They also will learn more complex ideas such as special pawns, endgame technique, and opening principles.

Class IV

Class IV - Statement

Learning activities center on mastery of core skills as well as application experiences. Abstract thinking skills are broadened in Class IV. An integrated approach to learning allows the linking of materials and exercises in various subjects. Group discussions highlight cooperation, honesty, and responsibility, helping students understand their place in the Waterford community and other communities at large.

Class IV - English

Literature provides the foundation for the English curriculum. The reading program provides the children with quality literature selections and rewarding content from selected poetry, anthologies, and historical fiction. The home reading program provides additional titles for individual reading and responding through writing and teacher conferences.

Students expand their English vocabulary by learning Latin word roots as well as the prefixes and suffixes from which those roots come into the English language. The skills of vocabulary, comprehension, oral reading, usage, grammar, and writing mechanics grow out of, and are embedded in, the literature and the children's writing. Spelling lists combine syllable types as well as other spelling patterns.

Class IV students are involved in a variety of oral and written experiences. They conduct research and write reports, essays, summaries, and poetry. Throughout these experiences, the focus is on analyzing content, attending to models, editing, rewriting, and publishing. Oral activities include discussions, identifying and defending points of view, and dramatization. Grammar instruction focuses on analyzing sentences by parts of speech and their functions.

Class IV - History

During Fall Term, Class IV studies Utah history. Students learn about Utah geography, prehistoric cultures in Utah, the different Utah Indian tribes, Utah's early explorers and settlers, and westward movement. Winter and Spring Terms are spent studying the history of Western Civilization, focusing on the Middle Ages. This course of study includes Europe after the collapse of the Roman Empire: Vikings, feudalism, manorialism, castles, knighthood, monasteries, and Crusades. Students study world geography with an emphasis on Europe. Students participate in simulations to experience what it was like to live in a medieval world.

Class IV - Math

Class IV math is designed around the core objectives of place value through trillions, multiplication and division of larger numbers, addition and subtraction of decimals to hundredths, fractions, and geometry. Students also work with measurement, data and graphs, and probability. This program emphasizes thinking and problem solving as well as computation. Math facts are memorized and become computational tools. Students work on critical thinking through problem solving, reasoning, and generalization. Activities coincide with specific math units to connect application of knowledge to real life events. Cooperative learning and varied small group interactive activities support the concepts presented. Mathematical ideas are related to other areas of the curriculum so that students acquire broader notions about the interconnectedness to other fields.

Class IV - Science

Class IV students actively study the world around them as they learn about a wide variety of scientific topics. The scientific method is always used during experiment and discovery time. Students begin the year with a unit on plants, including classification of local species. During the weather unit, students collect data, study clouds, and learn about forecasting. Matter is always an exciting unit in Class IV! Students learn about physical and chemical changes to matter as they learn about mixtures, elements, and phases of matter. During the astronomy unit, students study the solar system, stars, and black holes. In our geology unit, we dig deep into our study of rocks and minerals.

Class IV - Visual Arts

Students in Class IV begin the year by comparing the work of Pablo Picasso and contemporary artist Kimmy Cantrel. We talk about the influence of past artists on current artists. We also examine our own influences and how they affect our ideas and creativity. We construct multidimensional masks from recycled cardboard and discuss creating art from repurposed materials. We continue the theme of sustainability by creating altered alebrijes incorporating discarded toys. We strengthen watercolor techniques and practice balanced composition by painting a night landscape. We continue to build on a foundation focussed on the elements of art established in Class III.

Class IV - Music

Class IV students add to the concepts learned from Class III. We build our class activities around the idea that all students should be able to see themselves in some way represented in the music as they “make real music like real musicians” with a sense of joy and belonging. They experience rhythmic and melodic concepts by listening, reading, writing, singing, moving, and playing instruments including electric pianos in the piano lab. They explore rhythms such as combinations of eighth, quarter, half, and whole notes and rests. Melodically, they continue to study both solfege and standard notation. Students learn and use concepts such as meter, repeat, melody, ostinato, and improvisation. Class III students prepare two concerts during the year. During that preparation, students focus on singing skills including healthy singing, free and relaxed tone production, matching pitch, proper breath support, basic music reading, and phrasing. Students gain the experience of ensemble and concert etiquette.

Class IV students add to the concepts learned from Class III. They experience rhythmic and melodic concepts by listening, reading, writing, singing, moving, and playing instruments. Students are given the opportunity to develop their musical skills while having fun. They explore rhythms using dotted half and quarter notes, syncopation, and single eighth notes. Melodically, they learn solfege, including high doh and fa. Concepts such as major and minor tonality, meter 3/4, up beat, and improvisation are studied. Part singing is also introduced. Experience continues on recorder, glockenspiel, xylophone, metallophone, and various un-pitched percussion instruments to facilitate ensemble and further explore new music concepts. Class IV students prepare two concerts during the year. During that preparation, singing skills are developed such as free and relaxed tone production, breath support, and intonation. Students gain the experience of ensemble and concert etiquette.

Students have their first experience learning a string instrument in Class IV. They experience the discipline and artistry of a difficult orchestral instrument through six weeks of violin study. Students learn and incorporate the many facets of

beginning violin technique (including hand position, bow hold, tone production, and pitch accuracy) into their individual and ensemble playing. Through this experience with the violin, viola, or cello, students experience meaningful musical expression and connect with music and a historic instrument art form in a profound way.

Class IV - Computers

Class IV students continue to build their coding skills in three units throughout the year using Code.org, Scratch, and LittleBits. Code.org continues to enhance the basic knowledge of coding terms and application of events, loops, conditionals, debugging, and more. Those skills learned in Code.org are applied even more in Scratch, where students build animations, games, or designs. LittleBits brings knowledge learned in Class III Science about simple circuits and integrates it with the coding skills they have gained to challenge students to build simple circuits and then code it to amazing things! Touch typing is taught and practiced in the classroom using Chromebooks. Google Suite applications such as Google Docs, Google slides, and Google Sites are used for writing stories, reports, and presenting research information.

Class IV - PE

Class IV students receive instruction to help them obtain a better appreciation for physical fitness, sports, and working together as a team. During the year, different team and individual sports are explored. With this exploration, students not only concentrate on the basic movements, skills, and rules which pertain to each unit of study, but also strongly emphasize sportsmanship and building better personal fitness habits. Students take part in several units: soccer, football skills, volleyball, basketball, floor hockey, team handball, baseball and softball skills, paddle and racket sports, orienteering, lacrosse, and many other non-traditional sports, games, and activities.

Class IV - Dance

Class IV Dance begins to take locomotor movements and combine them into more advanced patterns in space. Students deepen their understanding of anatomy and come to know which bones and muscles are important for dance technique and performance. Students complete each term performing their own compositions in class, which combine creativity, originality, and embodying. Improvisation is used as a tool for discovery.

Class IV - Chess

Class I students learn the fundamentals of chess: caring for chess sets, setting up the board and pieces, mapping the squares on the chessboard, learning the names and movements of the pieces, check and checkmate, draws, and special rules. Throughout the year, students will learn how to play full matches with proper chess etiquette, and will participate in cleaning up the chess set with care. They also will learn more complex ideas such as special pawns, endgame technique, opening principles, and chess history.

Class IV - Theater

The curriculum in our grade IV theater program consists of gaining a variety of new theatrical skills and learning new concepts. The class begins with a formal teaching moment followed by the teacher demonstrating and then inviting the students to join in workshopping the new concept. Care is taken to draw parallels between the skills they are learning in class and the skills they will need in life. Lessons that are presented include: Creating a Safe Space; Taking Risks and

Making Mistakes are Good Things!; Cultivating a Growth Mindset/Giving Appropriate Feedback; Elements of Drama; Reader's Theater; Workshopping age appropriate plays; Character Analysis; Macbeth Witches (In-class performance opportunity); Body Movement; Diction/Inflection/Intonation; Emotion/Motivation; Monologues/Auditions (In-class performance opportunity); Public Speaking; Pantomime; Improvisation; and Musical Theater.

Class V

Class V - Statement

The academic climate of Class V fosters independence, responsibility, and self-confidence, promoting a smooth transition to Middle School. Each student is encouraged to work cooperatively and independently, to think critically, and to reflect and analyze. Studies are interdisciplinary; for example, the combined study of American history and literature fosters a heightened understanding and appreciation for key people and events. Research and study skills are enhanced by work done on computers. The liberal and fine arts experiences enjoyed by the students from Preschool through Class V result in the ability of Class V students to recognize excellence, to concentrate on purpose, to question and analyze, and to begin to resolve age-old questions for themselves.

Class V - English

Organizational skills are emphasized as students are led into higher-level thinking activities within the curriculum. They are taught to extract important information, both from written materials and from lectures, to help them distinguish between main ideas and supporting ideas.

Class V reading material consists of historical and fictional novels as well as non-fictional works related to history. Many of the selected novels correspond with United States history. The main goal of the program is to create a love and excitement for reading, and to have the child learn that reading is a door into a larger world. Comprehension, higher level thinking, and inferring are components of our reading skill study.

Learning to communicate with ideas that are clear and concise is the main goal of writing in Class V. Writing consists of research, reports, poetry, stories, essays, journal entries, and other expository and narrative writing. Work in vocabulary, grammar, and usage is related to literature. This also serves as a valuable tool to improve listening skills. Grammar instruction focuses on analyzing sentences by parts of speech and their functions.

Class V - History

In Class V, students study United States history beginning with the first inhabitants of the American continent and their lasting influences. Students then journey through the thirteen colonies and discover how the present form of government evolved. Next, students study the causes and effects of the American Revolution and learn about the new republic from the Articles of Confederation through the ratification of the United States Constitution. Famous Americans are brought to life during Winter Term as students research individuals who have made lasting impressions on the country. Study then shifts to the Westward expansion followed by the conflicts and events that led to the Civil War.

Class V - Math

The math curriculum is designed around the core objectives of multiplication and division of decimals and whole numbers, addition, subtraction, and multiplication of fractions and mixed numbers, conversion of percents, decimals, and fractions, and geometry. Students also study factors, multiples and powers, data and graphs. The curriculum is divided into units which include direct instruction and interactive lessons. Much attention is given to mental math, i.e.

using number properties to solve difficult computations mentally. This requires automatic recall of all facts. Students work on critical thinking through problem solving, reasoning, and generalization. Cooperative learning and varied small group interactive activities support the concepts presented.

Class V - Science

Class V students use all of the techniques and tools they've learned in Lower School Science as they delve into an intense year of scientific study. They continue using the scientific method and dig in with experiences that build on what we have learned in previous years. They also learn to take notes during a science lecture - practicing ways to create simple, labeled sketches and using keywords as they jot down new vocabulary and definitions. We begin the year studying the changing Earth, including plate tectonics, mid-ocean ridges, and the forces driving these changes. Students then learn about natural disasters such as earthquakes, volcanoes, hurricanes, and landslides. In the biology unit, we focus on heredity, DNA, and the physiology of the circulatory and respiratory systems. Our astronomy unit on Mars is always a favorite - students take a good look at the red planet, space travel, rovers, and rockets. Our end of year physics unit is always en"light"ening - we wrap up the year with a study of what light is and how it behaves.

Class V - Visual Arts

We introduce figure drawing by learning how to draw a proportional stick figure. We use this skill to portray ourselves as superheroes in a collage. We practice 3-D construction and discuss form, function and architecture by making a clay ogre. Projects will continue to strengthen drawing and painting skills. Emphasis will be placed on self expression and narrative. We learn to enlarge an image using a grid. We use this technique to draw and paint an animal with liquid watercolor. We incorporate the principles of design to create a personal logo based on an idealized view of our future selves. Finally, Class V studies linear perspective and completes drawings in one and two point perspective, studying eye level and vanishing points.

Class V - Music

Class V students add to the concepts learned from Class IV. They experience rhythmic and melodic concepts by listening, reading, writing, singing, moving, and playing instruments. Students are given the opportunity to develop their musical skills while having fun. They explore rhythms using dotted eighth with sixteenth notes. Melodically they learn solfege such as ti and low ti. Concepts such as harmony, intervals, and chords are studied. Part singing is expanded beyond two parts. Class V students prepare two concerts during the year. During that preparation, singing skills are developed such as free and relaxed tone production, breath support, and intonation. Students gain the experience of ensemble and concert etiquette.

Class V students continue their study of introductory strings as well as participate in an exploratory winds program where students experience playing the flute, clarinet, trumpet, and trombone.

Class V - Computers

Class V students continue to build their coding skills in three units throughout the year using Scratch, Micro:bits, and LittleBits. Students build upon the skills learned in Scratch during Class IV to enhance the animations and games they create using variables and functions. LittleBits brings knowledge learned in Class III Science about simple circuits and

integrates it with the coding skills they have gained to challenge students to build simple circuits and then code it to amazing things! Touch typing is taught and practiced in the classroom using Chromebooks. Google Suite applications such as Google Docs, Google Slides, and Google Sites are used for writing stories, reports, and presenting research information.

Class V - PE

Class V students engage in a variety of team and individual sports and participate in many different competitive and cooperative activities. These experiences allow them to concentrate on the basic movements, skills, and rules which pertain to each unit of study, and encourage a focus on sportsmanship, cooperation, and better personal fitness habits. Students take part in several units: soccer, football skills, volleyball, basketball, floor hockey, team handball, ultimate frisbee, baseball and softball skills, paddle and racket sports, orienteering, lacrosse, and many other non-traditional sports, games, and activities.

Class V - Dance

Class V is a blend of Modern Dance, African Dance, and Ballet technique. Students learn more advanced combinations in all three techniques and compare and contrast through contextual research, embodying, and sharing their own creative compositions. Use of anatomical language will be advanced for understanding the alignment of the body and individual parts of the body that make up the whole instrument. The elements of dance are combined to explore the quality of dance forms. Creative writing and discussions about verbs, adverbs, and adjectives help deepen their understanding of time, space, shape, and energy. Noticing deeply, making connections, embodying through art making, and recognizing patterns allow students to work in groups to create dance compositions.

Class V - Theater

The curriculum in our grade V theater program consists of gaining a variety of new theatrical skills and learning new concepts. The class begins with a formal teaching moment followed by the teacher demonstrating and then inviting the students to join in workshoppping the new concept. Lessons that are presented include: Creating a Safe Space; Taking Risks and Making Mistakes are Good Things!; Cultivating a Growth Mindset/Giving Appropriate Feedback; Elements of Drama; Reader's Theater; Workshopping the MS Play; Character Analysis; Macbeth Witches (In-class performance opportunity); Body Movement; Diction/Inflection/Intonation; Emotion/Motivation; Monologues/Auditions (In-class performance opportunity); Pantomime; Tableau; Masks; Improvisation; Musical Theater; Workshopping the LS Play; and Workshopping "A Midsummer Night's Dream."

Class V - Chess

Class V will continue to add upon the foundational concepts taught in previous years, namely; endgame technique, opening principles, and middlegame strategies to gain, retain, and convert the advantage into a win. Class V will also have a deepened knowledge of chess history and chess played in modern times. Lastly, Class V will have much more extensive training and preparation for tournament and competitive play.

