



## 2008 - 2009 Lower School Course Descriptions

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### **PRE-KINDERGARTEN**

The Pre-K program continues the tradition of excellence at Doane Academy. It is part of a planned developmentally appropriate primary curriculum that includes language arts, mathematics, science, and social studies. These areas are integrated, rather than taught as separate subjects, and are organized around learning centers where opportunities are provided for children to acquire skills and concepts. In addition, the Pre-K curriculum includes art, music, Spanish and physical education taught by teachers who are specialists in these areas. Most importantly, each child develops self-esteem in a caring and supportive environment.

#### **Language Arts**

The language arts program consists of reading, writing, listening, and speaking. The reading program develops an understanding and appreciation of print. The writing program develops the control and skills necessary to print. The listening program develops the ability to hear the individual sounds in a word (phonemic awareness) and the listening skills necessary for comprehension. The speaking program is designed to develop easily understood and correct speech. Text: Getting Ready to Read with Mother Goose and Fun with Letters Phonics Workbook

#### **Mathematics**

Based on national standards, the comprehensive mathematics program uses literature to explore mathematical concepts and skills. The integrated multi-sensory approach enables children to relate math to their own experiences. Text: McGraw-Hill Mathematics

#### **Science**

The science program utilizes an active hands-on approach that seeks to make use of a child's natural curiosity about the world. Children develop an age appropriate knowledge and understanding of the life, earth, and physical sciences. Text: Harcourt Science

#### **Social Studies**

The social studies program incorporates an expanding horizons philosophy that progresses from the study of self and family to neighborhood, to state, and to the nation. Text: Scholastic News

#### **About the Teacher**

Meg Herron (*B.S., University of Delaware*) has been with Doane Academy since 2004. Prior to teaching at Doane, Meg taught at Depth Child and Family Development Center, Head Start, and Family Services Cooperative Nursery School. She also served as an educational consultant.

“It is my belief that children learn best in a safe, loving environment where opportunities are given to expand and enhance their natural curiosity. As the teacher, I feel it is my responsibility to provide those opportunities through activities and experiences that develop the skills necessary for success in school and in life.

PreK is hands-on learning using all five senses. We use play dough and dig in the sand to develop those small muscles necessary for writing. We do alphabet activities to prepare to reading. We read lots of books to expand our vocabulary, fine-tune our listening skills, and develop a love for reading. We solve mathematical problems involving number, size, and shape as we build with blocks, work on puzzles, and do our daily calendar activities. We explore our natural environment while we learn about weather, seasons, animals, and

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plants. Our PreK-2<sup>nd</sup> grade Learning Garden is an extension of the classroom and one of the children's favorite activities. Other favorites include: caring for the class pet (Thumper the Rabbit), monthly cooking projects, Holiday Celebrations (the Halloween Parade, Thanksgiving Feast with the Kindergarten class, various Christmas events, and an Easter Egg Hunt), theme activities such as the Eskimo Olympics and Dr. Seuss' Birthday Celebration, interactive projects like transforming an appliance box into a spaceship and observing caterpillars change into butterflies, and our various field trips and assemblies. Most importantly, everyday, we are learning to love and respect ourselves and each other." *Meg Herron*

### **KINDERGARTEN CURRICULUM OVERVIEW**

The Kindergarten curriculum is based on the philosophy where young children must be nurtured and given every opportunity to experience success. Children learn more in the classroom if they feel their

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environment is safe and children respect their peers. In a warm and enthusiastic classroom atmosphere and an exciting, challenging curriculum, children are eager to learn.

### **Mathematics**

The mathematics program will introduce and reinforce basic math skills and extend those skills according to each child's capabilities. The curriculum uses a systematic step-by-step approach to develop concepts and skills. Problem solving and reasoning activities provide opportunities for students to demonstrate and apply their understanding of math. Text: Houghton Mifflin Mathematics.

### **Language Arts**

The language arts program consists of reading, phonics, and writing. The reading program is designed to build the children's interest in reading, and provide them with the skills to learn how to read and write words and sentences. The phonics program aids in development of a solid letter and sound recognition. The writing program will teach children proper letter formation and creativity and enjoyment in writing. Numerous resources are used to present, teach, and reinforce skills.

### **Social Studies**

The social studies curriculum is designed for students to learn about the world around them through children's literature and other topics related to a monthly theme. The students will explore nature, dramatic play, and other activities of discovery.

### **Science**

The science program will provide learning experiences for the student, which promote an understanding of the world around them. Hands on activities will guide children to discover how things grow and change and encourage their natural curiosity about their environment.

### **About the Teacher**

Virginia Miller (*B.A, Temple University*) has been with Doane Academy since 1992. Prior to teaching at Doane, Ginny was a public school speech therapist.

“As a mother and a grandmother, I have always believed that children thrive in an atmosphere of love, acceptance, and encouragement. I also believe, as a teacher, that it is my responsibility to foster self-reliance and independence. In my Kindergarten class, I enjoy the opportunity to discover the uniqueness of each child. In my classroom, I use a multitude of activities to help each child realize their strengths and weaknesses. We have fun and learn through baking and cooking, dancing, singing, and creative and artistic endeavors.”

*Ginny Miller*

## **FIRST GRADE CURRICULUM OVERVIEW**

### **Mathematics**

The mathematics program will reinforce math skills introduced in Kindergarten and build upon their foundation. The curriculum uses a systematic step-by-step approach to develop concepts and skills. Problem solving and reasoning activities provide opportunities for students to demonstrate and apply their understanding of math. Text: Houghton-Mifflin Mathematics, Level One

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### **Language Arts**

The language arts program consists of reading, phonics, spelling, and writing. The reading program is designed to extend the students' reading and decoding skills which enables them to become enthusiastic, competent readers, fluent writers, to understand and appreciate good literature. The phonics program aids in development of a solid word attack strategy. The spelling curriculum helps to support the reading program through word patterns. The developmental writing program will teach children to analyze familiar narratives in order to write their own selections.

Text: Scott Foresman Reading, Level One  
Modern Curriculum Press Phonics, Level A  
Modern Curriculum Press Spelling, Level One  
Zaner Bloser Let's Write

### **Social Studies**

The social studies curriculum is designed for students to learn the enduring traditions that make our nation great and pays tribute to the noble values of our country while teaching the importance of freedom.  
Text: Macmillan/McGraw Hill, Level One

### **Science**

The science program will provide learning experiences which promote understanding that all living things grow and change, the earth and its land, water, and air and how they undergo change and finally, how the interaction of matter and energy produce change. Text: Scott Foresman Science, Level One

### **About the Teacher**

Christine Harris (*B.S., Trenton State College*) has been with Doane Academy since 1986 and serves as both 1<sup>st</sup> grade teacher and Lower School Dean. Prior to teaching at Doane, Chris taught at a corporate sponsored learning center.

“Teaching for 31 years, 22 of them at Doane Academy, I am honored to work with wonderful children who love life and want to learn. My own two daughters attended Doane Academy and have become significant members of society. I believe that children need to have hands-on opportunities in order to experience new things, learn by trial and error and practice their skills so to grow into successful, confident, and eager learners at school and throughout life. One of my favorite quotes regarding the education of young children is “Childhood should be a journey...not a race” from Bob Johnson, The Society for Developmental Education.”  
*Chris Harris*

## **SECOND GRADE CURRICULUM OVERVIEW**

### **Mathematics**

The mathematics program reviews previously learned skills and continues in a step by step approach that will lead to the mastery of new skills. Math concepts taught include continuing to use basic addition facts through sums of 18 and corresponding subtraction facts. Using 1, 2, and 3 digit numbers, with and without regrouping, time, money, measurement, fractions, geometry and probability. Problem solving in all areas is emphasized. Text: Houghton Mifflin Mathematics.

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### **Language Arts**

The language arts program consists of reading, phonics, spelling, writing, handwriting, listening and speaking. Students will quickly apply knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. Spelling words are taken from the reading lessons each week and emphasize a special skill. Listening skills are developed by the use of dictation sentences. The children will demonstrate the ability to read orally with fluency, accuracy and expression while using a variety of strategies to gain reading comprehension. In writing, students are taught to communicate and to express ideas creatively through their use of descriptive language. They will be able to generate ideas, create a final draft that reflects revision and editing and use legible handwriting. Lessons are taught on capitalization, punctuation, parts of speech and correct usage. The goal for second graders as listeners and speakers is for them to be able to listen and talk with each other and their teachers attentively and respectfully. Texts: Scott Foresman Reading Modern Curriculum Press Phonics Zaner Bloser - Let's Write

### **Science/Social Studies**

In the elementary curriculum, the study of science and social studies is often connected to our language arts program. Topics in science include life, physical and earth science. In social studies, students learn to identify map titles, symbols, and legends on a variety of maps. They develop an awareness and appreciation of our culture through learning about our national holidays, famous people in history and their contributions and current events. They also learn about the needs and responsibilities of people as they live, work and play in communities. Text: Scott Foresman

### **About the Teacher**

Jeanette Siminski (*B.A., Alvernia College*) has been with Doane Academy since 2006. Prior to teaching at Doane Academy she taught as a primary teacher at Corpus Christi School in Willingboro, NJ for many years.

“My goal and philosophy is to provide my students with the tools they need to develop and cultivate a love for learning, reading, and writing that will stay with them long after they leave my classroom. I believe in the importance of helping my children develop their critical thinking skills in order to be self-reliant and independent and to provide a classroom environment that is conducive to learning and ensures the success of my students. This can be accomplished through a curriculum that encourages creativity, builds academic, social and physical skills, nurtures character development and enhances self-esteem. Realizing that children come to us with different personalities, learning styles and experiences, I want to provide opportunities for each child to experience success.”

*Miss Jeanette*

## **THIRD GRADE CURRICULUM OVERVIEW**

### **Reading/Language Arts**

The Reading/Language Arts program is an integrated approach to literacy which enables the children to read, write, speak, listen, and view critically, strategically, and creatively. In third grade, students begin to appreciate their reading material as literature. They learn story elements (characterization, setting, problem, solution) and reading skills (main idea/supporting detail, fact vs. opinion, cause and effect, comparing/contrasting, predicting, noting the sequence of events, and conclusion-drawing) through various types of literature (tall tales, folk tales, realistic fiction, fantasy, nonfiction, plays, and poetry).

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They respond to most reading selections in writing. They learn and use the writing process (prewriting, drafting, revising, editing, and publishing), and write in all curricular areas. They learn the elements of a paragraph, and write friendly letters, descriptive paragraphs, stories, personal narratives, and poems. They learn the traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.

Vocabulary development includes a review of antonyms and synonyms. The students learn a number of homophone pairs over the course of the year. They receive ongoing instruction in the use of context clues to determine the meaning of unfamiliar words. Specific vocabulary is also learned with each reading selection.

Third grade grammar includes sentence construction, punctuation, nouns, pronouns, adjectives, verbs, and contractions.

The phonics program reviews all phonics generalizations and teaches syllabication rules, root words, prefixes, suffixes, and inflectional endings. The spelling program reinforces the phonics curriculum by providing practice in applying phonics generalizations as well as other common spelling rules.

Study skills instruction includes: table of contents, index, glossary, dictionary skills, use of the thesaurus and encyclopedia, and note-taking.

Third graders are taught the Zaner-Bloser simplified cursive alphabet and receive extensive guided practice in cursive handwriting.

Oral presentation skills are developed through numerous formal and informal speaking opportunities. Students produce visual aids for their formal speaking assignments.

### **Mathematics**

The mathematics program is a systematic, step-by-step approach to developing mathematics concepts and skills. Topics covered include: place value; money and time; addition and subtraction of up to 4-digit numbers; estimation; customary measurement; multiplication and division; geometry; data collection, graphs, and tables; probability; fractions; and decimals. Problem-solving skills and strategies are interwoven throughout the topic areas and real-life applications are stressed. Manipulatives (clocks, geometric shapes, fraction pieces, weights, scales, measuring cups, etc.) are used wherever appropriate to provide hands-on experience. Students are encouraged to express their mathematical thinking both verbally and in writing, and multiple pathways to solving a problem are frequently explored. Mathematical connections to other curricular areas are investigated whenever appropriate.

### **Science**

The third grade science curriculum emphasizes the thinking skills involved in the scientific method of observing, data collecting, analyzing, and problem solving.

A hands-on methodology is employed, and students go outside to make observations whenever appropriate. There are two units. The first covers biological science, primarily the plant kingdom (seeds; structure and function of plant parts; photosynthesis; how plants are useful to people and animals; the woodland habitat; plants as food; consumers and producers; plants in the food chain). The second covers physical science (matter, energy; light, and sound).

### **Social Studies**

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Through the third grade social studies curriculum, students develop an understanding of geography, political divisions of the land, and their place in the geopolitical scheme. They experience a comprehensive, hands-on introduction to maps, globes, and major geographical landforms. Other units promote loyalty and love of country, offer a beginning preparation for participation in public affairs, and help promote an appreciation for the cultural diversity of the United States. Specific topics include maps and globes; geographical landforms; major landforms of the United States; communities; goods and services; producers and consumers; natural resources; local, state and national government; and national and cultural holidays.

### **About the Teacher**

Ann Kimball (B.S., The College of New Jersey) has been with Doane Academy since 2001. Before she became a teacher, Mrs. Kimball was Assistant Vice President for Contracts Administration with a financial services firm. Prior to that she was a Registered Nurse, and worked for several years in intensive care.

“I believe that a safe and caring classroom environment which nurtures self-esteem is necessary for students to reach their potential. **I promise** to do my best to provide such an environment for your children.

I believe that if my standards are high, students will strive to meet them. **I promise** to accept your children where they are academically, and to do my best to take them as far as they can go.

I believe each child is an individual, and **I promise** to do my best to meet your child’s individual needs.

I believe that every child should be treated with respect, and **I promise** to do so.

I believe that every child should be accountable for his or her behavior, and **I promise** to do my best to help each child achieve this goal.

I believe that a strong home/school relationship is fundamental to a child’s success in school, and **I promise** to do my best to foster this relationship.

This is my philosophy and my promise.” *Ann Kimball*

## **FOURTH GRADE CURRICULUM OVERVIEW**

### **Language Arts**

The emphasis in the fourth grade curriculum is on the development of writing skills. The writing process is taught along with the six traits of writing. Writing for different purposes is also taught, as well as, grammar and mechanics. Spelling words are generated from novels and lists are also chosen to teach a specific spelling rule. Study skills include problem solving, organizational skills and using reference materials (traditional and online). Students are encouraged to use available technology to enhance curriculum. Use of cursive writing is encouraged. The texts used for language and writing is the Write Source and Write Traits, by Great Source Education Group

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### **Reading**

The fourth grade curriculum emphasizes the development of reading skills. Students read various genres of literature, including novels relative to our social studies curriculum. Inferential and comprehension skills are stressed. Vocabulary words are generated from novels and other areas of the curriculum. Novels include Sing Down the Moon, Stone Fox, Misty of Chincoteague, By The Great Horn Spoon!, Sign of the Beaver, and Sarah, Plain and Tall.

### **Math**

The curriculum is a step-by-step approach to developing math concepts and skills. The focus is on reasoning and problem solving. Basic addition, subtraction, multiplication and division are reinforced and are used in relationship to other math functions such as algebra and geometry. Students are given the opportunity to demonstrate their understanding and apply concepts they have learned.

The math text is Houghton Mifflin Mathematics

### **Social Studies**

After citizenship and patriotism are used to introduce America, the curriculum for fourth grade focuses on the six regions of the United States. The regions include the Southwest, the West, the Southeast, the Northeast, the Mountain States and the Middle West. Various topics taught for each region include culture, geography, history, government, and economics. Each state within each region will be explored for its unique characteristics. Emphasis is placed upon how the states and regions in their individual diversity combine to create our country. The Native Americans of each region will also be studied. Map skills are incorporated throughout. Research skills are also stressed. Text is *Our Country's Regions* by Macmillan-McGraw Hill.

### **Science**

Our main area of study is earth science. We also cover systems of the human body. Each unit is an opportunity for hands-on exploration and experimentation. Individual units include: Environment, Weather Predictions and Types, The Composition of Earth, Oceans, The Solar System, Human Body. The student text is Science- Scott Foresman Text is supplemented with units by Rainbow Horizon Publishing.

### **About the Teachers**

Stacy Anderson (*B.S., Trenton State College*) has been with Doane Academy since 1994. Prior to teaching at Doane, Stacy worked as a classroom aid with perceptually impaired learners.

“Children Learn Best By Doing. Whenever possible I like to have my students actively engaged. We’ll bake Johnny cake because it is referred to in one of our novels. We’ll attempt to play lacrosse like the characters in another novel and as mentioned in our social studies text when describing the Iroquois. (It is also a personal favorite.) Science is full of activities. We make edible models, play with wind/solar bags, dig through trash and compost with worms. In computers we learn skills while doing projects related to our other subjects. Students may sing a song, to help remember math rules or emphasize a time in history, while I play along on the keyboard. Activities make learning fun and make it memorable.” *Stacy Anderson*

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Julie Wootton (*B.S., Cabrini College*) has been with Doane Academy since 2005. Prior to teaching at Doane, Julie taught at the PreK level for the Goddard School.

“The essentials of education must first involve the children. As an educator and a mother of a Doane Academy student, it is my goal to make sure my students feel like they are an important part of the classroom and I encourage them to show self-expression. It is also my goal to make sure that the children in my classroom feel safe and loved. When children feel secure in their environment, they become more willing to discover new ideas and take the risks to explore them. My ultimate hope is that each child leaves my classroom a confident, responsible and successful person ready to accept the challenges ahead.” *Julie Wootton*

### **FIFTH GRADE CURRICULUM OVERVIEW**

#### **Mathematics**

Within the 5<sup>th</sup> grade math curriculum, students acquire both concrete and abstract skills. Problem solving skills are stressed as students work to understand and learn how to move between various number systems including decimals, fractions, and percentages. Real-life situations are utilized to highlight many mathematical concepts, including writing checks and balancing a checkbook. While obtaining a correct answer is important, the process used by the child to obtain an answer is equally important to the development of their analytical approach.

#### **Reading**

The 5<sup>th</sup> grade reading curriculum uses novel units for instruction. Much emphasis is placed on increasing students' level of comprehension and understanding of vocabulary. Key skills presented with each novel are designed to help students achieve a skill set that will allow them to more easily navigate a variety of text. The silent reading component of the curriculum combined with formal reading instruction will motivate students to do independent reading for their own enjoyment.

#### **Language Arts**

The fifth grade language arts curriculum exposes students to various writing styles during the course of the year. We will be working toward the goal of developing a greater understanding of the importance of the writing process, from pre-writing through the eventual publication of a final edited piece. In addition, we will focus on the six traits of writing. The program also provides the essentials of traditional grammar

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from basic parts of speech to punctuation and spelling, as well as building effective sentences and proofreading.

### **Social Studies**

The fifth grade curriculum for social studies focuses on American History, beginning with The First Americans and ending with World War II. Special focus will be given to early explorers, the American Revolution, the Civil War, the Industrial Revolution and World War I and II. Students will read a work of literature with each major topic covered.

### **Science**

The 5<sup>th</sup> grade science curriculum begins with Life Science, continues with physical science and ends with the human body. The goal is for students to learn about the world around them through scientific inquiry while guiding, focusing, challenging and encouraging them to learn.

### **About the Teacher**

Peggy Majane (*B.S., Salem College*) has been with Doane Academy since 2004. Prior to teaching at Doane Academy, Peggy worked for several years in Early Child Education. Before entering the education field, Mrs. Majane worked as an executive for the Boy Scouts of America for 17 years.

“Although I have no children of my own, I was raised and educated to understand that children respond to kindness, respect, and encouragement, especially in a classroom setting. I apply different kinds of techniques into my teaching to help reach all learners and to keep learning exciting and fun. Children should have an opportunity to experiment, change, grow, and feel safe all at the same time.” *Peggy Majane*

## **SIXTH GRADE CURRICULUM OVERVIEW**

### **Language Arts**

The sixth grade language arts curriculum exposes students to a variety of writing styles during the course of the year. We will work toward the goal of developing and fostering a greater understanding of the importance of the writing process from prewriting through the eventual publication of a final edited piece. We will focus on using an increased amount of expression and detail to produce a more interesting, thoughtful final product. Grammar, parts of speech, punctuation, mechanics and spelling are reviewed and studied.

### **Reading**

The sixth grade reading curriculum uses thematic trade and chapter books and novel units for instruction. Emphasis is placed on increasing students' reading comprehension and vocabulary. Development of comprehension through thinking and imagining, predicting outcomes and problem solving, questioning and reflecting is the focus of the group process through directed reading activities. Continued emphasis on creating a desire to read is a primary goal. Novels may include: The Golden Goblet, Detectives in Togas, Adventures of the Greek Heroes, Between the Dragon and the Eagle, Catherine, Called Birdy and Chasing Redbird.

### **Mathematics**

The mathematics curriculum balances skills, conceptual understanding and problem solving by using a systematic, step-by-step process of instruction. The four basic operations using whole numbers, fractions, decimals and percents are reviewed and reinforced. Students learn to solve simple algebraic equations; use greatest common factors; least common multiples; order of operations; measures of central tendency;

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ratio; proportion and percent; geometry of plane figures and geometry and measurement. Various problem-solving strategies are presented to allow students opportunities to demonstrate and apply their understanding. The mathematics text is Houghton Mifflin Mathematics.

### **Social Studies**

The Sixth Grade curriculum for Social Studies focuses on Ancient World History beginning with Mesopotamia, “the cradle of civilization”, and continuing with the study of ancient Egypt, Greece, Rome, China and medieval England. The development of these civilizations and their effect on today’s world is emphasized. A strong emphasis is also placed on broadening geographical knowledge. The Social Studies text is, Our World, by MacMillan/McGraw-Hill and additional related resource materials.

### **Earth Science**

**Instructor, Ms. McCormick** - This course is intended to not only transition sixth grade students into an upper school science environment, but also designed to provide them with a background in Earth Science. During this course, students will study Geology, Climate, Weather, Astronomy, and Earth’s Waters. Students will perform many lab activities, and learn how to write a scientific lab report. Lab reports must be typed and turned in for credit. Students are expected to bring a notebook, folder, and a pen or pencil to class each day along with their text unless otherwise instructed. Class notes must be recorded in the notebook, along with lab notes, vocabulary assignments, and some homework assignments. Students will learn note-taking skills in this class with the help of the instructor. Reading and homework assignments will be given several times each week. **Text:** Science Explorer F – J, Prentice Hall, 2000

### **About the Teacher**

Marsha Silcox (*B.S., Monmouth College, M.Ed., Trenton State College*) has been with Doane Academy since 1991 and serves the school as both sixth grade teacher and lower school dean. Prior to teaching at Doane, she taught in the public schools for five years and earned her Master’s Degree in Education.

“As a teacher, I feel it is my responsibility to encourage all students to make the most of their education by becoming life-long learners. To facilitate that, it is important for students to have the opportunity to actively participate in lessons and to learn to work cooperatively and collaboratively, as well as independently. It is my belief that children live up to or down to the expectations that we have of them. Therefore, I have very high expectations and encourage all of my students to always to their very best. Children need to be allowed to take risks, even though they may make mistakes. It is through making mistakes that we often learn. Most of all, it is important for students to have fun as they learn.

I am a teacher because I love being a part of helping the children in my care to develop into not only life-long learners, but young men and women who will become significant members of society. Here at Doane Academy, we don’t just teach academic subjects, we help our students discover their own unique qualities and abilities.”

*Marsha Silcox*

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### **ADDITIONAL SUBJECTS FOR GRADES PRE-K THROUGH SIX**

The following additional subjects are taught by specialist teachers: General Music and Choral, Spanish, Latin, Physical Education, Visual Art, and Discovery.

#### **Deportes, PreK– 3<sup>rd</sup> Grade**

##### **Instructor: Justin Cooper**

Deportes is a physical education class that will integrate the Spanish language and Latino culture. Using basic classroom instruction coupled with physical/ action implementation, we plan to create a fun learning environment where students can use and learn the Spanish language.

Themes: Here are just a handful of Latino themes to be covered this year in deportes. We plan to learn greetings, names, colors, actions, animals, directions, numbers, clothing, games, dances, body parts etc.

Learning Categories: Many of the games and activities will involve learning specifics such as balancing, body awareness, chasing, fleeing, dodging, rhythm, dance, spacial awareness, transferring weight, jumping, kicking, striking with implements, cooperative learning.

#### **Physical Education, 4<sup>th</sup> – 6<sup>th</sup> Grade**

##### **Instructor: Justin Cooper/Francine Aulford**

The focus of this physical education program is to provide an opportunity for students to participate in a wide variety of physical activities and experiences that promote the mastery of the core skills introduced at the early elementary level. They will build a framework for lifetime activities and healthy living.

#### **Discovery, PreK - 3<sup>rd</sup> Grade**

##### **Instructor: Sharis Swartley**

The "Discovery" course is a hands-on class for Pre-K through Third graders, designed to ignite and nurture the students' innate interest and knowledge of the natural world. The class will help integrate all that the students are learning by combining environmental education with practical life skills and creative arts. We will discuss and explore an awareness and appreciation of nature, ecological principles, diverse

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cultures, conservation and wildlife issues, and much more. We will study by applying seasonal themes to topics like animals, weather, the river, making and building things with our hands, cooking, being a part of a group and growing up as young people.

### **Latin, 4<sup>th</sup> and 5<sup>th</sup> Grade**

**Instructor: Nancy Ginsberg**

During the two class meetings each week, students are introduced to Latin language and culture, history and mythology, through the Cambridge Latin program for younger learners, *Minimus, Starting Out in Latin*, and *Minimus Secundus, Moving on in Latin*. Making use of the actual history of a Roman family stationed at a fort near Hadrian's Wall in the Second Century AD, the classes explore the way of life for those on the western frontier of the Roman Empire along with basic Latin and English grammar. At the end of each chapter, the classes hear a different story from Greco-Roman mythology and reinforce their learning through a variety of projects. Students speak and read Latin, play games and sing songs, and discover many English derivatives from the Latin they speak in class.

### **Latin, 6<sup>th</sup> Grade**

**Instructor: Nancy Ginsberg**

In the class, meeting three times each week, the sixth graders are presented with the basic elements of the Latin language, along with an overview of Roman history and culture. Using the second edition of *First Latin, A Language Discovery Program, Language and Family* and *Daily Life*, by Marion Polsky, the students speak and read classical Latin while exploring the daily lives of family living in Rome during the Second Century AD. The course employs a variety of games and activities, as well as stories from Greco-Roman mythology, to introduce the concepts of noun gender and case, and person and tense of verbs. A significant aspect of the class concerns increasing the students' active vocabulary through exploring English words derived from the Latin used in each lesson.

### **Visual Art, PreK-6<sup>th</sup> Grade**

**Instructor: Marie Darling**

Students attend visual art classes twice a week. During their time in class, students gain knowledge about different art forms, artists, cultures, art movements, and materials. Not only will students learn how to use many different art materials but how to use them properly.

Projects are based on a variety of themes. These themes not only come from art but from the students' classroom. Throughout the year many projects will connect with what the students are learning in their classroom.

Students will learn the significance of visual art in relation to their environment and what they are learning in other subjects. They will also learn about other cultures, the art they produce and why. All grades will learn the importance of experimenting and craftsmanship.

### **Music, PreK – 6<sup>th</sup> Grade**

**Instructor: Patti Keaton**

Lower school students attend music twice a week, once for music class and once for choir. In music class, students explore all areas of music, from music history and basic theory, to music appreciation and

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even composition. In choir, students prepare for two annual concerts and singing in chapel. The older students begin to sing in harmony and utilize all of the rhythm and theory skills they have learned. Students also play handbells, which teaches them how to perform in an ensemble while further developing their musicianship. The annual field trip exposes students to the broader world of music in a real concert hall.