

# Community School of Naples

## Curriculum Guide & Handbook

Lower School 2016-2017





## **VISION STATEMENT**

**To be a world-class independent school, meeting our mission in memorable ways for the benefit of every student, every day.**

## **MISSION STATEMENT**

**Committed to academic excellence, Community School of Naples inspires and empowers students to realize their own potential as engaged learners and responsible global citizens.**

## **CORE VALUES**

**Citizenship, Honesty, Kindness, Fairness, Responsibility, Courage, Respect, Cooperation, Perseverance**

## **EDUCATIONAL PHILOSOPHY**

Community School of Naples provides a non-sectarian, college preparatory education reflecting the highest standards of American independent schools. Essential elements of its educational program include a comprehensive curriculum, a gifted faculty, and a low student-faculty ratio. These elements ensure that each student obtains the kind of individualized education that only an independent, college preparatory school can provide. The school is dedicated to affording an opportunity for personal growth, and to fostering a climate of respect, both for academic excellence and for human dignity. We believe that education is a process of transferring to the student the responsibility for his or her education through self-discipline and intellectual curiosity. We believe in a full and enriched curriculum that not only emphasizes academic content and skills, but also recognizes the importance of music, the visual and performing arts, and physical education, including intramural and interscholastic competition.

Community School curriculum is designed for students who combine academic ability, strong motivation, and the initiative to take responsibility for their education. Such students will succeed in the school's vigorous college preparatory program by benefiting from the small class sizes and the school's careful merging of structure and freedom. Community School is fundamentally committed to maintaining a coeducational student body that is representative of the southwest Florida area. Consequently, the school is open to all qualified students regardless of race, color, or creed. Financial aid is available.

## **LOWER SCHOOL EDUCATIONAL STATEMENT**

The Lower School program is an academically rigorous, yet developmentally appropriate program, rich in content and committed to the learning process. Keeping in mind the important benchmarks of childhood development, the learning environment combines enrichment and support to meet the individual and ever-changing needs of students. We have high expectations for our children, and helping each student reach his or her potential is embedded in our definition of academic excellence. The Lower School Program is committed to the development of the whole child; consequently, special area classes broaden the learning opportunities for all Lower School students. These classes include physical educational, art, technology, library, music and World Language. We focus on building a collaborative community. We want our learners to feel safe, secure, and respected. We strive to instill a love of learning rather than a fear of failure. Students are encouraged to ask questions, formulate solutions and experiment with new ideas and critically think. Through these experiences, children learn how to interact positively with each other as well as with adults. They learn how to formulate goals for themselves and then evaluate their progress on those goals. We believe that the careful merging of structure, responsibility, and freedom will stimulate a love of learning for our young students.

## **COMMUNITY SCHOOL OF NAPLES** **NON-DISCRIMINATION POLICY**

*Community School of Naples admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, gender, national or ethnic origin in administration of its admissions policies, financial aid programs, athletic and other school administered programs.*

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## **FOREWORD**

Dear CSN Students and Parents,

Welcome to Community School of Naples. We are committed to providing the finest educational opportunities for our students. This endeavor requires the willing cooperation of all school constituencies – parents, students and teachers. To carry out its mission, the School has established rules, guidelines and expectations for our families and students. The rules and guidelines contained herein are designed to provide a safe, healthy, and morally-centered environment.

The purpose of this curriculum guide and handbook is to communicate to both students and parents important information about school services, policies and rules. Please become familiar with the contents of this handbook. As always, please feel free to contact us with further questions at (239) 597-7575, ext. 210.

We look forward to partnering with our CSN families, and we count on your full cooperation. Together, we are blessed with the joyous task of helping our students grow and watching them reach their most enterprising goals during these formative years. We pledge our best efforts to help them do so.

Lower School Faculty and Staff

## **WHERE TO GO FOR HELP**

DESCRIPTION	LOWER SCHOOL CONTACT	EXTENSION
Absences or Tardiness	Mrs. Alison Hidle	#129
Admissions	Mrs. Tricia Helenbolt	#205
After-School Care	Sports Club	(239) 566-2582
Financial Aid	Mr. Brian McWhirter	#227
School Nurse	Mrs. Rita Touma	#220
Student Services	Dr. Amy Moviel	#264
Technology	Dr. Vivienne Carr	#221
Head of Division	Dr. Donna Norkeliunas	#210

# LOWER SCHOOL HANDBOOK

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## **School Hours**

PreK3 – Grade 3  
Grades 4 – 12

Monday – Friday 8:15 a.m. – 3:00 p.m.  
Monday – Friday 8:00 a.m. – 3:20 p.m.

## **Arrival, Attendance, Tardiness, Absences, Dismissal**

Students should arrive at school no earlier than 7:45 a.m. Teachers are not available for supervision earlier than 7:45 a.m. as they are busy planning, attending meetings and preparing for classroom activities. Students must report to their classroom promptly each school day and families are expected to have their children at school on time. Grades 4–5 begin promptly at 8:00 a.m. and grades PreK3–3rd grade begin promptly at 8:15 a.m. Students arriving thereafter are considered tardy. All parents must sign tardy students into school at the appropriate divisional office. Repeated tardiness puts a child at a severe disadvantage, academically and socially, and may necessitate a parent conference to develop a plan to enable students to become punctual in meeting responsibilities.

When a child is absent, the family must notify the school by calling ext. 129 for grades PreK3–5. If not notified, the school will call home to confirm the whereabouts of the student. Families should schedule trips and other activities away from school during the scheduled school vacation time. If a family situation arises that necessitates an extended absence, it is the responsibility of the parent to contact the Division Head to arrange academic accommodations. Students and their families should be aware that absences for any reason are frequently a severe handicap to academic progress. The school considers 10 or more absences per semester to be excessive. More than 10 absences, other than for a school sponsored trip or activity during the course of a semester, will result in an evaluation conference with the Division Head or Head of School.

Upon returning to school following absences, students have the responsibility to meet with their teachers promptly to make arrangements for make-up work. At the minimum, students will have the time-frame corresponding to the number of school days they have missed plus one day to complete missed assignments, quizzes, tests, class work and projects (i.e., if they are absent one day, they have until the end of the second day after their return to make up the test, quiz or class work).

Parents or guardians on an extended absence from the home are required to leave emergency contact information with the Division Head. This information should include the length of absence and the name(s) and contact number(s) of those responsible for the student's care during the parent absence.

The school encourages parents to schedule your child's doctor and dental appointments around school hours. If this is not possible, parents must give or send a note to the classroom teacher for grades PreK3–5. Students are not allowed to leave campus during the school day except by agreement between the parent and the school. Parents of all students must sign their child into and out of school.

For grades PreK3–5 parents should sign out in the Lower School Office. Students are expected to be picked up at the appropriate time and location. PreK- Grade 3 Students are dismissed at 3:00. Fourth and Fifth Grade students are dismissed at 3:20.

If you are a parent of students in 4th and 5th grade, please do not pull into the Livingston Road carline until after 3:10. The teachers are dismissing second and third grade students from 3:00 until 3:10.

- If you are a parent of a PreK- third grade student (with NO older siblings) your child should be picked up by 3:15pm. If your child is not picked up by 3:15pm, he/she will be brought to Sports Club.
- Prek-3 grade students with older siblings, will be brought to Livingston Road (or in some cases, will wait at Pine Ridge) for their older siblings. Please send older siblings to meet the younger siblings.
- In order to avoid congestion, 4th and 5th grade students may walk to Pine Ridge for the 3:20pm pick up.
- All 4th and 5th grade students will be brought to Sports Club at 3:30pm.
- Please use your carline tag; it will help us identify your car from afar, and move your child(ren) in the right direction. If you need a carline tag, please let us know.
- Please do NOT leave your vehicle unattended in the carline for any reason.
- Please park in the parking lot if you are getting out of your vehicle for any reason.
- If you do park and are waiting for your 4th or 5th grade student, please do not go upstairs—we will bring the children down to meet their caregivers. This will cut down on congestion in the stairway at this busy time.
- Please do not tell your children to meet you in the Campus Store—or anywhere else unsupervised.
- Please be aware, we will delay dismissal during lightening storms.

## **After School Care**

### **PreK3 and PreK4**

Childcare for PreK3 and PreK4 children is provided by Community School of Naples employees, including a childcare director and student Upper School student counselors. Children will be brought to a designated area after school. Snack and a variety of supervised activities will be provided until 5:30 p.m.

### **K-5**

Sports Club is designed to meet the needs of our students in grades K-5. Sports Club employees will meet children and take attendance in a designated area on campus. They will walk to the Sports Club Center where they will be given the opportunity for play, homework, various sports and creative activities and snack. All students in grades K-5 remaining after school, and not participating in a school sponsored event, must attend the after-school program and parents will be charged accordingly.

# LOWER SCHOOL HANDBOOK

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## Birthdays

We strongly encourage whole-grade birthday celebrations once each month. We want the purpose to remain cultivating relationships and celebrating our children's special days and need not include extravagant, costly parties. These collective celebrations benefit our children by:

- Allowing students to spend additional time communicating and socializing with friends who may not be in their class/homeroom.
- Building community within each grade level by allowing our students time to be together as a whole grade to celebrate each other.
- Offering parents who attend the whole grade the opportunity to increase their network at school by meeting the other children and parents in their grade level.

Celebrating one day each month provides the following benefits to our division:

- Increase of instructional time by taking one day to celebrate birthdays rather than spreading parties out over several days each month.
- Making celebrations more inclusive for students who have birthdays that fall at a time when school is not in session (winter/summer break) will no longer feel left out from having a party at school, as they will now be able to celebrate at the once a month party. June/July and August/September will celebrate together.
- Reducing the amount of sugar-filled snacks served to our students.

## **Birthday Invitation and Parties**

Birthday parties are an opportunity to develop a sense of community. In this spirit, the school asks that families consider the feelings of all children in the class when planning a party. Invitations should not be passed out at school unless the entire class is invited, parties should not be held at school and presents should not be brought to school.

## **Character Education**

Our goal is to build a strong community within our individual classrooms and as an entire division. We aspire to create a unity that fosters a sense of belonging and a genuine care for our school and each other, while guiding our children to make good choices on their own. The foundation of our work is built on strong relationships and open communication between and amongst the children, teachers, and parents. The energy and effort we put toward cultivating a healthy climate is an investment that will surely pay dividends in the future. In order to create a culture of caring, the process needs to be both collective and continuous. Consistency on and off campus, in school and after school, helps us raise children who are caring and compassionate. Philosopher, Nel Noddings is well known for her work on the ethics of caring, and has made a substantial contribution to deepening our appreciation of what education entails in terms of the significance of caring. She has argued that as educators, "We do not merely tell students to care and give them texts to read on the subject, we demonstrate our caring in our relations with them" (Noddings 1998). She also suggests that the experiences in which we immerse ourselves tend to produce a "mentality," and if we want to produce people who will care for one another, then it makes sense to give students opportunities to practice caring and to reinforce the process by providing a time of reflection on that practice. We all desire to raise children who are caring and we also want to keep our children healthy, safe, and happy during the school day. We want

to keep our children safe, we want them to play cooperatively, we want them to problem-solve, and we want them to advocate for social justice - we want them to care!

Core values are embedded into the culture, but they are also explicitly taught. Throughout the year we focus on one character trait each month:

September-Citizenship

October- Honesty

November- Kindness

December- Fairness

January- Responsibility

February- Courage

March- Respect

April- Cooperation

May- Perseverance

Character Education also includes service projects throughout the year.

## **Classroom Placement**

The decision regarding the placement of each student in their classroom or homeroom is a thoughtful one made by the CSN faculty. We cannot accommodate all family feedback, and thus request that families allow the teachers and administration to make this decision.

## **Learning Management System (LMS)**

The LMS is the management and communication tool located on our school portal. In order to keep abreast of student assignments and other relevant in school activities, parents are encouraged to sign into the parent portal located on the website. In order access sign in:

- Browse to the school's Home Page:  
[www.communityschoolnaples.org](http://www.communityschoolnaples.org)
- Click on the "My CSN Login" link at the top left hand side
- Enter username and password at login field (if you have forgotten your password, please go to Step #5):
- Usernames consist of student's first initial, last name, class year. I.E. "Jsmith2020"
- If you have forgotten your password, please click the "click here to retrieve your password" link located directly above the login field:
- On the next page click "I Forgot My Username or Password" link.
- On the next page enter your username (I.E. jsmith2020)
- Then enter your CSN email address (I.E. jsmith2020@communityschoolnaples.org)
- Then click "Get User Name/Password":
- Login to your CSN email account. <https://mail.communityschoolnaples.org/owa>
- You will have received an email message from bmcwhirter@communityschoolnaples.org
- This email will contain a link to re-set your my CSN portal password. This link is valid for 72 hours only.
- New passwords must be at least 5 characters long and include at least one numeral.

*\*If you have forgotten your CSN email password, please see a member of the IT Department or ask a faculty member to submit a password re-set request for you.*

*\*\*CSN email account password re-set requests submitted via personal email accounts (I.E. Gmail, Yahoo, etc.) WILL NOT be honored, as there is no way of verifying an individual's identity.*

# LOWER SCHOOL HANDBOOK

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## **Computer/Technology Usage**

In the Lower School we are committed to enhancing our curriculum by using technology, but we are equally committed to keeping our children safe by addressing digital citizenship with our students. Navigating trends in technology and cultivating a healthy school climate are interrelated and have become increasingly more complex in the past few years. Our children, also known as digital natives, are exposed to media and technology nearly every day; learning how to utilize these resources wisely is an essential skill for life and learning in the 21st century.

We believe Community School of Naples (CSN) graduates will become high-level innovators, decision makers, and collaborators who forge the future of our world—a world where the nimble, judicious, ethical use of information and communication technology (ICT) is essential. Attaining and maintaining fluency in any complex domain demands continual, deliberate study and practice. CSN's One-to-One (1:1) and Bring Your Own Device (BYOD) programs are imperative for cultivating our students' ICT fluency so they can co-author a brilliant future.

In order to prepare our children for the future while keeping them safe, we strive to keep stay informed about issues, research and information in world where change seems to be the only constant. We use research-based tools developed by Common Sense Media as a resource for our digital citizenship curriculum, which we began teaching in the fourth and fifth grades this week. Each grade level will benefit from age-appropriate instruction over the course of the first semester. Our goal is to teach students how to make safe, smart, and ethical decisions in today's digital world. Common Sense Media is also a great resource for families. There are interesting articles, recommended media, and other information that can be very helpful. Here is a link to their website: <https://www.commonsensemedia.org>.

## **Acceptable Use Policy**

To affect the safe, efficient pursuit of that vision, it is also imperative that CSN students exhibit productive attitudes and behaviors regarding the use of ICT. This Acceptable Use Policy (AUP) outlines many of the attitudes and behaviors our students must adopt and their parents must support.

Students and their parents are expected to carefully read and thoroughly discuss each of the following requirements, and affirm their willingness to abide by them.

- The school reserves the right to inspect my personal device if there is reasonable suspicion. The inspection will include review of my computer for inappropriate files/material, to remove them if found, and to notify my parents.
- Whenever my teachers ask, I will always let them look through all files, folders, messages, applications, and media on my computer. I will give my teachers all passwords needed to look through everything stored in my computer.
- I will always be extremely kind and polite whenever I use a computer or other kinds of ICT to communicate.
- I will only use computers and other kinds of technology devices when my teachers give me permission. I will stop using computers and other kinds of technology immediately when my teachers tell

me to stop.

- When at school, I will only use computers and other kinds of technology devices for work assigned by my teachers.
- I will only share my passwords with my teachers and parents.
- I will only login to my own accounts.
- When sharing any kind of information about myself or other children, I will keep last names, addresses, and other personal information secret unless a teacher tells me otherwise.
- Unless my teacher tells me otherwise, I will only take pictures/video of people after I have politely asked for and they have given me their permission. After taking a picture/video of someone, I will show it to them and ask them if they want me to delete it.
- I will only put software, books, music, movies, and other media on my computer with my teachers' and/or parents' permission.
- I understand that computers and other kinds of technology devices are fragile and cost a lot of money, so I will always carry them carefully and treat them gently. If I break a computer or other kind of technology devices, I will pay the costs to repair or replace it right away.
- I understand that computers and other kinds of technology devices need to be charged, so I will always charge the batteries each night, and I will bring a charger to school every day in case the battery gets low.
- If I see, read, or hear anything inappropriate on my computer or other kinds of technology devices, I will immediately turn off the screen and quietly show it to my teacher.
- When a teacher assigns work to be done all by myself, I will do my own work and I will write my thoughts in my own words.
- I understand that these rules are for the safety of my classmates and me, and they help protect the rights of my classmates and me so if I break any of these rules, or if I do anything bad that is not listed in the rules, I will accept the consequences willingly.

## **Notice Regarding Apps/Services for which CSN Creates Student Accounts**

Community School of Naples teachers strive to make technology an impactful, transformative, integral component of your children's educational experience. To that end, they employ a diverse array of apps/services. High-quality educational apps/services help teachers collect data about students' activity and performance, which means CSN must create individual accounts for each app/service for each student. In order to create students' accounts, the information CSN must provide each of these apps/services is generally limited to students' names and their graduation year.

In the Lower School, apps/services requiring individual accounts for students include BrainPop, ClassDojo, Code.org, Discovery TechBook, EduTyping, Gamestar Mechanic, Office365, OneMoreStory, PearsonSuccessNet, StoryBoardThat, WordMastersChallenge, WordVoyage, NetSmartz, Common Sense Media, and XtraMath.

# LOWER SCHOOL HANDBOOK

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**Digital Citizenship:** Below are guidelines that all students should respect on or off campus when using technology.

- Never give out personal information over the internet for any reason.
- Never meet with anyone who contacts you over the internet for any reason.
- Do not post or publish any comment or material that could be interpreted as derogatory, defamatory or negative in nature towards any individual, the school or your community.
- Do not forward emails without the original author's permission.
- Do not send junk/mass e-mail (spam), or forward chain letters.
- Conserve resources, including paper, printer ink/toner, and power. CSN reserves the right to limit use of resources if necessary.

In addition to the "Technology Usage Agreement" all electronic devices (including cell phones) must be secured in the student's locker and should be used only for educational purposes.

## Counseling

Our school provides individual guidance and support-group opportunities for important issues such as conflict resolution, eating habits, mediation skills, communication and listening skills, and time management strategies. Assessments and referrals are provided, and counseling resources are available for students with our School Guidance Counselor, Toni Rhodes at (239) 597-7575 ext.202.

## Communication and Parent/Teacher Conferences

Only when students feel that there is understanding, appreciation and active cooperation between home and school can they do their best. If you have specific questions about your child or his or her program, the most informed source will be your child's teacher. They will have specific details and thus should be a parent's first point of contact. To reach a faculty member, or to set up an appointment for a conference with a teacher, please call the school and leave a voicemail for the teacher or e-mail the teacher with your request. Faculty and staff e-mail addresses are the first initial, last name at [communityschoolnaples.org](http://communityschoolnaples.org).

Conferencing days have been scheduled following the first and third quarters with the hope that both parents and teachers will gain a better insight into students' needs, interests, potential and growth, as well as any particular difficulties they may be experiencing. In addition to these scheduled conferences, teachers and administrators at CSN will initiate a conference with a student's parents as soon as the need appears. In return, the school asks parents to request a conference when they are aware of changes at home that may have bearing on the child's progress at school or when they have questions about what is happening at school. These should be arranged at a mutually convenient time, which can be established through a phone call, e-mail, or note. Impromptu and unscheduled conferences at the start or end of the school day should be avoided, as they can interfere with teachers fulfilling their responsibilities to other students and lead to incomplete communication.

## Discipline

The Lower School uses the social curricular practice of The Responsive Classroom, which is based on the premise that children learn best when they have both academic and social-emotional skills. At the heart of our Responsive Classroom Approach are classroom practices that help teachers create a safe and joyful environment.

*Morning Meeting:* gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

*Rule Creation:* helping students create classrooms rules that allow all class members to meet their learning goals

*Interactive Modeling:* teaching children to notice and internalize expected behaviors through modeling

*Positive Teacher Language:* using words and tone to promote children's active learning and self-discipline

*Logical Consequences:* responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls.

*Classroom Organization:* setting up the physical room in ways that encourage independence, cooperation, and productivity

*Working With Families:* inviting families' insights and helping them understand the school's teaching approaches

*Collaborative Problem-Solving:* using conference, role-playing, and other strategies to resolve problems with students

Individual classrooms are the primary influence on children's school life, but classrooms exist within the context of our larger school and consistency in expectations between our classrooms and the larger school is central to our school climate. Children throughout the Lower School are empowered to have goals and dreams—and to meet them through strong, positive choices.

Our open door policy that invites parents to take part in our classroom events extends to forthright, continual conversations with families about the behavior and choices of their children, and immediate, shared plans in place when any issue arises. We believe in formative discipline that does not allow for negative behaviors to escalate, but are dealt with immediately in a loving, yet firm way.

In addition to the school day, the Code of Student Conduct applies to all school-related activities and programs (i.e. after-school care program, field trips, and sporting and social events).

## **LEVEL 1**

### Infractions

- Classroom disruption
- Inappropriate language
- Littering
- Disrespect and unkindness to others
- Violation of dress code
- Minor insubordination to someone in authority
- Gum chewing, eating at times other than snack, lunch or designated times
- Tardiness to school or class
- Violation of the Technology Usage Agreement (minor)
- Abuse of Cell Phone or Music Device Policy

# LOWER SCHOOL HANDBOOK

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## **Corrective Measures**

- Parent contact (by teacher or Division Head when necessary)
- Verbal reprimand
- Lunch detention
- Withdrawal of privileges
- Temporary removal from setting
- Written assignment
- Community Service
- Repeated Level 1 Infractions: after-school detention or removal from school-related activities.

## **LEVEL 2**

### **Infractions**

- Classroom disruption (major)
- Disorderly conduct (major)
- Disrespect or meanness to others
- Misbehavior on school trips or related functions
- Cheating
- Destruction of property
- Open defiance to someone in authority
- Threats/intimidation
- Forgery
- Unauthorized absence from school or class
- Violation of the Technology Usage Agreement or Technology Code (major)
- False or misleading information
- Stealing (under \$10)
- Profane or obscene language or materials
- Sexual harassment
- Bullying
- Repeated Level 1 infractions
- Honor Code violations

## **Corrective Measures**

- Parental contact (Mandatory by teacher or Division Head)
- Parent conference
- Withdrawal of privileges
- After-school detention
- In-school suspension
- Out-of-school suspension
- Restitution of property
- Temporary removal from school-related activities or programs
- Required counseling (in or out of school)
- Community Service to the school

## **LEVEL 3**

### **Infractions**

- Fighting
- Cheating (repeated and of a serious nature)
- Destruction of property/vandalism (over \$10)
- Gross insubordination and disrespect for those in authority
- Bullying (of a serious nature)
- Stealing (over \$10)
- False fire alarm
- Breaking and entering

- Sexual harassment (of a serious nature)
- Alcohol
- Smoking and tobacco products
- Drugs
- Weapons at school
- Other very serious misconduct
- Honor Code violations (of a serious nature)
- Repeated Level 1 and 2 infractions

## **Corrective Measures**

- Parental contact (immediate, followed by written notification)
- In-school suspension
- Restitution of property
- Immediate removal from school
- Out-of-school suspension
- Expulsion
- Required counseling (in or out of school)
- Removal from school-related activities or programs
- Community Service

## **Dress Code**

The CSN dress code encourages students to dress simply and attractively in an effort to maintain a focus on learning. To ensure that students' appearance is appropriate for a school setting, compliance with the school dress code is required. As students transition from one division to the next, the dress code may change to allow for greater student input and responsibility in selecting their attire. Please make note of the dress code requirements for your individual child's grade.

## **Slacks, Shorts, Skirts, Jumpers**

PreK3 – 5th grade students should wear solid navy or khaki colored shorts or trousers (for boys) and solid navy or khaki colored shorts, skirts, jumpers, or slacks (for girls). Skirts, shorts, and jumpers for this age may be no shorter than mid-thigh. No lace, tulle, or sequins. In all divisions, pants, shorts, skirts, and jumpers must be neat, clean, worn at the waist (preferably with a belt for the boys) and in good repair (no holes or fraying). Blue denim may only be worn on special occasions. Long, baggy shorts, boxer shorts, sweat pants, warm-up pants, leggings, Lycra bike shorts, tube skirts, and athletic shorts are not permitted.

## **Shirts**

PreK3 – 5th grade students should wear solid colored polo style shirts (with collars and sleeves). Polo shirts with CSN's embroidered logo are preferred. Shirts are available through the CSN Campus Store, MediaSource, GAPKids and Land's End. While other pocket logos are acceptable, they may be no larger than the size of a quarter. Undershirts may not extend below the dress code shirt and shirts of excessive length must be tucked in.

Shirts must be of adequate length to cover the midriff. Shirts must have buttons and button holes, not laces, zippers, hooks and eyes, snaps or any other fastener. There should be no contrasting trim on the shirts. Tank tops and non-collared shirts should not be worn over collared shirts or as a substitute for a collared shirt under a sweater or sweatshirt.

# LOWER SCHOOL HANDBOOK

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## **Sweaters, Sweatshirts, Jackets**

Students may wear CSN sweatshirts sold in the CSN Campus Store or Land's End, or solid colored sweaters, sweatshirts, and jackets. Sweaters, sweatshirts, and jackets may not have any large logos, designs or writing on them (i.e. college, designer or professional sports logos). Sweaters and sweatshirts must be worn right-side out. Please label your child's name inside all clothing.

## **Shoes**

PreK3 – 5th grade students are required to wear sneakers, tennis shoes or other rubber soled shoes because of physical education classes, recess, and outside athletic activities. Sandals, flip flops, and dock shoes are not permitted.

## **Spirit Days, Physical Education and Field Trip Dress Code**

PreK3– 5th grade students are required to wear a white collared shirt with the CSN logo and navy bottoms on Spirit Days and Field Trips. The school requests the cooperation of all concerned to ensure that the dress code is observed. In addition to the previously stated guidelines, unusual hairstyles and colors, earrings on males, visible body piercing, inappropriate jewelry, hats and bandanas, and inappropriate messages on clothing are prohibited. The interpretation and appropriateness of the dress code will be subject to the discretion of the Division Head. Students not dressed in the appropriate dress code may be asked to call home for appropriate clothing or will be provided appropriate clothing from the office and may be billed for this through the Campus Store.

## **Emergency Weather Closing**

Please check the weather forecast during the rainy and hurricane seasons and prepare your child with a waterproof jacket with a hood. Metal rod umbrellas can be dangerous conductors of lightening and should not be brought to school. Should we experience severe thunderstorms during pick-up time, children will be held in their classrooms until the all clear has been given. "Pick-up Delayed" signs will be posted and bus drivers will be notified to delay their departure. Your child's safety is our number one concern. In the event of bad weather, flooding, hurricanes and the like, Community School of Naples follows the Collier County Emergency plans for school cancellations. Parents should check the school website at [www.communityschoolnaples.org](http://www.communityschoolnaples.org), listen to the local radio and television stations, and check the internet for announcements.

## **Field Trips**

Field trips are an important extension of the classroom experience, and classroom teachers plan for them according to units of study. Parents are notified in advance of scheduled field trips and are made aware of any specific instructions regarding the trip. Necessary permission slips as well as consent and release forms must be submitted to Divisional offices prior to a student participating in a field trip. Some field trips may come at an additional expense to the family. Transportation for field trips is provided by the school. While participating in a field trip, students are representatives of the school community and are expected to conform to the rules and regulations of the school.

Please be aware that families with tuition balances significantly in

arrears will not be permitted to participate in long-distance/overnight school trips until their balance is current.

## **Health And Medical Procedures As Directed By The School Nurse**

Community School of Naples has a licensed registered nurse on campus from 8:00 a.m. to 3:45 p.m. every day. The nurse will administer prescription and over-the-counter medications from her office if the appropriate forms are signed by a physician. However, the school will not dispense medicines (including over-the-counter medications) to any student unless the student's parents bring the medication to the school nurse with written permission and directions for administering the medicine. No student should carry medicines of any kind while at school. Health forms must be on file by the first day of school in addition to up-to-date immunizations and health physicals.

*If your child wakes up sick on a school day:* Please call the school prior to 8:30 a.m. and let the office know of your child's absence. Please do not send your child to school with a bad cold or the flu. Please be aware that your child should be kept home with a temperature of 100.4 or higher or within 24 hours of vomiting.

*If your child has a contagious illness:* Please call the school and notify the nurse immediately if your child has been diagnosed with conjunctivitis (pink eye), strep throat, head lice, chicken pox, Fifth's Disease, the flu, or any other type of infectious illness. Please have your child's health care provider sign a note approving the student's return to school.

*If your child should become ill during the school day:* Parents will be called. If parents cannot be reached, CSN has limited beds for students who become ill during the school day. If a student is unable to attend class due to an injury or illness, a parent or designated responsible guardian should be available to pick the child up within two hours from the time the nurse notifies the parent/guardian. Children may rest at the Nurse's Office until they are picked up. Further treatment by a private physician or Emergency Room is at the discretion of the parent/guardian. Students may not contact their parents to go home without first reporting to the school nurse.

*Medication:* No medication, (prescription or over-the-counter) may be given by school personnel without the signed permission of a parent or guardian and a Florida licensed physician. All medications must be brought to the Nurse's Office by the parent or guardian in the original current container or prescription bottle. By Florida school regulations, CSN must dispose of any medications that are received in anything other than the original, current container or prescription bottle. Pharmacists are usually more than willing to divide a prescription between two bottles. No medication of any type may be sent to school by backpack. However, if a student must carry an Epi-Pen for severe allergies or an inhaler for asthma with him/her at all times, a letter from a doctor is required. Students with diabetes utilizing the insulin pump should communicate their individual circumstances with the nurse.

# LOWER SCHOOL HANDBOOK

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*If your child sustains an injury outside of school:* Please contact the school nurse regarding injuries that require medical treatment during the day. Medical treatment required once the child returns to school may include ice and elevation, medication, bandage change, use of crutches or wheelchair.

*Peanut-Aware Campus:* CSN is a PEANUT-AWARE Campus.

*Physical Education Policy:* Students with injuries or other legitimate reasons not to participate in physical education must submit written excuses to the office specifying the reason for, and the duration of, the absence. In cases of extended absence, a doctor's note may be required.

## **Home-School Partnership and the Substance Abuse Prevention Policy**

Consistent with the core values as well as CSN's value of community and concern for others, we believe that there are instances in which social gatherings beyond the school call for our attention and response. Parents should be present at all school-related parties at which CSN students will be present. Parents are legally responsible for the health and safety of children they entertain and should feel neither guilty nor embarrassed about establishing their own house rules and insisting that they are respected. Parents and guests should not hesitate to call the hosts if they are unsure about the presence of chaperones at a party, and hosts should respect such a call as a legitimate expression of concern and support for children. Students, for their part, should understand that they are guests and behave accordingly. The goal of the substance abuse prevention and intervention program at CSN is to promote healthy decision-making in the school community. This is accomplished through a partnership of faculty, students, and parents working together to develop and implement programs designed to keep healthy kids healthy.

At the core of the substance abuse prevention and intervention program are the following beliefs:

- We believe it is the role of the school to develop a comprehensive and age-appropriate curriculum with the goal of educating our children about the dangers of risky behavior and the importance of healthy decision-making.
- We believe that parents play a paramount role in the development of their children's health, social and emotional growth, and well-being.
- We believe that students should have a clear and consistent support system both at home and at school, and that parents and faculty serve as role models of healthy choices that are necessary to the social and emotional well-being of our students.
- We believe that a partnership between school and parents is important for student success, and that it is the role of the school to give parents information and guidance in their effort to address issues of substance abuse and other forms of risky behavior outside of school.
- We believe that the development of healthy decision-making needs to be supported through open communication, and that it is the responsibility of parents within the school community to support school initiatives regarding student wellness.

The participation and support of parents play an integral role in the success of our wellness goals and objectives.

## **Homework, Grades, Academic Progress Reports and Testing**

In light of Community School of Naples' mission statement and research conducted by the foremost educational institutions today, we believe it is our responsibility as educators to enable students to think independently, deeply, and critically in every discipline. Children need ample opportunities to extend classroom work at home and in real-life scenarios. They need to:

- Read thoughtfully
- Write meaningfully
- Solve math problems using a variety of strategies
- Think through concepts within content areas critically and with engagement.

The Lower School has established a balanced approach to homework:

- Specific types of homework may benefit some students under certain conditions. For example, independent reading has a high correlation to academic success.
- Homework should be meaningful and connected to and aligned with what and how we teach in school. For example, we may send home questions and conversational points for you to discuss with your children regarding what we've been teaching and learning, to help extend the dialogue—and thereby the learning opportunities!
- Older students (Middle and High School) appear to benefit more than younger students (Elementary).
- Research also suggests that homework has nonacademic benefits, such as helping children establish routines, develop study skills and take more responsibility, as well as increasing the home/ school connection. For example, knowing to expect certain homework on certain days helps students to plan and allot time accordingly, especially with the assistance of teachers and parents.

Students in grades kindergarten through fifth grade can expect between 10 minutes to an hour of developmentally appropriate, thought-provoking homework each night (not including reading).

## **Progress Reports**

These reports are designed to share student growth and development. As professionals, we believe clear, common standards and criteria used in a consistent way by each teacher will create valid grades. The design of our report card communicates how your child is performing in a meaningful format; we provide credible, verifiable, and honest information to parents.

Student Evaluations are completed each quarter. PreK3 and PreK4 progress is reported at conferences (1st and 3rd quarter) and in a narrative report (2nd and 4th quarter). Progress for 1st-3rd grade is reported quarterly. The first report is a formal conference, the 2nd and 4th quarter is a combination of scaled report and narrative, and the 3rd quarter is a scaled report and optional conference. The scale for 1st through 3rd includes the following assessment codes: 4-Outstanding, 3-Proficient, 2-Developing, 1-Needs Improvement. Students in 4th and 5th grade will receive a progress report each quarter. Conferences will be held 1st and 3rd quarters. Standardized achievement tests are administered every year beginning in Grade 2. These tests are given in the spring and are used to track each student's progress and evaluate school curriculum and program. After the test results are received, parents are encouraged to confer with the Division Head and classroom teacher(s) about their child's performance.

# LOWER SCHOOL HANDBOOK

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## **Innovation**

The Lower School Educators aim to continually improve the learning environment and to equip our students with 21st century skills by adding rich, student-centered, authentic learning projects while implementing technology as a tool for student understanding.

Keeping up-to-date with current educational research and trends on our quest to prepare 21st century learners will help us all effectively respond to questions our children may ask or situations they may face. We want our students to develop the ability to think critically and analytically, become excellent communicators, and collaborate effectively with others. The Lower School **I DO** (Innovation & Design Opportunities) initiative is an integrated instructional period planned by a cross disciplinary team (classroom, art, music, science, history, and technology teachers). This teaching team guides students in the process of discovery from brainstorming, developing, building to testing a project or idea. Our students learn content, but they also learn to take risks, persevere on difficult tasks, work together productively, and hold themselves accountable to the principles of scientific inquiry.

## **Rights of the School**

Community School of Naples believes that a positive and constructive working relationship between CSN and a student's parents is essential to the accomplishments of the educational mission of the school. Accordingly, CSN reserves the right to terminate CSN's obligations under the enrollment contract or not renew a student's enrollment in future years, if CSN reasonably concludes that the actions of student or parent make a positive and constructive relationship impossible or otherwise seriously interferes with the accomplishments of the educational purposes of CSN.

## **Pets On Campus**

Due to the fact that people have varying sensitivities, fears and allergies to animals, pets are not allowed on campus (with the exception of seeing-eye dogs).

## **Physical Education And Athletics**

Community School of Naples offers a comprehensive physical education program in grades PreK3-5. All students attend physical education class between two and three times per week depending on the grade level. The physical education program emphasizes physical fitness, skill development, knowledge, and character development. Students may participate in a formal sports program beginning in sixth grade.

## **Re-Enrollment Agreements**

Re-enrollment agreements are issued during the month of February (available on the CSN website) after the Board of Trustees has established the tuition for the next school year. Re-enrollment Agreements may be withheld at the discretion of the administration.

## **School Pictures And Yearbook**

School pictures are taken in the fall and families are billed by the photographer upon ordering the pictures. Each student will be automatically billed for an appropriate yearbook. Please contact the business office if you do not wish to receive a yearbook.

## **Snacks And Lunches**

Community School of Naples is a peanut-aware campus. Students' lunches, snacks or treats should not contain this ingredient. Students may bring their snacks and lunches, including beverages, in thermal lunch boxes which are stored in designated areas. Snacks are provided for the children in the PK classes. The school suggests that parents pack healthy, nutritious lunches and snacks, avoiding soda, candy and energy drinks. Teachers try to monitor what students eat and make sure they have well-balanced meals. An optional food ordering program is available on the CSN website and must be paid when orders are placed.

## **Telephone Use**

Children's use of school telephones should be confined to emergencies. Teacher permission is required, and all calls must be made with an adult present. After-school arrangements should be planned in advance. Parents who need to contact their children may do so by calling or emailing the appropriate divisional office. Cell phones can often cause a disruption in the classroom and may be used in inappropriate ways by children. In order to remain focused on our school's mission and to maintain an appropriate environment, we kindly request that parents not contact their child through their cell phone during the school day. In case of emergency, a message may be left with the appropriate divisional office and will be relayed to the student in a timely manner.

## **Television Viewing And Videos**

To encourage good study habits, as well as to allow time for homework, recreational reading and activities, the school urges all families to limit their children's television viewing during the school week. Television broadcasts and movies/video may be used in the classroom for educational purposes only. The movie may be a part of the unit of study or a vivid illustration to further clarify a particular point in a unit of study. Entertainment videos are not an appropriate component of the curriculum and must be limited to scheduled social events. In grades PreK3-5, only G or PG rated videos will be shown.

## **Valuables, Cell Phones And Musical Devices**

It is recommended that students not bring valuables or large amounts of money to school. All belongings must be kept in secured lockers. The school does not assume or accept responsibility for the loss of or damage to personal property. While we recognize the need for students to carry cell phones if they are participating in after-school activities, students may not display or use cell phones during the school day, any co-curricular activity, or school-sponsored activities or trips. Any student violating this policy will have his/her phone confiscated and taken to the Division Office, and may be subject to disciplinary action. Confiscated cell phones may be picked up by a parent or guardian.

## **Use of Personal Information**

The personal family and faculty information provided in this handbook, the online family directory and other CSN publications, is published in order to facilitate school-sponsored communication only. At no time should this information be provided to anyone outside the school by a member of the CSN community or used for non school-sponsored communications unless cleared beforehand in writing by the Head of School. Access to this information requires that everyone act responsibly and ethically.

# LOWER SCHOOL EVENTS & SPECIAL DAYS

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## **Storybook Day**

Storybook Day This tradition at CSN originated with the purpose of replacing Halloween at school with a meaningful day that students (and parents) would enjoy. Students dress in costumes as favorite storybook characters. AT 8:30 a.m. prekindergarten through third grade students and teachers participate in a parade that begins in the Lower School continues to the Upper School and commences in the G & L Theater. Parents of the Lower School students line the sidewalks, take pictures and videos, and are excited! Teachers and administrators plan and present stories and skits on the stage. Most parents understand that there is limited seating in the theater and they tend to leave after the parade. Room parents usually like to go to the classrooms and start setting up for the day's events. In order to make connections with literature the students select books that have their favorite characters and complete projects at each grade level that are appropriate reading and writing assignments. Grade level teaching teams collaborate and plan for this day. For instance, some grades choose books, read the books and complete book reports that have the important elements of stories. Additional ideas over the years have included: video book reviews, book mobiles, book dioramas, technology projects, oral and written book reports, and posters about the books.

## **Book Fair**

The Book Fair Week is typically in November. The fair kicks off with our annual family night celebration on Monday from 3:00-6:00p.m. (This day is usually a no homework night so our families can attend the book fair.) Classes participate in classroom door decoration to support the book fair

## **Thanksgiving Feast**

The Friday before Thanksgiving break is the traditional Lower School feast. In the spirit of Thanksgiving, students in grades PK-5 will contribute to this special day by donating food for the bountiful buffet. Parents are invited to join our "Feast" as well! The letter to the parents and food contributions is sent home explain what food items are needed.

## **Pay It Forward**

Typically the first Friday of December is our Lower School "Pay It Forward" day from 3:15-7:00p.m. Several years ago, Lower School faculty members decided to give the "gift of time" to our parents by offering an evening of babysitting for their children. Parents used these "free" hours to go holiday shopping, go to movie, or have an early dinner with friends. Our intention was not to charge the parents for this service, but that first year, many families offered a donation. This gave us the idea to "pay-it-forward" and we decided to donate the proceeds to the Upper School "Teen Angel" project—a cause designed to bring holiday food and gifts to less fortunate families in Immokalee. The children enjoy an evening of playtime, dinner, and a movie.

## **Shea Day**

We celebrate "Shea Day" on December 5th (or the Friday before if December 5th falls on a weekend). Shea Maurer was a fifth grade student at CSN who lost her life in a tragic accident on Thanksgiving Day 2012. Shea's family has built a beautiful

amphitheater on our campus as a memorial to Shea's life at CSN. Her family began a kindness campaign called "Shea-Shea Shines On". This movement is focused on performing random acts of kindness in Shea's honor! (Pay It Forward). We all wear purple on Shea Day because it was her favorite color! Our fourth and fifth grade students have the opportunity to show off talents and perform for their schoolmates in Shea's honor.

**Snow Day** For most families who move to Florida from the North, a "snow day" is a day with no school, but at CSN our snow day is a fun-filled "cool" day at school. A section of the Lower School lawn transformed into a winter wonderland. Students are asked to wear snow attire including hats, scarfs, and mittens. Hot chocolate and tasty cookies are served after the event. A schedule will give each grade level an opportunity to experience snow at CSN. Many classes celebrate their holiday party on this day.

## **Dad's Breakfast**

Every January we celebrate our dads early on a Friday morning. Often children create keepsakes in their classroom the week before the event and present their gifts during breakfast. Breakfast begins at 6:30am and ends at 8:00. There is no formal agenda. Volunteers are always welcome.

## **Grandparents' & Special Friends' Day**

This is a beautiful and sentimental annual event. It is the largest on-campus event with grandparents and special friends visiting from near and afar. Many volunteers are needed to plan, set up, serve and act as guides.

## **Mother's Day Tea**

We traditionally celebrate our moms on the Friday afternoon before Mother's Day. Mothers are invited to attend an afternoon tea. Moms do not volunteer for this event; their only job is to enjoy the afternoon.

**LS Book Awards (AKA Lawrence Sipe Awards)** Each year, Lower School children enthusiastically read and study the synergistic relationship between text and illustrations before participating in a cross-disciplinary project called the "Lawrence Sipe Award." We are amazed as we witness our children's understanding and appreciation of children's literature and are looking forward to viewing their art, literacy, and technology projects designed to promote and persuade their classmates to vote for their favorite book. After weeks of planning and preparation, the children have an opportunity to vote on their favorite book. Volunteers are welcome to help with the set up and voting.

**Field Day/Summer Party** We celebrate our year together with a summer party, which includes field day activities such as relay races and kickball. Each grade level rotates through a variety of stations, which include the Sports Club center for the younger children and the YMCA pool for grades 3-5.

# COURSE DESCRIPTIONS BY GRADE

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## PreK3 CURRICULUM

### Overview

Our Pre-K 3 curriculum is Reggio Emilia inspired, taking a collaborative approach to learning, viewing the child as a capable, social being. Teachers seek to foster meaningful relationships between children, their peers, the entire community and their environment. The curriculum supports exploration and learning and the environment reflects the project based approach to learning. In our developmentally appropriate classrooms, teachers identify what intrigues their children and develop activities based on the children's needs and interests. This fosters a love of learning, curiosity, attention, confidence, and self-direction.

All the basic concepts in language arts, mathematics, physical development, science and social studies are presented in an integrated framework that includes hands-on activities, as well as appropriately integrated technology. Programs such as NeuroNet facilitate learning through movement by creating and strengthening neural networks. Participation in such programs allow our students to make important connections across all disciplines.

### Language Arts

Learning to read and write is an ongoing process. Our Pre-K 3 children learn in a print rich environment and are continually observing and learning about written language.

Our emergent literacy curriculum emphasizes the on-going development of skills in reading and writing and stresses participation in literacy activities that are meaningful and functional for the students' point of view.

- Writing is modeled through charts, stories, songs and poetry.
- Emergent writing and word building is supported for children who have not yet developed these fine motor skills with appropriate materials.
- Teachers encourage and support student writing by creating many opportunities to draw, copy, and dictate stories.
- Student authors share their writing with the class and receive encouragement and feedback.
- Children learn to be apart of an audience by listening to their peer share their personal writing.
- Children listen and respond to stories, informational text and poetry.
- Children are encouraged to "read" individually, with friends and to adults everyday.
- Children play with sounds through rhyme and alliteration to increase phonemic awareness.
- Children are taught to ask and answer thoughtful questions related to topics being discussed.

### Math

Students in the PreK3 are offered the opportunity to explore math concepts. Math experiences are embedded in daily activities and include:

- Exploring spatial relationships
- Counting with a variety of objects. Students in the Pre-K 3 are

offered the opportunity to explore math concepts. Math experiences are embedded in daily activities and include:

- Exploring spatial relationships
- Counting experiences with a variety of objects
- Using finger-plays and songs involving math concepts
- Providing opportunities for children to work with manipulatives in order to explore math concepts concretely

### Social Studies

The Pre-K 3 social studies curriculum is designed to foster a democratic social learning community based on respect for yourself and others. As part of the Responsive classroom curriculum, students begin each year involved in group discussions to develop rules for their classroom. This sets the tone for daily meetings and learning opportunities throughout the year.

### Science

Science is integrated into the pre-kindergarten classrooms. Children discover concepts through their own active involvement and reasoning. Students have opportunities to discover science through a multi-sensory, hands-on approach that emphasizes observing, interpreting, collecting, recording and predicting information about scientific topics and concepts. The students explore in the science lab with the science teacher at least once each week.

### Spanish

Students in Pre-K 3 learn common expressions, topics, vocabulary, and grammar usage, through use and repetition. Stories and songs engage the students and lessons are highly interactive. The design and variety of the learning components are intended to provide a natural learning experience by surrounding a student with an immersion environment of new language, modeled in the way we all learned our first language. Students attend Spanish classes two times each week.

### Visual Arts

The Pre-K 3 art program affords our young learners many opportunities to experience, explore and discover many different media. Nearly daily, the children experience the process of creating through sensory-based exploration. The children work with the art teacher on creative projects two times each week.

### Music

The Pre-K 3 classes attend music in the music room two times each week. Their music activities focus on providing:

- Group and solo singing opportunities
- Rhythmic activities
- Musical games and creative dramatics
- Movement to melodic and rhythmic selections
- Opportunities to play rhythmic and melodic instruments
- Use of technology—Smartboard and iPad

### Physical Education

The Physical Education program provides students with opportunities to develop gross motor skills through running, climbing, kicking, throwing and swinging. The children attend

# COURSE DESCRIPTIONS BY GRADE

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## PreK4 CURRICULUM

### Language Arts

The Project Read Phonics curriculum is a total language arts program putting phonics into action by integrating phonics with reading comprehension and written expression. Sound/symbol knowledge is critical, as it is the foundation of our spoken and written language. Project Read uses four principles of instruction: direct concept teaching, sequencing concepts in dependent order, targeted multi-sensory strategies, and application. The Project Read program arms students with independent skills and strategies in order to develop active, thoughtful, purposeful readers and writers who interact with text.

The Linguistics program is also a total language arts program with decoding, reading comprehension, and written expression. It contains age-appropriate curricula and instructional strategies designed for intermediate students. The Linguistics Reading Collection is used with this program, also containing both narrative and expository text.

Learning to read and write is an ongoing process. Our pre-kindergarten children learn in a print rich environment and are continually observing and learning about written language.

Our emergent literacy curriculum emphasizes the on-going development of skills in reading and writing and stresses participation in literacy activities that are meaningful and functional for the students' point of view.

- Reading and writing is modeled and shared through charts, stories, songs, and poetry.
- Teachers encourage and support student writing by creating many opportunities to draw, copy, and dictate stories.
- Student authors share their writing with the class and receive encouragement and feedback.
- Children learn to be apart of an audience by listening to their peers and teachers share their personal writing,
- Children listen and respond to stories, informational text, and poetry.
- Children are encouraged to "read" individually, with friends, and to adults everyday.
- Children play with sounds through rhyme and alliteration to increase phonemic awareness.
- Children are taught to ask and answer thoughtful questions related to topics being discussed.

### Students in the PreK4 class will:

- Recognize and generate rhyming words.
- Identify initial and final sounds of words.
- Know the alphabet and the sounds that correspond with the letters.
- Understand the parts of a book (cover, spine, end pages, jacket, author, illustrator).
- Know the main characters and the "big idea" of a story.
- Understand that words have a beginning and an end.
- Understand that words make up sentences.
- Tell oral stories.
- Tell stories across their fingers, demonstrating an

understanding of the sequence of a story.

- Develop visual discrimination in order to identify letters, shapes, colors, and size.
- Draw illustrations to give their readers information.

### Mathematics

In PreK4, the objective of our math program is to enhance the natural curiosity and interest that children have in numbers. Counting is incorporated into daily activities and the children explore mathematics using hands-on activities. They begin to develop an understanding of numbers first through sorting concrete objects and later through numerical words and symbols. Teachers frequently monitor progress which provides critical feedback that helps guide instruction for remediation, intervention, and enrichment.

### Math concepts covered in PreK4 include:

- Reading, writing, counting and problem solving with numbers zero through ten
- Orally counting numbers to 100
- Recognizing numbers to 20
- Understanding addition and subtraction using counters, five frames, and ten frames
- Composing and decomposing number 11-19
- Measuring with non standard units
- Sorting, classifying, counting, and categorizing data
- Identifying, describing, positioning, and locating shapes
- Analyzing, comparing and composing shapes

### Social Studies

The Prek4 social studies curriculum is designed to foster a democratic social learning community. As part of the Responsive classroom curriculum, students begin each year engaged in discussions to develop rules for their classroom. Social Studies topics include:

- All about me
- Being a responsible me
- My Community
- Our Family Traditions
- Being Thankful
- Wishes for the World
- Intro to phone numbers and addresses

### Science

Science is integrated into the PreK4 program. Children discover concepts through their own active involvement and reasoning. Students have the opportunities to discover science through a multi-sensory, hands-on approach that emphasizes observing, interpreting, collecting, recording, and predicting information about scientific topics and concepts. The students explore in the science lab at least once each week. Topics covered include:

# COURSE DESCRIPTIONS BY GRADE

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## Topics covered include:

- Seeds and weeds
- Flyers, hoppers and crawlers
- Constructions
- Color and Light
- Rocks, sand and soil
- Water and ice
- All about my body

## Spanish

Students in PreK4 learn common expressions, topics, vocabulary, and grammar usage, through use and repetition. Stories and songs engage the students and lessons are highly interactive. The design and variety of the learning components are intended to provide a natural learning experience by surrounding a student with an immersion environment of new language, modeled in the way we all learned our first language. Spanish classes are taught two times each week. Specific objectives, which support the national Standards for Foreign Language Learning, include:

- Students will develop comprehension of vocabulary and expressions (receptive language skills).
- Students will learn how to use and transfer to new situations, vocabulary, and expressions used in (productive language skills).
- Students will develop motivation and a positive attitude toward second language learning (aesthetic value of language learning).

## Topics taught in PreK4 include:

- Basic greetings and nouns
- Numbers 1-10
- Feelings
- Days of the weeks
- Basic food
- Body parts

## Visual Arts

Art activities are integrated throughout the curriculum, offering visual reinforcement of interdisciplinary topics. Students visit the art studio for instruction twice each week. Students study art from different cultures and time periods ad learn about famous artists as they develop their own skills with crayons, markers, paints, collage materials, and clay.

## In PreK4 art class' broad objectives include:

- Developing fine motor skills through drawing, painting, cutting, threading, coloring, and sorting/placing objects onto artwork
- Knowledge and understanding of the eight basic shapes
- Self portraiture as an introduction to the shapes that are found on the face
- Art related vocabulary (line, color, shape, texture, space, detail)
- Learn how artwork can tell a story through imagery and how artwork can be used to share feelings
- Integrate Voice Thread technology to share thoughts about artwork

- Primary and secondary colors and color mixing
- Art appreciation and art history
- 3-D projects (paper sculpture)
- Introduction to clay and its properties
- Reinforcement of primary classroom topics with related art projects

## Music

The PreK4 music classes attend music room tow times each week.

Their music activities focus on providing:

- Group and solo singing opportunities
- Rhythmic activities
- Musical games and creative dramatics
- Movement to melodic and rhythmic selections
- Opportunities to play rhythm and melodic instruments
- Use of technology—Smartboard and ipad
- Note recognition activities
- Participation in assemblies and on stage performances

## Technology

Smartboards and ipads are used to enhance the PreK4 curriculum. A variety of applications encourage student discovery across the curriculum as well as collaboration and problem solving.

## Physical Education

The Physical Education program provides students with opportunities to develop gross motor skills through running climbing, kicking, throwing and swinging. The children attend physical education classes two times each week.

\* Programs such as NeuroNet facilitate learning through movement by creating and strengthening neural networks. Participation in such programs allow our students to make important connections across all disciplines.

# COURSE DESCRIPTIONS BY GRADE

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## **KINDERGARTEN CURRICULUM**

### **Language Arts**

#### **Reading**

Partnering with Columbia University's Teachers College, our reading program gives our children the tools they need to succeed in becoming powerful and independent readers. Explicit reading strategies are taught in a mini-lesson format, followed by both small group and individual instruction. We assess each child in order to determine his/her instructional reading level. Genre book libraries are organized in each classroom and children "shop" for their "just right" books, which they keep in their own book bins to read throughout the week. Children are encouraged to read independently in school and at home, carrying their "just right" books between home and school. Benchmark assessments are given periodically to determine next instructional steps and to provide continued differentiated instruction for students. Interactive read-alouds are also a large part of our reading program in kindergarten. Read-alouds support essential reading skills, set norms for positive classroom behavior, and establish routines for collaborative partnerships.

The Project Read Phonics curriculum is a total language arts program putting phonics into action by integrating phonics with reading comprehension and written expression. Sound/symbol knowledge is critical, as it is the foundation of our spoken and written language. Project Read uses four principles of instruction: direct concept teaching, sequencing concepts in dependent order, targeted multi-sensory strategies, and application. The Project Read program arms students with independent skills and strategies in order to develop active, thoughtful, purposeful readers and writers who interact with text.

The Linguistics program is also a total language arts program with decoding, reading comprehension, and written expression. It contains age-appropriate curricula and instructional strategies designed for intermediate students. The Linguistics Reading Collection is used with this program, also containing both narrative and expository text.

#### **Writing**

In association with the Teachers College at Columbia University, our writing program gives our students the skills they need to develop into successful writers.

In writing workshop, authors work to publish pieces within a variety of genres. Often kindergarten students will first sketch a picture and then write about the picture, phonetically sounding out the words. In the teacher-directed mini-lesson, the students learn the strategies needed to develop into independent authors. After the mini-lesson, the teacher confers with the students to further develop their writing. Our young authors enjoy presenting their work to their friends during share time and publishing celebrations.

Our students learn to observe, collect, draft, revise, edit and publish well-crafted writing pieces. In addition, they are exposed to examples of fine literature, nonfiction texts and poetry throughout the day that can be used as mentor texts.

Their units of study include opportunities to write personal narratives, expert books, letters, fiction stories and poetry. Each unit

is celebrated upon completion. Every student has the opportunity to share their piece and through sharing they develop into strong, confident writers.

#### **Handwriting**

In kindergarten children learn correct letter formation and begin practicing proper handwriting.

#### **Math**

In kindergarten, the objective of our mathematics program is to develop thinking skills, build proficiency, and produce confidence while promoting a love of mathematics. Math manipulatives are frequently used to provide concrete and visual reinforcement of math concepts. Students are encouraged to be active problem solvers and to use multiple strategies to arrive at solutions. Each child learns to express their thinking both verbally and on paper, as well as to create representations to organize, record, and communicate their ideas. Math activities are created to increase student knowledge in number sense, place value and counting, position and direction, addition and subtraction of whole numbers, time, money, measurement, geometry, graph-reading, probability and logic. Teachers frequently monitor progress which provides critical feedback that helps guide instruction for remediation, intervention, and enrichment. Placement tests, topic tests, benchmark tests, basic timed fact tests, daily review, free response evaluations, and daily interaction are tools used to meet the students' needs. It is our expectation that the students end the year with a firm grasp of their addition and subtraction facts. Pearson's enVisionmath, technology, and a variety of other resources are used to enhance each child's understanding, as well as help develop fluency.

Students will engage in problem solving, communicating, reasoning and connecting to the following:

- Understanding and using addition and subtraction
- Understanding five and ten relationships
- Identifying and writing numbers to 100
- Addition and subtraction to 18
- Writing addition and subtraction sentences to 18
- Counting and using number patterns to 120
- Comparing and ordering numbers to 100
- Telling time to the hour and half hour
- Distinguishing and defining attributes of plane and solid shapes
- Measuring and comparing lengths using non standard objects
- Reading bar and pictographs to answer questions
- Length, time and geometry
- Using data to answer questions

# COURSE DESCRIPTIONS BY GRADE

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## Science

The science curriculum in kindergarten implements an approach that provides a balance of exciting discovery, through hands-on activities, and engaging theory that supports developing understanding. Our goal is to develop the steps required for effective scientific inquiry and move students from guided inquiry, which is active investigation in search of answers, toward self-directed inquiry. Basic processes such as questioning, observing, predicting, measuring, comparing, organizing and communicating lead to complex processes such as inferring, controlling variables, hypothesizing, applying, and designing investigations. Students are introduced to the knowledge, methods, skills, and attitudes of scientists. Science is integrated in the curriculum with math and language arts, and held in the science lab, with STEM education occurring intermittently in the school year. Kindergarten topics include:

- Plants through the seasons: What are changes we see in plants through the year?
- Exploring properties: Physical properties of matter, Using science tools to explore matter, sorting matter according to properties
- Animals: Basic needs of animals, observe and compare structures need for animals to survive, physical characteristics of animals
- Lego Engineering

## Spanish

This program is intended to develop listening comprehension and verbal skills in young children. Total Physical Response (TPR) Storytelling is an instructional strategy developed by Blaine Ray, which is based on Stephen D. Kristen and Tracy D. Terrell's work in developing The Natural Approach and James Asher's work in developing Total Physical Response. The goal of both of these strategies is to allow students to learn a second language in much the same manner as they learned their first language—through the senses and comprehensible sensory input. TPR Storytelling provides students with the following:

- Active language learning which is meaningful and context-driven
- TPR (Total Physical Response) cues which allow for immediate comprehension
- Appealing stories rich in comprehensible input which is easy to internalize
- Multiple opportunities to prove comprehension and to feel successful
- Long-term retention of language

Students in kindergarten learn common expressions, topics, vocabulary, and grammar usage, through use and repetition two times each week. Stories and songs engage the students and lessons are highly interactive. The design and variety of the learning components are intended to provide a natural learning experience by surrounding a student with an immersion environment of new language, modeled in the way we all learned our first language.

Specific objectives, which support the national Standards for Foreign Language Learning, include:

- Students will develop comprehension of vocabulary and expressions (receptive language skills).
- Students will learn how to use and transfer to new situations, vocabulary and expressions used in (productive language skills).
- Students will develop motivation and a positive attitude toward second language learning (aesthetic value of language learning).

## Topics taught in kindergarten included:

- Basic greetings and nouns
- Numbers 11-20
- Feelings
- Family
- Opposites
- School
- Days of the weeks
- Basic food
- Body parts

## Art

The art program is designed in a way that allows students to gain enduring understandings that are transferable to other disciplines and areas of their lives. Students learn how to assess their own work, as well as the work of others, by using problem solving and decision-making skills. As part of the program, students are introduced to a variety of skills, techniques and processes, allowing them to strengthen their ability to remember, process, and sequence information. Through practice with different media, art students learn to manage, master, and refine simple and then more complex skills and techniques. The program provides a balance between guided instruction, where students learn to master a skill, and independent practice, where students apply new skills and techniques in creative ways and learn to become innovative thinkers. The creation of innovative thinkers is part of the mission of the Community School of Naples, as stated in our mission statement.

By looking at the work of famous artists and artists from other cultures, students gain an understanding of how the arts document historical and cultural trends and foster an appreciation for differences between our culture and other cultures.

In kindergarten students attend art two times each week. Concepts and objectives include:

- Developing fine motor skills through drawing, cutting, threading, painting and coloring
- Self portraiture
- Knowledge and understanding of shapes
- Knowledge and understanding of symmetry
- Art related vocabulary (line, texture, space, shape, pattern, balance, value, form)
- Primary, secondary, and tertiary colors and color mixing
- Learning how to create movement in art
- Artist recognition and appreciation (Mondrian, Matisse, VanGogh, and others)

## Music

The Performing Arts program seeks to inspire creativity in order to illustrate the relevance of the arts in everyday life. The program is based on the belief that Music/Drama can be a perfect vehicle for building confidence in young children, while encouraging them to explore, to develop and to celebrate their own skills and imaginations. The Kindergarten classes attend music in the music room two times each week. Their music activities focus on:

# COURSE DESCRIPTIONS BY GRADE

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- Singing a variety of song styles
- Matching dynamic and pitch levels
- Responding to the cues of the leader in melodic and rhythmic activities
- Identifying instruments and voices by pictures or tone color
- Using music vocabulary and notation
- Playing rhythmic and melodic instruments
- Use of new classroom technology – Smartboard and iPad
- Participation in assemblies and on stage performances

## **Physical Education**

The physical education program provides a variety of learning experiences by offering an array of age-appropriate activities aligned with the NASPE standards. The goal of the Physical Education program is to help each student reach his or her optimal physical, mental, emotional, and social development.

Proficiency in movement skills is developed through a variety of activities in which the emphasis is on experimentation, discovery, practice, and decision-making about enjoyable activities. Physical activity will provide opportunities for self-expression, social interaction, enjoyment, challenge and fun. As a result of active participation, students will begin to actively pursue lifelong physical activities that meet their needs. The more activities students are exposed to and experience, the greater chance they will discover activities of high interest and better the chance of remaining active throughout their lifetime.

The physical education activities can vary widely from basic locomotor movements such as walking, running, skipping, hopping, jumping, leaping, galloping and sliding, to non-locomotor movements such as bending, swinging, turning, twisting, pushing, pulling, chasing, and tagging. Manipulative activities such as throwing, catching, kicking and striking are also introduced. Emphasis is placed on having a positive experience.

## **Technology**

iPads are used to enhance the kindergarten curriculum. A variety of applications encourage student discovery across the curriculum as well as collaboration and problem solving.'

The Kindergarten digital citizenship curriculum is designed to teach the students:

- The purpose of a picture dictionary
- How to use online picture dictionaries to search for information
- How to use what we learn to create our own picture dictionary
- The meaning of private information, and the kinds of information that we should keep to ourselves and those that we trust
- The meaning of a username, and how to create one that is safe
- The importance of asking a parent before creating a username
- Different ways we can research when we want to learn about something new
- How the Internet has a lot of great information, but it can be hard to find websites that are "just right" for us
- The rules to being a smart researcher: 1. Always ask permission - research with a buddy 2. Know what you want to learn about first - make a plan and 3. Stay on task - remember you have a job to do.
- What it means to give credit to someone.

- The information that helps us know who created a piece of work - our name, a title, and a date of completion
- The reasons why it is important to give someone else or ourselves credit when we publish work
- How the Internet is a place we can publish our work, with permission

\*Programs such as NeuroNet facilitate learning through movement by creating and strengthening neural networks. Participation in such programs allow our students to make important connections across all disciplines.

## **FIRST GRADE CURRICULUM**

### **Language Arts**

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading workshop, writing workshop, and word study.

### **Reading**

Using a balanced literacy approach reading instruction includes guided reading, shared reading, independent reading, and interactive read-alouds. Teachers assess each child in order to determine their instructional reading level throughout the year and meet with students one on one and in small groups to differentiate instruction. Our Reading Workshop course of study is based on the Units of Study developed by Lucy Calkins and Columbia University's Teachers College Reading and Writing Project. This approach to reading instruction gives our students the tools they need to become independent and lifelong readers.

- Students will learn to recognize and understand important words, plot points, and patterns presented within various texts—both in those read aloud and those read independently. The development of good listening skills parallels and reinforces the development of good reading skills. Students learn to draw on a wide variety of strategies to interpret and analyze a range of texts, both fiction and nonfiction.
- Students will learn to use context clues to determine the meaning of a word or phrase in a text read aloud and choose the correct definition or synonym.
- Students will learn to identify explicit details from a passage read aloud or independently, summarize them, and provide answers to "who", "what", "where", "when", "why", and "how" questions about the text.
- Students will learn to use implicit information to make inferences about a character's feelings.
- Students will learn to draw connections between and among various kinds of texts and life as well as synthesize explicit and implicit information to make predictions or draw conclusions.
- Students will learn to use their developing productive language skills to describe the main idea and supporting ideas.

Systematic vocabulary development is essential for a student's reading fluency, as is building grapho-phonetic knowledge. It is important for students to match their growing understanding of the sound structure of language to the letter patterns they're learning in order to help them not only recognize familiar words but to decode unfamiliar ones.

- Students will learn to recognize common words that are vital to reading fluency, especially those that do not follow basic rules of sound-letter correspondence.

# COURSE DESCRIPTIONS BY GRADE

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- Students will learn to recognize vowel and consonant sounds and blends in varying positions within a word (initial, medial, and final).
- Students learn to recognize compound words.
- Students learn to understand the correct use of contractions and what they mean.
- Students will understand the root/base word with the appropriate inflectional ending in the context of a sentence.

## Writing

Writing is an integral part of our language arts program. We foster a love and understanding through “Units of Study in Primary Writing” by Lucy Calkins and Columbia University’s Teachers College Reading and Writing Project. After the mini-lesson, the teacher conferences with the students to further develop their skills. Our young authors enjoy presenting their work to their friends at the end of class during share time.

Our students learn to observe, collect, draft, revise, edit and publish well-crafted writing pieces. In addition, they are exposed to examples of fine literature and poetry throughout the day that can be used as mentor texts. Genre studies include: fiction, non-fiction, personal narrative, author inquiry studies, poetry and fiction writing.

- Students begin to recognize and apply correct capitalization of proper nouns and the first word of a sentence to their work.
- Students learn use proper punctuation, including proper use of periods, question marks, and apostrophes in contractions.
- Students begin to apply the rules of English diction and grammar to their writing, specifically the correct use of pronouns, correct verb form and tense, including subject-verb agreement.

## Word Study

Students are grouped according to their spelling stage for word study, employing Donald Bear’s Words Their Way method of instruction. Students are given weekly word sorts that match their current instructional level. The word sorts help children understand orthographic rules, so that they are able not only to spell the words within their given sort, but also to spell any word that follows that same pattern/rule.

## Handwriting

Students in first grade practice correct letter formation using D’Nealian handwriting and are encouraged to use appropriate spacing between words.

## Writing

Writing is an integral part of our language arts program. We foster a love and understanding through “Units of Study in Primary Writing” by Lucy Calkins and Columbia University’s Teachers College Reading and Writing Project. After the mini-lesson, the teacher conferences with the students to further develop their skills. Our young authors enjoy presenting their work to their friends at the end of class during share time.

Our students learn to observe, collect, draft, revise, edit and publish well-crafted writing pieces. In addition, they are exposed to examples of fine literature and poetry throughout the day that can be used as mentor texts. Genre studies include: fiction, non-fiction, personal narrative, author inquiry studies, poetry and fiction writing.

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- Students learn use proper punctuation, including proper use of periods, question marks, and apostrophes in contractions.
- Students begin to apply the rules of English diction and grammar to their writing, specifically the correct use of pronouns, correct verb form and tense, including subject-verb agreement.

## Mathematics

### **Mathematics (Grade 1)**

In first grade, the objective of our mathematics program is to develop thinking skills, build proficiency, and produce confidence while promoting a love of mathematics. Math manipulatives are frequently used to provide concrete and visual reinforcement of math concepts. Students are encouraged to be active problem solvers and to use multiple strategies to arrive at solutions. Each child learns to express their thinking both verbally and on paper. They move from representing their thinking with pictures to using numbers and symbols. Math activities are created to increase student knowledge in counting and ordering numbers, number combinations and facts, addition and subtraction, place value (up to 100), money, measurement, time, graphs, geometry, and fractions. Curriculum is further enhanced each day during calendar activities. Teachers frequently monitor progress which provides critical feedback that helps guide instruction for remediation, intervention, and enrichment. Placement tests, topic tests, benchmark tests, basic timed fact tests, daily review, free response evaluations, and daily interaction are tools used to meet the students’ needs. It is our expectation that the students end the year with a firm grasp of their addition and subtraction facts. Pearson’s enVisionmath, technology, and a variety of other resources are used to enhance each child’s understanding, as well as help develop fluency.

Students will engage in problem solving, communicating, reasoning and connecting to the following:

#### Number Sense and Operations with Whole Numbers

- Students will learn how to use place value, read, write, and compare whole numbers, use models to represent numbers, and write three digit numbers in standard and expanded form.
- Students will add and subtract two and three digit whole numbers with regrouping, compute basic math facts to 20 quickly and accurately, understand and use the language of addition and subtraction strategies and concepts, and use estimation to solve addition and subtraction problems.
- Students will learn to use fact families and the commutative property of addition, understand even and odd numbers, and skip count by 5’s and 10’s.
- Students will solve real –life problems involving addition and subtraction, including basic money problems.
- Students will learn to identify a penny, nickel, dime, quarter, and half dollar.
- Students will count and write the value for a collection of coins and dollars.
- Students will learn about equal shares and use the fraction terms, whole, halves, thirds, and fourths.

# COURSE DESCRIPTIONS BY GRADE

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## **Geometry and Spatial Sense:**

- Students will learn to identify basic geometric figures and describe shapes, including circles, triangles, and rectangles.
- Students will learn to understand the basic properties of figures, including closure, number of sides, vertices, and angles, and characterize lines as intersecting or parallel.

## **Measurement:**

- Students will use centimeter and inches to measure line segments.
- Students will measure and estimate using a variety of non-standard units.
- Students will tell time to the hour, half hour, and five minute intervals.

## **Data Analysis, Statistics, and Probability:**

- Students will be able to read and interpret various types of simple graphs, including bar, line, circle, pictorial graphs, and tables and tallies.

## **Patterns, Functions, and Pre-Algebra:**

- Students will learn to recognize and use patterns to solve problems.

## **Science**

The science curriculum in first grade provides a balance of exciting discovery, through hands-on activities, and engaging theory that supports developing understanding. Our goal is to continue to develop the steps required for effective scientific inquiry and move students from guided inquiry, which is active investigation in search of answers, toward self-directed inquiry. Basic processes such as questioning, observing, predicting, measuring, comparing, organizing and communicating lead to complex processes such as inferring, controlling variables, hypothesizing, applying, and designing investigations. Students are introduced to the knowledge, methods, skills, and attitudes of scientists. Science is integrated in the curriculum with math and language arts, and held in the science lab, with STEM education occurring intermittently in the school year.

The first grade science program is designed to provide children with experiences in life, earth, and physical science while developing their critical thinking and problem-solving skills. Units of study include:

- States of matter: States of matter, properties of solids, liquids and gases, properties of magnetism
- Animal diversity: Needs of organisms, structure and function of animals, behavior and senses of animals, heredity, and environmental interactions
- Earth and space: Properties of objects in the sky, patterns in day and night, weather
- LEGO engineering

## **Foreign Language**

This program is intended to develop listening comprehension and verbal skills in young children. Total Physical Response (TPR) Storytelling is an instructional strategy developed by Blaine Ray, which is based on Stephen D. Kristen and Tracy D. Terrell's work in developing The Natural Approach and James Asher's work in developing Total Physical Response. The goal of both of these strategies is to allow students to learn a second language in much the same manner as they learned their first language—through the senses and comprehensible sensory input. TPR Storytelling provides students with the following:

- Active language learning which is meaningful and context-driven
- TPR (Total Physical Response) cues which allow for immediate comprehension
- Appealing stories rich in comprehensible input which is easy to internalize
- Multiple opportunities to prove comprehension and to feel successful
- Long-term retention of language

## In first grade students will:

- Begin to tell short stories using the vocabulary learned.
- Realize that cognate words (Spanish words sound almost the same as English) enhance comprehension and can add more details to their short stories.
- Continue refining their pronunciation and knowledge in the language

Topics covered in first grade Spanish include:

- Numbers 21-50
- Days of the week
- Food
- Family
- Weather
- Months of the year
- Nationalities/Countries
- Time
- Clothing
- Transportation

## **Art**

The art curriculum is based around a framework that allows students to investigate, create, and critique artwork in meaningful ways.

Through practice with different media, art students learn to manage, master, and refine simple and then more complex skills and techniques. The program provides a balance between guided instruction, where students learn to master a skill, and independent practice, where students apply new skills and techniques in creative ways and learn to become innovative thinkers. The creation of innovative thinkers is part of the mission of the Community School of Naples, as stated in our mission statement.

## COURSE DESCRIPTIONS BY GRADE

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By looking at the work of famous artists and artists from other cultures, students gain an understanding of how the arts document historical and cultural trends and foster an appreciation for differences between our culture and other cultures.

In first grade the students attend art two times each week and will build on previous knowledge and continue to learn about and/or implement:

- Developing fine motor skills through drawing, cutting, threading, coloring, and sorting/placing objects onto artwork, and weaving with needles and yarn
- Self portraiture
- Knowledge and understanding of the eight basic shapes and using them to create more complicated shapes through independent and guided practice
- Art related vocabulary (line, texture, space, color, shape, pattern, balance, value, form)
- Primary, secondary, and tertiary colors and color mixing
- Art connections to science (scientific illustration, the weather)
- 3-D projects
- Reinforcement of primary classroom topics with related art projects
- Artist's recognition and appreciation (Picasso, Monet, et Al)
- Mixed media and watercolor resist
- Forming an opinion about personal works of art, the works of peers, and the works of famous artists
- Recognize and appreciate art from other cultures (Mexico, Native Americans)
- Recycling to create artwork

### **Music**

The performing arts program seeks to inspire creativity in order to illustrate the importance and the relevance of the arts in everyday life. The program is based on the belief that music/drama can be a perfect vehicle for building self-esteem and confidence in young children, while encouraging them to explore, to develop and to celebrate their own skills and imaginations.

First grade students build on skills and concepts learned in kindergarten with additional layers of complexity. Students focus on new song and instrumental literature, matching pitches, reading melodic and rhythmic patterns and practicing performance skills. The role of music in various cultures and traditions is explored through song, instruments and listening selections.

### **Physical Education**

The physical education program provides a variety of learning experiences by offering an array of age-appropriate activities aligned with the NASPE standards. The goal of the Physical Education program is to help each student reach his or her optimal physical, mental, emotional, and social development.

Proficiency in movement skills is developed through a variety of activities in which the emphasis is on experimentation, discovery, practice, and decision-making about enjoyable activities. Physical

activity will provide opportunities for self-expression, social interaction, enjoyment, challenge and fun. As a result of active participation, students will begin to actively pursue lifelong physical activities that meet their needs. The more activities students are exposed to and experience, the greater chance they will discover activities of high interest and better the chance of remaining active throughout their lifetime.

The physical education activities can vary widely from basic locomotor movements such as walking, running, skipping/hopping, jumping, leaping, galloping and sliding, to non-locomotor movements such as bending, swinging, turning, twisting, pushing, pulling, chasing, and tagging. Manipulative activities such as throwing, catching, kicking and striking are also introduced. Emphasis is placed on having a positive experience.

Students will be introduced to a series of age appropriate movements, emphasizing, flexibility, muscular strength, and muscular endurance. These class activities will focus on interactive enjoyable group games with the ability to discover and imagine.

\*Programs such as NeuroNet facilitate learning through movement by creating and strengthening neural networks. Participation in such programs allow our students to make important connections across all disciplines.

### **Technology**

The first grade curriculum is enhanced by the use of ipads. Students experiment with these multi-media tools, and using a variety of apps, work collaboratively to problem solve, practice math skills and share their work.

The first grade digital citizenship curriculum is designed to teach the students:

- The similarities between staying safe in the real world and the online world.
- How to recognize whether a website is a good site for us to use, one to use with caution, or one to avoid.
- The importance of asking for an adult's permission before going online.
- The meaning of and permanence of a digital footprint: the information about you on the Internet.
- Appropriate vs. inappropriate information to put on the Internet
- What constitutes bullying and how it can make people feel.
- The kind of cyberbullying that can take place online
- The four rules to STOP cyberbullying: STOP using the computer until it is safe, TELL an adult you trust, Go ONLINE only when a trusted adult says it's okay, and PLAY online with only nice friends.

\*Programs such as NeuroNet facilitate learning through movement by creating and strengthening neural networks. Participation in such programs allow our students to make important connections across all disciplines.

# COURSE DESCRIPTIONS BY GRADE

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## SECOND GRADE CURRICULUM

### Language Arts

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading workshop, writing workshop, and word study.

#### **Reading**

Partnering with Columbia University's Teachers College, our approach to reading instruction enables children to build and hone skills they need to succeed in becoming powerful independent readers. Explicit reading strategies are taught in a mini-lesson format, followed by both small group and individual instruction. We assess each child individually in order to determine his/her instructional reading level at various times throughout the year to provide continued differentiated instruction. Genre book libraries are organized in each classroom and children choose texts at their "just right" level, which they keep and read independently both at home and school.

In second grade our goal is to continue to develop lifelong learners. Using a workshop format, reading consumes a large block of time during the day including critical instruction in decoding and comprehension strategies. Children read various genres of literature in shared, independent, read-aloud, and partnership formats. Each child progresses at his/her individual pace through our balanced literacy program.

Students will learn to recognize and understand important words, common plot lines, implement critical decoding strategies, and interpret and analyze information presented in a story read aloud as well as in written text. The development of good listening skills parallels and reinforces the development of good independent reading skills. Students learn to draw on a wide variety of strategies to interact with and understand a range of texts, both fiction and nonfiction.

- Students will learn to use context clues to determine the meaning of a word, term, or phrase.
- Students will use explicit details from a passage to contribute to discussions and provide answers to "who", "what", "where", "when", "why" and "how" questions about the text.
- Students will also learn to use explicit information to determine the main idea or primary purpose of a text.
- Students will learn to use implicit information to make inferences about the moods and motives of characters, to increase their understanding.
- Students will learn to draw connections between and among various kinds of text and real life.
- Students will learn to synthesize explicit and implicit information to make predictions or draw conclusions.
- Students will begin to analyze and evaluate the texts they read.

#### **Writing**

As authors our second graders become more self-confident as they develop the skills and craft necessary to "publish" pieces in a variety of genres. The workshop setting enables our children to work in partnerships and learn organization as well as routines necessary to meet our writing goals. Our students learn to observe, collect, draft, revise, edit and publish well-crafted writing pieces. They also learn

to conduct research to aid them in writing information texts. In addition, they are exposed to the examples of authors of fine literature and poetry throughout the day; these texts can be used as mentors. Genres studied in second grade include: informational texts, personal narrative, realistic fiction, opinion writing, and poetry.

Students will learn the importance of developing a foundational understanding of language conventions and mechanic as they move from writing sentences to composing paragraphs. Grammar is integrated everyday within all academic areas, introducing and utilizing basic grammar principles.

- Students will learn to recognize correct and incorrect capitalization, capitalization of proper nouns and the first word of a sentence.
- Students will learn to use proper punctuation of dialogue and letter writing, correct end punctuation, correct use of commas within lists, and the correct use of the apostrophe in contractions and possessives.
- Students will learn to apply the rules of English diction and grammar, specifically the correct use of pronouns, including pronoun-antecedent agreement and rules of diction within the context of a sentence. Students will also learn correct verb form and tense, including subject-verb agreement. Students learn how to understand the correct use of contractions and what they mean as well as the ability to recognize compound words.

#### Word Study

Students are grouped according to their spelling stage for word study, employing Donald Bear's Words Their Way method of instruction. Students are given word sorts that match their current instructional level. The word sorts help children understand orthographic rules, so that they are able not only to spell the words within their given sort, but also to spell any word that follows that same pattern/rule.

#### **Handwriting**

Students in second grade apply correct letter formation using D'Nealian handwriting. Cursive handwriting is introduced during the second semester of Second Grade.

#### Social Studies

The units of study for social studies are created with essential questions that drive instruction. We believe that students learn best through inquiry. Students ask the essential question and lead their own inquiry, thoughtfully facilitated by their teachers. Based on questions, goals, understanding, and evidence, a learning plan is established using project-based learning that often employs technology. Second grade essential questions include:

- Who are we as a classroom community?
- How do rural, suburban, and urban communities depend on each other?
- What kind of community is Naples?
- Where in the world is Naples, Florida?
- How did get here?
- What is government?
- How has Naples changed?

# COURSE DESCRIPTIONS BY GRADE

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## **Mathematics**

In second grade, the objective of our mathematics program is to develop thinking skills, build proficiency, and produce confidence while promoting a love of mathematics. Basic facts and skills are solidified and many new concepts are introduced. With each new concept, students first work concretely with manipulatives and pictures, and then move to an abstract, symbolic representation and use of the concept. In second grade, math activities foster an increasing competence in place value, addition and subtraction (with and without regrouping), addition and subtraction with money, multiplication, geometry, time, measurement, fractions, as well as data analysis. Curriculum is further enhanced each day during calendar activities. Teachers frequently monitor progress which provides critical feedback that helps guide instruction for remediation, intervention, and enrichment. Placement tests, topic tests, benchmark tests, basic timed fact tests, daily review, free response evaluations, and daily interaction are tools used to determine how to meet each of the students' needs. It is our expectation that the students end the year with a firm grasp of their addition and subtraction facts. Pearson's enVisionmath, technology, and a variety of other resources are used to enhance each child's understanding, as well as help develop fluency.

Students will engage in problem solving, communicating, reasoning and connecting to the following:

### **Number Sense and Operations with Whole Numbers:**

- Students learn to use place value, read, write, and compare whole numbers, use models to represent numbers, and use expanded notation to write whole numbers.
- Students compute basic addition and subtraction quickly and accurately, multiply single-digit numbers quickly and accurately, know the language of addition, subtraction, and multiplication, understand the relationship between addition and multiplication, addition and subtraction, and estimate sums, differences, and products.
- Students will learn to understand the properties of arithmetic operations, including operations with zero, understand even and odd numbers and multiply by multiples of 10.
- Students will learn to solve real life problems involving number operations, including basic money problems.

### **Geometry and Spatial Sense:**

- Students will learn how to identify basic geometric figures and describe their attributes.
- Students will understand basic properties of figures, including closure, number of sides, vertices, and angles, and label lines as intersecting or parallel.
- Students will learn to identify relationships between figures and images under transformations; identify lines of symmetry and the effects of combining, subdividing, and changing basic shapes.

### **Measurement:**

- Students will be taught to know the approximate size of customary and metric units to measure length, weight, and capacity.
- Students will learn to measure the perimeter and area of closed figures.
- Students will find the value of a collection of coins and dollars.
- Students will tell time to the minute and quarter intervals.
- Students will also learn to solve real-life problems involving money,

elapsed time, calendars, temperature, weight, and distance. Data Analysis, Statistics, and Probability

- Students will be learning to read and interpret various types of simple graphs, including bar, line, circle, pictorial, table, and tallies.
- Students will investigate the concept of chance.
- Patterns, Functions, and Pre-Algebra
- Students will learn to recognize a large variety of patterns and their rules.
- Students will learn to select number sentences to represent problem situations and to understand the concept of equality.

## **Science**

In second grade science, our goal is to excite the students through self-discovery and hands-on activities, thereby producing life-long lovers of science. We use Discovery Science as a resource to support units of study for second grade in Physical, Earth and Life sciences. STEM units are integrated throughout the year.

Our science curriculum also emphasizes the process skills of science by using a leveled, hands-on inquiry approach to science. The students begin with guided inquiry and move on to open ended inquiry. Students learn that science is a way of knowing and is empirically based and consistent with evidence. Students also learn that science knowledge is subject to change when new evidence presents itself and is inherently a creative process.

### Second grade science topics include:

- Forces and motion: An object's position, an objects motion, changing position and motion, gravity
- Sound and light energy: Forms of energy, sound energy behavior of light
- Plant diversity: needs of organisms, physical structure of plants, behavior and senses, life cycles of plants, heredity and environment interactions of plants
- Earthy Materials: Earth/Atmosphere materials, soils, surface changes, rocks
- STEM: LEGO robotics, bridge building

## **Foreign Language**

This program is intended to develop listening comprehension and verbal skills in young children. Total Physical Response (TPR) Storytelling is an instructional strategy developed by Blaine Ray, which is based on Stephen D. Kristen and Tracy D. Terrell's work in developing The Natural Approach and James Asher's work in developing Total Physical Response. The goal of both of these strategies is to allow students to learn a second language in much the same manner as they learned their first language—through the senses and comprehensible sensory input. TPR Storytelling provides students with the following:

- Active language learning which is meaningful and context-driven
- TPR (Total Physical Response) cues which allow for immediate comprehension
- Appealing stories rich in comprehensible input which is easy to internalize
- Multiple opportunities to prove comprehension and to feel successful
- Long-term retention of language

# COURSE DESCRIPTIONS BY GRADE

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Students in second grade will be expected to:

- Tell short stories using the vocabulary learned.
- Realize that cognate words (Spanish words sound almost the same as English) enhance comprehension and can add more details to their short stories.
- Refining their pronunciation and knowledge in the language.
- Use the language to create imaginary situations.
- Present information about the target language and culture to others.
- Write and illustrate stories to present to others.

## **Music**

Students in second grade attend a general music class once each week and also choose between Chorus and Strings for their focused music lessons two times each week.

Second grade students focus on new song and instrumental literature, matching pitches, reading melodic and rhythmic patterns and practicing performance skills. The role of music in various cultures and traditions is explored through song, instruments and listening selections. Students interact with the new technology of Smartboard and iPads.

## **Chorus**

In Chorus we begin exploring choral singing. Each class begins with solidifying musical fundamentals with a theory and ear training lesson, followed by basic vocal technique exercises. We then move into learning and rehearsing our performance repertoire, reading from printed choral octavo as well as by rote. The class culminates with two end of semester performances. Chorus classes meet two times each week.

## **Strings**

Second grade string class is a beginning class for students wanting to learn violin, viola, or cello. All three instruments are taught in the same class. Students learn basic positions, bow grip, how to read music on these instruments, basic rhythms and beginning ear training. The class performs twice a year at school for parents, family members, friends and fellow students. Students are required to rent or buy an instrument to take this class. Community School of Naples provides assistance and information for the rental process.

## **Art**

The Visual Arts program is based around a framework that allows students to investigate, create, and critique artwork in meaningful ways. The program is designed in a way that allows students to gain enduring understandings that are transferable to other disciplines and areas of their lives.

Students learn how to assess their own work, as well as the work of others, by using problem solving and decision-making skills. As part of the program, students are introduced to a variety of skills, techniques and processes, allowing them to strengthen their ability to remember, process, and sequence information. Through practice with different media, Art students learn to manage, master, and refine simple and then more complex skills and techniques. The program provides a balance between guided instruction, where students learn to master a skill, and independent practice, where students apply new skills and techniques in creative ways and learn to become innovative thinkers.

thinkers. The creation of innovative thinkers is part of the mission of the Community School of Naples, as stated in our mission statement.

By looking at the work of famous artists and artists from other cultures, students gain an understanding of how the Arts document historical and cultural trends and foster an appreciation for differences between our culture and other cultures.

Big Ideas Covered in second grade art Include:

- Critical Thinking and Reflection
- Skills, Techniques, and Processes
- Organizational Structure
- Historical and Global Connections
- Innovation, Technology and the Future

With those ideas in mind, the students will learn about and/or implement:

- Use warm and cool colors
- Artwork as a way to tell stories about the past or to predict the future (When I Grow Up Painting)
- Art related vocabulary (line, texture, space, color, shape, pattern, balance, value, form, unity, symbols, movement, unity, rhythm, movement, emphasis, depth, contrast, balance, negative space, positive space)
- Working as part of a team to collaborate on art projects for the community and to raise awareness of events
- Artists appreciation and inspiration from cubist artist Pablo Picasso and American painter Georgia O'Keeffe
- Large scale works
- Participate in student taught art lesson
- Clay construction using slab method and glazing
- Use measurement, symmetry to complete  $\frac{1}{2}$  of a face by using value, shading, highlight to create more realistic portraits
- Color theory
- Composition and cropping
- Apply art techniques to other subjects
- Create art from recycled materials
- Learning how to critique others by using constructive criticism and the "You might think about" approach to criticism regarding changes in artwork
- Developing fine motor skills through knot tying, working with weaving needs, and creating a woven basket
- Art connections to other cultures (Native Americans)
- Understanding the idea that creativity cannot be stifled by limited resources, thinking outside of the box and using photography as a means to preserve perishable artwork
- Technology integration as a way to communicate ideas about artwork (artists statements)

# COURSE DESCRIPTIONS BY GRADE

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## **Physical Education**

The physical education program provides a variety of learning experiences by offering an array of age-appropriate activities aligned with the NASPE standards. The goal of the physical education program is to help each student reach his or her optimal physical, mental, emotional, and social development.

Proficiency in movement skills is developed through a variety of activities in which the emphasis is on experimentation, discovery, practice, and decision-making about enjoyable activities. Physical activity will provide opportunities for self-expression, social interaction, enjoyment, challenge and fun. As a result of active participation, students will begin to actively pursue lifelong physical activities that meet their needs. The more activities students are exposed to and experience, the greater chance they will discover activities of high interest and better the chance of remaining active throughout their lifetime.

The physical education activities can vary widely from basic locomotor movements such as walking, running, skipping, hopping, jumping, leaping, galloping and sliding, to non-locomotor movements such as bending, swinging, turning, twisting, pushing, pulling, chasing, and tagging. Manipulative activities such as throwing, catching, kicking and striking are also introduced. Emphasis is placed on having a positive experience.

## **Technology**

The ever-increasing impact of technology on teaching and learning is an important consideration in education at all grade levels in the Lower School. Our curriculum encompasses the use of a wide range of digital tools, media and learning environments for teaching, learning and assessing. Technology provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions. Through the use of technology, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts.

Weaving technology into the academics happens every day in second grade. Each classroom is equipped with a SMART Board and students use both laptops and computers in the classroom, enabling them to take steps into the world outside of Community School of Naples.

### In second grade the students will learn:

**Basic Computer Literacy Skills:** review key computer hardware and peripherals, learn the proper use of the mouse, learn appropriate use of the computer and lab equipment, navigate within the operating system environment to locate programs, open, exit, and maximize the size of programs as they appear on the screen, open and save a file, print a file from within a program, work with two programs simultaneously.

**Keyboarding Skills:** learn, identify and properly use the major function keys of the computer including the space bar, enter key, back space key, control (ctrl) key, alternate (alt) key, delete (del)

key, and shift keys, learn proper key strokes, utilize proper touch-typing techniques, use proper finger positioning and techniques that coincide with touch-typing

**Word Processing:** learn about the blinking cursor and how to move within the body of a document o type text into a document, utilize the backspace and delete keys to correct text errors, highlight text using the mouse, format text including: font sizes, font style, bold, underline, and italics o learn about grammar and spelling error prompts, learn new formatting skills such as changing font color and font alignment, select a word by double-clicking on it rather than highlighting, right-click spelling correction, learn keyboard keys tab and Caps Lock

**Creativity Programs:** use programs to create and present their learning including ipad apps, imovie, PowerPoint, and Keynote.

**Telecommunications:** use the school e-mail programs, e-mail and Internet safety including:

- Understand viruses and opening e-mail from unknown individuals
- Comprehend the concept of “inappropriate” e-mail
- Learn procedures for handling pop-up windows

**Internet Research:** learn appropriate Internet usage o comprehend the layout of a browser and focus on key areas such as the back button, address bar, home button, etc. o conduct simple Internet searches, learn to find images, locate, isolate, and save pictures use a search engine to find and collect information from the Internet.

### The second grade digital citizenship curriculum is designed to cover:

- The ways in which secure passwords keep our private information private online.
- The dos and don’ts of creating strong passwords.
- Only sharing our passwords with parents and teachers.
- What it means to go online and use the Internet.
- The ways in which the Internet allows us to connect to family, friends, and our greater community.
- The differences between our in-person and online community.
- How some websites’ true purpose is to sell a company’s products.
- Different tricks - such as videos, games, and activities - websites use to encourage us to buy the products.
- How products are advertised on product websites.
- How to engage in a respectful conversation using email or texting
- The importance of rereading our messages before we send to check that the tone we use is respectful
- How to appropriately use capital letters, punctuation, and emoticons to convey meaning in our emails and text messages
- The meaning of and permanence of a digital footprint: the information about you on the Internet.
- Appropriate vs. inappropriate information to put on the internet.
- Keeping our digital footprints small, as the Internet is a public place.

# COURSE DESCRIPTIONS BY GRADE

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## THIRD GRADE CURRICULUM

### Language Arts

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading workshop, writing workshop, and vocabulary study. Believing that the language arts skills, strategies, and craft should be taught in an authentic setting, our program supports bringing strong literacy instruction into the content areas.

#### **Reading**

Partnering with Columbia University's Teachers College, our approach to reading instruction enables children to build and hone skills they need to succeed in becoming powerful independent readers. Explicit reading strategies are taught in a minilesson format, followed by both small group and individual instruction. We assess each child individually in order to determine his/her instructional reading level at various times throughout the year to provide continued differentiated instruction. Genre book libraries are organized in each classroom and children choose texts at their "just right" level, which they keep and read independently both at home and school.

Our students will learn to understand texts on the deepest levels, moving beyond the basic understanding of plot to be able to analyze a variety of materials—in listening to texts as they are read, reading in groups and with partners, and reading independently. The development of good listening skills parallels and reinforces the development of good reading skills. Students learn to draw on a wide variety of strategies to understand a range of texts, both fiction and nonfiction.

- Students will learn to use context clues to determine the meaning of multisyllabic words or unfamiliar vocabulary.
- Students will learn to use explicit information to identify the main idea or primary purpose of a text or part of a text, enabling them to use the "who", "what", "where", "when", "why", and "how" of a text to contribute to a deeper understanding.
- Students will learn to use implicit information from a passage to make inferences about the emotions and motivations of characters in order to understand the ways characters change throughout higher level texts.
- Students will learn to draw connections from other texts and real life in order to understand texts better.
- Students will learn how to synthesize explicit and implicit information to make predictions, draw conclusions, and analyze texts.
- Students will begin to evaluate characters and texts.

### Read Aloud

Third Graders have a firm commitment to the value of reading aloud to students. Our goal is to use novels, above grade level, to "broaden the scope" of understanding. Reading aloud helps students build background knowledge, increase vocabulary, make more meaningful connections to thoughts and ideas as well as associate reading with pleasure (Bank Street College of Education). "Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students (Albright and Ariail).

Not only does reading aloud have benefits educationally, but also emotionally. Through a character's fictional or real-life experiences, students learn strategies for dealing with social situations and conflicts; this can only increase their self-confidence. "Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students (Albright and Ariail)."

Most importantly, reading aloud gives students fond memories of their experiences, and creates a greater love for the written word.

#### **Writing**

In the writing workshop our students learn to observe their lives and the world around them and to collect, draft, revise, edit, and publish well-crafted narrative and expository pieces. In addition, they are exposed to fine literature and poetry throughout each day that can be used as mentor texts for both reading and writing.

As students begin to develop more comprehensive paragraphs and become more comfortable with the stages of the writing process, the ability to organize complex information and recognize the multiple purposes and audiences for writing becomes increasingly important. Students learn to integrate their developing facility with English grammar and usage with a growing understanding of writing and the writing process.

- Students learn how to effectively combine two or more sentences into logical compound sentences.
- Students will learn to recognize and develop thesis statements, topic sentences and conclusions. They will begin to utilize effective transitions between ideas, sentences and paragraphs as well as effectively and logically sequence information in their writing.
- Students learn how to choose effective and relevant details to support a given idea or thesis.
- Students begin to learn how to effectively use literary language when appropriate.
- Students learn to recognize the role of the audience. They will understand that there are different purposes for a piece writing in order to help determine the kind of information that needs to be included and the appropriate style and tone of the piece.

Students will continue to develop a foundational understanding of language conventions and mechanics that is essential as students move from writing sentences to composing paragraphs. Students will also grow their understanding of sentence structure and language conventions.

- Students will learn to recognize correct and incorrect capitalization, capitalization of proper nouns, the first word of a sentence, as well as titles and forms of address.
- Students will learn to recognize the correct and incorrect use of the comma, correct use of the apostrophe in contractions and possessives, proper punctuation for dialogue and letter writing, as well as correct end punctuation.
- Students learn to apply rules of English diction and grammar by following specific rules. Rules taught include correct pronoun use, including pronoun-antecedent agreement and correct verb form and tense, including subject-verb agreement. Students will also learn rules of correct and effective expression at the sentence level, and rules of sentence boundaries, including avoiding run-ons and fragments.

# COURSE DESCRIPTIONS BY GRADE

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## Vocabulary

Reading with understanding and writing with precision requires an extensive vocabulary. In third grade, students the WordMasters program. WordMasters is a nationwide vocabulary competition for Grades 3 – 8. The competition is based on understanding and completing analogical relationships. The early introduction of this higher-level skill will benefit students, and assist with an understanding of the many facets of a word.

## Mathematics

In third grade, the objective of our mathematics program is to develop thinking skills, build proficiency, and produce confidence, while promoting a love of mathematics. Students engage in mathematical thinking through experimentation, investigation, questioning, and problem-solving. There is increasing emphasis on familiarizing and utilizing standard algorithms and using correct terminology. Math activities in third grade foster increasing competence in place value with large numbers, addition and subtraction with regrouping, geometry, multiplication and division, data analysis, measurement, as well as further developing their understanding of fractions and decimals. Throughout the year students practice basic math facts to improve automatic recall. We expect the students to end the year with a firm grasp of addition, subtraction, multiplication, and division facts. Pearson's enVisionmath, technology, and a variety of quality resources are used to enhance their depth of knowledge.

### Mathematical skills taught in Third Grade will include:

**Number Sense and Operations with Whole Numbers:** Students will learn how to use place value; read, write and compare whole numbers; use models to represent, order and compare whole numbers; and understand expanded notation. Students will also learn to perform arithmetic operations on whole numbers, know the language of basic operations, understand the relationship between addition and multiplication, and estimate sums, differences, products, and quotients. Students will also learn to understand the properties of addition multiplying and dividing by multiples of 10.

**Number Sense and Operations with Fractions and Decimals:** Students will learn how to use place value in relation to decimal numbers, recognize the relationship between fractions and decimals, and use models and number lines to represent their order. Students will also learn strategies to help them add and subtract decimals to hundredths and fractions with like denominators.

**Geometry and Spatial Sense:** Students learn how to use basic geometric language to describe and name shapes and solids, as well as find their perimeter and area. They will also learn the basic properties of figures, including numbers of sides, vertices, and angles, and characterize lines as intersecting or parallel.

**Measurement:** Students will learn to understand approximate sizes in customary and metric units and the relationships between measures within the same system and will learn to understand the basic measure of perimeter and area. Students will also learn how to solve real-life problems involving coins, elapsed time, calendars, temperature, weight or distance.

**Data Analysis, Statistics, and Probability:** Students will learn how

to read and interpret various types of simple graphs, including bar, line, circle, pictorial, tables and tallies. In addition, students will also learn to understand concepts of mean, mode, range and the concept of chance.

**Patterns, Functions, and Pre-Algebra:** Students learn how to recognize a wide variety of patterns and the rules that explain them. They will also learn how to solve simple open sentences involving operations on whole numbers and select number sentences to represent problem situations.

## Science

Third grade science focuses on exploring the interconnected nature of science as it is practices and experiences in the real world.. We use the Discovery Science as a resource for units of study in Physical, Earth and Life sciences. Our students are immersed in the nature of science and inquiry and they are encouraged to unlock the big ideas in science and science and literacy. Non-fiction reading skills are taught through science content. Students learn to gather information from texts, and online resources and incorporate that knowledge into their overall understanding of content.

Our science curriculum emphasizes the process skills of science by using a leveled, hands-on inquiry approach to science. The students begin with guided inquiry and move on to open ended inquiry. Students learn that science is a way of knowing and is empirically based and consistent with evidence. Students also learn that science knowledge is subject to change when new evidence presents itself and is inherently a creative process. STEM education is integral to our science curriculum and STEM units are embedded throughout the year.

### Third grade units include:

- Matter: What are some properties of matter
- Solar energy: What are some ways that energy can be changed from one form to another?
- Mechanical energy: How do simple machines help us move objects?
- Plant and animal adaptations in the Florida Ecosystem: How are plants and animals well suited to live in their environments?
- Objects in the sky: What roles do forces play in the patterns and stability of the Solar System?
- Lego Robotics: What is engineering? How can people work together to create better designs?

# COURSE DESCRIPTIONS BY GRADE

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## Social Studies

Our primary objective is to develop the knowledge, skills, and civic values students need to become active and reflective citizens in the United States and world today. Skills include sequencing, critical thinking, making inferences, extracting main ideas and critical information, working in cooperative learning groups, inquiry-based learning and activities, reading for meaning, context clues, summarizing, oral presentations, utilizing graphic organizers and other thinking maps, and much more. Our units trace the critical events in the development and history of Florida, including Florida's waterways, Native Americans of Florida, Florida's famous explorers, Florida's land boom, Florida's animals, Florida's economy, and famous Floridians.

## Spanish

This program is intended to develop listening comprehension and verbal skills in young children. Total Physical Response (TPR) Storytelling is an instructional strategy developed by Blaine Ray, which is based on Stephen D. Krashen and Tracy D. Terrell's work in developing The Natural Approach and James Asher's work in developing Total Physical Response. The goal of both of these strategies is to allow students to learn a second language in much the same manner as they learned their first language—through the senses and comprehensible sensory input. TPR Storytelling provides students with the following:

- Active language learning which is meaningful and context-driven
- TPR (Total Physical Response) cues which allow for immediate comprehension
- Appealing stories rich in comprehensible input which is easy to internalize
- Multiple opportunities to prove comprehension and to feel successful
- Long-term retention of language

Students will be able to tell short stories using the vocabulary learned and as the year progresses their enhanced comprehension will allow them to add more details to their short stories. Students will also continue refining their pronunciation and knowledge in the language.

Students review previously learned vocabulary by writing descriptions of their homes, what they like to do, their family, meals, school life, etc. This introduces sentence structure, modifying nouns and gender agreement.

Spanish instruction is often differentiated in order to meet the needs of our students.

## Art

The Third Grade Visual Arts program is based around a framework that allows students to investigate, create, and critique artwork in meaningful ways. The program is designed in a way that allows students to gain enduring understandings that are transferable to other disciplines and areas of their lives.

Students learn how to assess their own work, as well as the work of others, by using problem solving and decision-making skills. As part of the program, students are introduced to a variety of skills, techniques and processes, allowing them to strengthen their ability to remember, process, and sequence information. Through practice with different media, Art students learn to manage, master, and refine

simple and then more complex skills and techniques. The program provides a balance between guided instruction, where students learn to master a skill, and independent practice, where students apply new skills and techniques in creative ways and learn to become innovative thinkers.

As part of the appreciation of specific art forms and building respect for the creative process, it is important for students to understand the organizational structure of Art. Specifically, the elements of art and principles of design are investigated to provide a foundation for creativity. By looking at the work of famous artists and artists from other cultures, students gain an understanding of how the Arts document historical and cultural trends and foster an appreciation for differences between our culture and other cultures. In alignment with the focus on technology and citizenship at the Community School of Naples, the Arts program allows students to learn about careers related to the Arts and employ the skills necessary for success as citizens, workers, and leaders and that positively impact local and global economies.

## Big Ideas Covered in Third Grade Art include:

- Critical Thinking and Reflection
  - Skills, Techniques, and Processes
  - Organizational Structure
  - Historical and Global Connections
  - Innovation, Technology and the Future
- With those ideas in mind, students learn about:
- Use of warm and cool colors
  - Color mixing and color theory
  - Use of Art related vocabulary (line, texture, space, color, shape, pattern, balance, value, form, unity, symbols, movement, unity, rhythm, movement, emphasis, depth, contrast, balance, negative space, positive space)
  - Working as part of a team to collaborate on art projects
  - Artists appreciation include:: Picasso, Klee, Hundertwasser
  - Large scale work
  - Clay construction using slab method and glazing
  - Use measurement and symmetry to complete  $\frac{1}{2}$  of a face by using value, shading, highlight to create more realistic portraits
  - Learning how to critique others by using constructive criticism.
  - Technology integration as a way to communicate ideas about artwork (artists statements).

## Performing Arts

Students in third grade will choose between chorus and strings for their music course.

## Chorus

In Chorus we begin exploring choral singing. Each class begins with solidifying musical fundamentals with a theory and ear training lesson, followed by basic vocal technique exercises. We then move into learning and rehearsing our performance repertoire, reading from printed choral octavo as well as by rote. The class culminates with two end of semester performances. Chorus classes meet two times each week.

# COURSE DESCRIPTIONS BY GRADE

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## **Strings**

Third grade string class is a second year class for students wanting to continue to learn violin, viola, or cello. Students continue with reinforcement of the basic positions, read more advanced music, harder rhythms and ear training. Third grade beginners wanting to join this class are strongly urged to study privately and must commit to extra practicing at home to catch up to the class. The class performs twice a year at school for parents, family members, friends and for fellow students. Students are required to rent or buy an instrument to take this class. Community School of Naples provides assistance and information for the rental process.

## **Physical Education**

The physical education program provides a variety of learning experiences by offering an array of age-appropriate activities aligned with the NASPE standards. The goal of the Physical Education program is to help each student reach his or her optimal physical, mental, emotional, and social development.

Proficiency in movement skills is developed through a variety of activities in which the emphasis is on experimentation, discovery, practice, and decision-making about enjoyable activities. Physical activity will provide opportunities for self-expression, social interaction, enjoyment, challenge and fun. As a result of active participation, students will begin to actively pursue lifelong physical activities that meet their needs. The more activities students are exposed to and experience, the greater chance they will discover activities of high interest and better the chance of remaining active throughout their lifetime.

The physical education activities can vary widely from basic locomotor movements such as walking, running, skipping, hopping, jumping, leaping, galloping and sliding, to non-locomotor movements such as bending, swinging, turning, twisting, pushing, pulling, chasing, and tagging. Manipulative activities such as throwing, catching, kicking and striking are also introduced. Emphasis is placed on having a positive experience.

Third grade students begin to apply the basic skills acquired in previous years to game-like situations. They learn the etiquette of participation and learn to resolve conflicts during games and sports in acceptable ways. Students begin to participate in athletic challenges, such as the mile run and other physical fitness tests.

## **Technology**

The ever-increasing impact of technology on teaching and learning is an important consideration in education at all grade levels in the Lower School. Our curriculum encompasses the use of a wide range of digital tools, media and learning environments for teaching, learning and assessing. Technology provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions. Through the use of technology, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts.

In third grade the students will learn:

**Basic Computer Literacy Skills:** review key computer hardware and peripherals, learn the proper use of the mouse, learn appropriate use of the computer and lab equipment, navigate within the operating system environment to locate programs, open, exit, and maximize the size of programs as they appear on the screen, open and save a file, print a file from within a program, work with two programs simultaneously

**Keyboarding Skills:** learn, identify and properly use the major function keys of the computer including the space bar, enter key, back space key, control (ctrl) key, alternate (alt) key, delete (del) key, and shift keys, learn proper key strokes, utilize proper touch-typing techniques, use proper finger positioning and techniques that coincide with touch-typing

**Word Processing:** learn about the blinking cursor and how to move within the body of a document or type text into a document, utilize the backspace and delete keys to correct text errors, highlight text using the mouse, format text including: font sizes, font style, bold, underline, and italics or learn about grammar and spelling error prompts, learn new formatting skills such as changing font color and font alignment, select a word by double-clicking on it rather than highlighting, right-click spelling correction, learn keyboard keys tab and Caps Lock.

**Creativity Programs:** use programs to create and present their learning including ipad apps, imovie, PowerPoint, and Keynote.

**Telecommunications:** use the school e-mail programs, e-mail and Internet safety including:

- Understand viruses and opening e-mail from unknown individuals
- Comprehend the concept of “inappropriate” e-mail
- Learn procedures for handling pop-up windows

**Internet Research:** learn appropriate Internet usage, comprehend the layout of a browser and focus on key areas such as the back button, address bar, home button, etc., conduct simple Internet searches, learn to find images, locate, isolate, and save pictures use a search engine to find and collect information from the Internet

The third grade digital citizenship curriculum is designed to teach students:

- The differences between personal and private information
- To be aware of the kind of information we share when registering on a website.
- How sharing private information online can lead to identity theft.
- To understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.
- To learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.

# COURSE DESCRIPTIONS BY GRADE

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- That people sometimes act like bullies when they are online.
- To understand what cyberbullying means and what they can do when they encounter it.
- To understand that keyword searching is an effective way to locate information on the internet. They learn how to select keywords to produce the best search results.
- Students discuss criteria for rating informational websites and apply them to an assigned site. Students learn that all websites are not equally good sources of information.
- How using precise keywords help us find what we are looking for on search engines.
- The way search engines, like Google and Yahoo, work to give us a results page.
- How using more keywords can help narrow a search
- What plagiarism is, both offline and online.
- How providing a citation is one way to give credit and show respect for the ideas of others.
- The difference between using a direct quote in our research vs. putting someone else's ideas in our own words - and why we need to give credit either way.
- The components of a MLA style citation

## **FOURTH GRADE CURRICULUM**

### **Language Arts**

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading workshop, writing workshop, and word study.

#### **Reading**

Partnering with Columbia University's Teachers College, our approach to reading instruction enables children to build and hone skills they need to succeed in becoming powerful independent readers. Explicit reading strategies are taught in a minilesson format, followed by both small group and individual instruction. We assess each child individually in order to determine his/her instructional reading level at various times throughout the year to provide continued differentiated instruction. Genre libraries are organized in each classroom and children choose texts at their "just right" level, which they keep and read independently both at home and school.

In the fourth grade reading workshop students dive into a character study followed by fantasy, historical fiction, poetry and content area reading. The students work independently, in book clubs, and in small groups to build stamina, discuss well, and deeply understand a variety of texts.

- Students learn to understand, interpret and analyze a range of written texts, both fiction and non-fiction.
- Students learn to use explicit information to identify the main idea or primary purpose of a text or part of a text as well as explicit details from a passage to understand it fully on a literal level.
- Students learn how to use implicit information from a passage to make inferences about the moods and motivations of characters—in order to understand their shifts and developments over the course of the book. They learn also to make inferences about events, understanding their importance and meaning within the context

- of the book.
- Students will learn how to determine whether information consists of fact or opinion. Within fiction, they will learn whether or not a narrator is trustworthy.
- Students recognize cause-and-effect relationships among elements in a text.
- Students categorize and combine the layers of implicit information to make predictions, draw conclusions, and/or formulate hypotheses.
- Students will employ comprehension strategies to interpret, analyze, and evaluate what they have read.
- Students will be able to discuss texts well, demonstrating their understanding and growing each other's ideas.

#### **Read Aloud**

Fourth Graders have a firm commitment to the value of reading aloud to students. Our goal is to use novels, above grade level, to "broaden the scope" of understanding. Reading aloud helps students build background knowledge, increase vocabulary, make more meaningful connections to thoughts and ideas as well as associate reading with pleasure (Bank Street College of Education). "Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students (Albright and Ariail).

Not only does reading aloud have benefits educationally, but also emotionally. Through a character's fictional or real-life experiences, students learn strategies for dealing with social situations and conflicts; this can only increase their self-confidence. "Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students (Albright and Ariail)."

Most importantly, reading aloud gives students fond memories of their experiences, and creates a greater love for the written word.

#### **Art and Literacy**

Art engages children's senses in open-ended play and develops cognitive, social-emotional and multi-sensory skills. Meaningful art experiences provide children with authentic self-expression—the freedom of choice, thought, and feeling. Brain researchers tell us that children retain much better when hands-on activities go along with the learning. Art provides pre-writing experiences when the children can touch, talk, and move.

Using art to teach comprehension strategies allows children to use multiple modalities to learn and most importantly, apply these strategies in a text-free environment before applying the strategies to text. Art teaches these literacy concepts: self-expression (great for planning in writing), narrative story development, spatial relations, visual literacy, and strong book knowledge with true appreciation. It seems like a "no brainer" to use art to teach literacy strategies.

#### **Writing**

In the fourth grade writing workshop curriculum, students continue to grow their understanding of the writing process. Using the 6+1 traits, writing students learn immersion, collecting, choosing, developing, revising, editing and publishing techniques. Sentence technique and paragraph construction are at the core of the curriculum with students writing through a range of genres. An essential part of the writing curriculum is proper grammar usage and sentence structure.

## COURSE DESCRIPTIONS BY GRADE

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Grammar and sentence development are a part of the writing process.

Students will have direct teaching, in this area, using The Write Source program. It is expected that these skills will be developed and used within a piece of writing.

Students begin to develop a growing understanding of writing and the writing process. Using works of art, and art activities, students learn how art and writing are firmly linked. With this knowledge, students gain a deeper understanding of process writing and the importance of each step in the process.

- Students will learn to recognize the role of the audience, and can determine the information included, style, and tone for a piece.
- Students will learn to make decisions regarding how to plan their piece of writing in order to get their meaning across.
- Students learn to employ literary language and various literary devices where appropriate.
- Students learn to select accurate word choices to convey meaning and emotion.
- Students will learn to construct well-crafted sentences that display rhetorical precision.

In the fourth grade writing workshop curriculum, students continue to grow their understanding of the writing process. Students learn immersion, collecting (and researching), choosing, developing, revising, editing and publishing techniques. Students publish a wide range of genres including fantasy, poetry, historical fiction, mystery and various expository pieces. Throughout the year students will also have intensive exposure to and practice with proper grammar and spelling.

Students begin to develop a growing understanding of writing and the writing process. As they learn to develop more comprehensive paragraphs and become more adept at navigating through the stages of the writing process, the ability to organize complex information and to recognize the various purposes in their writing become increasingly important.

- Students will learn to craft strong thesis statements, topic sentences, and conclusions; choose and utilize effective transitions between ideas, sentences, and paragraphs; and effectively and logically sequence information within a paragraph or writing piece.
- Students recognize the role of the audience, and can determine the information included, style, and tone for a piece based on their chosen audience, as well as which audiences might be best suited for the various purposes of writing.
- Students will learn to make decisions regarding how to plan and angle their piece of writing in order to get across their intended meaning.
- Students learn to create and choose effective and relevant details to support a given idea or thesis.
- Students learn to employ literary language and various literary devices where appropriate.
- Students learn to select accurate and appropriate word choices within a piece of writing and in order to construct well-crafted sentences that display rhetorical precision.

### Vocabulary

Reading with understanding and writing with precision requires an extensive vocabulary. In fourth grade, students use two programs: Word Voyage and WordMasters. The Word Voyage program allows teachers to generate word lists directly from the books read in class. "This program allows students to achieve greater comprehension skills, superior writing, and higher standardized test scores (Word Voyage)." Word Voyage also includes Greek and Latin roots. This aspect of the program will allow for a smooth transition to the MS vocabulary program.

WordMasters is a nationwide vocabulary competition for Grades 3 – 8. The competition is based on understanding and completing analogical relationships. The early introduction of this higher-level skill will benefit students, and assist with an understanding of the many facets of a word.

### Mathematics

The fourth grade mathematics program focuses on three components of mathematics: comprehension, computation, and application. It is the final year of basic arithmetic where children should show mastery of their computational skills in anticipation of fifth grade pre-algebra, where effortless application of these operational skills is necessary. Students are given the opportunity to solidify their computational skills using the standard algorithms, while also focusing on depth of their comprehension. They utilize both components in order to apply their knowledge and skills to solve real math problems in a variety of situations. Students apply the four operations to whole numbers and decimals, while deepening their understanding of fractions. In addition, the students explore concepts related to place value, data analysis, geometry, and pre-algebra.

The fourth grade mathematics program is the final year of basic arithmetic where children solidify computational skills introduced and reinforced in third grade in anticipation of fifth grade pre-algebra, where effortless application of these skills will be necessary. While solidifying their computational ability using standard algorithms, students strengthen and deepen their comprehension, as well as their conceptual understanding while utilizing both in problem solving situations.

Students apply the four basic operations to whole numbers and decimals, as well as further and deepen their understanding of fractions. In addition, the students explore concepts related to place value, number theory, data analysis, plane geometry, and a introduction to pre-algebra. As the students examine all areas of study, they further develop their number sense, specifically their estimation skills, so they may evaluate the reasonableness of their answers. Pearson's enVisionmath, technology, and a variety of quality resources are used to enhance their depth of knowledge. Student's create their own interactive math notebooks. 4th grade is a critical year for students to solidify their understanding, skills, and confidence and develop a love of mathematics.

# COURSE DESCRIPTIONS BY GRADE

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## Mathematical skills taught in Fourth Grade will include:

Number theory and relationships: reading and understanding large numbers and the patterns that occur in our base ten math system, place value identification, standard, expanded, word forms, rounding whole numbers and decimals, ordering and comparing numbers

Whole numbers: the goal is to achieve mastery in the four operations focusing on speed, accuracy, and stamina. Working knowledge with the vocabulary, relationships between the operations, and understanding the “why” of what they are doing to solve problems

**Decimals:** understanding how they relate to whole numbers within our base 10 math system, rules for adding, subtracting, multiplying, and dividing decimals

**Word Problems:** strategies, determining key vocabulary words and concepts, checking for reasonableness, identifying important and irrelevant information, and answering the question being asked within single and multiple step problems.

**Fractions:** concepts, addition and subtraction of fractions and mixed numbers with like and unlike denominators, converting between mixed numbers and improper fractions, simplifying fractions, equivalent fractions, introducing multiplication and division of fractions

**Geometry:** points, lines, angles, plane/space shapes, using formulas to find perimeter, area, and volume, composite shapes, similar and congruent shapes, lines of symmetry, and faces, edges, vertices

**Data and Statistics:** reading and interpreting graphs, calculating mean, median, mode, and range

**Pre-Algebra:** Introduction to order of operations, variables, exponents, and solving one and two step equations

**Measurement:** Forms of measurement, elapsed time

## Social Studies

The fourth grade social studies curriculum centers on United States geography, with an emphasis on the diversity of the physical places in the country. It is designed to help students master American geography, and develop American historic, and civic knowledge. Students will complete a geographic and historic survey of the seven regions of the United States (New England, Mid-Atlantic, South, Midwest, Southwest, Rocky Mountain, and Pacific) to gather perspective. The ongoing theme, exploring what makes the United States unique and diverse, forms the essential theme of each part of the course. Students learn study techniques throughout the year, and take part in a final exam that covers the 50 states and their capitals.

Fourth grade Social Studies students will:

- Use emerging technology to research, study, and boost productivity
- Gain thorough understanding and application of map skills, and reading charts and graphs for geographical understanding
- Develop note taking abilities, and using information and research for assignments (reports, projects, and use of technological applications) that are in line with Middle School techniques
- Develop a geographic vocabulary along with a geographic awareness, and accounting for diversity of places
- Develop a historical vocabulary along with a historical awareness, and accounting for the timeline of events, and knowing their impact on the flow of history

- Acquire a proficiency in research and the use of primary sources for reports and projects
- Complete public speaking and oral presentations, and using fact-based arguments in debate-style simulations
- Collaborate in and out of class with civically minded peers

## Science

The fourth science program develops an understanding of scientific methods and processes. It involves a variety of labs, activities, and learning experiences that provide personal engagement in the dynamics of learning and the excitement of self-discovery, which exposes students to the interrelationships in the world around them. Students are exposed to concerns that confront humans daily through current events. This participatory approach is used to create knowledge and to enhance students' appreciation for the laws and principles that guide our existence. Concepts are not independently taught but are intertwined and multidisciplinary, providing students with a multitude of opportunities to become involved in science. This combination of knowledge and discovery skills will help our students to relate to current real-world issues. Topic covered in fourth grade include:

- Properties of water: What makes water so special?
- Electricity and Magnetism: What are properties of electricity and magnetism?
- Plants and animals in the environment: What roles do plants and animals play in their environment?
- Weather: Interactions of land, air, and water: How do natural events affect our world?

## Foreign Language

This program is intended to develop listening comprehension and verbal skills in young children. Total Physical Response (TPR) Storytelling is an instructional strategy developed by Blaine Ray, which is based on Stephen D. Krashen and Tracy D. Terrell's work in developing The Natural Approach and James Asher's work in developing Total Physical Response. The goal of both of these strategies is to allow students to learn a second language in much the same manner as they learned their first language—through the senses and comprehensible sensory input. TPR Storytelling provides students with the following:

- Active language learning which is meaningful and context-driven
- TPR (Total Physical Response) cues which allow for immediate comprehension
- Appealing stories rich in comprehensible input which is easy to internalize
- Multiple opportunities to prove comprehension and to feel successful
- Long-term retention of language

## COURSE DESCRIPTIONS BY GRADE

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Students will be able to tell short stories using the vocabulary learned and as the year progresses their enhanced comprehension will allow them to add more details to their short stories. Students will also continue refining their pronunciation and knowledge in the language.

Students review previously learned vocabulary by writing descriptions of their homes, what they like to do, their family, meals, school life, etc. In fourth grade sentence structure, modifying nouns and gender agreement is emphasized.

As children progress in Spanish, coursework is differentiated in order to meet varying levels and abilities.

### **Art**

Fourth Grade Artists explore a wide range of projects carefully selected for students to not only explore and experiment with the Elements and Principles of Art, but also to apply learning from core subjects for deeper understanding and relevance. Origami, Cloud studies and Under the Sea watercolors, are just a few of the many opportunities for students to further their learning in a creative application.

Students pursue longer term projects with materials that are more involving (such as paper mache, clay, etc.) and with more complexity (such as iPad illustrations and stop motion videos).

From basic fundamental concepts of drawing, to assemblage art made from found objects, the variety of projects emphasize the wide range of application of a consistent group of art concepts. Learning about the lives and times of individual artists and art groups brings to life the circumstances from which the art or art movement came about. Participation in group projects and critiques provides experience in life skills of interaction, increasingly required in the 21st century.

At this level, students are encouraged to explore and experiment with new materials with an emphasis on creative thinking. Students are responsible for photographing, uploading and maintaining their on-line portfolios which travel with them throughout their CSN experience.

The students learn about:

- Observational drawing techniques
- One Point Perspective Drawing
- Positive and Negative Shapes
- Symmetry
- Longer term projects
- Exploration of a wide variety of materials including Paper Maché, watercolor, printmaking and animation and Sketchbook Express® on the iPad.

Artists appreciation and inspiration include: Da Vinci, Van Gogh, Gauguin, Georgia O'Keefe

Performing Arts Electives (Chorus/Musical Theater, Strings, and Concert Band)

Students in fourth grade will choose to participate in at least one performing arts elective.

### **Chorus/Musical Theater**

This course encompasses many fronts, including acting, singing, and

piano study. Students participate in the musical productions as well as in "piano challenges"--an in-class performance for their peers, and twice annually for the parents.

The fourth grade students are progressing from Lower School chorus to perform more advanced singing and musicianship skills. Each class begins with a short theory and ear training exercise, followed by a group warm-up that explains and fosters the practice of solid vocal technique. The students then begin their performance rehearsal, with repertoire pulled from a wide variety of genres, which often includes staging and light choreography. Their final grade is determined by their participation in each end-of-semester performance and any additional performances. This course continues the emphasis on vocal development. Students develop their music and performance skills with increased participation in liturgical services and assemblies. They advance their choral singing techniques by learning songs in two-to-three part harmony, as well as in other languages.

### **Concert Band**

We are excited to offer our students the opportunity to explore brass and woodwind instruments. Students will have instrument lessons twice per week and participate in a concert band (all instruments together) later in the semester. Basic music theory and individual instrument techniques will be featured in class, as well as playing fun and exciting music in an ensemble setting including multiple parts. Grades will be determined based on classroom participation and two end of semester performances.

### **Strings**

Fourth and Fifth grade string classes at CSN are for third and fourth year string students on violin, viola, cello and if a student has interest, upright bass. The strongest students from these classes combine to form the Community School of Naples fourth and fifth grade orchestra. Fourth and Fifth grade beginners wanting to join this class must study privately and must commit to extra practicing at home to catch up to these classes. These classes will play advanced music, read difficult rhythms, are introduced to new keys, playing positions and more complicated ear training. The orchestra performs twice a year at school for parents, family members, friends, and for fellow students. Students are required to rent or buy an instrument to take this class. Community School of Naples provides assistance and information for the rental process.

### **Physical Education**

The fourth grade physical education program expands on skills learned throughout the Lower School years and applies them towards new games, lifetime activities, and sports preparation and development. All students acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity.

# COURSE DESCRIPTIONS BY GRADE

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Fourth grade students begin to demonstrate competency in movement patterns and proficiency in several specialized movement forms. Basic skills such as jumping rope, catching and throwing mastered in Lower School can now be used in game-like situations and lifetime activities. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways. Students can also match different types of physical activities to health-related fitness components. All Intermediate students are administered "The President's Challenge on Physical Fitness Test."

## **Technology**

The ever-increasing impact of technology on teaching and learning is an important consideration in education at all grade levels in the Lower School. Our curriculum encompasses the use of a wide range of digital tools, media and learning environments for teaching, learning and assessing. Technology provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions. Through the use of technology, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts.

The fourth grade technology curriculum is designed to increase knowledge and comfort with devices and software. Students are encouraged to use computers and ipads for projects relating units across all subjects.

Fourth Grade students will learn:

- Basic Computer Literacy: saving files to the appropriate network or drive rather than on the hard drive of the computer, understanding program specific terminology, inserting and locating files from the directory saving them to a USB/Flash drive.
  - **Keyboarding:** understanding the layout, navigation, and use of the typing program o understand the process for viewing key proficiency.
  - **Word Processing:** increasing and decreasing the view/zoom of a document, learning print preview, modifying the size of an inserted image using the image handles, learning text and image relocation on the document, formatting a text box and adjusting background colors, borders, etc., formatting line spacing, formatting page setup, using the spelling and grammar check accessed through the tool menu, creating headers and footers, using the copy and paste functions
  - **Creativity programs:** inserting images from file and clip art, moving images within the work area, creating and formatting text boxes, using the Text tool to create text on images, using the Crop tool
  - **Presentation Software:** creating presentations using PowerPoint, Keynote and iMovie, using apps on the ipad to create presentations.
  - **Telecommunications:** appropriate e-mail use, including using appropriate electronic conduct when using electronic e-mails
  - **Internet Research:** using internet searches appropriately
- The fourth grade digital citizenship curriculum is designed to teach students:
- To only share our passwords with parents and teachers.

- The unfortunate things that can happen when others know our password
- The dos and don'ts of creating strong passwords.
- The importance of creating strong passwords without using private information.
- How spam messages are often sent to us because a company is trying to sell us something, trick us into giving them private information, or even to harm with computer viruses.
- To never opening an email message from someone we don't know.
- Tips for handling spam messages: don't open the message, never click on the included links, do not reply, and tell a trusted adult if you are feeling unsure.
- The importance of including a bibliography with citations for all types of research projects and writing.
- Components of an MLA style citation.
- The differences between citing an online newspaper/magazine article and professional websites using MLA style.

## FIFTH GRADE CURRICULUM

### Language Arts

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading workshop, writing workshop, and word study.

### **Reading**

Partnering with Columbia University's Teachers College, our approach to reading instruction enables children to build and hone skills they need to succeed in becoming powerful independent readers. Explicit reading strategies are taught in a minilesson format, followed by both small group and individual instruction. We assess each child individually in order to determine his/her instructional reading level at various times throughout the year to provide continued differentiated instruction. Genre libraries are organized in each classroom and children choose texts at their "just right" level, which they keep and read independently both at home and school.

In the fifth grade reading workshop students dive into a character study followed by fantasy, historical fiction, poetry and content area reading. The students work independently, in book clubs, and in small groups to build stamina, discuss well, and deeply understand a variety of texts.

- Students learn to understand, interpret and analyze a range of written texts, both fiction and non-fiction.
- Students learn to use explicit information to identify the main idea or primary purpose of a text or part of a text as well as explicit details from a passage to understand it fully on a literal level.
- Students learn how to use implicit information from a passage to make inferences about the moods and motivations of characters—in order to understand their shifts and developments over the course of the book. They learn also to make inferences about events, understanding their importance and meaning within the context of the book.

# COURSE DESCRIPTIONS BY GRADE

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- Students will learn how to determine whether information consists of fact or opinion. Within fiction, they will learn whether or not a narrator is trustworthy.
- Students recognize cause-and-effect relationships among elements in a text.
- Students categorize and combine the layers of implicit information to make predictions, draw conclusions, and/or formulate hypotheses.
- Students will employ comprehension strategies to interpret, analyze, and evaluate what they have read.
- Students will be able to discuss texts well, demonstrating their understanding and growing each other's ideas.

## Read Aloud

Fifth Graders have a firm commitment to the value of reading aloud to students. Our goal is to use novels, above grade level, to “broaden the scope” of understanding. Reading aloud helps students build background knowledge, increase vocabulary, make more meaningful connections to thoughts and ideas as well as associate reading with pleasure (Bank Street College of Education). “Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students (Albright and Ariail).

Not only does reading aloud have benefits educationally, but also emotionally. Through a character’s fictional or real-life experiences, students learn strategies for dealing with social situations and conflicts; this can only increase their self-confidence. “Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students (Albright and Ariail).”

Most importantly, reading aloud gives students fond memories of their experiences, and creates a greater love for the written word.

## Art and Literacy

Art engages children’s senses in open-ended play and develops cognitive, social-emotional and multi-sensory skills. Meaningful art experiences provide children with authentic self-expression- the freedom of choice, thought, and feeling. Brain researchers tell us that children retain much better when hands-on activities go along with the learning. Art provides pre-writing experiences when the children can touch, talk, and move. Using art to teach comprehension strategies allows children to use multiple modalities to learn and most importantly, apply these strategies in a text-free environment before applying the strategies to text. Art teaches these literacy concepts: self-expression (great for planning in writing), narrative story development, spatial relations, visual literacy, and strong book knowledge with true appreciation. It seems like a “no brainer” to use art to teach literacy strategies.

## Writing

In the fifth grade writing workshop curriculum, students continue to grow their understanding of the writing process. Using the 6+1 traits, writing students learn immersion, collecting, choosing, developing, revising, editing and publishing techniques. Sentence technique and paragraph construction are at the core of the curriculum with students writing through a range of genres. An essential part of the writing curriculum is proper grammar usage and sentence structure.

Grammar and sentence development are a part of the writing process. Students will have direct teaching, in this area, using The Write Source program. It is expected that these skills will be developed and used within a piece of writing.

Students begin to develop a growing understanding of writing and the writing process. Using works of art, and art activities, students learn how art and writing are firmly linked. With this knowledge, students gain a deeper understanding of process writing and the importance of each step in the process.

- Students will learn to recognize the role of the audience, and can determine the information included, style, and tone for a piece.
- Students will learn to make decisions regarding how to plan their piece of writing in order to get their meaning across.
- Students learn to employ literary language and various literary devices where appropriate.
- Students learn to select accurate word choices to convey meaning and emotion.
- Students will learn to construct well-crafted sentences that display rhetorical precision.

In the fifth grade writing workshop curriculum, students continue to grow their understanding of the writing process. Students learn immersion, collecting (and researching), choosing, developing, revising, editing and publishing techniques. Students publish a wide range of genres including fantasy, poetry, historical fiction, mystery and various expository pieces. Throughout the year students will also have intensive exposure to and practice with proper grammar and spelling.

Students begin to develop a growing understanding of writing and the writing process. As they learn to develop more comprehensive paragraphs and become more adept at navigating through the stages of the writing process, the ability to organize complex information and to recognize the various purposes in their writing become increasingly important.

- Students will learn to craft strong thesis statements, topic sentences, and conclusions; choose and utilize effective transitions between ideas, sentences, and paragraphs; and effectively and logically sequence information within a paragraph or writing piece.
- Students recognize the role of the audience, and can determine the information included, style, and tone for a piece based on their chosen audience, as well as which audiences might be best suited for the various purposes of writing.
- Students will learn to make decisions regarding how to plan and angle their piece of writing in order to get across their intended meaning.
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- Students learn to select accurate and appropriate word choices within a piece of writing and in order to construct well-crafted sentences that display rhetorical precision.

# COURSE DESCRIPTIONS BY GRADE

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## Vocabulary

Reading with understanding and writing with precision requires an extensive vocabulary. In fifth grade, students use two programs: Word Voyage and WordMasters. The Word Voyage program allows teachers to generate word lists directly from the books read in class. "This program allows students to achieve greater comprehension skills, superior writing, and higher standardized test scores (Word Voyage)." Word Voyage also includes Greek and Latin roots. This aspect of the program will allow for a smooth transition to the MS vocabulary program.

WordMasters is a nationwide vocabulary competition for Grades 3 – 8. The competition is based on understanding and completing analogical relationships. The early introduction of this higher-level skill will benefit students, and assist with an understanding of the many facets of a word.

## Mathematics

The fifth grade curriculum is a transition from the arithmetic-based curriculum of fourth grade to the algebra that is developed in middle school. The course reinforces the comprehension, computation, and application skills necessary for a solid foundation in mathematics while also exposing students to algebraic concepts and developing their abstract reasoning skills. Word problems are incorporated throughout the course of the year to support and strengthen students in applying their knowledge. In fifth grade, students extend their computational skills with whole numbers, decimals, fractions to include operations with integers, exponents and rational numbers. They are also introduced to the concepts of ratio, proportion, and percent, as well as the language of algebra used to write and solve expressions and equations. In addition, students are familiarized with new concepts in geometry, probability, as well as statistics. To enhance their knowledge and deepen their foundation, Pearson's enVisionmath and the internet serve as resources for projects, additional problems, and review activities.

### Mathematical skills taught in Fifth Grade will include:

Number theory: place value, expanded notation, exponents, scientific notation

**Fractions:** review of fraction concepts, mathematical operations with fractions and mixed numbers including all four operations, equivalent fractions, reducing to lowest terms, mixed numbers and improper fractions

**Ratios, Proportions, and Percent:** calculations with percentages, finding the percent of a number, conversions among fractions, decimals, and percentages. Students will be using real life applications such as interest, discounts, taxes, tips, and sale prices

**Integers:** mathematical operations of addition, subtraction, multiplication, and division with integers; coordinate geometry

**Pre-Algebra:** order of operations, use of variables, solving equations

**Geometry:** perimeter and area of polygons and circles; volume; similar and congruent figures

**Data and statistics:** creating and interpreting graphs, calculating mean, median, mode, and range

**Probability:** simple and compound events including dependent and independent events

**Problem solving and applications:** word problems stressing the four

operations with whole numbers, fractions, ratios, and percentages

## Social Studies

The fifth grade social studies program is designed to help students master geographic, historic and civic knowledge, and functions to instill in students historical perspective, readying them for advanced study in middle school. The fifth grade curriculum is a survey of United States history from Native American society to the creation of the Constitution. Exploration of the pre-United States American history, colonization, the founding of the country and the American Revolution, and the creation of our democratic republic government, will form the deeper foundation of the course with the ongoing question: How have the events of today been shaped by the past? By the end of the course, students will have thorough understanding of the foundation of the country, and the evolving process of a modern democratic institution.

### Fifth grade Social Studies students will:

- Use emerging technology to research, study, and boost productivity
- Gain thorough understanding and application of map skills, and reading charts and graphs for geographical understanding
- Develop note taking abilities, and using information and research for assignments (reports, projects, and use of technological applications) that are in line with Middle School techniques
- Develop a geographic vocabulary along with a geographic awareness, and accounting for diversity of places
- Develop a historical vocabulary along with a historical awareness, and accounting for the timeline of events, and knowing their impact on the flow of history
- Acquire a proficiency in research and the use of primary sources for reports and projects
- Complete public speaking and oral presentations, and using fact-based arguments in debate-style simulations
- Collaborate in and out of class with civically minded peers

## Science

The fifth grade science program develops an understanding of scientific methods and processes. It involves a variety of labs, activities, and learning experiences that provide personal engagement in the dynamics of learning and the excitement of self-discovery which exposes students to the interrelationships in the world around them. Students are exposed to concerns that confront humans daily through current events. This participatory approach is used to create knowledge and to enhance students' appreciation for the laws and principles that guide our existence. Concepts are not independently taught but are intertwined and multidisciplinary, providing students with a multitude of opportunities to become involved in science. This combination of knowledge and discovery skills will help our students to relate to current real-world issues.

# COURSE DESCRIPTIONS BY GRADE

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- Matter: Physical and Chemical Changes: What are some properties of matter?
- Mechanical Energy: What are some ways that energy can be changed from one form to another?
- The Body System: How do organs carry out life functions?
- Exploring Ecosystems: The Everglades: How are plants and animals in an ecosystem connected?
- Health & Nutrition: How does nutrition and exercise affect our health?

## **Foreign Language**

The focus of this course is to increase the students' Spanish proficiency and communicative competency in the four language skills of listening, speaking, reading, and writing. Students learn to request and provide basic information, express their feelings, and exchange opinions in Spanish. They are introduced to more complex written exercises that include scripting and performing their own skits. Small group work and dramatizations are encouraged to allow for a spontaneous and more personal use of the language. Class interactions are primarily conducted in Spanish in order to increase the use of the target language in meaningful situations. Additionally, the use of authentic video and audio material and interactive website expands the students' experience of the language.

As children progress in Spanish, coursework is differentiated in order to meet varying levels and abilities.

## **Performing Arts Electives (Chorus/Musical Theater, Strings, and Concert Band)**

Students in fifth grade will choose to participate in at least one performing arts elective.

### **Chorus/Musical Theater**

This course encompasses many fronts, including acting, singing, and piano study. Students participate in the musical productions as well as in "piano challenges"--an in-class performance for their peers, and twice annually for the parents.

The fifth grade students are progressing from Lower School chorus to perform more advanced singing and musicianship skills. Each class begins with a short theory and ear training exercise, followed by a group warm-up that explains and fosters the practice of solid vocal technique. The students then begin their performance rehearsal, with repertoire pulled from a wide variety of genres, which often includes staging and light choreography. Their final grade is determined by their participation in each end-of-semester performance and any additional performances. This course continues the emphasis on vocal development. Students develop their music and performance skills with increased participation in liturgical services and assemblies. They advance their choral singing techniques by learning songs in two-to-three part harmony, as well as in other languages.

### **Concert Band**

We are excited to offer our students the opportunity to explore brass and woodwind instruments. Students will have instrument lessons twice per week and participate in a concert band (all instruments together) later in the semester. Basic music theory and individual instrument techniques will be featured in class, as well as playing fun

and exciting music in an ensemble setting including multiple parts. Grades will be determined based on classroom participation and two end of semester performances.

### **Strings**

Fourth and Fifth grade string classes at CSN are for third and fourth year string students on violin, viola, cello and if a student has interest, upright bass. The strongest students from these classes combine to form the Community School of Naples fourth and fifth grade orchestra. Fourth and Fifth grade beginners wanting to join this class must study privately and must commit to extra practicing at home to catch up to these classes. These classes will play advanced music, read difficult rhythms, are introduced to new keys, playing positions and more complicated ear training. The orchestra performs twice a year at school for parents, family members, friends, and for fellow students. Students are required to rent or buy an instrument to take this class. Community School of Naples provides assistance and information for the rental process.

### **Art**

Fifth Grade Artists continue to explore a wide range of Art projects carefully selected for students to not only explore and experiment with the Elements and Principles of Art, but also to apply learning from core subjects for deeper understanding and relevance. Scientific Illustrations, Origami and Cloud studies, are just a few of the many opportunities for students to further their learning in a creative application.

Students pursue longer term projects with more complexity. Drawing skills are emphasized as well as more advanced color mixing techniques. From basic fundamental concepts of drawing, to assemblage art made from found objects, the variety of projects emphasize the wide range of application of a consistent group of art concepts. Learning about the lives and times of individual artists and art groups brings to life the circumstances from which the art or art movement came about. Participation in group projects and critiques provides experience in life skills of interaction, increasingly required in the 21st century.

At this level, students are encouraged to explore and experiment with new materials with an emphasis on creative thinking. Students are responsible for photographing, uploading and maintaining their on-line portfolios which travel with them throughout their CSN experience.

### **Students will learn about and/or implement:**

- Observational drawing techniques
- One Point Perspective Drawing
- Drawing 3-D Shapes and Shading Techniques
- Radial Symmetry
- Longer term projects
- Exploration of a wide variety of materials including: acrylic painting, clay projects, printmaking, origami, Sketchbook Express® on the iPad
- Artists appreciation and inspiration include: Brunelleschi, Wayne Thiebaud, Picasso, Matisse

## COURSE DESCRIPTIONS BY GRADE

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### **Physical Education**

The fifth grade physical education program expands on skills learned in fifth grade throughout and continues to apply those skills to games, lifetime activities, and sports preparation and development. All students acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity.

Fifth grade students demonstrate competency in movement patterns and proficiency in several specialized movement forms. Basic skills such as jumping rope, catching and throwing are now used in game-like situations and lifetime activities. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways. Students can also match different types of physical activities to health-related fitness components. All Intermediate students are administered "The President's Challenge on Physical Fitness Test"

Fifth grade physical education also serves as a springboard for nearly 70% of the fifth grade students who will participate on an interscholastic team as sixth graders.

### **Technology**

The ever-increasing impact of technology on teaching and learning is an important consideration in education at all grade levels in the Lower School. Our curriculum encompasses the use of a wide range of digital tools, media and learning environments for teaching, learning and assessing. Technology provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions. Through the use of technology, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts.

The fifth grade technology curriculum is designed to increase knowledge and comfort with devices and software. Students are encouraged to use computers and ipads for projects relating units across all subjects.

#### Fifth grade students will learn:

- **Basic Computer Literacy:** saving files to the appropriate network or drive rather than on the hard drive of the computer, understanding program specific terminology, inserting and locating files from the directory saving them to a USB/Flash drive.
- **Keyboarding:** understanding the layout, navigation, and use of the typing program o understand the process for viewing key proficiency.
- **Word Processing:** increasing and decreasing the view/zoom of a document, learning print preview, modifying the size of an inserted image using the image handles, learning text and image relocation on the document, formatting a text box and adjusting background colors, borders, etc., formatting line spacing, formatting page setup, using the spelling and grammar check accessed through the tool menu, creating headers and footers, using the copy and paste functions
- **Creativity programs:** inserting images from file and clip art, moving images within the work area, creating and formatting text

boxes, using the Text tool to create text on images, using the Crop tool

- **Presentation Software:** creating presentations using PowerPoint, Keynote and iMovie, using apps on the ipad to create presentations.
- **Telecommunications:** appropriate e-mail use, including using appropriate electronic conduct when using electronic e-mails
- **Internet:** using internet searches appropriately
- **School Portal:** using the school portal to access homework and other information

#### The fifth grade digital citizenship curriculum is designed to teach students:

- To stay in control of the personal and private information we share with others, both offline and online.
- How websites meant for kids under 13 must comply with the Children's Online Privacy Protection Act (COPPA), and the ways in which websites for those older than 13 may use our private information.
- How to determine if a website is "safe" to share information by learning how to identify their privacy policy and seal of approvals.
- The differences and similarities between in-person and online bullying.
- The importance of empathizing with the targets of cyberbullying
- Ways of dealing with and stopping cyberbullying, whether we are the target, a bystander, or a participant.
- The differences between "knowing" an Internet friend and an in-person friend.
- To not sharing private information that could give away our identity to Internet friends.
- What to do when an Internet friend makes us feel uncomfortable.
- To ask our parents for permission before talking to Internet friends, and NEVER meeting an Internet friend without taking a parent or guardian with us.
- The importance of including a bibliography with citations for all types of research projects and writing.
- Components of an MLA style citation.
- The differences between citing an online newspaper/magazine article and professional websites using MLA style.

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Curriculum Guide And Handbook  
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