

# Curriculum Guide

*Spotlight on Primary Unit*





A young boy with short brown hair, wearing a bright red t-shirt and grey sweatpants with a black stripe down the side, is seen from behind. He is leaning forward, looking into a shallow stream. The stream is surrounded by trees and fallen leaves, suggesting an autumn setting. The water in the stream is clear, reflecting the surrounding foliage.

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## LOWER SCHOOL LIFE

The Lower School is centered around teaching students to be responsible, thoughtful, and independent in both their academic work and in their relationships with others. Through work in the classroom, within units, and in discussion with individuals, the relationship between freedom and responsibility is highlighted. Our students learn what it means to be accountable for personal choice—that with freedom, there is the opportunity to take risks, but also the accountability for decisions made and actions followed. Children are frequently given choices as a way for them to exercise independence and to support their interests. Additionally, students are expected to behave in a caring and compassionate way towards others and to act with care towards their school environment.

The close connections between students and teachers foster an atmosphere of honest, trusting communication where children are invited to voice their opinions and to learn the art of actively listening to the perspectives of others. Students in the Lower School have many opportunities to practice being part of a community through class/morning meetings. Students help to form classroom guidelines at the beginning of the year because they accept rules better when they have a part in making them. As problems develop, adults and students solve them together. Teachers support children as they work through problems, suggesting alternative solutions, if necessary. Children are encouraged to make choices and expand their ability to be responsible for their actions.

We deeply believe that educating a child means attending to the academic, social-emotional, and physical growth and progress of our students. The planned instruction in the subjects outlined further on in this guide, as well as what students have the opportunity to learn through everyday living as a part of the Green Acres community, demonstrate a commitment to educating the whole child. We believe that learning occurs best in an active, stimulating environment. How teachers arrange the classroom will vary with the tasks and goals of the teaching moment. In and out of the classroom, all adults are dedicated to providing an educational experience based upon the Green Acres mission and philosophy.







## SOCIAL-EMOTIONAL GROWTH & HABITS OF MIND

Children are encouraged to make choices and expand their ability to be in charge of themselves and their own work. Students are supported in acquiring the skills and behaviors found in the following checklists. Throughout the year, children solve problems and engage in activities to help them develop positive social relationships and healthful habits. Topics of study/discussions include friendship, cooperation, affirmation,

conflict resolution, and age-appropriate information about health-related issues. These topics are addressed in nurturing settings, including homecorners, class/morning meetings, and in small problem-solving groups as needed. These checklists help you know the specific skills upon which we focus. They are used as a part of reporting about the progress of each student throughout the year.

Social-Emotional Growth	Habits of Mind
Accepts correction and guidance	Allows others to work undisturbed
Accepts responsibility for own behavior and actions	Balances social interest and class work
Advocates for self	Completes tasks in a reasonable amount of time
Applies a variety of approaches to resolve conflicts, including advocacy, negotiation, and compromise	Contributes thoughts and ideas in class discussion
Balances the needs of others with own needs	Evaluates and reflects on own performance
Cooperates in peer initiated activities	Expresses ideas clearly
Demonstrates respect for the strengths and differences in self and others	Follows directions given orally
Follows school routines	Follows written directions
Has strategies for handling frustration	Has a positive attitude
Incorporates the ideas of others	Is flexible in trying new experiences
Interacts positively with others	Listens actively
Makes appropriate decisions	Listens respectfully to others
Open and inclusive to friendships	Participates fully in an activity
Participates appropriately in adult directed activities	Seeks help when needed
Respects the belongings of others	Seeks input and suggestions from peers
Shows consideration for others' ideas and feelings	Selects appropriate independent activities
Takes care of our community and environment	Shows organization in work and use of materials
Takes care of own belongings	Sustains focus
	Takes initiative to extend learning
	Takes responsibility to complete work
	Uses an appropriate amount of teacher time
	Works collaboratively with a variety of peers
	Works equally in a partnership
	Works for quality and accuracy
	Works independently



# THEMATIC STUDIES

The content of thematic studies is infused into many parts of the day for 1st and 2nd grade students. Teachers collaborate to weave the themes into students' studies so that the topics come alive for them in a creative, integrated way. The 1st and 2nd grade themes rotate on a two-year cycle; children do not study the same group of topics each year.

Focusing on themes allows the students to explore social organization, how people relate to each other, how humans relate to the environment, how people sustain themselves, and how science and the arts have developed from people's basic needs.

The thematic studies in the Primary Unit unify our curriculum studies. They provide ideas for reading, writing, and math, and they enrich all areas of learning. The emphasis is on learning the basic concepts and the process of collecting information, dealing with facts, drawing conclusions, and communicating with others. During the 1st and 2nd grades, children's work includes the opportunity to:

- Participate in activities and group discussions, often including both 1st and 2nd graders.
- Use resources by obtaining information from individuals, discussions, pictures, books, etc.
- Generalize from one's own experiences to understand the experiences of others.
- Show awareness of similarities and differences among people, places, and cultures.
- Show some understanding of geographic spaces.
- Show some sense of time, history, and sequence (e.g., before, after).
- Attend field trips related to the units of study (e.g., visiting Locust Grove Nature Center).







## GRADE 1 LANGUAGE ARTS

Building on the foundations laid in Pre-K and Kindergarten, the 1st grade language arts program continues to develop reading, writing, listening, and speaking skills through the use of various techniques, materials, and activities. Reading, writing, listening, and speaking are not taught separately; rather, they are intertwined throughout all of the language and theme-based activities in which students engage. The program focuses on helping children to break the reading code, develop reading strategies, learn how to comprehend an author's text, understand how to be responsive listeners, and become skilled at communicating their own messages and ideas orally and in writing. Each year, children enter 1st grade with a diversity of skills and learning styles. Teachers take these differences into account when planning the specifics of the language arts program. Components of the 1st grade language arts program include:

- Shared Reading: The teacher reads a story aloud to the class and incorporates instructional strategies into the discussion of the book.
- Guided Reading: Children meet in small groups with the teacher, who helps them to apply and develop reading strategies as they interact independently with a text.
- Partner Reading: Children enjoy stories with partners in a variety of ways.
- Read Aloud: The teacher reads aloud as children listen.
- Responses to Literature: Children talk, draw, write, and engage in dramatic and artistic activities in response to stories.
- Independent Reading: Children enjoy books of their own choosing.
- Individual Reading Conferences: The teacher meets with students in individual reading conferences to check on their independent reading.
- Journal Writing: Children draw and write in a variety of journals.
- Handwriting: Handwriting is taught formally in 1st grade using the *Handwriting Without Tears* program. We emphasize accurate formation of uppercase and lowercase letters, spaces between words, and basic capitalization and punctuation conventions.
- Sounds: Letter-sound relationships usually are explored in the context of texts and literature studied, as well as through direct training in phonemic processing and alphabetic code knowledge through games and small-group lessons with the teachers.
- Dictation: During this teacher-directed time, children learn correct letter formation and the sounds associated with each letter.
- Writers' Workshop: Children select topics about which to write. They move their drafts through an introduction to the stages of the writing process, including writing first drafts, conferencing with their peers and then with an adult, editing and revising their drafts, and creating final versions.
- Spelling: Children are in the process of moving through the following developmental spelling stages: 1) pre-communicative; 2) semi-phonemic; 3) phonemic; 4) transitional; and 5) conventional.



## GRADE 2 LANGUAGE ARTS

The 2nd grade language arts program is a rich and diverse one that concentrates on the natural development and interaction among reading, writing, listening, and speaking. The program builds upon the foundations that children have developed in Kindergarten and 1st grade. Skills and strategies related to reading and writing are emphasized through each component of language arts. The program is designed to develop a love of reading and writing and to increase stamina and fluency in both areas, as well as to prepare for content work in 3rd and 4th grade.

The language arts program focuses on developing comprehension skills, understanding texts, supporting opinions about reading selections, being responsive listeners, and communicating one's own messages and ideas orally and in writing. Students are taught to recognize their own styles and preferences and discuss their experiences and attitudes about reading. They learn to view themselves as competent readers and communicators. Reading, writing, listening, and speaking are not taught separately; rather, they are intertwined throughout all of the language and curriculum-based theme activities in which students engage.

Components of the 2nd grade language arts program include:

- Shared Reading: Children see the text and observe an expert (usually the teacher) reading it with fluency and expression. At times, the children are invited to read along.
- Guided Reading: Children meet with the teacher, who guides them through the text.
- Partner Reading: Children enjoy stories with partners in a variety of ways.
- Read Aloud: The teacher reads a literature selection aloud as children listen.
- Literature Discussion Groups: Children discuss and interpret works of literature that often are based on themes. They share their reflections on the reading and respond to the ideas of others.
- Responses to Literature: Children talk, draw, write, and engage in dramatic and artistic activities in response to stories. These are often connected to the themes.
- Independent Reading: Children read books of their own choosing. There are times when children read on their own to help build stamina and fluency.
- Individual Reading Conferences: The teacher meets with students during individual reading conferences to check on their independent reading and to work with them on reading strategies.
- Journal Writing: Children record their ideas, feelings, impressions, and observations in a variety of journals.
- Writers' Workshop: Children select topics about which to write. They move their drafts through the stages of the writing process, including writing first drafts, conferencing with their peers and the teacher, editing and revising their drafts, and creating final versions. Skills are taught during "mini-lessons," as well as through editing conferences with teachers.
- Spelling: As the year progresses, children continue to acquire spelling skills and strategies. This is achieved through a variety of instructional approaches that include studying spelling patterns, spelling lists, and other activities.
- Sounds: Letter-sound relationships usually are explored in the context of texts and literature studied.
- Handwriting: Manuscript letters using the *Handwriting Without Tears* program are reviewed.





# PRIMARY UNIT MATH

It is important for early learners in 1st and 2nd grades to see themselves as mathematicians, as this influences their attitudes and decisions about studying math in later years. This is why the Primary Unit uses a conceptually oriented math program that makes the learning of math engaging and playful. It is also essential that students of this age are well grounded in mathematical ideas so that they may develop a depth of understanding. The National Council of Teachers of Mathematics notes that the success students achieve in later grades depends largely on the quality of the foundation that is established in the first five years of school. The Primary Unit uses a developmentally appropriate math program that balances intellectual and social development.

The Primary Unit mathematics program focuses on instruction and practice with manipulatives as a way to help students discover and understand important mathematical ideas. Written work and games then follow, permitting the child to explore the mathematical principles further and to gain skill in applying them. The Primary Unit uses the *ORIGO Stepping Stones* program to support student understanding in math. This program primarily works on developing conceptual understanding, vocabulary, and practice with math algorithms, and it comes with math-oriented big books and manipulative tool kits. Teachers also focus their instruction on conceptual understanding built through problem solving and application of mathematical concepts. Teachers assess student understanding before, during, and after units, enabling them to assess each child's mathematical understanding throughout the year and determine how to best challenge each individual and the class as a whole. The *Beast Academy* math series may be used to enrich and extend math learning.

The Primary Unit mathematics program introduces children to many important concepts and skills by focusing on a number of different mathematical focal points. It is essential that these concepts be taught in an environment that promotes problem



solving, reasoning, communication, making connections between concepts, and designing and analyzing different representations of students' problem-solving ideas. Skills are reviewed, allowing each child's understanding of these ideas to develop over time. An additional goal for the Primary Unit mathematics program is for students to develop automatic recall of addition and subtraction facts up to 20. This is an important foundation for the work that they will do in 3rd grade and beyond.

## Key Features of the 1st and 2nd Grade Math Program

- Problem solving and applying math to everyday situations
- Developing readiness through hands-on activities
- Establishing links between past concepts, experiences, and explorations
- Sharing ideas through class discussions
- Learning cooperatively through partner and small-group activities
- Practicing mathematical concepts through the use of games
- Engaging in writing to explain mathematical reasoning and to practice and reinforce skills and concepts

## Subject Areas of the Primary Unit Math Program

### Numeration

- Saying, reading, and writing numbers



- Counting patterns verbally and working with place value, whole numbers, fractions, and decimals. First graders work through the hundreds' place. Second graders work through the thousands' place.
- Exploring the concept of part-to-whole relationships is stressed.

#### Operations (+, -) and Computation

- Working with addition and subtraction with regrouping, using simple division and multiplication, and using estimation to predict and check results
- Developing an understanding that there are many ways to solve problems and gain the same results. There is a focus on developing a variety of problem-solving strategies.
- Using "fact families" to learn addition and subtraction facts
- Memorizing number facts; playing games and engaging in exercises to build arithmetic skills
- Developing strategies to make reasonable estimations and check answers
- Practicing mental and written arithmetic in problem-solving contexts

#### Data and Chance

- Collecting, ordering, and displaying data
- Creating tables, charts, and graphs

#### Geometry

- Constructing 2- and 3-dimensional shapes
- Using geometric knowledge and spatial reasoning to develop the foundation for understanding area and fractions

#### Measurement

- Understanding the need for standard units
- Learning about measures of length, area, capacity, weight, and temperature
- Developing an understanding of clocks
- Creating calendars
- Using timelines, rulers, and thermometers
- Learning ordinal numbers
- Recognizing and exchanging coins and currency

#### Patterns, Functions, and Algebra

- Learning about attributes, patterns, sequences, relations, and functions





# GRADE 1 SCIENCE

## Class Structure

First grade students engage in experiential hands-on activities that encourage exploration, discovery, and critical thinking, in addition to fostering the development of productive social interactions.

## Goals

- To pique students' curiosity about the world
- To expand their awareness and understanding of the world
- To foster the development of observational skills, employing all senses
- To engage students with basic scientific process skills (observing, inferring, measuring, communicating, classifying, predicting)
- To engage students in the rudiments of experimentation
- To encourage students to observe their world mindfully and understand the connections among all its elements, living and nonliving
- To encourage mindfulness in social interactions to enable students to work successfully in cooperative groups, as well as independently, during various explorations

- To encourage students to question actively and problem solve during investigations, furthering the development of their critical-thinking skills
- To have students gain experience with a range of scientific tools that aid in observation and analysis
- To have students practice various ways of recording and interpreting their observations, such as graphing, drawing, writing, speaking, and measuring

## Topics

First grade students follow inquiry-based units that complement classroom themes and build foundational scientific knowledge. Through experimentation, exploration, and structured hands-on activities, students recognize patterns and formulate predictions based on their observations. They gain familiarity with the scientific process and practice regulatory and listening skills as they complete step-by-step experiments alongside a lab partner. Each activity provides students with opportunities to identify patterns, extrapolate, and ask questions that further their learning.







## GRADE 2 SCIENCE

### Class structure

Second grade students engage in experiential hands-on activities that encourage exploration, discovery, and critical thinking, in addition to fostering the development of productive social interactions.

### Goals

- To pique students' curiosity about the world
- To expand their awareness and understanding of the world
- To foster the development of observational skills employing all senses
- To engage students with basic scientific process skills (observing, inferring, measuring, communicating, classifying, predicting)
- To encourage mindfulness in social interactions to enable students to work successfully in cooperative groups, as well as independently, during various explorations
- To encourage students to observe their world mindfully and understand the connections among all its elements, living and nonliving
- To encourage students to question actively and problem solve during investigations, furthering the development of their critical-thinking skills
- To have students gain experience with a range of scientific tools that aid in observation and analysis
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### Topics

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- Chemistry
  - What is chemistry? Why is it important?
  - How do substances change when they are combined with other substances?
  - What is a chemical reaction?
- National Parks
  - How was the Grand Canyon formed?
  - Why is there snow on the Denali mountains?







## PRIMARY UNIT MUSIC

### Grouping

Students in the Primary Unit meet regularly with their homecorner groups for music class and creative movement. During the fall semester, the 2nd grade class meets for music once in each six-day cycle and for a co-taught music and movement class once in each six-day cycle. During the spring semester, the 2nd grade meets twice with the music teacher in each six-day cycle. This schedule is reversed for the 1st grade, who have music twice per cycle in the fall, and music once per cycle and creative movement once per cycle in the spring.

### Philosophy

Making music together as a group stands at the center of the music program in the Primary Unit at Green Acres. Students gather to sing/chant/hum, dance, and play music while learning about musical conventions, their world, and themselves. Our approach uses ideas and methods taken from the teachings of Carl Orff and Zoltan Kodály, two composers and music educators who developed systems for teaching children. Kodály developed a system of music education that focuses on singing, beginning in early childhood. His method begins with simple tunes and progresses through more complicated pieces and uses many folk tunes from various countries around the world. Children are encouraged to sing/chant/hum, play instruments, dance, learn folk music of their own culture, and explore the music of other cultures. Orff's teaching focuses on using language and movement as a basis for rhythmic and melodic exploration. Children use various instruments,

including xylophones, glockenspiels, and simple rhythm instruments, to create ensembles supporting singing, chanting, and humming. Throughout the school year, they will perform, listen to, and analyze great music of the world. In addition, they will learn musical skills such as music reading and writing; singing, chanting, and humming; and part singing/chanting/humming. They will improvise and compose at each level.

All individuals, and therefore all classes, begin making music and singing in simple ways, and then progress to more complicated explorations. As a result, our music program follows the development of the individuals as melodies, rhythms, ensembles, and other musical elements become more complicated. In 1st and 2nd grades, similar material and goals are used and modified to meet the needs of the group. As a result, 2nd grade students develop more complicated ensembles and enhance the pieces with more improvisation and composition than 1st grade students. In both classes, a focus on working as a group to create is paramount.

### Skills and Concepts

Essential questions for the year include:

- How do individuals work together to make music?
- How can music teach us about our world?
- How do elements of music (rhythm, melody, dynamics, etc.) affect the listener?
- What differentiates sound from music?
- What can I do to make an ensemble sound better?



Concepts revolve around basic elements of music (rhythm, melody, harmony, dynamics, tempo, timbre, and form). Skills include keeping a steady beat, playing and singing/chanting/humming simple melodies and rhythms, and playing melodies and ostinatos on mallets and percussion instruments and belleplates. Students will begin to use color charts and adapted musical notation, as well as standard notation. Throughout the year, strong emphasis is placed on caring for the instruments and working cooperatively as an ensemble.

### Materials

- Purposeful Pathways music curriculum
- Multiple library and music resources, including picture books, music books, prerecorded music, and videos
- Pitched mallet instruments, belleplates, and unpitched percussion instruments
- Simple handmade instruments

### Units and Activities

The music program for the Primary Unit will complement thematic studies throughout the year and will focus on migration, weaving, Ghana, and roots. In addition, students will observe the cycle of the year by singing/chanting/humming songs appropriate to the seasons and the changing weather.





# GRADE 1 ART

## Goals

- To continue exploring ways to visually represent thinking and learning experiences using a variety of media and techniques
- To continue to cultivate a sense of wonder by presenting students with open-ended artistic explorations
- To continue providing opportunities for students to familiarize themselves with materials and techniques
- To continue to foster visual literacy
- To learn proper art room etiquette (art room procedures and proper use of materials and tools)
- To integrate thematic units from the homecorners to help students understand that art is a part of their everyday life
- To express and process individual emotions through art
- To create narratives and foster storytelling through art
- To explore the elements of art and how they are used to build an image or sculpture (line, shape, form, color, texture)

## Concepts and Skills

- Drawing different types of lines and shapes
- Creating shapes using a variety of lines (straight, curved, thick, thin, horizontal, etc.)
- Painting experimentation
- Identifying primary and secondary colors
- Using simple shapes to draw more complex objects
- Developing gross and fine motor skills
- Manipulating three-dimensional materials
- Mixing colors
- Understanding the difference between 2-dimensional and 3-dimensional art
- Identifying different types of art materials
- Using materials safely
- Following directions
- Improving cutting skills
- Fostering creativity and open-ended thinking
- Encouraging creative problem solving
- Interpreting and discussing art images



## Program Description

First grade students continue to develop and build upon skills learned in the Early Childhood Unit program. The development of concepts and skills is balanced with an emphasis on the importance of feelings and self-expression and how emotions affect and enhance artistic production. These goals are accomplished through such activities as drawing, painting, ceramics, collage, printmaking, and weaving. The art teacher works closely with the 1st grade classroom teacher to integrate homecorner units of study into the art curriculum. The goal of 1st grade art is to create an environment in which children can explore, experiment, and give voice to their creative selves. Children learn that, through art, they can express their ideas and feelings. They explore the properties of art materials to uncover visual languages with which they can tell stories and represent their unique experiences. Students also learn to observe and visually represent the world around them. The art teacher engages in meaningful dialogue with children to help uncover the thoughts and ideas they experienced during the artistic process, making their learning visible to all. Through close collaboration with classroom teachers, the art teacher offers students the opportunity to extend their investigations, document their understanding, and enrich their overall learning experience. The goals of the art program are to provide students ample opportunities to use a variety of art materials, to build confidence in artistic techniques, to develop craftsmanship, and to cultivate a sense of wonder through open-ended artistic exploration.



# GRADE 2 ART

## Goals

- To explore ways to visually represent thinking and learning experiences using a variety of media and techniques
- To encourage open-ended creative thinking and problem solving
- To provide further opportunities for students to familiarize themselves with new materials and techniques
- To foster visual literacy
- To understand and implement the elements and principles of art

## Concepts and Skills

- Identifying primary and secondary colors
- Mixing secondary colors
- Finding inspiration from everyday objects and from nature
- Continuing to practice cutting skills
- Recognizing and drawing different types of lines and shapes
- Learning proper painting techniques
- Using simple shapes to draw more complex objects
- Gaining an increased control of three-dimensional media by working with clay and recycled materials
- Using materials safely and responsibly
- Following directions
- Fostering creativity and open-ended thinking
- Encouraging creative problem solving
- Interpreting and discussing art images

## Program Description

Second grade students continue to develop and build upon skills learned in the Early Childhood Unit and 1st grade programs. The development of concepts and skills is balanced with an emphasis on the importance of feelings and self-expression and how emotions affect and enhance artistic production. These goals are accomplished through such activities as drawing, painting, ceramics, collage, printmaking, and weaving. The art teacher works closely with the 2nd grade classroom teacher to integrate homecorner units of study

into the art curriculum. The goal of 2nd grade art is to create an environment in which children can each explore, experiment, and give voice to their creative selves. Children learn that, through art, they can express their ideas and feelings. They explore the properties of art materials to uncover infinite visual languages with which they can tell stories and represent their unique experiences. Students also will learn to observe and visually represent the world around them. The art teacher engages in meaningful dialogue with children to help uncover the thoughts and ideas they experienced during the artistic process, making their learning visible to all. Through close collaboration with classroom teachers, the art teacher offers students the opportunity to extend their investigations, document their understanding, and enrich their overall learning experience. The goals of the art program are to provide students ample opportunities to use a variety of art materials, to build confidence in artistic techniques, to develop craftsmanship, and to cultivate a sense of wonder through open-ended artistic exploration.







## PRIMARY UNIT SPANISH

### Content

The Spanish course for 1st and 2nd grades is centered on a communicative approach that is based on the idea that learning a language successfully comes through having to communicate real meaning. The main objective of the communicative approach is to present a topic in context as naturally as possible. Following this approach, Spanish students at Green Acres have constant interaction with and exposure to the target language by engaging in communicative activities which are presented in a situation or context and have a communicative purpose. Typical class activities are songs/music, games, role-playing activities, writing, simple math activities, and hands-on activities. The four language skills—speaking, listening, reading, and writing—are developed in Spanish class, since communication involves all of these skills. Moreover, the Spanish curriculum is integrated with 1st and 2nd grade homecorner thematic units.

### 1st Grade Units and Activities

- Greetings
- Days of the week, months of the year, and the seasons
- Descriptions of how students feel; the verb “to be”
- Typical commands used in the classroom
- Colors and shapes
- The numbers: counting from 0–20
- Family members: adjectives
- The school: school supplies; the verb “to have”

- Food: the verb “to like”
- Animals
- Celebrations: Thanksgiving, family celebrations, birthdays

### 2nd Grade Units and Activities

- Greetings and feelings
- Commands used in classrooms situations
- Days of the week, months of the year, and the seasons
- The weather
- Colors and shapes
- Talking about me, my family, my friends, my pets, and favorite food and colors; the verbs “to have” and “to like”
- The numbers: counting from 0–50
- Clothes: the verbs “to wear,” “to like,” “to have,” “to dislike” and adjectives
- My house: “There is a..” and “there are...”; adjectives
- The alphabet: the pronunciation of letters, syllables, and words
- Celebrations: Halloween, Day of the Dead, Thanksgiving, family celebrations, birthdays





# PRIMARY UNIT CREATIVE MOVEMENT

## Schedule

First graders attend a creative movement and music class for 45 minutes once during the six-day rotation from late January to June. The Primary Unit themes are an integral part of class activities.

Second graders attend a creative movement and music class in homecorner groups for 45 minutes once during the six-day rotation from mid-September to January. The Primary Unit themes are an integral part of class activities.

These classes are co-taught by the creative movement and music teachers.

## Goals

- Encourage creativity and spontaneity through safe, fun movement activities
- Develop body awareness, or relationships my body creates: body parts, body shapes, roles with others (e.g., lead, follow, partner, mirror, unison, solo, group)
- Develop action awareness, or what my body does: move in place (stability: e.g., twist, stretch, bend) and around the room (locomotor: e.g., walk, run, gallop)
- Develop effort awareness, or how my body moves: time (speeds, rhythms), force (stop, start), degrees of force (strong, light), and flow (single movements, combinations of movements)
- Develop space awareness, or where my body moves: space (self vs. shared), directions (e.g., up, down), levels (high, middle, low), and pathways (e.g., straight, curved)
- Demonstrate moving in time with music using different locomotor actions
- Provide opportunities to use the body to interpret an idea, story, poem, or song
- Create movement sequences and activities based on the Primary Unit themes
- Provide practice working collaboratively on group projects to present during two theme assemblies



## Format of Classes

**Opening Activities:** Sessions begin with a gathering. These opening activities bring the group together, allow students to settle so that they can attend to class, and help them focus on class themes.

**Warm-up Activities:** The warm-up activities allow for vigorous, high-energy release within a structured framework. Exercises based on BrainDance, a sequence of eight developmental movement patterns, comprise the opening warm-up for each class, followed by locomotor explorations.

**Movement and Body Awareness:** These activities concentrate on the development of movement skills. General objectives are to explore movement dynamics, modulate body actions, move with attention to surroundings, create action patterns, and to move rhythmically and expressively.

**Group Theme:** This part of the session incorporates ideas and themes based on students' ideas and the current Primary Unit focus. Creative movement sessions balance a connection with the classroom themes with an opportunity for new imaginative material to emerge. Books, simple costumes (created by children, when possible), and other props may be used to enhance this creative process.

**Closing Activities:** These activities help children to re-focus on their own bodies and to practice relaxing and resting. A brief review of the session's events and a reference to the upcoming activities help smooth the transition to the next activity.





# GRADE 1 PHYSICAL EDUCATION

## Goals

The goal of the 1st grade PE program is to create a lifelong desire to develop the whole person physically, socially, and emotionally. This program is integral to developing students' education, as it pertains to the total fitness, growth, and overall development of the individual. Teachers provide a wide variety of opportunities to enhance the social development of the student through participation in various physical activities. The program instills a sense of importance in promoting fitness, wellness, and an overall healthy attitude towards exercise and the benefits it provides. Most importantly, the physical education department promotes respect for the uniqueness and differences of the self and others through a wide variety of games and activities.

Students develop a sense of rules, skills, and strategies associated with the physical education activities in which they participate. They accomplish this while they work on developing their sportsmanship and team-building skills in class. There is an intentional, developmentally appropriate progression of motor skill development through activities that actively engage children. Teachers work to create a safe environment in order for students to have the confidence to take risks and improve athletically, socially, and emotionally.

The main goals are for all students to feel comfortable and confident in their abilities, and to continue to develop a sense of cooperative learning. An introduction to team-oriented games is an important objective at this level, with an emphasis on teamwork and the basic rules of various sports.

## Concepts

- The SELF Concept is stressed at this level, promoting sportsmanship, effort, learning, and fun in every class.

- Each child is given an opportunity to learn, improve, and polish both new and existing skills.
- Body awareness and spatial awareness (i.e., how our bodies move and where we move in relation to others)

## Objectives

- To work on developing and improving new and existing skills
- To learn fair play and work cooperatively with each other
- To continue to develop motor skills
- To perfect the proper techniques for throwing, kicking, catching, and hitting

## Activities

This is a list of potential units/activities. These may vary based on time, weather, and class interests.

- Locomotor/non-locomotor
- Spatial/Body awareness
- Manipulatives
- Throwing/Catching
- Parachute
- Gymnastics
- Dance
- Striking/Kicking
- Relays
- Fitness games





## GRADE 2 PHYSICAL EDUCATION

### Goals

The major goal of the 2nd grade PE program is to create a lifelong desire to develop the whole person physically, socially, and emotionally. This program is integral to developing students' education, as it pertains to the total fitness, growth, and overall development of the individual. Teachers provide a wide variety of opportunities to enhance the social development of the student through participation in physical activities. The program instills a sense of importance in promoting fitness, wellness, and an overall healthy attitude towards exercise and the benefits it provides. Most importantly, the PE department promotes respect for the uniqueness and differences of the self and others through a wide variety of games and activities.

Students develop a sense of rules, skills, and strategies associated with the physical education activities in which they participate. Students will work on developing their sportsmanship and team-building skills in class. There is an intentional, developmentally appropriate progression of motor skill development through activities that actively engage children. Teachers work to make the classroom a safe environment in order for students to have the confidence to take risks and improve themselves athletically, socially, and emotionally.

An additional goal of PE in 2nd grade is to continue to develop individual athletic ability in areas such as general movement, coordination, and strength. Also, the cooperative aspects of

teamwork are introduced through modified large-group games and some team sports.

### Concepts

For the purpose of improving all-around coordination, students are taught proper techniques for various team sports, activities, and games associated with physical education. Through adapted game play, students are helped to further develop their own individual skills. Each child is given an opportunity to learn, improve, and polish both new and existing skills using different equipment. Team-oriented games are modified to help students better understand the relationships between their own skills and the concept of working together as a team. In addition, each student is taught that fair play is a critical element when participating in team-oriented sports.

### Objectives

- To learn at their own pace the goals and skills appropriate for their age level
- To improve existing skills
- To learn new skills
- To develop basic footwork and movement patterns needed within each sport
- To give students an opportunity to use individual skills in simulated game conditions
- To introduce more team-oriented sports and games to students
- To better understand the basic rules of the sport being taught
- To work cooperatively with teammates in small- and large-group games so that their team will become more successful



- To begin to work and understand fair play and what being a good sport entails
- To be able to say "good game" after competing, regardless of the score or outcomes

### Activities

This is a list of potential units/activities. These may vary based on time, weather, and class interests.

- Locomotor/non-locomotor
- Spatial/Body awareness
- Manipulatives
- Throwing/Catching
- Parachute
- Gymnastics
- Dance
- Striking/Kicking
- Relays
- Fitness games





## NEXT STEPS

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