

MISSION STATEMENT

The Town School is committed to elementary coeducation, serving students in Nursery through Eighth grade. As we embrace high academic and ethical standards for each student, we are guided by our school motto, "let there be joy in learning."

Town's program balances the traditional and the innovative, emphasizing excellence in academics and a thorough exposure to the arts and physical education. We teach children to think creatively, read critically and reason logically, stressing the value of both individual learning and collaboration. We are committed to diversity, teaching students to be inclusive and to respect themselves and others.

Students leave Town as well-rounded, articulate, resilient and morally responsible individuals. They are prepared to meet the challenges of a demanding secondary education and continue on the path of lifelong learning.

PHILOSOPHY

We believe that the process of learning is as important as the result. Town builds on children's natural curiosity and creativity, helping them discover and celebrate their strengths. In our nurturing and supportive environment, we challenge each student to take risks and persevere. The program enables students to experience success, increase self-confidence and develop individuality. Faculty and parents collaborate in support of each child's growth.

Town students develop social awareness through age-appropriate service within the school and the community at large. Students exercise responsibility and assume leadership roles as they learn to become involved citizens of the world.

GUIDANCE

The guidance model is the centerpiece of educational and psychological support at Town. It is based on the concept that the combined knowledge and resources of an interdisciplinary team will ensure the best understanding of the individual student and the unique set of strengths and challenges he or she brings to the school community. Through this understanding the educational, social and emotional needs of each child are identified and addressed.

In the Nursery/Kindergarten and Lower School Divisions, each class has its own guidance team consisting of the Division Head, School Psychologist, head teacher(s) and associate teacher. The Lower School guidance team also includes the reading and math specialists. In addition, the N/K and Lower School Division Heads and School Psychologist hold separate guidance meetings with departmental specialists providing the art, science, dance, music, library, and physical education teachers the opportunity to share observations and concerns about individual students and receive support to better understand and respond to the needs of each student. The Upper School guidance team meets by grade, and in addition to the Division Head, School Psychologist, Dean of Students, reading and learning specialists, and advisors, includes all teachers and departmental specialists who work with students within a given grade level. Each guidance team meets weekly. Team members can request additional meetings on an ad hoc basis, which are then scheduled by the Division Head. Information shared within these meetings is confidential.

The main goal of Guidance Team meetings is to review the progress of each student with an eye toward identifying areas of strength, as well as concerns if and when they arise. In advance of meetings, teachers ask team members to spend time observing the students who will be the focus of the guidance discussion. Through thoughtful exploration of student work and behavior, the team comes to understand each child's individual learning style and the factors likely to enhance or hinder learning. Based on this understanding, the team brainstorms classroom strategies intended to highlight strengths and address specific obstacles to learning.

When concerns arise, they may revolve around academic performance in a particular area, social relationships, behavior, or a shift in mood or attitude towards schoolwork and/or others. In all but the most minor of instances, a member of the team will contact parents to share these concerns and enlist parent knowledge and support in helping to identify and formulate a plan of action. Contact may be by phone, or parents may be asked to join a team meeting so that issues can be explored in greater depth, and both the team and parents can benefit from each others' unique perspective. In the Upper School, where guidance teams are quite large, meetings would include only those team members most relevant to the discussion.

Parents are also asked to join team meetings when recommendations are made for outside professional support (e.g. academic tutoring, neuropsychological evaluations, speech and language assessments, psychotherapy, etc.). Parents are encouraged to give permission for relevant team members to communicate with outside professionals, and may ask these professionals to attend team meetings when appropriate. Finally, parents are encouraged to contact a relevant member of the guidance team with any substantial concerns regarding their child which are related to their academic and emotional well being, and/or when significant family events or changes impact their child.

COMMUNITY ACTION

Community Action at Town begins with education and is connected to the curriculum at every grade level. Students work on projects that meet the real and specific needs of the communities and organizations that they learn about in school. These experiences allow the children to use academic skills and knowledge in real life situations.

All of the classes in the Nursery and Kindergarten division collaborate on a Community Action project that spans the school year. These projects allow our youngest students to meaningfully connect to certain issues. One year the children learned about blindness and acted by helping The Seeing Eye, an organization that breeds and trains dogs to become seeing-eye dogs for the blind. The children had the opportunity to interview a blind person and meet her seeing-eye dog. Then, Kindergarten classes held a bake sale to raise money for The Seeing Eye. The children also recorded audio-books for students at a school for the blind.

In the Lower School Community Action is embedded within each grade's core curriculum. Lower School projects enhance what is taught in academic subjects and emphasize the virtue of giving back to various communities. For example, when the Second grade studies the Harlem Renaissance, they learn about jazz music's influence on American culture. The students partner with the Jazz Foundation, a local organization that provides housing, health care, and instruments to musicians in New York City, as well as New Orleans. Musicians from the foundation come to Town to answer students' questions and to play music for the Lower School. The second graders give back by raising money for the Jazz Foundation.

In the Upper School, Community Action revolves around yearly themes such as disaster relief, hunger, or environmental sustainability. Education on the theme begins in the fall with a student-led assembly. Upper School students then create a Community Action plan which includes educating others, direct action projects, and fundraisers. Past projects have included letter-writing campaigns, various drives, and raising awareness within our Town community. Students also participate in off-campus projects which foster a sense of moral responsibility and social awareness.

THE TOWN SCHOOL

MATHEMATICS CURRICULUM SUMMARY

SCHOOL-WIDE GOALS:

- TO LEARN PROBLEM SOLVING SKILLS.
- TO RECOGNIZE MATHEMATICAL PATTERNS AND RELATIONSHIPS.
- TO USE MATH AS COMMUNICATION, ARTICULATING SOLUTIONS TO PROBLEMS.
- TO SEE MATH'S RELATIONSHIP TO LIFE, ITS USE IN EVERYDAY SITUATIONS.
- TO KNOW ENJOYMENT OF MATH.
- TO ACQUIRE BASIC COMPUTATIONAL SKILLS.

NURSERY/KINDERGARTEN: Because young children learn best through actively doing, the math curriculum is based on playful activities that emphasize verbal interaction and manipulative materials while laying the groundwork for symbolic understanding. Whenever possible, these activities find their source in the daily classroom routines and have practical applications in the lives of children. The Nursery/Kindergarten classrooms have such materials as Legos, cubes, unit blocks, Cuisenaire rods, geoboards, pegs, and geometric tiles. These materials allow children to engage in both open-ended exploration and more structured, organized activity with teacher suggestions and direction.

Nursery 3: The year is designed to help children build an awareness of the relevance of math in daily life and to support their curiosity and interest in the many areas of mathematical thinking.

- ❖ Develop number sense (counting objects, songs, cooking).
- ❖ Help children become familiar with one-to-one correspondence, with daily routines (lining up, setting the snack table, taking attendance).
- ❖ Introduce mathematical language, through use of unit blocks, puzzles, and art projects, that encourages visual identification of similarities and differences in objects such as size and shape.
- ❖ Provide opportunities for sorting and patterning by single attribute (i.e. color or shape) in activities such as stringing beads and tile design.
- ❖ Develop spatial concepts and sense of directionality; introduce necessary language (up, down, near, next to, under).

Nursery 4: In this year, children gain more familiarity with basic mathematical concepts, becoming more confident in their problem-solving abilities and skills.

- ❖ Increase children's facility with numbers and work on recognizing written numbers.
- ❖ Continue to reinforce one-to-one correspondence and encourage independence in solving number problems (sharing materials, setting up snack, taking attendance).
- ❖ Encourage comparison of size, shape, quantity and highlight mathematical language.
- ❖ Introduce the ideas of estimation and prediction and provide opportunities for children to use these.
- ❖ Develop more complex patterning and sorting activities using more than one attribute and using vertical, horizontal, and diagonal planes.
- ❖ Introduce simple games for matching and set work.
- ❖ Employ the use of graphs, charts, other forms of displaying information, introducing symbolic representation.

Kindergarten: The Kindergarten year builds upon earlier math concepts and encourages children to feel the power and enjoyment of mathematical pursuits. Children work in whole and small groups and individually on specific mathematical tasks. Many activities rely on the use of materials such as unit cubes, Cuisenaire rods, attribute blocks, geoboards, tangrams, etc. The division follows the curriculum developed by the University of Chicago School Mathematics Project, with additions and revisions made as needed. The Kindergarten faculty and Math Specialist meet regularly to plan for and assess children's progress. Four periods per week are devoted to math.

- ❖ Make pattern recognition and description (the foundation of all mathematics) a daily investigation.
- ❖ Reinforce and review numbers and number operations; add practice with writing of numbers in context of practical activity (date a picture, work with simple computation, create activities for counting by 5's or 10's).
- ❖ Develop extensive opportunities for working on measurement, equivalence, comparison (block building, cooking, graphing); predicting outcomes and solving mathematical problems.
- ❖ Introduction of computer and continued use of mathematical tools such as measuring tape, balance scales, and timers.
- ❖ Emphasize geometry, symmetry and spatial awareness through more complex block buildings, art projects, pattern block work.
- ❖ Engage children in thinking mathematically and finding solutions to practical situations, relying on their knowledge of math concepts.

LOWER SCHOOL: The Lower School math program is one of exploration and discovery. The curriculum is designed to help children reason logically, see mathematical patterns and relationships, and understand the presence of math in everyday life. A strong computational base is taught as the foundation to more complex and abstract mathematical thinking. Teaching tools include the use of manipulatives such as Dienes' blocks, Cuisenaire rods, and attribute blocks as well as cooperative learning techniques and math computer software. The division follows the curriculum developed by the *University of Chicago School Mathematics Project*. Four to five periods per week are devoted to math.

First Grade:

- ❖ Learn addition and subtraction.
- ❖ Work with statements of equality and inequality, money, time, and measurement.
- ❖ Introduction of word problems and mental math.
- ❖ Use of manipulatives to introduce and reinforce the understanding of number relationships.
- ❖ Introduction of calculators to examine number patterns and relationships.

Second Grade:

- ❖ Build automatic recall of basic addition and subtraction facts.
- ❖ Expand knowledge of addition and subtraction to double-digit numbers.
- ❖ Increased emphasis on mental arithmetic, estimation, and approximation.
- ❖ Continued study of geometry, probability, money, measurement, and time.
- ❖ Introduction to concepts of multiplication and division.
- ❖ Emphasis on functions.

Third Grade:

- ❖ Introduction to problem solving with multi-digit addition and subtraction.
- ❖ Learn the multiplication tables.
- ❖ Increased emphasis on automatic recall of math facts.
- ❖ Continued use of manipulatives and problem-solving exercises.
- ❖ Exploration of relationships among decimals, fractions, and measurement.

Fourth Grade:

- ❖ Continuation of mathematical concepts introduced through the Everyday Mathematics program including fractions, decimals, geometry, and basic operations.
- ❖ Introduction of multi-digit multiplication, long division, visual patterns and symmetry, and percentages.
- ❖ Continued use of manipulatives and problem-solving exercises.
- ❖ Use of world geography model to place mathematical concepts in context of everyday life.

UPPER SCHOOL: The Upper School math program builds on the basic content taught in the Lower School. Whole-group instruction, cooperative learning, projects, and extensive use of the computer and manipulative materials are methods of instruction. Continuous reinforcement of real-number operations in combination with geometry, pre-algebra and algebra; problem-solving; and learning to think mathematically are stressed. Classes meet five periods per week. Manipulatives used: Cuisenaire rods, unifex cubes, straw constructions, geoboards, computer simulations, pattern blocks. The Thirteen Strands as defined by the National Council of the Teachers of Mathematics are used throughout the school. They are:

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| ❖ Math as problem solving | ❖ Number sense and numeration | ❖ Measurement |
| ❖ Math as communication | ❖ Concepts of whole number operations | ❖ Statistics and probability |
| ❖ Math as reasoning | ❖ Whole number computation | ❖ Fractions and decimals |
| ❖ Mathematical connections | ❖ Geometry and spatial sense | ❖ Patterns and relationships |
| ❖ Estimation | | |

Fifth-Seventh Grades: These topics are introduced in Fifth Grade and expanded through Seventh Grade:

- ❖ All operations with whole numbers, place value, estimation, introduction to negative numbers, approximation.
- ❖ All operations with decimals, use of exponents, word problems involving whole numbers, fractions, decimals, percents.
- ❖ All operations with percents, introduction to simple equations (solving percents), ratios, finding averages, divisibility rules, prime and composite numbers, prime factorizations, finding the least common multiple, finding the greatest common factor.
- ❖ All operations with fractions and mixed numbers, decimal equivalents, introduction to probability and statistics.
- ❖ Functions and graphing, graphing functions, graphing geometric functions.
- ❖ Surface area and volume, polygons, circles, plane figures, angles and their measurement (using the computer software Geometer Sketch Pad for tessellations and patterns).

Eighth Grade: Honors Algebra, Algebra I and Introduction to Algebra (variables and equations, grouping symbols, problem solving), basic properties of real numbers, solving equations, all operations with polynomials, factoring polynomials, all operations with algebraic fractions, solving problems with fractional equations, linear equations, systems of equations, introduction to functions, rational and irrational numbers, and solving quadratic equations with perfect squares and completing the square.



THE TOWN SCHOOL

SOCIAL STUDIES/HISTORY CURRICULUM SUMMARY

SCHOOL-WIDE GOALS:

TO UNDERSTAND SELF AND CULTURE AS THEY RELATE TO OTHERS AND THE WORLD.

TO BECOME KNOWLEDGEABLE ABOUT AND APPRECIATIVE OF PEOPLE'S HISTORIES AND CULTURES.

TO LEARN HOW TO APPROACH HISTORICAL RESEARCH.

TO ACQUIRE A BASIC KNOWLEDGE OF GEOGRAPHY.

TO APPRECIATE AND UNDERSTAND THE ROLE OF GOVERNMENT IN SOCIETY.

NURSERY/KINDERGARTEN: The social studies program in the Nursery/Kindergarten Division focuses on the most familiar and immediate social structures of family, school, and neighborhood. Each grade level aims to help young children gather and reflect on information that will enable them to better interpret the world around them so students can find a meaningful, personal relationship to that world. A core approach is formally introduced in the Kindergarten year.

Nursery 3 and Nursery 4: These classes choose from a group of social studies topics and develop several units during the year based on the children's interests and skills. Topics that have been included are:

Nursery 3:

Colors

Shapes

Five Senses

Nature/Study of the Seasons

Nursery 4:

Emotions

Our Neighborhood

Parts of the Body

Cultural Foods

Kindergarten: The Kindergarten studies self and family life and integrates into these studies work in the areas of language arts, science, math and art into a comprehensive educational program. Field trips are central to the development of the curriculum units as well as providing opportunities to build skills in observing, collecting and recording information.

- ❖ Self-study.
- ❖ Examine a variety of family structures, learning to respect similarities and differences.
- ❖ Study and celebrate cultural family traditions.
- ❖ Develop skills of observation and collection of information by making charts, graphs, drawings, interviews, block buildings, maps, and murals.

LOWER SCHOOL: The Lower School social studies program is a spiraling curriculum centered around issues of community life in different cultures and time periods. Students begin in First Grade by examining their immediate community at The Town School as well as exploring the surrounding neighborhood. In Second and Third Grades children are introduced to historical studies, but again the emphasis is on how the family lived in previous times. In Fourth Grade children study the waves of immigration that settled this country while examining their own personal ethnic roots. In all grades children learn to utilize research techniques such as interviewing, observing, categorizing, and report writing. Field trips are important tools for building observation skills and collecting information.

First Grade:

- ❖ Examining the defining components and characteristics of a community, including who and what is necessary for a community to function.
- ❖ Exploration of job of family members and other community workers.
- ❖ Study of jobs and rules in the school community and the neighborhood.
- ❖ Mapping of neighborhood.

Second Grade:

- ❖ Study of New York City beginning with the neighborhood, emphasizing mapping, transportation, shelter and acquisition of food in today's world.
- ❖ Study of the habitat of the Lenape in New York City long ago with an examination of how life in the forest influenced beliefs and daily living.
- ❖ Extension of research skills, observation and categorizing, and the recreation of clothing and personal items of the Lenape.
- ❖ Learning legends and games of the Native Americans.

Third Grade:

- ❖ Use a terrain model to recognize and identify land formations.
- ❖ Study of NYC and U.S. geography.
- ❖ Study of historical New Amsterdam in the 17th Century, beginning with the explorers and emphasizing family life and daily living in a new country.
- ❖ Study of Westward Expansion, focusing on why settlers chose to leave one section of the country and the process of traveling west.

Fourth Grade:

- ❖ Study of personal family heritage.
- ❖ Study of immigration of various ethnic groups to the U.S., including the history of the old country and the causes of immigration.
- ❖ Understanding of how immigrants adapted to the new country, and the impact they made on the culture and community.
- ❖ Dramatic re-enactments, including the disembarkation at Ellis Island.

UPPER SCHOOL: The Upper School program continues the inquiry approach begun in Lower School, combining it with course content that begins with the study of ancient civilizations in Fifth Grade and culminates with American history and government in Eighth Grade. Each grade accomplishes a research project. Classes meet daily in Fifth and Sixth Grades and four times per week in Seventh and Eighth Grades. Museum trips are coordinated to enhance social studies curriculum in all grades.

Fifth Grade:

- ❖ Organization of humans as town and city dwellers.
- ❖ Archaeology, Ancient Egypt, and Ancient Greece.
- ❖ Geography in connection with course topics, and basic map-reading skills.

Sixth Grade:

- ❖ Study of the Middle Ages (600-1500) - societies in Europe, Islamic civilizations, Japan and West Africa.
- ❖ Geography in historical context/map skills.
- ❖ Expository/historical writing.
- ❖ Research skills, computer skills - PowerPoint, Dreamweaver.

Seventh Grade:

- ❖ The Age of Discovery: Study of the period of rapid geographical, intellectual, artistic and social expansion and growth spanning the 14th through 17th Centuries.
- ❖ Exploration of the Globe: examination of primary and secondary source material surrounding Marco Polo, Columbus and the Incas - research paper on explorers; study of maps, developing cultures.
- ❖ Exploration of the mind: focus on creative genius and its historical impact, as seen in Leonardo Da Vinci, Shakespeare and Galileo - interdisciplinary emphasis, including painting and astronomy; substantial work with primary source materials and computer-based research tools.
- ❖ Exploration of Community: comparison between cultures of Roanoke, Salem and Native American societies.

Eighth Grade:

- ❖ U.S. history, including:
 - ◆ Philosophies behind revolution and democracy
 - ◆ Constitution and formation of government
 - ◆ Structure of government
 - ◆ Westward expansion
 - ◆ Antebellum U.S.
 - ◆ Civil War
 - ◆ Jim Crow South and great migration
 - ◆ Civil Rights Movement
- ❖ U.S. facing world in contemporary era.

Supplementary materials include: primary source documents, films, visual art, literature.



THE TOWN SCHOOL

TECHNOLOGY CURRICULUM SUMMARY

SCHOOL-WIDE GOALS:

- TO EXPLORE WAYS TO USE DIFFERENT TOOLS AND SKILLS TO THINK CREATIVELY, REASON SYSTEMATICALLY, AND WORK COLLABORATIVELY TO SUPPORT TEACHING AND LEARNING INCLUDING: DIGITAL VIDEO PRODUCTION, COMPUTER PROGRAMMING, INTERACTIVE MULTIMEDIA SUCH AS BLOGS, VIDEOCASTS, PODCASTS, WIKIS, SCREENCASTS AND WORD PROCESSING.**
- TO PREPARE STUDENTS TO BE EFFECTIVE "DIGITAL CITIZENS" AS BOTH PRODUCERS AND CONSUMERS OF MEDIA.**
- TO UNDERSTAND THE IMPORTANCE OF THE TOWN ACCEPTABLE USE POLICY IN THE ETHICAL CONTEXT OF THE INTEGRAL AND POWERFUL ROLE THAT TECHNOLOGY HAS TO CREATE, COMMUNICATE, RESEARCH, COLLABORATE, AND PUBLISH.**
- TO SUPPORT TEACHING AND LEARNING WITH AN ONLINE COURSE MANAGEMENT SYSTEM FOR ALL CLASSES TO ACCESS AND SHARE INFORMATION AND USE INTERACTIVE MULTIMEDIA, TO ENRICH ACADEMIC AND CO-CURRICULAR PROGRAMS BY INTEGRATING TECHNOLOGY AT EVERY LEVEL.**

The goal of technology at Town is to ensure that all students have a strong foundation in the computer and multimedia skills needed to support their academic work and to provide a strong foundation in the ethical uses as 21st century citizens. Technology is integrated at every level in each division to expand learning opportunities to encourage reflective thinking, systematic reasoning and collaboration among students and faculty. Our infrastructure is designed to focus on student learning and support innovation across the curriculum.

Over the past year, Town has implemented technology infrastructure at an amazing pace, including hardware, software and teacher support. With SmartBoards in every classroom, a powerful intranet system to bring classroom learning online, a school-wide wireless platform designed for mobile learning, and a new state-of-the-art Technology and Media Learning with both Macs and PCs, Town is building a learning landscape that allows students to prosper in a digital society.

NURSERY/KINDERGARTEN

Technology in the N/K Division includes using an iPod to create a recording, listen to a story or capture a choice time activity with video, use software such as Google Earth or Skype, compose a picture with a digital camera, or explore a specific website using the class SmartBoard. Regardless of the tool, technology is used intentionally to enable students to explore an inquiry, express an observation, create something new, share an inquiry or capture the process of learning over time. Over the course of the year, students have increased opportunities to use technologies independently, supported by teacher modeling and by classroom protocols to ensure safe and effective use.

LOWER SCHOOL

Technology in the Lower School is seen as a gateway to research, collect, connect, revise, share, and publish. While technology devices are a natural part of our everyday lives, technology is used intentionally in all subjects as a tool to further an inquiry, think critically, solve a problem, share learning, and expand opportunities for deeper understanding.

In First Grade, students are introduced to the use of our two computer labs, with a focus on the Windows operating system, MS Office, how to access and use the school's network, and how to use the Internet effectively. While technology is integrated at every level, regular class time is provided for Third and Fourth Grade to build their keyboarding skills and receive more detailed instruction on the usage of such resources as Google Earth and web-based multimedia tools such as blogs, videocasts, podcasts, wikis and screencasts. Microsoft Word, Excel, and PowerPoint as well as Google Docs are used to support projects in all subjects.

Many Lower School faculty members are issued personal laptops to support faculty communication and collaboration using shared documents, shared calendars and online classroom forums.

UPPER SCHOOL

Technology in the Upper School includes students learning how to use technology effectively to find, sort, evaluate, cross-reference, revise, share and contribute to the world of knowledge that is at our fingertips. In a digital world of accelerating change, more is not necessarily better; rather, it requires a new ethic of learning that is more intentional, creative, collaborative, and global. This ethic draws upon the computer science notion of "computational thinking," defined as learning how to develop the ability to interpret problems, design solutions to solve problems more effectively, and make meaningful connections. The focus of integrating technology in Upper School is not only to focus on specific "stand alone" tools to enhance learning, but rather to offer integrated computer instruction into the curriculum along with specific projects and assignments. In this way, learning experiences are tied with relevant tools so that our students move beyond "information literacy" requirements, and learn to use technology to think creatively, reason systematically, and "go deeper" to achieve new levels of understanding and meaning. In Upper School, special emphasis is on Web 2.0 collaborative and cross-platform resources to support across subjects, such as Google for Education.



THE TOWN SCHOOL

FOREIGN LANGUAGE CURRICULUM SUMMARY

SCHOOL-WIDE GOALS:

TO INTRODUCE IN THE EARLY YEARS FOREIGN LANGUAGE AS PART OF THE EVERYDAY CLASSROOM EXPERIENCE.

TO TEACH AWARENESS OF THE LOGIC AND PATTERNS OF LANGUAGE THROUGH THE STUDY OF ONE CLASSICAL AND ONE MODERN LANGUAGE DURING THE UPPER SCHOOL YEARS.

TO GIVE STUDENTS A BASE FOR FURTHER FOREIGN LANGUAGE STUDY IN HIGH SCHOOL.

TO BROADEN CULTURAL AND HISTORICAL KNOWLEDGE BY SEEKING LINKS BETWEEN LANGUAGE STUDY AND OTHER DISCIPLINES.

NURSERY/KINDERGARTEN:

Spanish: Spanish is introduced and integrated into the Kindergarten curriculum by the classroom teachers.

LOWER SCHOOL/UPPER SCHOOL:

Spanish: Lessons in First-Third Grade begin with conversation in an immersion-based fashion to encourage "real-life" use of the modern language. Much of each grade's instruction is integrated with the existing core curriculum. While fluency is not a goal, children gain opportunity to respond with some oral and written use of the language. The program does offer a thorough and authentic introduction to Hispanic/Latino cultures.

Topics include:

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| ❖ Conversation pieces | ❖ Family members | ❖ Skits in class |
| ❖ Numbers | ❖ Colors | ❖ Alphabet |
| ❖ Weather | ❖ Age | ❖ Seasons |
| ❖ Classroom vocabulary | ❖ Animals | ❖ Body parts |
| ❖ French/Spanish songs | ❖ Definite vs. indefinite articles | ❖ Months/dates/days |
| ❖ Ordering Food & Drink | ❖ Introduction of currency | ❖ Simple Adjectives |
| ❖ Time | ❖ Maps | |

French/Spanish: Beginning in Fourth Grade, students study French and Spanish, each for half of the year. In Fifth Grade students will take either French or Spanish and will continue in the selected language for four years. Fourth through Eighth Grades begin more formal study, completing at least the equivalent of high school French/Spanish. Classes are four days per week. The continuing goal of the foreign language program at this level is to strengthen their communication, reading and writing skills in the target language.

Fifth/Sixth Grade French:

- ❖ Idioms: w/avoir
- ❖ Regular "er" verbs
- ❖ Irregular verbs: aller, faire
- ❖ Negation
- ❖ Le futur proche
- ❖ Vocabulary: French towns, food, rooms of house, furniture, clothing
- ❖ Introduction to possessive adjectives
- ❖ Descriptive adjectives (introduction to agreement)
- ❖ Prepositions: à and chez
- ❖ Numbers
- ❖ Contractions of definite and indefinite articles with prepositions, à and de
- ❖ Question formation with: qui, que, comment, pourquoi, combien, où, quand
- ❖ Avoir and faire idiom monologues
- ❖ Famous people project

Fifth/Sixth Grade Spanish:

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| ❖ Articles | ❖ The verb ser | ❖ Adjectives (singular & plural) |
| ❖ Time | ❖ AR - verbs | ❖ Irregular verbs ir, dar, estar, tener |
| ❖ Contractions (al/del) | ❖ ER - verbs | ❖ IR - verbs |
| ❖ Numbers | ❖ Classes/School/Subjects | ❖ Clothing |
| ❖ Colors | ❖ Café | ❖ Eating/Drinking |
| ❖ Community | ❖ Family | ❖ House/home/apartment buildings |
| ● El banco | ❖ Prepositions | ❖ Spanish film |
| ● El parque | ❖ Directions | |
| ● La calle | | |
| ● La tienda | | |

Seventh Grade French:

- ❖ Inversion questions
- ❖ Adjective agreement
- ❖ Adverbs
- ❖ Complex negation
- ❖ Partitive (and its negation)
- ❖ Possessive adjectives/demonstrative adjectives
- ❖ Intro to Object pronouns (direct)
- ❖ Independent pronouns
- ❖ Quantity expressions
- ❖ Verbs:
 - ❖ Passé composé
 - ❖ Present: ir, re verbs
 - ❖ Irregular: voir, savoir, tenir, venir, mettre, connaître, lire, dire, écrire devoir, courir, ouvrir, offrir, boire
 - ❖ Imperative form
- ❖ Fashion Show
- ❖ Computer lab work
- ❖ Composition writing on la Francophonie using past, present and future tenses
- ❖ French film

Eighth Grade French:

- ❖ Object pronouns (indirect, y, en) ; usage in past tense
- ❖ Reflexive verbs
- ❖ Tenses: present, imperfect, future, conditional and past tenses
- ❖ Interrogative adjectives and pronouns
- ❖ Demonstrative pronouns
- ❖ Comparison of adjectives
- ❖ Idiomatic expressions
- ❖ Sequence of tenses: si, quand, lorsque, pendant que, dès que, aussitôt que, après que
- ❖ Reading of a French novel (e.g. *Le Petit Prince*)
- ❖ French film in class
- ❖ Computer lab work
- ❖ Francophone country research paper

Seventh Grade Spanish:

- ❖ Inversion questions
- ❖ Adjective agreement
- ❖ The present progressive
- ❖ Stem-changing and irregular verbs
- ❖ Saber y Conocer
- ❖ Demonstrative adjectives
- ❖ Ser y Estar
- ❖ The preterite of -ar, -er, -ir verbs and the preterite of irregular verbs
- ❖ Direct Object pronouns
- ❖ Indirect Object pronouns
- ❖ The verb Gustar/Encantar
- ❖ Positive/negative sentence structure
- ❖ Reflexive verbs
- ❖ Fashion Show
- ❖ Computer lab work
- ❖ Discussion of elements of Spanish life, travel
- ❖ Spanish film
- ❖ Vocabulary of restaurants, weekends, traveling (train, airport), daily routines, feelings, sickness

Eighth Grade Spanish:

- ❖ Object pronouns (direct and indirect)
- ❖ Reflexive verbs
- ❖ Stem changing verbs (present and past)
- ❖ Irregular verbs (present, past, future)
- ❖ Saber/conocer
- ❖ Possessive adjectives
- ❖ Demonstrative adjectives
- ❖ Accents
- ❖ Por/para
- ❖ Commands (formal and informal)
- ❖ The imperfect tense
- ❖ The verb gustar
- ❖ Reading of Spanish poetry and short stories
- ❖ Interrogative adjectives
- ❖ Idiomatic expressions
- ❖ Spanish film in class
- ❖ Computer lab work

Latin: Instruction in Latin begins in Grade Seven. Using Cambridge Latin Course I, II, & III, students learn the language as well as Roman culture and some history. They complete at least the equivalent of high school Latin I. Classes meet four days a week.

Seventh Grade:

- ❖ Nouns: first three declensions, cases: nominative, vocative, genitive, dative, accusative, ablative
- ❖ Verbs: first and second conjugation, irregular verbs, tenses: present, imperfect, perfect, pluperfect, imperative, infinitive
- ❖ Adjectives: agreement; comparative, superlative
- ❖ Pronouns: relative, personal, demonstrative, possessive
- ❖ Vocabulary: 600+ new words

Eighth Grade:

- ❖ Nouns: introduction of 4th and 5th declensions, additional usage of cases
- ❖ Verbs: present participles, perfect participles, subjunctive mood, future and future perfect, passive voice
- ❖ Gerundives
- ❖ Vocabulary: 600+ new words



THE TOWN SCHOOL LANGUAGE ARTS CURRICULUM SUMMARY

SCHOOL-WIDE GOALS:

TO INSTILL AN APPRECIATION OF THE WRITTEN AND SPOKEN WORD.

TO VALUE THE POWER OF LANGUAGE AS ACCESS TO IDEAS AND CULTURES.

TO DEVELOP FACILITY IN READING AND WRITING, INCLUDING SPELLING AND GRAMMAR.

NURSERY/KINDERGARTEN: The emphasis in the Nursery/Kindergarten years is on developing spoken language and fluency of expression, listening skills and those physical and cognitive abilities fundamental to reading and writing.

Nursery 3: The aim is to help young children discover the uses and value of language and to foster a love of language.

- ❖ Build vocabulary, facilitate conversation, lead discussions, and model correct, clear language.
- ❖ Encourage the use of writing tools (crayons, markers, paint brushes) to develop eye-hand coordination and fine motor control.
- ❖ Create the stimulus for language exploration by presentation of interesting, diverse materials.
- ❖ Provide play situations to support social aspects of language development.

Nursery 4: The classroom becomes an environment rich in print so children begin to see the relationship of symbols to the spoken word. The children participate in a library program that involves weekly story readings and signing out of individual books.

- ❖ Introduction of print into the environment (charts, signs, and labels).
- ❖ Group meetings and discussions for listening and self expression opportunities.
- ❖ Individual story dictation and collective group writing (experience charts, recipes, graphs).
- ❖ Early writing activities.
- ❖ Refining of motor skills and left to right sequencing.
- ❖ Expansion and enrichment of language (sentence structure, use of adjectives, adverbs, rhyming words).

Kindergarten: Language arts skills are taught within the framework of the daily curriculum and small group work. Based on a balanced literacy approach, the language arts curriculum incorporates opportunities for shared reading, independent reading workshop, writing and word study. The identification and writing of letters, letter/sound associations, word recognition, and reflection of story events and author's messages are addressed in meaningful activities rather than in isolation. Classroom teachers regularly meet with the Reading Specialist to design reading and writing activities and monitor children's progress. Children continue to have weekly library time and borrow a book of their choice from the library collection. Selected computer software for skills reinforcement is available.

- ❖ Increased use of environmental print and books, including Big Books, charts, poems, songs, rhymes and riddles.
- ❖ Read-alouds and story dictations to build on sequencing skills, predictive abilities, connections to character and plot.
- ❖ Practice of writing, labeling work, formation of letters, developmental spelling on drawings, and journal entries.
- ❖ Daily meetings and directed group discussions to strengthen ability to follow a topic and respond, problem-solve, plan, and gain understanding of other viewpoints.
- ❖ Monitoring of individual skill development through periodic assessments with Reading Specialist and classroom teachers including an end-of-year assessment.

LOWER SCHOOL: The primary objectives of the reading program are to encourage enjoyment and involvement in reading and to help children develop into independent and critical readers. Since all children do not learn to read in the same way, a variety of instructional methods and materials are used. In **Reading Workshop**, a whole class lesson introduces skills. The children then read books on their individual reading levels with support from the classroom teachers or reading specialist. In **Response to Literature**, students share a common piece of literature, paying particular attention to discussion and comprehension skills. The **Writing Program** emphasizes the process of writing and builds upon the child's own abilities as a storyteller. Students spend much time developing and refining stories prior to "publication". Daily reading and writing activities are integrated within this literature-based reading program based upon developmentally appropriate skills, including a defined phonetic sequence. Reading specialists work regularly with students during language arts periods, as well as meeting weekly with classroom teachers to develop the curriculum.

First Grade:

- ❖ Literature-based program using a variety of materials including Big Books, trade books, and poems.
- ❖ Teaching of consonant sounds with vowels to read and spell phonetically regular words. The spelling of non-phonetic words is introduced.
- ❖ Writing and sharing of stories based on personal experiences. Learning of lower case manuscript.
- ❖ Daily journal writing and weekly dictation.

Second Grade:

- ❖ Increased emphasis on reading comprehension.
- ❖ Expanding of sight vocabulary and phonetic rules.
- ❖ Weekly spelling tests.
- ❖ Writing emphasizing revision techniques and story development. Experimentation with different genres, such as poetry and folktales.
- ❖ Journal writing across curriculum.

Third Grade:

- ❖ Increasing reading fluency, understanding plot and character development, and analyzing literature.
- ❖ Group reading integrated with Social Studies themes.
- ❖ Experimenting with different types of writing such as realistic fiction, poetry, personal narratives and expository writing.
- ❖ Cursive writing and keyboarding skills are introduced.
- ❖ Journal writing across curriculum.

Fourth Grade:

- ❖ Exploration of different genres of literature, such as memoirs, fiction, non-fiction and poetry.
- ❖ Reading, writing and research are often integrated with Social Studies.
- ❖ Continued analysis of plot, character, and literary techniques.

UPPER SCHOOL: Upper School English is a comprehensive program combining literary analysis, creative and expository writing, and the study of vocabulary, grammar, punctuation, and syntax. Classes meet daily. The library and the computer lab are used by large and small groups for instruction and reference work as needed. Whenever appropriate, literature is selected because of relevancy to the Social Studies curriculum.

Fifth and Sixth Grades: Curriculum identifies and addresses four critical and interrelated experiences: Response to Literature, Reading Workshop, Writing Workshop, and the study of Language Patterns.

- ❖ **Response to Literature** is a reading program involving students in the same piece of literature. Oral and written activities maximize involvement. They include character analysis, story mapping, class discussions, dramatic presentations, and written responses (both creative and expository). Some responses are also in the form of blog entries. The books we may choose to study as a class are the following: *Beowulf: A New Telling*, *Little Sister*, *The Giver*, *The Watsons Go To Birmingham*, *The View From Saturday*, *Love That Dog*, *Getting Near To Baby*, and selected works of short fiction.
- ❖ **Reading Workshop** involves children in reading and responding to books on their own individual reading levels. In addition to the library, classroom libraries have been developed to offer the students a wide variety of children's literature.
- ❖ **Writing Workshop/Skills** takes place regularly. Teacher and peer conferencing guide the writer through a process which includes topic selection, drafting, revising, editing, and publishing.
- ❖ **Investigating Language Patterns** focuses upon the structure of the language: phonetic elements, spelling patterns, grammatical structures, and vocabulary development. Classical roots are taught in the context of read literature. Supplemental text: *Writers Express Handbook*.
- ❖ **Instruction** is given in standardized tests, and emphasis is placed on test taking strategies. Following directions, analogies, and reading comprehension skills are reviewed in preparation for students' Educational Records Bureau Comprehensive Testing Program.

Seventh and Eighth Grade: Curriculum focuses primarily on literary analysis and development of expository and creative writing skills. In addition to the study of specific works of literature in class, students read and respond to independent books selected with assistance from their teachers.

- ❖ **Literary Analysis** consists of class discussions, reading comprehension assessments, book responses, journal and blog entries, personal essays and related projects (drawings, scenes, oral presentations) which explore character development, conflict, symbolism, writer's craft, point of view, narrative voice, and theme in books assigned for class and individual reading. The books we may choose to study as a class are among the following: (Seventh Grade) *To Kill a Mockingbird*, *Othello*, *The Absolutely True Diary of a Part-Time Indian*, *Flowers for Algernon*, *A Tree Grows in Brooklyn*; (Eighth Grade) *Romeo and Juliet*, *Lord of the Flies*, *I Know Why the Caged Bird Sings*, *One Flew Over the Cuckoo's Nest*, *A House on Mango Street*, *The Chosen*, *The Catcher in the Rye*, *Night, 1984* and selected short stories.
- ❖ **Writing Skills** are developed through vocabulary acquisition; grammar, punctuation and syntax study; and formal and informal essay assignments. Initial drafts are rewritten to teach editing for the strongest possible final form of presentation. Several book responses per year are required (two oral), and short writing assignments are given on a consistent basis. Texts used include *Vocabulary Workshop* and *Painless Grammar*.
- ❖ **Supplementary Instruction** includes films of works studied (*Romeo and Juliet*, *Lord of the Flies*, *To Kill a Mockingbird*, *Othello*).



THE TOWN SCHOOL PHYSICAL EDUCATION CURRICULUM SUMMARY

SCHOOL-WIDE GOALS:

- TO TEACH A WIDE VARIETY OF PHYSICAL SKILLS IN A SAFE AND ENJOYABLE ENVIRONMENT.
- TO PROVIDE A COMFORT LEVEL FOR ALL STUDENTS IN A POSITIVE, SUPPORTIVE ATMOSPHERE WHERE THEY FEEL FREE TO TAKE RISKS AND ATTEMPT NEW ACTIVITIES.
- TO EMPHASIZE THE PROCESS OF LEARNING PHYSICAL SKILLS RATHER THAN THE END RESULT.
- TO FOSTER INDIVIDUAL RESPECT AS WELL AS COOPERATION WITH CLASSMATES.
- TO LEARN TO DEAL WITH SUCCESSES AND DISAPPOINTMENTS WHICH COME FROM STRETCHING ONE'S PHYSICAL LIMITS.
- TO ESTABLISH LIFELONG ENJOYMENT OF PHYSICAL ACTIVITIES.
- TO TEACH CHILDREN THE VALUE OF PHYSICAL FITNESS.

NURSERY/KINDERGARTEN: In this division, children are exposed to various movement activities which allow them to have fun while at the same time experience frequent successes in physical education. All groups spend time each day outdoors on the roof and/or terrace. The Nursery 4 and Kindergarten classes have physical education instruction in the gym two times a week. Goals for this age include the following:

- ❖ Developing gross motor skills.
- ❖ Introducing activities that increase core strength, agility, flexibility, and balance.
- ❖ Developing hand-eye and foot-eye coordination.
- ❖ Providing simple games and creative exercises for both individual and group play.
- ❖ Learning through discovery and exploration.

LOWER SCHOOL: In the Lower School, the emphasis is placed on developing general movement skills, elementary game and sports concepts, and social awareness through group activities. As the program and children progress through the grades, each of these areas becomes more specialized so that by the time the children reach Eighth Grade, they understand the concepts and can perform many of the skills needed in fairly complex sports. Lower School students have physical education classes either three or four times a week. Specific goals in each grade include the following:

First Grade:

- ❖ Developing basic motor skills.
- ❖ Developing agility, balance, core strength, hand-eye and foot-eye coordination.
- ❖ Playing games with various group sizes and organizations.
- ❖ Providing opportunities for creative play.

Second Grade:

- ❖ Continuing the program from First Grade, adding more complex skills, rules, and games.
- ❖ Introducing fitness activities.
- ❖ Playing lead-up games for sports, i.e. basketball, newcomb, kickball, soccer.
- ❖ Introducing cooperative games and games of low organization.
- ❖ Developing agility, balance, core strength, hand-eye and foot-eye coordination.

Third Grade:

- ❖ Reinforcing games and concepts learned in lower grades, including cooperative games.
- ❖ Introducing lead-up games for more complex sports, e.g. modified soccer, basketball, newcomb, whiffleball.
- ❖ Introducing more team oriented, competitive games and some beginning sports.
- ❖ Introducing cardiovascular endurance work as well as continuing fitness activities.

Fourth Grade:

- ❖ Continuing previously learned games and concepts from Third Grade.
- ❖ Introducing more advanced lead-ups involving positions, strategies, higher degree of skill levels, for basketball, softball, etc.
- ❖ Introducing football, handball, volleyball and softball, track and field.
- ❖ Providing opportunities for leadership.
- ❖ Continuing fitness activities.

UPPER SCHOOL: In the Upper School (Grades 5-8) the aim is to expose the children to a variety of sports and activities so that by the time the children graduate they will have a broad base of knowledge in many areas. To that end, a variety of sports and games is taught during different seasons. Fitness is stressed throughout. Athletic teams are offered after school hours. A positive, supportive atmosphere is created so that children feel comfortable and at ease in physical education, and will develop a higher level of self esteem as a result of their participation. We also teach children to deal with the achievements and setbacks of competition. Grades 5-8 have classes four times a week, from 40 minutes to one hour. In the fall and spring, the Fifth through Eighth Graders go to Randalls Island for physical education. The other two periods are taught either in the gymnasium or in John Jay Park. In the winter months all classes are held in the gym. Additionally, in the winter students are introduced to either gymnastics or martial arts at Asphalt Green, or swimming at the Aqua Center. Seventh and Eighth grade students continue with gymnastics at Asphalt Green and are introduced to martial arts.

Curriculum Content:

Fall:

- ❖ Soccer
- ❖ Cooperative games
- ❖ Fitness Activities
- ❖ Volleyball
- ❖ Track and Field

Winter:

- ❖ Basketball
- ❖ Fitness activities
- ❖ Organized and cooperative games
- ❖ Swimming (Fifth and Sixth grades)
- ❖ Gymnastics (Fifth through Eighth grades)
- ❖ Martial Arts (Seventh and Eighth grades)

Spring:

- ❖ Softball/Baseball
- ❖ Track and Field
- ❖ Organized and cooperative games
- ❖ Fitness Activities
- ❖ Touch Football
- ❖ Racquet sports
- ❖ Preparation for Field Day

Interscholastics (Fall, Winter, Spring Sports) :

- ❖ Coed Soccer Team (Fifth/Sixth grades)
- ❖ Coed Soccer Team (Seventh/Eighth grades)
- ❖ Basketball Team (Fifth/Sixth grade girls)
- ❖ Basketball Team (Fifth/Sixth grade boys)
- ❖ Basketball Team (Seventh/Eighth grade girls)
- ❖ Basketball Team (Seventh/Eighth grade boys)
- ❖ Softball Team (Fifth/Sixth Grades girls)
- ❖ Baseball Team (Fifth/Sixth Grades boys)
- ❖ Softball Team (Seventh/Eighth Grade girls)
- ❖ Baseball Team (Seventh/Eighth Grade boys)



THE TOWN SCHOOL
ARTS CURRICULUM SUMMARY
VISUAL ARTS, DANCE, DRAMA, MUSIC

SCHOOL-WIDE GOALS:

TO CELEBRATE THE CREATIVE PROCESS.

TO TEACH SKILLS WHICH ALLOW FOR SELF EXPRESSION IN A VARIETY OF ARTISTIC DISCIPLINES.

TO FOSTER AN APPRECIATION OF THE ARTS.

TO ENCOURAGE SENSITIVITY TOWARD AND RESPECT OF SELF AND OTHERS.

TO PROVIDE AN OPPORTUNITY FOR CREATIVE RISK-TAKING TO ENCOURAGE AND DEVELOP SELF CONFIDENCE.

TO INSTILL AN APPRECIATION OF AND RESPECT FOR DIVERSE MODES OF EXPRESSION, INDIVIDUALLY AND CULTURALLY.

NURSERY/KINDERGARTEN: The arts are an integral part of daily classroom activities. A dance specialist meets with the children once a week. A music specialist meets with the children one or two times a week in the music room. In addition to the classroom art activities, an art specialist works with the N3 and N4 children once a week and the Kindergarten children meet with the Lower School art teacher once a week in the Art studio.

- ❖ Movement to music
- ❖ Musical games
- ❖ Rhythm instruments
- ❖ Singing
- ❖ Classroom and studio art activities (drawing, painting, play dough, collage, clay)
- ❖ Woodworking

LOWER SCHOOL: In addition to the art experience within the classroom, specialists in art, music, and dance meet with the students weekly. (Art meets once a week. Dance meets twice weekly in First Grade, and once a week in Second and Third Grade. Music meets twice weekly in all four grades.) In Fourth Grade, drama is added to the curriculum. Special arts assemblies throughout the year feature professional artists in music, drama, dance, and the visual arts. Second - Fourth graders are eligible to join the Lower School chorus, which performs at most All School Assemblies.

Art:

- ❖ Studying folk art of diverse cultures through making past and present paintings, sculpture, and crafts.
- ❖ Developing imagination, expression and dexterity via a wide range of materials.
- ❖ Forming an appreciation of aesthetics.
- ❖ Exhibiting in, and planning the annual Art Show.
- ❖ Working on art projects which relate to the curriculum.
- ❖ Making large scale paintings and sets for Fourth Grade Play.

Music:

- ❖ Experiencing melody and rhythm through aural, visual and physical activities.
- ❖ Developing music literacy skills (both rhythmic and melodic), music terminology, understanding basic musical genres and differentiation in timbres.
- ❖ Developing a well-rounded song repertoire, including American folk literature, multi-cultural music and musical standards.
- ❖ Developing beginning vocal skills, including pitch-making, quality vocal production and tone, unison, canon, part-singing and range extension.
- ❖ Beginning instruments: Orff barred instruments, hand drums and un-pitched percussion. In Third and Fourth grade: violin. Students will also learn to identify the instruments of the orchestra.
- ❖ Learning musical concepts through games, literature integration, improvisation and exploration.
- ❖ Performing and participating in various school assemblies.

Dance:

- ❖ Learning to execute basic stationary movements.
- ❖ Learning to execute basic locomotor movements.
- ❖ Learning to perform movement combinations.
- ❖ Understanding components of dance elements: time, space, and energy.
- ❖ Showing creative use of choreographic elements.
- ❖ Beginning improvisation.
- ❖ Learning good audience skills.

Drama:

- ❖ Introducing theater basics.
- ❖ Working on curriculum-related drama projects.
- ❖ Developing rehearsing skills.
- ❖ Creating and performing a Fourth Grade Play.

UPPER SCHOOL: Fifth through Seventh Grade. In Upper School the arts curriculum is on a trimester system, each student spending a term in art, music and drama each year. Classes meet four times per week. In Fifth and Sixth grade, Dance is added as a complement to the arts curriculum. Special arts assemblies throughout the year enhance the program by featuring professional artists in music, drama, dance, and the visual arts.

Art:

- ❖ Acquiring further skills and familiarity with materials.
- ❖ Experience with drawing, painting, sculpture, ceramics, print-making and multimedia projects.
- ❖ Encouraging further awareness of art vocabulary, art history, and aesthetics of art.
- ❖ Learning to look at art.
- ❖ Exhibiting in the annual art show.
- ❖ Relating art projects to curriculum.
- ❖ Creating large scale painted sets for the Eighth Grade play.

Music:

- ❖ Examining and understanding musical forms and styles from the Baroque through the Romantic period.
- ❖ Becoming familiar with American music - Jazz.
- ❖ Sight singing, ear training.
- ❖ Singing and performing.
- ❖ Forming an appreciation of music.
- ❖ Learning to be an audience.
- ❖ Reinforce musical skills learned in Lower School.
- ❖ Introduce Upper School chorus.
- ❖ Continue string ensemble.
- ❖ Introduce percussion ensemble.
- ❖ One class per week is devoted to ensemble rehearsal (choral, string or percussion)

Drama:

- ❖ Developing imagination, vocal and physical presence.
- ❖ Learning ensemble skills.
- ❖ Experiencing theater games and improvisation.
- ❖ Performing monologues, scenes and one act plays.
- ❖ Exploring social studies themes through dramatic activities.

Eighth Grade:

- ❖ First Semester - Rotation through arts includes: art, portfolio preparation, keyboard, dance, photo and drama.
- ❖ Second Semester - Performance of fully staged musical: sets, costumes, lighting design. Mini-courses in visual arts.

ADDITIONAL PROGRAMS:

- ❖ Dance: In Upper School Dance, students use sound, daily observations, nature, art and poetry as springboards for creating movement. Seventh graders learn basic swing dance in conjunction with their study of jazz music, while Eighth graders explore Musical Theatre Dance styles spanning the early 1900s through the present.



THE TOWN SCHOOL LIBRARY CURRICULUM SUMMARY

SCHOOL-WIDE GOALS:

- TO INSTILL A LIFELONG LOVE OF READING BY EXPOSING STUDENTS TO A WIDE VARIETY OF APPEALING READING MATERIALS.
- TO EQUIP STUDENTS TO LOCATE, EVALUATE AND UTILIZE A VARIETY OF PRINT AND ELECTRONIC INFORMATION RESOURCES.
- TO ENRICH ALL AREAS OF THE CURRICULUM BY PROVIDING SUPPORT MATERIALS, AND FACILITATING THEIR USE BY STUDENTS AND FACULTY.
- TO DEVELOP RESPECT AND A SENSE OF COMMUNITY RESPONSIBILITY TOWARD LIBRARIES AND LIBRARY MATERIALS.

The Town School Library is truly the heart of the school. With our open-door policy, students and teachers drop by freely to select books, read, do homework, conduct research, and reflect. Teachers also keep a generous rotating selection of library books in their classrooms. Two full-time librarians, assisted by a corps of parent volunteers, are available for reader guidance and research assistance.

Our collection of over 16,000 volumes is updated annually to support the curriculum and provide engaging choices for recreational reading. Sections include Picture Books, Early Readers, Early Advanced Readers, Fairy Tales, Folktales, Poetry, Chapter Books, Short Stories, Nonfiction, Magazines, Reference, Professional, and Parenting.

In addition, the librarians have collaborated with the technology staff to create **Library Online**, a collection of electronic databases that is accessible on the school network or remotely via Town's webpage, www.TownToday.net. This outstanding assortment of educational databases includes an extensive periodical database, several encyclopedias, numerous reference tools, current events resources, and public library websites.

All students benefit from an author visit in conjunction with the annual Book Fair, suggested reading lists for each grade, and monthly thematic book displays in the library.

Library hours are 8 a.m. to 4:30 p.m. from Monday to Thursday; 8 a.m. to 1:15 p.m. on Fridays.

Parents are welcome to visit the library at the beginning and end of the school day to read with their child, select books, or discuss their child's reading interests with a librarian. Parents may borrow up to ten books for one month.

NURSERY/KINDERGARTEN: The focus is on stimulating a love of story, language development, listening skills, and an appreciation of books and libraries. Read-alouds are carefully selected for literary value, capacity to delight, and ability to broaden the student's world.

Nursery 3: Nursery 3 children visit the library once a week for a story with their teacher or the Division Head.

Nursery 4: Nursery 4 children visit the library once a week for a read-aloud by a teacher, librarian or the Division Head. The children then browse through pre-selected books and sign out their choice. Proper care of library books is introduced.

Kindergarten: The first half of the weekly library visit with the librarians is devoted to a story or basic library skills instruction. At the beginning of the year, we introduce library procedures and etiquette, and review care of books. We then begin a survey of major children's authors/illustrators for this age, which continues throughout the winter trimester. Some featured themes include libraries, kindness, sharing, seasons, family, and diversity. In the spring, we present fiction

and nonfiction treatments of the same topic, such as animals, dinosaurs, robots, weather, etc. A selection of books related to the read-aloud is displayed. After each group experience, students browse individually for a book to check out.

LOWER SCHOOL: Read-alouds continue to emphasize delight in story and language, while expanding comprehension skills. The concept of reading as an enjoyable habit is reinforced by introducing a wide variety of literary genres and formats. Students further identify their individual reading preferences as they explore additional sections of the library, delving into books for information about academic and recreational subjects. Second through Fourth Grade students vote for The Town School Book Award. A sequential library skills program develops facility in identifying, locating, and utilizing library resources. First through Third Graders sign out two books; Fourth Graders sign out three.

First Grade: Read-alouds highlight I-Can-Read books, stories in rhyme, Anansi tales, mysteries, humorous stories, and nonfiction as well as appropriate picture book authors, holiday, and multicultural literature. Some featured themes include schools, friendship, bullying, perseverance, and problem solving. Library skills from Kindergarten are reinforced.

Second Grade: Students are introduced to Caldecott Award winning books, beginning chapter books, fiction series, poetry, biography, and historical fiction. Some featured themes include individuality, independence, helping others, conservation of natural resources, African American History Month, and civil rights. In library skills we discuss criteria for selecting and recommending books, outline the writing/publishing process, and learn the parts of a book.

Third Grade: The growing independence of Third Grade readers is nurtured by highlighting old and new classics of children's literature, more challenging chapter books and fiction series, and Newbery Award winners. Some featured themes include real life and fictional heroes and heroines, adventure, and Women's History Month. An extensive media literacy unit explores the relationship of books to films and the nature of each medium. The joy of reading the original books is emphasized.

Fourth Grade: Students prepare for Upper School by learning how to independently locate materials in the library using alphabetical order for fiction, the Dewey decimal system for nonfiction, and the online catalog. These skills are transferable to other libraries. The literature appreciation unit traces the history of the short story from the oral tradition to modern examples. A media literacy unit examines television advertising that is targeted at children. Students visit the public library for an orientation and receive new library cards.

UPPER SCHOOL: The emphasis is on reading increasingly challenging fiction and conducting research using print and electronic resources. With constant application, Upper School students develop mastery in manipulating a wide variety of traditional and online tools. The librarians collaborate with Upper School faculty to create a coordinated program that supplements the curriculum of each subject area. In addition to providing full class instruction, the library staff is available at all times for assistance with research and individualized guidance in choosing reading materials. Students are encouraged to visit the library before and after school, as well as during signups, to continue their research and do homework.

Fifth Grade: Students are introduced to the research process by generating keywords, including broader, narrower, and alternate terms related to their topic. This list is then used to search tables of contents and indexes for information. The World Book is introduced as a basic reference tool, along with dictionaries. In the second trimester, online encyclopedias are presented. Atlases and geography websites are introduced in conjunction with a foreign language research project.

Sixth Grade: While working on science and math assignments, students learn how to use periodical databases and appropriate print materials including specialized encyclopedias, manuals, almanacs, and monographs. Biography resources, both print and online, are presented in conjunction with a foreign language research paper. The elements of illustration are explored in preparation for a foreign language project in which students write and illustrate their own picture books.

Seventh and Eighth Grades: These last two years of Upper School prepare students for the coming challenges of high school. They provide opportunities to manipulate a full spectrum of resources and apply accumulated research skills to individual and group projects. Online databases available through the New York Public Library are introduced. Students learn complete bibliographic citation for research papers. The full range of research skills for Upper School students includes the ability to (1) conduct an initial search for resources, (2) physically locate resources, (3) determine which materials are best suited for a particular project, (4) evaluate the information that is located, (5) extract information, and (6) include proper bibliographic citations.



THE TOWN SCHOOL SCIENCE CURRICULUM SUMMARY

SCHOOL-WIDE GOALS:

TO TEACH THE USE OF THE SCIENTIFIC METHOD EMPHASIZING OBSERVATION, HYPOTHESIS, DEVELOPMENT, DATA COLLECTION, AND HANDS-ON EXPERIMENTATION.

TO USE THE RESOURCES OF THE CITY TO FURTHER EXPLORE SCIENCE.

TO SEEK WAYS OF INTEGRATING SCIENCE THROUGHOUT THE CURRICULUM, ILLUSTRATING SCIENCE AS PART OF LIFE.

TO HELP STUDENTS BECOME AWARE THAT SCIENTIFIC THEORY AND KNOWLEDGE ARE CONTINUALLY EVOLVING AND CHANGING.

NURSERY/KINDERGARTEN: In these early years, children are at their peak powers for exploring, examining, and experimenting as they build concepts of the objective world around them. Using the context of a work-play curriculum, teachers create a climate of active questioning and work to preserve, channel, and develop the true scientific attitude that young children have within them.

Nursery 3: The emphasis is on offering simple sensory experiences which heighten a child's awareness of the natural world and stimulate the child's inquiring nature.

- ❖ Use of water, sand, soil, play dough, paint, paper, wooden blocks.
- ❖ Identify size, color, shape, texture, sound.
- ❖ Discuss seasonal changes, pet care routines.
- ❖ Use of science materials (magnets, magnifying glasses, etc.)
- ❖ Cooking

Nursery 4: Activities in the Nursery 4 classroom further develop children's ability to observe accurately, ask questions and follow-up their inquiries.

- ❖ Help children to express their opinions and to incorporate the ideas of others into their thinking.
- ❖ Cooking and measurement.
- ❖ Recording observations over time (e.g. moth to butterfly unit, weather, predicting growth of seeds and plants).
- ❖ Sorting and categorizing objects.
- ❖ Block-building to include planning, problem-solving, and collaboration.

Kindergarten: Children extend and deepen the areas of interest in their surroundings using the social studies core. Focused effort is made to employ scientific methods and language.

- ❖ Explore the properties of solids and liquids.
- ❖ Observe, log and document life cycles (use of journal entries, bar graphs, charts, digital photography).
- ❖ Exploration and use of scientific tools and items (magnifying glasses, magnets, scales).
- ❖ Balance, angles, spatial relationships with wood construction, blocks, art projects, stories, drawings.
- ❖ Manufacturing processes - raw materials to finished products; (e.g. study of paper).

LOWER SCHOOL: The Lower School science program focuses on the development of the children's inquiry skills. Students are introduced to scientific content through experiments, participatory lessons, and group projects. In the course of their experiments, children engage in observation, prediction, measurement, data collection, and interpretation. The content of the curriculum focuses on plant and animal life, beginning earth and physical sciences, and the procedures of scientific inquiry. Classes in the Lower School science lab are taught by a science specialist. First Graders meet once a week, Second through Fourth Grades twice a week.

First Grade:

- ❖ Our bodies
- ❖ Animals

Second Grade:

- ❖ Rocks and minerals
- ❖ Plants
- ❖ Forests

Third Grade:

- ❖ All about water
- ❖ The Environment
- ❖ Electricity and magnetism

Fourth Grade:

- ❖ Simple machines
- ❖ The human body
- ❖ The solar system and space

UPPER SCHOOL: The Upper School science program is centered around full-year courses for every grade, each meeting at least four periods per week. Content each year includes elements of earth, life, and physical sciences. Experts in relevant field of study visit class as guest speakers whenever possible. Experiments and classes are held in the Upper School science lab. In addition to continuing their training in the scientific method of inquiry, students acquire fundamental information in the sciences and science skills:

Fifth Grade:

I. Ecology and Environmental Science. This curriculum is designed to augment the environmental education trip to Nature's Classroom, during which students keep science journals and record ecological notes.

- ❖ Ecosystems, Food Webs and Food Chains
- ❖ Animal Habitats and Adaptations (Research Project)
- ❖ "Microcosmos"
- ❖ Biomes of the World
- ❖ Maps and Navigation
- ❖ Cycles in Nature
- ❖ Conservation and Pollution/Natural Resources

II. Earth Science and Geology

- ❖ Layers of the Earth
- ❖ Geologic changes, time and history
- ❖ Fossil Fuels
- ❖ Volcanoes, Earthquakes and Plate Tectonics
- ❖ Rock Cycle, Types of Rocks and Minerals

III. Forms of Matter and Electricity

- ❖ Liquid, Solid and Gas: Phases of Matter
- ❖ Atomic Structure and Theory
- ❖ Elements and Periodic Table
- ❖ Chemical Reactions
- ❖ Atoms and Bonding
- ❖ Static Electricity and Fundamentals of Electricity (includes safety lessons)
- ❖ Building Circuits

IV. Brains and Neural Circuitry

- ❖ Neurons and Parts of the Brain
- ❖ Exploring Current Research about How People Learn
- ❖ Multiple Learning Styles

IV. Science Fair Projects: Comparing Consumer Products

- ❖ Scientific Method: Defining Problem, Hypothesis, Background, Research, Materials, Procedure, Data Collection, Analysis, Results and Conclusion
- ❖ Display Boards, Class Presentation and Visitor Presentation

Text Book: 5th grade textbook: Scott Foresman, *Science*

Additional Textbooks: Prentice Hall, *Science Series*

Sixth Grade:

I. Review of Ecology and Environmental Science to augment the environmental education trip to Nature's Classroom, during which students keep science journals and record ecological notes.

- ❖ Relationships in Nature: Symbiosis, Mutualism & Commensalism
- ❖ Invasive Species
- ❖ Ecological Issues in the News

II. The Metric System: Measure Weight, Volume and Length

III. Astronomy

- ❖ Earth in Space: Day/Night, Seasons, Eclipses, Tides, etc.
- ❖ Our Solar System
- ❖ Comets, Black Holes, Meteors
- ❖ The Sun: Fusion, Solar Energy, Sun Spots
- ❖ Formation of Stars and Galaxies
- ❖ Time and Space: Light Years, Space Travel and Research
- ❖ Science Fiction Writing

IV. Biology

- ❖ Living and Non-Living
- ❖ Viruses
- ❖ Kingdoms of Life: Classification and Taxonomy
- ❖ Introduction to Cell Biology and Microscopes
- ❖ Plant Cells and Plant Reproduction
- ❖ Human Biology and Reproduction
- ❖ Genetics and Heredity

V. Science Fair Projects Comparing Consumer Products

- ❖ Review Scientific Method: Defining Problem, Hypothesis, Background Research, Materials, Procedure, Data, Collection, Analysis, Results and Conclusion
- ❖ Display Boards, Class Presentation and Visitor Presentation

Text Book: Scott Foresman, *Science*

Great Source, Life Science Daybook Workbooks



Seventh Grade:

I. Science Skills (Used throughout the year)

- ❖ Use and measure in metric system
- ❖ Use various pieces of scientific equipment
- ❖ Develop hypotheses & support or refute using data
- ❖ Display data using graphical representations

II. Cells

- ❖ Cell structures and functions
- ❖ Osmosis
- ❖ Macromolecules
- ❖ Importance of water
- ❖ Photosynthesis and cellular respiration

III. Genetics

- ❖ Mendel and his principles
- ❖ Probability
- ❖ Monohybrid Crosses
- ❖ Protein Synthesis
- ❖ Mutations
- ❖ Pedigrees
- ❖ Disorders

IV. Evolution

- ❖ Geological Time
- ❖ Darwin
- ❖ Evidence for evolution
- ❖ Adaptations
- ❖ Natural selection
- ❖ Speciation
- ❖ Fossils and dating
- ❖ Concestors

V. Science Fair Projects

Text Book: *Cells and Heredity*, Prentice Hall, 2002

Eighth Grade:

I. Science Skills (Used throughout the year)

- ❖ Use and measure in metric system
- ❖ Use various pieces of scientific equipment
- ❖ Develop hypotheses & support or refute using data
- ❖ Display data using graphical representations

II. Chemistry

- ❖ Matter and changes of matter
- ❖ Periodic Table
- ❖ Chemical reactions and type of reactions
- ❖ Bonding
- ❖ Acids and bases
- ❖ Radioactive decay

III. Earth Science

- ❖ Earth's interior
- ❖ Minerals
- ❖ Types of rocks
- ❖ Mantle Convection
- ❖ Plate tectonics and continental drift
- ❖ Geological structures
- ❖ Earthquakes and volcanoes
- ❖ Topographic maps

IV. Forces and Motion

- ❖ Motion and reference point
- ❖ Speed and velocity
- ❖ Acceleration
- ❖ Newton's laws of motion
- ❖ Types of forces
- ❖ Momentum
- ❖ Energy
- ❖ Power
- ❖ Temperature

V. Science Fair Projects

Text Books: *Chemical Interactions*, Prentice Hall, 2000
Inside Earth, Prentice Hall, 2002
Forces and Motion, Prentice Hall, 2000

