



Community School

Curriculum Guide

Table of Contents

<i>Mission and Philosophy Statement</i>	2
<i>Guiding Principles</i>	3
<i>Overview</i>	4
<i>Language Arts</i>	5
<i>Math</i>	7
<i>Social Studies</i>	10
<i>Science</i>	12
<i>French</i>	14
<i>Drama, Visual Arts, Woodshop</i>	15
<i>Music</i>	17
<i>Physical Education</i>	18
<i>Technology</i>	19
<i>Character Education</i>	20

Our Mission Statement

Nurturing the gifts of mind, body, and spirit

Philosophy

Community School utilizes an educational philosophy which:

- Fosters the growth of the whole child by providing a challenging academic curriculum in which students master basic skills and develop study habits. The program is enriched by fine arts, science, literature, physical development, woodworking, technology, and foreign language.
- Provides a warm, caring, family-like atmosphere where children of varying readiness and abilities can build self-confidence and make progress in their emotional, social, creative, ethical, and physical development.
- Teaches and models moral behavior, respect for others, independence of thought, ethical decision making, and a joy of lifelong learning.
- Promotes a program that is child-centered, developmentally based, and balanced between work and play.
- Prepares children for life in a global community by instilling greater understanding and respect for individual and group similarities and differences within a diverse school population.
- Unites the faculty and parents as integral partners in the pursuit of academic excellence.

The mission will be implemented by compassionate administrators and teachers who with skill, energy, and creativity unlock the gifts of mind, body, and spirit in each child.

Guiding Principles

Community School's mission statement and educational philosophy flow from the ten educational principles upon which the School was founded. These principles have defined the ethos of the School and the education of thousands of young children for decades. Community School continues to believe in the educational values they represent. They are:

1. The School should recognize the child as an individual with individual differences and an inherent right to develop these differences.
2. The School should set up the schedule with freedom to develop these differences. There should be freedom, but freedom with control.
3. The School should see to it that the child must be trained to become an independent thinker, to express himself/herself freely and accurately, free of embarrassment or self-consciousness, and to assume responsibility and carry it through to a successful end.
4. The School should provide a classroom atmosphere of child-teacher cooperation, as opposed to the teacher-dominated classroom. The teacher should be a source of informed assistance to whom a child can go for direction in his/her search for desired material.
5. The School should have teachers sufficiently rich in background to enable them to provide classroom material that will spark a child's imagination, keep it alive, and encourage each child to want to know more.
6. The School should make a child aware of his/her immediate world, his/her place in that environment, and his/her responsibility in global issues.
7. The School should cultivate in each child a spirit of courtesy, an appreciation for individual differences, and respect for the opinion of others.
8. The School should open a child's eyes to the wonders of nature, the stars, the universe, and the world around them.
9. The student must be led to appreciate the beauty in literature and the fine arts and should be encouraged to create any or all of them.
10. The child should be made to understand that the so-called tool subjects (reading, writing, and arithmetic) are means of securing the goals toward which one strives and to this end each child must become proficient.

Overview

Community School is a place like no other. Through the eyes of a child, the drive to the school offers beauty, solitude, exploration, physical challenge, and expectancy. Community is a community of learners where children are met at their cars with the smile of a teacher; where classrooms stimulate all modalities of a child's learning experience; and where adults can be found talking about curriculum, studying the practice of teaching, and observing each other while creating standards of excellence of academics and character. Understanding children, both their developmental stages and academic expectations, allows teachers to design curriculum rich in appropriate experiences which enables a child to own knowledge. This spiraling curriculum builds from grade to grade expanding on previously developed knowledge. At Community, the child is the heart of the school.

Language Arts Philosophy

Since 1914, developing literacy through literature has been the foundation of language arts at Community School. Literature and writing are intertwined through direct and indirect teaching to build skills in analytical thinking and comprehension, spelling, vocabulary, grammar, and handwriting. Teachers at Community use a combination of effective instructional practices to build students' reading comprehension and fluency skills all while developing sheer joy in the reading process. Inherent in the fabric of Community School, students practice the art of listening and speaking within the classroom, in their family groupings, and in weekly student coordinated assemblies.

NURSERY & JUNIOR KINDERGARTEN

Through a play centered curriculum, the child learns to express feelings, understand ideas, and gain knowledge about the world.

Social/Emotional Development: shows feelings through play, ideas, movement, music, art, constructions

Language: uses language to communicate, pretend, and create; engages in talk with peers and adults; is understood by others; uses complete sentences with descriptive language **Listening:** listens to simple books, stories, conversations, instructions; listens in assembly **Writing:** uses varying writing tools; left to right movement; draws shapes, pictures, letters; prints first name; listens to beginning sounds, numerals; uses sources to help in writing, begins using D'Nealian printing **PreReading:** shows interests in books, holds books correctly, pretends to read, responds to text, recognizes logos and symbols, identifies some letters and words, knows that print represents spoken language, tells and dictates a story, recalls information in a story, follows left to right tracking

SENIOR KINDERGARTEN

Reading Skills: left to right tracking, beginning and ending sounds, blends, rhyming words including word families

Literature: main ideas, details, sequences, characters of stories, background experiences, simple sentences

Vocabulary: develops meaning through listening and speaking **Spelling:** sight & inventive words **Writing:** D'Nealian letter formation, left to right tracking, word spacing, dictation, editing

FIRST GRADE

Reading Skills: context clues, long & short vowels, beginning & ending consonant sounds, blends, digraphs, diphthongs, silent e, sounds of y, homophones, compound words, bases/prefixes/suffixes, common contractions, singular/plural **Literature:** sequence of events, conclusions, implied meaning, author's purpose **Vocabulary:** through context in subject areas **Grammar:** common nouns, adjectives, capitals, periods **Spelling:** high frequency words & word families, phonetic skills **Writing:** creative writing, poetry, observations, thoughts & feelings, letters, invitations & thank-you notes, editing

SECOND GRADE

Reading Skills: medial sounds, three letter consonant blends, silent letters, soft & hard sounds, contractions, syllabication, singular/plural/possessive **Literature:** setting, main idea, specific events, oral & written questions, fact/opinion, predict, summarize, fluency, independent reading **Vocabulary:** through context in subject areas, multiple-meaning words **Grammar:** common & proper nouns, action verbs, adjectives, synonyms, antonyms, declarative sentence, quotation marks **Spelling:** phonetic skills, high frequency & content words **Writing:** singular summary, topic sentence, paragraph development, record data, journal, cursive, poetry, complete sentences

THIRD GRADE

Literature: context clues, setting, sequence, cause-effect, predictions, inferences, logical conclusions, analogies, idiomatic expression, fiction & non-fiction, story elements, character traits, literary discussions, genres, independent reading **Vocabulary:** weekly, specific, context words **Grammar:** interrogative sentence, complete subject & predicate, common & proper nouns **Spelling:** high frequency words, content words, phonetic patterns, dictionary skills **Writing:** expression of thought, use of thesaurus, Haiku/rhyming/free verse poetry, imagery/theme/setting stories, research a specific topic, concluding sentence, dollar words (enriched vocabulary), varied sentence patterns

FOURTH GRADE

Literature: theme, title relevance, details & sequence, logical conclusion, foreshadowing, verbal & written analysis, hypothesis, story elements, independent reading **Vocabulary:** weekly, specific, & context words **Grammar:** exclamatory & imperative sentences, simple subject & predicate, compound subject & predicate, proper nouns, action verbs, contractions **Spelling:** high frequency words, content words, phonetic patterns **Writing:** two-three

paragraph essay using complex sentences, free-style poetry, research specific sub-topics, note-taking, proofreading, simile/metaphor/personification

FIFTH GRADE

Literature: Knowledge—recall facts, terms, basic concepts; Application—solve problems in new situations by applying knowledge; Story Elements—plot, setting, climax; support opinion through text, personification; figurative & colloquial language; subplots; author’s style; subtle emotions & motives of characters; independent reading

Vocabulary: weekly, specific, & context words **Grammar:** possessive nouns, personal pronouns, linking verbs, adjectives, adverbs, conjunctions, prepositions, articles **Spelling:** high frequency words, content words, phonetic patterns **Writing:** three paragraph (eight sentences each) essay, transitional sentences, verbal and written analysis, free-style poetry

SIXTH GRADE

Literature: Analysis—motives and causes, inferences from evidence; Synthesis—compile information in different ways by combining elements or proposing alternative solutions; Evaluation—present and defend opinions by making judgments, consider the validity of ideas & quality of work based on criteria; independent reading

Vocabulary: recognize etymology of selected root words, suffixes, prefixes; weekly, specific, & context words

Grammar: compound, concrete, abstract, collective nouns; noun clause; reflexive, intensive, demonstrative, common indefinite, relative pronouns; transitive and intransitive verbs; adjective phrases, predicate adjectives, proper adjectives, adjective clauses, possessive nouns & pronouns; four complements; adjective & adverbial phrases; common and uncommon interjections and conjunctions **Spelling:** high frequency words, content words, phonetic patterns **Writing:** thesis statement for the essay, use of commentary and analysis for details, formal language, free-style poetry

Math Philosophy

Based on a comprehensive and well-articulated set of goals and standards, including those of the National Council of Teachers of Mathematics, the math curriculum at Community School allows for congruency among concept development, problem solving, and practice. Students at Community School learn mathematics as they observe, create, investigate, and validate their own mathematical experience through application and practice. Using manipulatives, students approach a concept from divergent perspectives. Communicating their ideas both orally and in writing develops clarity of understanding. Practice then cements learning and allows for application. As flexible problem solvers, students use a variety of strategies as they explore possibilities. At Community School, students engage actively in the learning of mathematics. As independent learners, they value mathematics for life!

NURSERY

Number Sense: count to 10, one to one correspondence to 10, order by size, terms: first, last, next

JUNIOR KINDERGARTEN

Number Sense: count to 30; one to one correspondence to 20; sequence 0-15; terms: tall-short, big-little, wide-narrow, many-few; ordinal numbers through fifth & last **Algebra & Functions:** sort, classify, and order by size, shape, & color; match & construct identical & AB patterns **Geometry:** recognize, sort, & name two dimensional shapes; demonstrate understanding of next to, under, on, behind, on top of, over, and beside; recognize geometric shapes and structures **Measurement:** days of the week; containers of more or less

SENIOR KINDERGARTEN

Number Sense: count to 100, one to one correspondence to 50, quantities to 30, concept of $\frac{1}{2}$ & equal parts, process of addition, terms: larger-smaller, more-less, equal-not equal **Algebra & Functions:** sort, classify, & order (2 variables); recognize, describe, & extend patterns (2 variables) **Geometry:** recognize geometric shapes & structures in the environment **Measurement:** measure with multiple copies of units of same size, (paper clips); compare lengths of objects identifying longer or shorter, heavier or lighter

FIRST GRADE

Number Sense: understand the relationship between ones and tens; count & write to 100; symbols of +, -, =; ordinal numbers through twentieth; count by two's, five's, ten's to 100; specific numbers (0-100); sequence (0-100); monetary coins; terms: less than, fewer, more, most; subtraction, master + - facts to 10; add one-digit numbers with three addends **Algebra & Functions:** sort, classify, and order (3 variables); recognize, describe, & extend patterns (3 variables); describe qualitative change **Geometry:** recognize, name, & sort two & three dimensional shapes; find & name locations with simple relationships such as "near to"; cardinal directions; mental images of geometric shapes **Measurement:** measure using non-standard units, tell time to the hour & half-hour, calendar days of the week **Statistics, Data Analysis, & Probability:** sort & organize objects; use concrete objects, pictures, graphs **Reasoning:** remain open to questions, reactions, & elaborations; label all answers

SECOND GRADE

Number Sense: units hundreds and thousands; count & write to 999; symbols $>$ $<$; position & magnitude of whole numbers, ordinal, & cardinal numbers; odd & even; fractions: $\frac{1}{4}$, $\frac{1}{3}$; multiplication, associative property in addition & multiplication; key words in problem solving; correct operation for one step word problems; commutative property of addition; add & subtract fact families & three digits with & without regrouping; fractional comparison of time and money; subtract two digits without regrouping; divide with manipulatives **Algebra & Functions:** sort, classify, & order properties; recognize, describe, analyze, & extend patterns; basic mathematical equations; general principles & properties of operations; concrete, pictorial, & verbal representations of symbolic notations; associative & commutative properties of addition **Geometry:** recognize, describe, name, compare, sort two & three dimensional shapes; name spheres, cylinders, cones, cubes, pyramids, & rectangular prisms; investigate & predict two & three dimensional shapes; describe, name, & interpret relative positions in space, direction & distance; recognize slides, flips, & turns; create shapes having symmetry; relate ideas in geometry to ideas in number & measurement; perimeter **Measurement:** attributes of length, weight, volume, area, time; estimate, measure, & compare using nonstandard & standard units; tell time to the hour, half-hours, five minute frames; measure time in units of seconds, minutes, hours, days, months, & years; U.S. customary units; liter; perimeter **Statistics, Data Analysis, & Probability:** pose questions to gather data; sort & classify to attributes; data as a

whole; similar characteristics of objects **Reasoning:** remain open to questions, reactions, & elaborations; label all answers

THIRD GRADE

Number Sense: place value structure of base-ten system to the hundred-thousands place; zero as a place holder; odd & even to divisibility; equalities & inequalities with symbols; fractions: concept, numerator & denominator, simple equivalent, compare, whole number as a fraction, improper fraction, add & subtract with like denominators; decimal: represent tenths & hundredths, relate to money; inverse operations; meaning of multiplication; meaning of division; horizontal & vertical forms of computation; add & subtract up to six-digits with & without regrouping; fluency in basic number computations; multiplication property **Algebra & Functions:** associative & commutative properties to compute whole number addition & multiplication problems; express mathematical relationships using equations **Geometry:** plane figures of circles, triangles, squares, rectangles, solid figures of spheres, cylinders, cones, rectangular prisms, cubes, & pyramids; recognize segments & polygons, figures of 0, 1, or 2 lines of symmetry, congruent figures, similar figures; identify rotations, translations, reflections, three dimensional objects from two dimensional representations; recognize & create shapes that have symmetry **Measurement:** standard & metric units of measure; tell time to one minute, before & after the hour; measure time in units of seconds, minutes, hours, days, months, & years; measure & estimate temperature using Celsius **Statistics, Data Analysis, & Probability:** describe events as likely or unlikely using certain, equally, likely, impossible Reasoning: structure of a pattern

FOURTH GRADE

Number Sense: read & write numbers from the thousandths to the millions place; fractions: equivalent forms, add & subtract mixed numerals; decimals: compare & order, horizontal & vertical form, locate on number line, estimate sums & differences; commutative & associative properties; multiply up to three digits including money; inverse operations; add & subtract integers (temperature); mental computation; calculators; estimation **Algebra & Functions:** describe geometric & numeric patterns; variable as an unknown quantity; express mathematical relationships using equations **Geometry:** attributes of two dimensional shapes & develop vocabulary to describe; rays, perpendicular lines, right, obtuse, acute angles, congruent & similar figures; create & label symmetrical shapes; predict & describe results of sliding, flipping, turning; draw two dimensional geometric objects **Measurement:** area of shapes; add & subtract time to solve problems; use calendar to predict & analyze date; measure lengths in metric and U.S. units & apply to length, time, weight, capacity **Statistics, Data Analysis, & Probability:** describe events as likely or unlikely using certain, equally, likely, impossible Reasoning: what constitutes an acceptable mathematical explanation; explain and justify thinking orally & in written form

FIFTH GRADE

Number Sense: read & write numbers from millionths to millions place; rounding; use factors, multiples, & prime factorization to solve problems; fractions: compare & order like & unlike denominators, convert to percents, add & subtract, multiply & divide; develop & analyze algorithms, mental computations, estimation; decimals: convert to percents, equivalent forms, develop & analyze algorithms; distributive property for multiplication, integers, fractions, & decimals; add & subtract integers; **Algebra & Functions:** describe, extend, & make generalizations about geometric & numeric patterns; identify & describe situations with constant or varying rates of change & compare; how a change in one variable relates to a change in a second **Geometry:** identify, compare, & analyze attributes of three dimensional shapes & develop vocabulary to describe attributes; point, lines, rays, angles; classify two- and three- dimensional shapes; investigate, describe, & reason about results of subdividing, combining, & transforming shapes; test conjectures about geometric properties & relationships & develop logical arguments to justify conclusions; common geometric vocabulary; coordinate systems; distance between points; rotations, translations, reflections, rotational symmetry turning three dimensional shapes; build three dimensional objects **Measurement:** conversions from within a system of measurement; measurements when a shape is changed; measurement as approximations affecting precision; customary & metric units to measure length, weight, area, volume, time, temperature, angles; estimate perimeter, area, volume, irregular shapes; surface areas & volumes of rectangular solids **Statistics, Data Analysis, & Probability:** design investigations; consider differing data collections methods; collect data using observations, surveys, experiments; analyze data using tables & graphs: line plots & graphs, bar graphs; different representations of same data; propose & justify conclusions & predictions; probability of a single event **Reasoning:** similar characteristics of objects; similarities & differences of shapes or overall shape on the line plot

SIXTH GRADE

Number Sense: work flexibly with fractions, decimals, & percents; round to nearest place value any given number; compare & order fractions, decimals, percents, & whole numbers & find their approximate location on a number line; develop meaning for integers and compare; ratios & proportions; use proportions to solve problems; interpret & use ratios in different context; inverse relationships of squaring & finding square root to simplify & solve problems; develop & analyze algorithms for integers; estimation; use calculators & other manipulatives as tools; percent of an unknown number; calculate given percents **Algebra & Functions:** equivalent forms for simple algebraic expressions & solve linear equations; use graphs to analyze change in quantities in linear relationships; rates, average speed, distance, & time **Geometry:** precisely describe, classify, & understand relationships among types of two & three dimensional objects using properties; relationships among angles, side lengths, perimeters, areas, & volumes; results of subdividing, combining, & transforming shapes; make & test conjectures about geometric properties & develop logical arguments **Measurement:** vocabulary terms applicable to geometry; value of pi; compare metric & U.S. units; compute length, capacity, weight; compute ratio, proportion to create scale drawings; complementary & supplementary angles & sum of angles of a triangle to solve problems; formulas to find area & circumference of circles **Statistics, Data Analysis, & Probability:** describe shape & important features of data & compare related sets; mean, median, range, mode; measures of center; observations about differences between two or more samples to make conjectures; explain & justify thinking orally and in written form; importance of critiquing others' thinking; detect fallacies in reasoning; four step problem solving method **Reasoning:** similar characteristics of objects; similarities & differences of shapes or overall shape on the line plot

Social Studies Philosophy

(Beginning in First Grade, unit & yearlong understandings are written in question form.)

Using a spiraling curriculum guided by developmental stages, Community School students embark on a journey that opens them to their world from the self to the global environment. They become aware that all humans have basic needs and that similarities and differences arise from individual and group responses to these needs. Recognizing and appreciating these similarities and differences, students develop understanding, respect, and appreciation for the local, state, national, and global world.

NURSERY

Geography: Nursery as a part of the school, places in the school, St. Louis as home city, the United States as home country **History:** the American flag, multi-cultural holiday traditions **Topics:** the self as unique & special, first names of classmates and teachers, community helpers & school personnel, empathy toward other children's emotions, rules in the classroom & social play, independence by choosing activities, natural consequences, increasing independence, care of materials **Social Development:** word of the month, class meetings, conflict resolution skills

JUNIOR KINDERGARTEN

Geography: the wider community, function of maps and globes, difference between representations of water and land mass; culture of Mexico **History:** President's Day, name of current President, multi-cultural holidays and traditions **Topics:** recognize classmates written names; emotions as common feelings; empathy, sharing, and tolerance for others; identify individual, family, and community roles; current events; classroom rules **Social Development:** use words for effective conflict resolution, word of the month, class meetings

SENIOR KINDERGARTEN

Geography: simple symbols to make a map of the class & playground, China on a map or globe, words that describe location (above, next to, etc), directions of north, south, east, west **History:** symbols of the United States, role of the President, multi-cultural holidays and traditions **Topics:** characteristics of a friend, classroom and school rules, safety, culture of China, current events **Social Development:** participate in Community "Family Groupings," word of the month, class meetings, verbally expresses ideas **Research:** fact words & phrases to create a book on safety

FIRST GRADE

(How do we explore and experience who & where we are?)

Geography: directions on a compass rose; symbols on a map key; identify St. Louis, Missouri, Australia, North America, Washington, D.C., & the equator **MISSOURI:** compare symbols of Missouri to symbols of the U.S. **History:** **MISSOURI**—flag, tree, bird, insect, motto, mineral, song, flower; people who make a difference to Missouri; patriotism; multi-cultural holidays & traditions **Topics:** create a time capsule: Who am I in the present & who will I be in the future? school, neighborhoods/communities, family, customs & traditions, current events **Social Development:** participate in Community "Family Groupings," word of the month, class meetings, work effectively in a group, role play to solve conflicts **Research:** sentence facts on a given topic

SECOND GRADE

(What makes a community? What makes people feel part of a group?)

Geography: seven continents, four oceans; use an atlas to find and name continents, countries, states, cities, the equator; locate a country for study in Asia; **MISSOURI:** continue learning symbols/places of Missouri including big cities, rivers, attractions **History:** people who made a difference in our community **Topics:** Why are rules needed? Who makes a difference in a community and why? How do people make a difference? What unites individuals in a community? current events **Social Development:** participate in Community "Family Groupings," word of the month, class meetings, give examples of rules, role play conflict resolution **Research:** use a topic sentence to create a paragraph, use many resources, including the internet, to find information on a topic

THIRD GRADE

(How does your environment affect your life? How do people who make a difference affect the community?)

Geography: locate and name states around Missouri, mountain ranges in the U.S., hemispheres, major countries, prime meridian, longitude, latitude; locate a country of study in Asia, **MISSOURI:** Products of Missouri, major cities

& rivers, three branches of government, leadership (mayor, county executive, alderman, governor, president
History: early Missouri history (Native Americans, Spanish, French, English), statehood, Missouri during the Civil War **Topics:** What makes an effective member of a culture/city? Why did people settle in St. Louis? What causes a clash of cultures? What happens when cultures collide? Why do we need laws and how are they made and enforced? current events **Social Development:** participate in Community “Family Groupings,” word of the month, class meetings, use conflict resolution and communication skills to resolve problems independently, community service project **Research:** write three distinct paragraphs on a given subject each with a topic sentence, various small research projects throughout the year

FOURTH GRADE

(What affects peoples’ freedoms and opportunities?)

Geography: landforms: archipelago, atoll, bay, canyon, cape, continental divide, delta, estuary, fjord, glacier, gulf, headwaters, island, isthmus, lagoon, mesa, ocean currents, peninsula, plateau, reef, strait; map elements: scale, latitude, longitude, symbols, orientation, key, hemispheres, zones, poles; natural resources of the U.S.; U.S. political boundaries; climate and vegetation of the U.S. & Latin America **History:** The Americas Native Americans: distinct groups, colonization (Spanish, French, English), regions and biomes of the U.S., origin of exploration as it affected colonization of the Americas, colonial America **Topics:** What are your wants & needs & how can they change? What happens when peoples’ wants & needs conflict? How were the freedoms and opportunities of Native Americans similar & different from ours? Why do people explore? How did exploration change the world? Why do people colonize? How does colonization affect peoples’ freedoms & opportunities? How has colonization shaped our world? How has Latin America evolved as a society? current events **Social Development:** participate in Community “Family Groupings,” word of the month, class meetings, use conflict resolution and communication skills to resolve problems independently, community service project **Research:** independently collect information appropriate to a topic, write three distinct paragraphs using transitional sentences on a given topic

FIFTH GRADE

(What motivates us to change or make changes?)

Geography: apply map elements previously learned to understand natural resources of U.S. **History:** The Revolutionary War and formation of government, exploration of Lewis and Clark, the Oregon and Santa Fe Trail; Western Europe as it colonized the U.S. eastern seaboard **Topics:** How did the original expectations of the Lewis & Clark expedition change as a result of the discoveries made? How did the cultural, geographic, & wildlife discoveries made by Lewis & Clark lead to subsequent change in the U.S.? What motivates people to move? current events **Social Development:** participate in Community “Family Groupings,” word of the month, class meetings, use conflict resolution and communication skills to resolve problems independently, conduct Book Drive to support chosen schools **Research:** write a three to five paragraph research essay

SIXTH GRADE

(How do time and place affect perspective and influence decisions?)

Geography: the five themes of geography, map skills and elements to locate and document world events, countries and capitals of the world **History:** Ancient Civilizations, The Civil War **Topics:** What constitutes culture? How does culture affect the way one views the world? What causes conflict? How does understanding cultural voice affect historical interpretation? current events **Social Development:** participate in Community “Family Groupings,” word of the month, class meetings, use conflict resolution and communication skills to resolve problems independently, participate in outdoor education, community service project **Research:** completion of a research paper

Science Philosophy

Children possess a natural curiosity and sense of wonder that is utilized in learning science concepts and processes. From an exploration of animals to a study of Earth, an investigative approach with observations leads children to discover aspects of science new to them. Using the school grounds complete with pond and wooded trails, children use the scientific process in a spiraling, integrated curriculum.

NURSERY

Life Science: parts and care of the body, animals and life cycles, plant life from seeds to sprout to fruit **Earth Science:** weather observations, mixing of colors **Physical Science:** water & magnet experiments

JUNIOR KINDERGARTEN

Life Science: the five senses, parts of a plant, classify vertebrates, food groups, characteristics of dinosaurs, herbivore & carnivore **Earth Science:** observe, predict, & report on the weather, recycling, space **Physical Science:** seasons, solid/liquid/gas, seashore

SENIOR KINDERGARTEN

Life Science: animal growth, habitats, & markings; plant classification & needs for growth; hygiene & nutrition; the senses **Earth Science:** weather, temperature, four seasons

FIRST GRADE

Life Science: habitats and animal adaptations, invertebrates & lower vertebrates **Earth Science:** reason for the seasons; space—galaxies, solar system, the moon, stars, & constellations; the coral reef

SECOND GRADE

Life Science: bats, plants: structure, classification, reproduction, photosynthesis, experimentation **Earth Science:** earth structure, properties of minerals, rock groups, weathering & erosions, Missouri geology, volcanoes, earthquakes, tectonics, caves, water cycle & properties **Physical Science:** magnets, effects on geological features

THIRD GRADE

Life Science: insects: characteristics, types, helpful & harmful varieties, place in the food chain; Spiders—characteristics, types, helpful & harmful types (focus on Missouri), the creation of webs **Physical Science:** Matter—solids, liquids, gases & their properties, change of state; sound—creation of sound, sound travel, pitch & volume, basic instrument types; simple machines—lever, wheel & axel, pulley, inclined plane, screw, wedge; kinetic & stored energy; sources of energy; simple electric circuits—conductors & non-conductors, electric safety

FOURTH GRADE

(Group biome research project & mural)

Life Science: biomes—life forms and conservation of forest, desert, tundra, plain, & Native Americans in each; famous scientists **Earth Science:** space—our solar system, planets, stars, exploration; geology—types of rock, minerals, volcanic action, plate tectonics, fossils; oceans—life in salt water, temperature variation, currents, trenches & underwater land forms, ocean industries, dangers to oceans **Physical Science:** matter—measurement, length, volume, density, mass; English & metric systems; temperature scales

FIFTH GRADE

(Use of monocular & binocular microscopes)

Life Science: study of school pond water for both micro & macroscopic plant & animal life, six invertebrate classes—characteristics of each class, complexity of development of subsequent classes; five vertebrate classes—characteristics of each class, complexity of development of subsequent classes, types of life forms in each class, (special emphasis on North American birds and bird watching, North American mammals & their connection to the Lewis & Clark Expedition), completion of bird & mammal research papers

SIXTH GRADE

(Independent science research: paper & project required)

Life Science: butterflies and moths—care, species identification of larva; role of animals in the ecosystem; biotechnology—historical & present uses, observation & care of biogenetically engineered plants, human genetics &

genome project, genetically carried diseases; tree—yearlong observation by each student of a campus tree with journal observations and research paper, structure of trees, leaf forms, vein types, uses of trees **Earth Science:** trash—solid & hazardous waste disposal, landfill field trip, recycling, water cycle, Earth's resources both renewable & non-renewable, yearlong school recycling project **Physical Science Chemistry:** atomic structure, periodic table, solutions & suspensions, compounds & molecules, acids & bases

French Philosophy

At Community School, students develop French language skills for the purpose of communicating with members of the Francophone world. Early exposure to a specific foreign language allows ease of learning yet another language. Using a developmentally sound spiraling curriculum, the four language skills are: listening, speaking, reading, and writing. Knowing that language is acquired through a variety of ways, an eclectic approach is used to teach French. The culture of France is explored through the use of authentic songs, games, literature, and food. Listening and speaking skills are emphasized in the early grades. A more formal approach to the learning of a second language begins in the Fourth Grade with the introduction of the textbook, *Discovering French Bleu*, which is used through Sixth Grade. Teaching Proficiency through Reading and Storytelling (TPRS) is used in grades three through sixth. Using visuals, gestures, vocal expression, and body language, the French teachers at Community School strive to use French as the exclusive language in the classroom. Real life speaking situations are role played; videotape is often used. The ultimate goal for our students is to leave the French program confident in the ability to learn a second language.

NURSERY & JUNIOR KINDERGARTEN

Using the interest of the child, exposure to the French language and culture is interactive. Using visuals & song, movement & manipulatives, & stories, children learn French words through repetition and role playing

SENIOR KINDERGARTEN & FIRST GRADE

While continuing to build on the interests of the students, children in Senior Kindergarten and First Grade begin engaging in French dialogue. Skits and role playing allow students to develop confidence in the French language and to understand French culture with enjoyment

SECOND GRADE

Language: responses to classroom commands, use the numbers 0-30, ask and tell the date **Writing:** sight word matching of picture or object, written reproduction of words provided by teacher **Culture:** holiday songs, King's Day, Mardi Gras

THIRD GRADE

Language: ask for a price; ask for permission; ask how someone is; ask someone to repeat, ask what something is; choose & purchase items; express like & dislikes, greet family, friends, & acquaintances; identify body parts, clothing, & foods; inquire about & compare prices; introduce self; offer food & beverages; state a preference; state prices; tell time on the hour; thank someone; use numbers 0-69 **Writing:** sight words, items labeled from a word bank, seek and find puzzles **Culture:** daily life in France

FOURTH GRADE

Language: ask & tell someone's origin; ask someone's name, ask what time it is, excuse oneself; give addresses, give telephone numbers, identify nationalities, introductions, point out someone or something, tell location, tell someone's name, use numbers 0-100; French Web Quest **Writing:** spelling dictation, phrases & short answers, postcards **Culture:** geography & regions of France

FIFTH GRADE

Language: describe physical traits, make an appointment, point out family members, restate information, tell when someone's birthday is **Writing:** complete sentences, vocabulary bank usage **Culture:** French pen-pals, the Francophone world

SIXTH GRADE

Language: review of previous curriculum, accept & refuse invitations, agree & disagree, ask for specific information, invitations for a specific activity, conjugation of être, faire, aller, avoir, & -er verbs **Writing:** complete sentence questions & answers, simple paragraph writing **Culture:** cyber trip to Paris

Drama, Visual Arts & Woodshop Philosophy

Art is a universal language interpreted and understood by all children; consequently, art, drama, and shop are planned to correlate to other subject areas. The visual arts explore the elements of texture, form, color, line, and shape allowing students to create projects while learning skills of artists. Acknowledging that all students have something important to offer, drama allows for expression through movement, voice, and dance developing listening, speaking, and performance skills through teamwork. In shop, children develop pride, patience, and critical thinking skills in a relaxed and safe environment.

Drama

For children in grades nursery through sixth, students develop the skills of articulation, projection, eye contact, stage presence & direction, facial expression, and simple choreography. Examples of past productions include:

Americans Who Made a Difference	Puppet Show of Explorers
Japanese Musical Vignettes	Headin' West
South American Musical	Mayflower Compact
Revolutionary War	Civil War
Nursery Rhymes	New Video Production
Ancient Egypt	St. Louis World's Fair
History of Community School	Environmental Play

Art

NURSERY

Name basic colors, describe texture, manipulate objects, form three-dimensional forms, identify and make types of lines, name four geometric shapes, recognize pictures by particular artists

JUNIOR KINDERGARTEN

Mix and name primary & secondary colors, create & define different patterns, use scissors to cut straight, curved, & zigzag lines, cut & overlap shapes

SENIOR KINDERGARTEN

Topics: Early American, Impressionism, Pointillism, Chinese, Printmaking, Small Sculpture **Artists:** Edward Hicks, Monet, Chuck Close **Projects:** pastoral scenes, fingerprint self-portraits, lanterns, rubbings, balanced figures

FIRST GRADE

Topics: Printmaking, Collage, Clay, Aboriginal, Thematic, Ceramics, Maps **Artists:** Henri Matisse, Audubon, Remington, Jim Dine, 14th-19th Century Cartographers **Projects:** plate creation, abstract collage, clay mammals, dream paintings, repeated motifs, ceramic buildings, maps & keys

SECOND GRADE

Topics: Mixed Media, Mosaics, Batiks, Persian Miniatures, Pop-Ups, Positive/Negative **Artists:** Tiffany Artists, Byzantine Art, Ravenna Mosaics, Indian Art, Persian Artists, Robert Sabuda **Projects:** print sponge patterns, mosaic designs, Asian textile art, colored pencil narrative border art, symmetric masks, positive/ negative designs

THIRD GRADE

Topics: Art Nouveau, Renaissance Drawing, Japanese Paper Marbling, Prehistoric Art, Cartooning, Japanese Art **Artists:** Gustave Klimt, Brunellesci, Massaccio, DaVinci, Lascaux, Altamira, Thomas Nast **Projects:** poster for St. Louis World's Fair, two dimensional perspectives, marbled paper, cave paintings, influential cartoons, Japanese textile patterns

FOURTH GRADE

Topics: Landscape, Sculpture, Textile, Printmaking **Artists:** Hockney, O'Keefe, Wayne Thiebaud, Northwest and Alaskan Native Artists, Caribbean & Central American Artists, Alexander Calder **Projects:** landmass paintings, visual language through papier maché, appliqué/textile art, mobiles, styrofoam plate print making

FIFTH GRADE

Topics: Clay Sculpting, Printmaking, Textile Art, Drawing, Transformations/ Illusions, Embossing, Linear Perspective **Artists:** Paul Revere & Early American Silversmiths, African-American Quilters, Degas, M.C. Escher, Renaissance Artists **Projects:** clay type silverware, serigraph prints, underground railroad quilt squares, figure forms, transformations, coat-of-arms

SIXTH GRADE

Topics: Photography, Wood Sculptures, Tribal Art Textiles, Painting, Computer Graphics, Fiber Art **Artists:** Bourke-White; Tina Modotti; Dorothea Lange; Tribal Artists of Africa; Women Painters: Ghentileschi, Judith Leyster, Kahlo **Projects:** pinhole cameras, relief sculptures, tribal dolls, black & white computerized prints, fiber art

Woodshop

SENIOR KINDERGARTEN

Use basic hand tools: file, coping saw, ruler; recognize simple geometric shapes; sand, shape, and finish with markers **Project Examples:** key ring, bird/animal sculpture

FIRST GRADE

Plan and draw an idea for a project; use a template; recognize lines or shapes; use a coping saw, file, sandpaper; use markers, oil, and wax to enhance a project **Project Examples:** flower press, tangram, farm, city, circus, puzzle, plaque with attached carving

SECOND GRADE

Recognize specific types of wood; use half-round file, hand drill, bolts, & wingnuts; use shellac & an exterior finish **Project Examples:** candle holder, tangram puzzle, flower press, bird feeders, napkin rings, key holder

THIRD GRADE

Produce a picture & puzzle drawing, use square to lay out, use ruler to measure, design a complete project, set and putty nail holes, use paint **Project Examples:** Native American mask, napkin rings, oven rack handle, bird feeder, pencil or recipe box

FOURTH GRADE

Work with basswood or poplar; use square, crosscut saw, surfboard/block plane, wooden mallet, & gouge; understand depth & thickness; measure two points to locate center, recognize symmetrical design, assemble with glue and nails **Project Examples:** Viking ship, CD/book rack

FIFTH GRADE

Use drill press, electric sanders, & electric scroll saw; analyze and improve workmanship **Project Examples:** St. Louis scenes, spinner top, group/individual "engineering" projects, drawing techniques

SIXTH GRADE

Design plans using two points of view; use sources for ideas; use lathe; recognize maple, walnut, & mahogany; use spray paint; use non-toxic finish **Project Examples:** hardwood cutting boards, individually designed projects (salad bowl, baseball bat, stilts, jewelry box, picture frame, framed mirror)

Music Philosophy

Community School believes that music literacy should be part of one's general knowledge. The School offers the opportunity for children to develop their innate musical talents. Students become musically literate through the Kodaly approach and Orff instruments and are able to read, write, play, and create music while incorporating movement. Children deepen their understanding of people and countries by studying the music of various cultures. Beginning in fourth grade, a study of instrumental music begins where children learn the basics of their individual instruments and experience the dynamics of group participation. At Community, music appreciation begins in Nursery and lasts a lifetime.

NURSERY

Timbre & sound of percussion instruments; differentiate & imitate between presence & absence of sound, high or low, loud or soft, fast or slow

JUNIOR KINDERGARTEN

Dance movements; long & short sounds; steady beat; dances & games; songs, rhymes, poems; volume; rudimentary charts

SENIOR KINDERGARTEN

Beat patterns; actions for lyrics, orchestral & instrumental pieces; vocal awareness & responses; representational rhythm & melodic charts; vocabulary

FIRST GRADE

So, Mi, La, Ta-a, Do; mallet instruments; 4/4 meter; quarter note, quarter rest, two eights; eight-beat phrase; repeat sign, ledger lines, rhythmic canon; dictation; two-part sing

SECOND GRADE

Re, low la & so, do & la centered; Pentatonic scale; recorder basic skills, melodic canon; half note/whole note; easy ABA form; sight reading; original compositions; conducting; improvisation; meter 2/4, 4/4; upbeat; ostinatos; dynamics loud & soft; movement & selected dances

THIRD GRADE

High *do, fa, do* pentatonic scale; letter names with *mi, re, do* in G, F, C *do*; keyboard & recorder, letter names of notes above third line in treble clef; dotted half note; all rests; pentatonic scales with other ending notes; sixteenth notes; two/three-part songs; syncopation; 3/4 meter; woodwind & string families; movement & selected dances

FOURTH GRADE

Fa, do pentachord & hexachord scales; three-part singing; perfect fifth interval with *do-so, la-mi*; dotted rhythms; continue recorder; brass family; dominant/tonic chords; keyboard familiarity; dotted quarter notes; two sixteenths & an eighth note unit (& reverse); movement & selected dances

FIFTH GRADE

Mi-fa, ti-do minor second intervals, *ti*; single eighth note & rest; Upbeat revisited; inner upbeats; scales: major & minor; alto recorder; sharp, flat, & natural signs, sub-dominant chord; dotted eighth note; percussion family; 6/8 & 3/8 meter; theme & variations; blues pattern; movement & selected dances

SIXTH GRADE

Altered names in *so-fa*; hand signs; bass clef; fugue; concerto; sonata, meter: 5/4, 2/2, 6/8; opera; oratorio, world instruments; baroque, classical, jazz; keys of C, F, G; modal scales; symphony; movement & selected dances; written musical composition

Physical Education Philosophy

Using a spacious and beautiful outdoor campus, the goal of physical education is to develop skills, self-esteem, and socialization in a non-competitive environment. This daily activity promotes healthy lives that translate to a lifetime of physical activity. Activities center around building strength, flexibility, and endurance as well as nurturing the skills of listening, observation, cooperation, consideration, and good sportsmanship. As children participate in special events such as fitness week, games day, ice-skating, jungle escape, tournament week, camping, the low ropes course, and the alpine tower, they establish an appreciation and love for movement.

NURSERY

Running: straight line, various speeds **Jumping:** vertically, horizontally **Ball Skills:** bounce, toss & catch, kick **Climbing:** rope, stairs, ladder **Rhythms:** clap, gallop **Balance:** balance beam **Strength:** ropes, swing on monkey bars **Flexibility:** upper & lower body

JUNIOR KINDERGARTEN

Running: chasing **Jumping:** two foot take-off **Ball Skills:** bounce, toss, throw, kick **Climbing:** ropes, pole, cargo net **Rhythms:** games, folk dancing **Balance:** horizontal bar, ropes, frog head stand **Strength:** low & high board **Flexibility:** upper & lower body

SENIOR KINDERGARTEN

Running: speed variety, circling, weave **Jumping:** one foot take-off, over crossbar **Throwing:** one hand, chest pass **Catching:** rolling, short toss, bouncing, long & high toss **Kicking:** punt, drop kick, bouncing ball **Climbing:** high & low walls **Rhythms:** marching, skipping, galloping **Balance:** parallel bars, hand stands **Flexibility:** upper & lower body **Strength:** push ups, pull ups, sit ups

FIRST through THIRD GRADES

Running: counterclockwise **Jumping:** running take-off **Throwing:** both hands over and underhand, one hand over & underhand **Catching:** catch a rolling ball, short toss, bouncing ball, long toss, high toss **Kicking:** use non-dominant foot **Climbing:** rope, pole, cargo net **Rhythm:** Hopping, jumping **Balance:** parallel bars, head & hand stands **Flexibility:** upper and lower body **Strength:** running & plyometric workouts **Rope Jumping:** forward & backward, two feet together rebound/no rebound

FOURTH through SIXTH GRADES

Running: sprints **Jumping:** standing & running long jump, triple & vertical jump, high jump, vaulting **Throwing:** dominant side, accuracy, distance, moving target, variety **Catching:** long & high throws, pop up **Kicking:** rolling & bouncing ball, drop kick, non-dominant foot **Striking:** volleyball above face, below waist, diving; hand on fist; use hockey stick, paddle or racquet, bat **Climbing:** low & high wall **Rhythms:** dance **Flexibility:** upper & lower body **Strength:** push ups, pull ups, rope, sit ups, running, plyometrics **Rope Jumping:** forward & backward jumping **Calculation of Heart Rate:** resting, training, maximum

Technology Philosophy

In an information rich society, students need a solid basis in the fundamentals of technology to create fluency in its use and application. Used as a tool for learning, technology is an interwoven piece of each discipline enriching all learning environments at Community School. All families sign an “acceptable use policy” permitting students to use technology to become actively engaged in knowledge acquisition, analysis, and presentation. Using wireless, laptops, desktops, Smartboards, digital cameras and videos, the development of technology skills takes place both in the classroom and the technology lab.

NURSERY through SENIOR KINDERGARTEN

Develop knowledge of hardware terms: monitor, CPU (Senior Kindergarten), keyboard, mouse, disk, printer, and explore usage

FIRST through THIRD GRADES

Start up and shut down correctly; alphanumeric keys; use mouse, keyboard, & other input devices; proper care of compact & floppy discs; terminology: menu, saving, closing, printing, start up, shut down; eject; proper body position; create a new document; enter & delete text; home-row; special function & symbol keys; correct fingering on all letter, number, & non alphanumeric keys; home row @ 5 WPM; copy/paste; print

FOURTH through SIXTH GRADES

Save to disk; use responsibly; home row at 10 WPM; short cut keys; cut, copy, & paste; format document; spell check; compose with word processor; access electronic references: World Book, Encarta, school library database; use internet; add different colors & sound to graphic image; know “Acceptable Use Policy,” use a “web browser,” use a web-based search engine; select printer or server; format font, size, style, color; find/replace text; thesaurus; cut & paste from resources; hardware & software problems; additional technology tools: scanner, digital camera & video, Smartboard; computer usage in daily life; evaluate accuracy, relevance, appropriateness of information; use spreadsheet function; manipulate cells, rows, date; create charts & graphs, increase use of keyboarding and functionality skills

Character Education Philosophy

Building and Celebrating Communities

Sow an action, and you reap a habit.
Sow a habit, and you reap a character.
Sow a character, and you reap a destiny.

~ Anonymous

At Community School, teachers and parents join together to model, teach, and build a community of caring. Together, character of the mind and the heart is developed. Recognizing and bringing to fruition each child's unique potential, means creating a community where children care: where children learn respect of the individual in regard to race, religion, and culture. It also means building a community of the heart; it means belonging and contributing to a group while recognizing the value and norms of cultures; and it means believing in the self, being needed, and being needful.

EXAMPLES OF CHARACTER WORDS

responsibility, courage, cooperation, giving, perseverance, fairness, honesty, respect, caring

All children, teachers, and parents at Community know, understand, and live the words of the month. During weekly assemblies, classes bring the words to life. In the classrooms, children read, listen to, and write stories regarding the particular word of study. Parents are given suggestions as to how they can partner as a family to bring depth to the study of character.

FAMILY GROUPINGS

From Senior Kindergarten through Sixth Grade, children become part of a family grouping consisting of a "teacher parent" and "siblings" from the grades. Participating in activities throughout the year: picnics, service learning, and sharing brings each family together. The year culminates in a showing of appreciation to the Sixth Grade graduate.

DIVERSITY OF CURRICULUM

The focus of the diversity curriculum at Community School is the respect and appreciation of all cultures. By studying countries and cultures, children celebrate the equality of difference. By reading and listening to literature from a diverse perspective, children appreciate the individual. International Day becomes a celebration of the uniqueness of the spirit of diversity.

STUDENT PARTNERING

Older and younger classes team together throughout the year sharing readings and activities. Working on peer tutoring, creating placemats for the elderly, or just enjoying the friendship of ages, Student Partnering is enjoyed by all.

LEADERSHIP

Responsibility is the key word, and at Community, children of all ages take responsibility for actions appropriate to their age. Setting and clearing the family style lunch tables, being student of the week, performing at the weekly full school assembly are only examples of the many ways students demonstrate leadership. At the sixth grade level, leadership takes on new meaning as students learn to "become true to oneself." Recognized as school leaders, organizing the School Store, managing the weekly full school assembly, camping, developing skills through low ropes course, climbing the Alpine Tower are only some of the ways sixth graders flourish. In celebration and in culmination of the years spent at Community School, graduates write and deliver heartfelt speeches to an audience of family, friends, and teachers.