



CURRICULUM GUIDE

2022-23



WHERE  
Wonder  
LEADS



# explore

THE WORLD





Community School sets the standard for academic excellence among St. Louis-area elementary schools. We balance intellectual challenge and nurturing support, allowing each child's strengths to shine.

### *An Education Based on Exploration*

Here, education is not just an aggregation of knowledge, but a way of observing the world and exploring ideas. Our curriculum is adapted and personalized throughout the year as children gain understanding and are ready to explore new challenges.



# Lower Division (Age 3 - Grade 2)

## Curriculum Overview

Children's experiences in the early years shape their motivation and disposition to learn. Characteristics such as persistence, initiative, curiosity, and flexibility are nurtured as children make sense of their world.

During the preschool years, much attention is given to the development of the whole child as well as social, emotional, intellectual, and physical growth. Problem solving, planning, focused attention, and the development of executive functioning skills are key elements for preschoolers. All areas of the curriculum (math, language arts, literacy, science, social studies, foreign language, art, music, and physical education) are taught in engaging ways that are responsive to how young children learn.

As children move into the elementary school experience in Senior Kindergarten, First, and Second Grades, a curriculum tailored to the child's development ensures a rich learning environment that is attentive to transitions in their intellectual growth at each milestone.

Strategies that promote mastery of new and progressively more advanced challenges are employed as faculty work to individualize the curriculum as much as possible. A balance between hard work and self-assessment produces a sense of competence that sets the stage for greater self-direction at older ages. The children are excited and enthusiastic learners who are active in their own learning process. Academics take on new meaning for students as they soak up new skills quickly and with increased sophistication.

The social and emotional development of a child in the early years is the key to his or her later success. Community School fosters students' development of self-confidence and their ability to express feelings and opinions, while maintaining respectful relationships with peers and adults. Children learn to take responsibility, solve conflicts appropriately, develop leadership skills and, as they get older, begin to balance social and academic responsibilities.



### Child-Focused Learning

At Community School, we craft child-focused curriculum. Our faculty take a deeply personal approach, adapting curriculum throughout the year as each child progresses.

Classrooms average 20 students with two lead teachers, supported by a team of learning specialists. There is an overall ratio of one teacher for every seven students.

*Children get just the right amount of challenge and support.*

Our schedule includes frequent small group work sessions, creating perfect opportunities for one-on-one support.

The small class sizes allow teachers to truly know each student's strengths and meet them exactly where they are to help chart a path forward in understanding.



# Nursery

students (children who have turned 3 by August 1) are in for an exciting year, filled with developmentally appropriate, child-centered curriculum. Meaningful, hands-on learning activities help each child progress through the unique stages of development with support from a low student-teacher ratio in the classroom. Social and emotional development, as well as intellectual growth, are promoted and reinforced through theme-based experiences as well as daily routines.

The school's curricular benchmarks begin in Nursery, building and spiraling through subsequent grades. Here, the foundation is set for children to become active problem solvers and critical thinkers. Nursery curricular benchmarks include:

## Literature/Language Arts

Develop listening proficiencies ♦ Build rich vocabulary through oral language and high-quality literature ♦ Expose to basic concepts about print ♦ Linguistic awareness through games, rhymes, rhythmic activities ♦ Dictate ideas about work, the environment and factual knowledge ♦ Develop writing skills through manipulative and fine motor activities

## Mathematics

Identify, describe and create with shapes ♦ Measure objects using non-standard units ♦ Create simple graphs ♦ Match and sort objects according to attributes ♦ Draw, paint and build using math ideas ♦ Represent quantities and concepts with objects ♦ Define and solve problems by trial and error and object manipulation

## Social Studies

Develop awareness of humans' basic needs and similarities ♦ Extend understanding of themselves and the world

♦ Carry out leadership roles in classroom ♦ Make individual and group decisions ♦ Order events in sequence to establish a sense of order and time ♦ Expand knowledge of the geography of Community School and class community ♦ Country studied: United States

## Science

Foster an appreciation for the natural world ♦ Experiment with simple tools ♦ Experiment with objects and materials to gather information and observe reactions ♦ Respect physical environment and its conservation ♦ Explore physical properties and characteristics, solve problems and represent observations on the physical and natural world, in earth and space ♦ Understand that all humans have basic needs and similarities ♦ Develop critical thinking skills

## French

Learn vocabulary and language structures through listening, singing, miming, fingerplays, games and activities ♦



Experience monthly themes including greetings, weather, animals, counting, colors, shapes and family members ♦ Incorporate movement and activity with vocabulary ♦ French teacher is embedded in the classroom one day per week

## Physical Education

Practice locomotor and non-locomotor actions ♦ Develop spatial and outdoor awareness ♦ Experience rhythmic patterns in large and small muscle movements ♦ Practice ball skills ♦ Participate in creative movement activities

## Music

Learn how to sing, move, and follow simple directions in a song ♦ Develop skills in playing simple percussive instruments ♦ Play music games

## Art

Promote creativity ♦ Develop problem solving and critical thinking skills ♦ Experience a variety of media ♦ Develop basic fine motor skills ♦ Communicate ideas through art

## Drama

Practice tracking performers ♦ Demonstrate appropriate audience behavior ♦ Identify difference between actor and audience ♦ Practice expression through theater games





# Junior Kindergartners

(children who have turned 4 by August 1) are eager to learn, explore their environment, and take on more responsibility. Age-appropriate, multi-sensory learning continues through a variety of settings, such as whole class and small group instruction and activity-based learning centers. Daily small groups allow for greater depth of learning and differentiated instruction. JK students begin keeping journals to build on emergent literacy skills, and they participate in the school buddy program. Their multi-disciplinary exploration of science takes off with Nature on the Move and units such as dinosaurs and gardening. Junior Kindergarten curricular benchmarks include:

## Literature/Language Arts

Listen to high-quality read-alouds ♦ Ask predictive and analytic questions ♦ Learn relationship between letters and sounds ♦ Develop phonemic awareness of sounds, syllables and words ♦ Improve fine motor skills for handwriting ♦ Use multi-sensory approach to letter formation and identification ♦ Write in journals based on readiness of individual children

## Mathematics

Increase number sense ♦ Identify written numerals ♦ Explore half and whole relationships ♦ Explore volume ♦ Sequence events ♦ Compile and compare data in graphs and charts ♦ Sort and classify objects into groups ♦ Gather information and evaluate data ♦ Duplicate and extend simple patterns

## Social Studies

Identify how own thinking, feelings and action are similar to or different from others ♦ Extend understanding of themselves and world ♦ Experience an international perspective with study of Mexico ♦ Identify commonalities and differences between families and children ♦ Research interests in social studies topics

## Science

Explore Missouri wildlife with regular visits from Nature on the Move ♦ Investigate characteristics of dinosaurs ♦ Experiment with simple tools ♦ Experiment with objects and materials to gather information and observe reactions ♦ Respect the physical environment and its conservation ♦ Explore physical properties and characteristics, solve problems and represent observations of the physical and natural world ♦ Develop critical thinking skills

## Music

Identify vocal concepts (singing, talking, whispering, shouting) ♦ Identify melodic and rhythmic patterns ♦ Sing and act out story songs ♦ Learn how to sing a full song in front of an audience

## French

Learn vocabulary and language structures through listening, singing, miming, fingerplays, games and activities ♦ Experience monthly themes ♦ Incorporate movement and activity with vocabulary ♦ French teacher is embedded in the classroom one day per week

## Art

Promote creativity ♦ Develop problem solving and critical thinking skills ♦ Experience a variety of media ♦ Develop basic fine motor skills ♦ Communicate ideas through art

## Drama

Recognize and practice enunciation and projection ♦ Practice giving and taking focus ♦ Learn tools of an actor (imagination, body, voice) ♦ Practice expression of emotion ♦ Learn elements of performing ♦ Sequence story through interactive storytelling ♦ Perform play about cooperation

## Physical Education

Develop spatial and outdoor awareness ♦ Experience rhythmic patterns in large and small muscle movements ♦ Practice ball skills, striking, climbing and traversing ♦ Practice locomotor and non-locomotor actions ♦ Learn listening games, Brain Gym, tai chi and relaxation









**Senior Kindergarten** serves as a bridge to more academic learning as the children focus on reading instruction, the writing process, and developing mathematical skills. Children (who must have turned 5 by August 1) begin work in the *Foundations* program which emphasizes phonics and word analysis skills and continues into Third Grade. The year also marks the introduction to *Math In Focus: The Singapore Approach*, the TCRWP *Writing Units of Study*, and weekly science in the Lower Division Science Lab.

The curriculum includes hands-on materials and small group experiences throughout the school day through differentiated instruction based on readiness and learning style in the areas of reading and math. Teachers are able to work daily with small groups on explicit instruction in reading strategies, as well as targeted instruction in mathematics.

Each day includes interactive center time that allows the children to pursue areas of interest.

Senior Kindergarten curricular benchmarks include:



## Literature/Language Arts

Develop sound/symbol relationships ♦ Develop visual memory of letter formation and words ♦ Demonstrate comprehension skills ♦ Blend letter sounds ♦ Use self-correction strategies ♦ Use mental images to aid in text comprehension ♦ Recognize and reproduce final consonant sounds ♦ Listen to a variety of genres and chapter books ♦ Recognize the difference between fiction and non-fiction ♦ Recognize and form upper and lower case letters and numerals 1-10 ♦ Increase word analysis skills ♦ Dictate stories and factual information on a topic

## Mathematics

Begin *Singapore Math* program ♦ Create sets of given numbers with concrete models ♦ Use cardinal and ordinal numbers ♦ Count forward and back from a given number ♦ Skip count by 2s, 5s and 10s ♦ Count and make coin combinations ♦ Model joining and separating sets ♦ Write number sentences for addition and subtraction ♦ Describe and compare objects by position ♦ Identify, describe, sort and classify 2D and 3D shapes ♦ Name and order days and months ♦

Compare durations of events ♦ Organize data for picture graphs ♦ Interpret data in tally charts and pictographs ♦ Solve real-world addition and subtraction problems ♦ Use models to explain reasoning ♦ Understand connections between quantities and written numerals

## Social Studies

Identify cultural universals and make comparisons ♦ Further develop international/multicultural perspective through study of China ♦ Recognize national and religious holidays and important ideas and customs ♦ Sequence events to establish a sense of order and time ♦ Participate in community outreach project(s)

## Science

Observe physical properties of objects ♦ Explain plant and animal needs ♦ Explore different kinds of weather ♦ Investigate how pushes and pulls affect the motion of an object ♦ Communicate results and share ideas using diagrams, models, pictures, and words ♦ STEM concepts such as engineering design and coding are also introduced

## French

Experience French language integrated with physical education ♦ Explore designated monthly themes ♦ Respond to French directives ♦ Act out vocabulary ♦ Repeat French words for movements, games and directions ♦ Count in French ♦ Play roles, repeat vocabulary, and perform activities to a French story ♦ Identify colors in French ♦ Use French vocabulary for places in villages and holiday observances ♦ Use French words to identify people and family members ♦ Use French words for weather terms ♦ Identify and pronounce vocabulary through words and pictures

## Physical Education

Increase spatial awareness ♦ Move while manipulating objects in a small space ♦ Build fitness through cardiovascular running/locomotor warm-up ♦ Practice core exercises, plyometrics jumping and balance activities ♦ Participate in Brain Gym and French/P.E. ♦ Perform four steps for overhand throwing ♦ Follow instructor in tai chi and yoga ♦ Dribble ball while walking and running ♦ Identify locomotor movements through drum beats ♦ Create games with partners ♦



Explore woods through nature walks  
♦ Climb and traverse ♦ Jump rope ♦  
Learn beginning stunts and tumbling  
♦ Learn throwing and catching with  
partner

## Performing Arts

**MUSIC:** Learn proper performance etiquette and vocal pedagogy ♦ Know, sing, and play fast vs. slow, loud vs. soft, high vs. low, and long vs. short sounds ♦ Identify steady beat ♦ Learn about instruments in an orchestra

**DRAMA:** Recognize and practice enunciation and projection expression ♦ Practice giving and taking focus ♦ Learn tools of an actor (imagination,

body, voice) ♦ Practice expression of emotion ♦ Learn elements of performing ♦ Sequence story through interactive storytelling ♦ Develop acting terms of projection and enunciation ♦ Perform *Many Moons Ago* and *Tales from China*

## Visual Arts

**STUDIO ART:** Understand concept of primary colors as the basis for mixing secondary colors ♦ Produce texture with a variety of objects and materials ♦ Create shapes with three dimensional space ♦ Work with clay ♦ Make drawing with varying lines ♦ Assemble shapes in a collage format ♦ Complete

pictures using concept of formal symmetry ♦ Use limited components to create new ideas

**WOODSHOP:** Understand and demonstrate safety guidelines in the woodshop ♦ Develop hand-eye coordination ♦ Work with hand tools ♦ Prepare a work station ♦ Self evaluate personal work ♦ Use 12" ruler as a measuring device ♦ Use a half round file as a shaping tool ♦ Use a coping saw for cutting straight and curved lines ♦ Use sandpaper for removing file marks and preparing surface for finish ♦ Decorate projects





# First Grade

emphasizes a literature-based approach to reading, as well as continued phonics and reading strategy instruction. Teaching groups become even smaller, allowing for increased differentiation to address readiness and skill scaffolding. Children write facts and present their research integrating the study of an Australian animal. Math instruction includes many hands-on experiences in order to build strong number sense, including biweekly graphing projects and homework based on building fact fluency through games and technology.

Our school history and neighborhoods are the focus of social studies, and the children take field trips to St. Louis neighborhoods, including The Hill and The Loop. Closing Circle is a time where children problem solve together any social challenges that may occur. First grade curricular benchmarks include:

## Literature/Language Arts

Learn the writing process with a focus on narrative, informative and opinion writing ♦ Develop structural analysis skills for words ♦ Demonstrate phonetic analysis of words ♦ Use a dictionary ♦ Use self-correction strategies ♦ Become more fluent in oral reading ♦ Answer age-appropriate questions about stories ♦ Sequence a series of events ♦ Author and present a poem ♦ Write a research paper ♦ Continue to build handwriting skills

## Mathematics

Use concrete and pictorial models to create sets ♦ Use number bonds to represent number combinations ♦ Use place value models ♦ Model addition and subtraction situations ♦ Use order, grouping and zero properties for addition and subtraction ♦ Use mental math strategies ♦ Compare lengths and masses ♦ Tell time ♦ Represent and interpret measurement and data in picture and bar graphs and tally charts ♦ Use math vocabulary that corresponds with each unit ♦ Present mathematical thinking through journaling

## Social Studies

Learn map skills ♦ Incorporate international perspective through study of Australia ♦ Investigate, compare and contrast various neighborhoods in St. Louis ♦ Research the history of Community School through artifacts and oral history ♦ Develop personal time capsule to be opened during sixth grade year





## Science

Work like scientists: observe, predict, ask questions, solve problems ♦ Learn how scientists group animals and identify characteristics of vertebrates ♦ Explore animal habitats and compare them to native habitats in our community ♦ Observe/graph the weather and use basic weather instruments ♦ Identify the seasons and weather associated with each ♦ Learn the importance of the sun, what causes day and night and seasonal changes ♦ Identify objects in our solar system ♦ Investigate and measure matter (solid, liquid, gas) ♦ Discover what plants need to grow and survive ♦ Explore the role of an engineer while performing STEAM (science, technology, engineering, art, math) problem-solving activities



## French

Learn communication functions (greeting, introductions, identification of friends and objects, age, date, likes and dislikes) ♦ Ask and answer questions ♦ Understand adjective agreement with colors and definite articles ♦ Learn Francophone countries, cardinal numbers, letters of the alphabet, actions ♦ Recognize printed form of vocabulary words ♦ Copy words, phrases from word bank ♦ Introduction to French culture and monuments

## Physical Education

Recognize territories in team games ♦ Chase and evade in tag games ♦ Run quarter mile ♦ Learn and practice ball skills ♦ Identify different locomotor movement through drum beats ♦ Create partner tumbling activities ♦ Throw and catch overhand ♦ Identify north, south, east and west ♦ Climb up and down panel of climbing wall ♦ Utilize Brain Gym exercises ♦ Lead the class in tai chi exercises ♦ Walk labyrinth/practice relaxation ♦ Work with a group or partner in cooperative and problem-solving activities

## Performing Arts

**MUSIC:** Identify tempo, dynamics, and pitch ♦ Identify musical instruments by their instrument family attributes ♦ Know, sing, and play the difference between steady beat and rhythm ♦ Sing and play instruments using rhythmic literacy skills ♦ Learn skills in simple rhythmic transcribing ♦ Learn about classical and contemporary songs and composers ♦ Know proper performance etiquette and vocal pedagogy

**DRAMA:** Demonstrate competency in enunciation, projection, cheating out, eye contact, tableaux, and visualization ♦ Use the tools of an actor to become a character ♦ Work cooperatively to solve problems ♦ Sequence a story ♦ Learn stage direction terms ♦ Perform *Pieces of Our Past* or *Australian Folk Tales* (alternate years)

## Visual Arts

**STUDIO ART:** Understand color wheel and continuum of colors ♦ Mix secondary and tertiary colors for projects ♦ Paint with contrasting colors

♦ Add textures to paintings ♦ Texture patterns in wax-resist paintings ♦ Distinguish hollow form versus solid form ♦ Create open forms with clay ♦ Prepare an architectural model or another three dimensional representation ♦ Apply the effects of repeated line ♦ Cut complex shapes ♦ Create puzzles with a variety of shapes ♦ Generate work with formal and informal symmetry ♦ Illustrate with basic repetition of line, dots and shape ♦ Alter self-designed pattern into a cohesive whole ♦ Make interdisciplinary connections

**WOODSHOP:** Understand and demonstrate safety guidelines in the woodshop ♦ Make individual design decisions affecting the outcomes of the assigned projects ♦ Use claw hammer ♦ Use half round file as a shaping tool ♦ Use nails as a design element ♦ Share completed project with classmates and teachers ♦ Analyze quality of each project and set goals for improvement ♦ Use scrap wood to create appropriate and safe projects ♦ Measure in inches and half inches



# Second Grade

emphasizes expanding and refining skills in the area of reading—moving toward reading to learn versus learning to read. Children work more independently, as well as in cooperative group settings.

Writing Workshop is a regular activity as children do research, write reports, and create their own stories. Celebrations of Writing are held during the year, where children share their work orally with parents and classmates. Mathematics instruction further secures number sense and strategies for problem solving. Children begin to use bar models as they work in the *Math in Focus* program. Instructional technology skills are furthered through the use of iPads and high-quality apps. Social studies themes throughout the year include citizenship, famous world contributors, and “What Makes a Community?” Second grade curricular benchmarks include:

## Literature/Language Arts

Use a graphic organizer for factual information ♦ Continue developing the writing process with a focus on narrative, informative and opinion pieces as well as poetry ♦ Identify common and proper nouns, action verbs and descriptive words ♦ Define, identify and write a declarative sentence ♦ Demonstrate word attack skills using phonetic analysis ♦ Demonstrate structural analysis skills ♦ Use self-correction strategies ♦ Utilize various comprehension strategies ♦ Make inferences ♦ Express personal opinions in written form about materials read ♦ Use word attack skills when reading aloud ♦ Participate in book discussions ♦ Practice reading a variety of genres

## Mathematics

Use concrete and pictorial models to create sets ♦ Group objects into hundreds, tens and ones ♦ Count by 1s, 5s, 10s and 100s ♦ Use base ten models and place value charts to represent numbers up to 1,000 ♦ Compose and decompose multi-digit numbers ♦ Connect geometric concepts with unit fractions ♦ Compare and order halves, thirds and fourths using bar models ♦ Solve addition and subtraction money problems ♦ Use bar models to represent multiplication and division ♦ Develop foundation for studying area ♦ Compare and measure lengths using customary and metric units ♦ Measure volume ♦ Find elapsed time ♦ Collect, organize and represent data

in different ways ♦ Find missing terms in table patterns ♦ Use the distributive property as a multiplication strategy ♦ Use technology to model and draw ♦ Solve real world problems with addition, subtraction, multiplication, division and measurement ♦ Conduct mathematical investigations across the curriculum and explain the results

## Social Studies

Demonstrate a sense of fairness and order, rights and responsibilities ♦ Take leadership roles within the classroom ♦ Recognize how each individual plays multiple and varied roles in society ♦ Extend understanding of themselves and the world ♦ Examine similarities and differences between





thinking, feelings and actions of self and others ♦ Research “contributors” to our world ♦ Country of study: India

## Science

Practice skills that scientists use: predict, observe, classify, question, compare, measure, solve problems ♦ Label/describe the four layers of Earth ♦ Examine rocks and minerals ♦ Classify rocks by their properties ♦ Identify weathering and erosion as factors that cause Earth to change ♦ Construct model volcanoes, earthquakes, crystals and caves to learn their role on Earth ♦ Learn how fossils form and what they tell us of plants/animals of long ago ♦ Explore properties of magnets, static electricity and the relationship between them both ♦ Learn the importance of water: identify water pollutants and their effects on water ecosystems ♦ Connect the necessity of water in the life cycle of plants and soil composition ♦ Explore the role of an engineer while performing STEAM (science, technology, engineering, arts, and math) problem-solving activities

## French

Express needs ♦ Describe physical traits ♦ Describe placement ♦ Indicate date ♦ Introduce and practice grammar (partitive articles, *aller*, singular, possessives, negation, gender of nouns) ♦ Practice vocabulary (food, days of the week, clothing, months of the year, adjectives, furniture, school subjects) ♦ Recognize printed form of vocabulary words ♦ Explore French culture, celebrations, money and geography ♦ Ask and answer questions ♦ Practice counting

## Physical Education

Throw ball overhand ♦ Perform skills at varying and graduating speeds ♦ Perform weave run ♦ Attempt proper distance running and sprinting form ♦ Cross entire climbing wall ♦ Perform core exercises ♦ Attempt punting a ball ♦ Trap a ball with foot ♦ Shoot

basketball free throws ♦ Play lead up games for upper grade units ♦ Introduction into tournaments ♦ Follow class leaders during tai chi ♦ Explore orienteering and outdoor awareness ♦ Perform floor skills in stunts and tumbling ♦ Perform rhythmic naming from HealthRhythms protocol ♦ Work with a group or partner in cooperative and problem-solving activities ♦ Walk labyrinth and practice relaxation

## Performing Arts

**MUSIC:** Identify varying degrees in tempo, dynamics, and pitch ♦ Learn about classical and contemporary songs and composers ♦ Sing and play instruments using rhythmic literacy skills (quarter and half notes and rests, dotted half note, and eighth notes) ♦ Learn basic piano skills and repertoire ♦ Learn melodic literacy (treble clef) ♦ Know proper performance etiquette and vocal pedagogy

**DRAMA:** Demonstrate competency in enunciation, projection, cheating out, expression, eye contact, and visualization ♦ Use the tools of an actor to become a character ♦ Work cooperatively to solve problems ♦ Develop skills onstage to react to other characters ♦ Learn how actors fit into stage pictures ♦ Connect with audience through direct interaction ♦ Perform *Indian Folktales* and *Change Makers*

## Visual Arts

**STUDIO ART:** Create tints and hues of various colors to enhance paintings ♦ Distinguish emotional effects of warm and cool colors ♦ Use a variety of textured materials in the printmaking process ♦ Utilize repeated lines to create the illusion of texture ♦ Create detailed backgrounds ♦ Create large



and small versions of a picture ♦ Examine effects of extreme contrasts in black and white cut-outs ♦ Work with formal, informal, and radial symmetry ♦ Maintain scale in reproductions by using a grid ♦ Connect concepts from art to social studies and math ♦ Compare and contrast analogous situations ♦ Evaluate pictures to determine correct scaling and proportions ♦ Illustrate a selection from a piece of literature ♦ Create designs and patterns based on folk art methodology ♦ Construct three-dimensional hollow forms in clay

**WOODSHOP:** Make individual design decisions affecting the outcome of the assigned project ♦ Use half-round file as a shaping tool ♦ Use a coping saw for cutting straight and curved lines ♦ Choose and apply finish ♦ Share completed project with class and teachers ♦ Analyze quality of each project and set goals for improvement



# Across Grade Levels. . .

## Academic Excellence

Our small, child-focused classrooms reach children where they are. With a 7:1 student-teacher ratio, each student gets the personalized help and encouragement he or she needs to thrive.

Our approach to learning is hands-on. Students examine ideas and topics up close, pushing beyond rote memorization.

Test scores validate our educational philosophy. Year after year, Community students score among the highest in the nation on standardized tests—averaging 42% above national norms and 8% above other independent schools.

## Public Speaking

Public speaking is a common source of anxiety, but at Community School, students master the art from a young age.

Students as young as three years old begin speaking in front of peers and teachers. Our weekly Thursday assemblies include a range of student performances, from poetry readings to dramatic plays.

## After School Activities

More than 75% of students participate in one or more after school activities. Extended Day is offered until 6:00 p.m. each evening. Homework Club provides time and support for students to organize and complete assignments. Mini classes offer a wide range of topics to explore. Cross country and basketball are part of our after school athletics program for 3rd - 6th graders.

## Singapore Math

Having used *Math in Focus: A Singapore Math Approach* for almost a decade now at Community, we have seen an increase in students' ability to problem solve and truly understand why math works. Our standardized test scores are higher than independent school norms—in some areas significantly—and vastly higher than national norms, proving that this approach works. Also, as a result of this success, sixth graders now have the opportunity to be in an accelerated math group, focusing on secondary school mathematics.

## STEAM

STEAM (science, technology, engineering, arts & math) is an educational philosophy that balances technical skills with creativity and critical thinking.

Our teachers integrate science, technology, engineering, arts and math content throughout the curriculum to help students recognize the relationships between subjects. Students learn to build connections and apply their knowledge in different settings—important skills for secondary school, college, and life. Age appropriate essential instructional technology tools, including keyboarding and digital citizenship, are taught to 3rd - 6th graders.

## Multicultural Education

Multicultural education is woven throughout our curriculum (especially through social studies and literature), and promotes awareness, inclusion, and an appreciation of various cultures, religions, beliefs, traditions, opinions, and ethnicities.

## Reading & Writing

Community School utilizes the Teachers College Reading and Writing Project (TCRWP) *Writing Units of Study* (SK-6th grade) and *Reading Units of Study* (3rd-6th grades). The *Units of Study* reflect the latest research on data-based, responsive instruction. The program is differentiated, responsive to student needs, and provides a strong focus on the editing and rewriting process.

## Service Learning

Every grade level participates in a service learning experience. The causes selected by each grade are related to curriculum that students study.

## Responsive Classroom

*Responsive Classroom* is a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning. Having a strong social-emotional curriculum equips children to take on academics with greater confidence.

## Integrated Arts Education

At Community School, we weave arts education throughout our entire curriculum to build students' understanding of complex topics. Core curriculum teachers incorporate hands-on activities in the classroom to reinforce concepts. Visual arts, music, P.E., and even woodshop teachers pull core curriculum ideas into their own lesson plans. This cross-curricular approach helps students build important connections and problem-solving skills.







## Upper Division (Grades 3 - 6) Curriculum Overview

As children move into the Upper Division, Community continues to emphasize hands-on exploration, research, critical thinking, collaboration, cooperation, and executive function skills. There is also an increased focus on time management and organizational skills as we begin to prepare students to be successful in the area's best secondary schools.

In third and fourth grades, students have begun to gain mastery over basic skills and are on their way toward independent learning. They are beginning to think more abstractly, and can more acutely explore issues of fairness and justice. Faculty in these grades excel at creating cross-curricular units of study, often combining literature, social studies, writing, art, drama, music, and outdoor activities so that students can approach topics from a variety of perspectives and learning styles.

Fifth and sixth graders are beginning to enter the world of adolescence—with its myriad of mental, physical, social, and emotional changes. Community's programming turns to a middle school structure, reflecting students' changing needs through advisories, electives, advanced classes, and increased leadership and service opportunities. Positive relationships with teachers are paramount, as students learn how to self-advocate and balance homework, after school activities, social interactions and family time.

Community continues to support the emotional and social development of children in the upper grades. Attributes such as respect, assertion, cooperation, responsibility, empathy, and self-control are fostered as students grow to be the leaders in the school. Students are now able to more truly reflect on their actions and set appropriate goals for growth.

### Leadership

Community's leadership training starts in our earliest grades through a combination of public speaking and learning the best ways to interact with others. Students are given numerous opportunities to take leadership positions in the classrooms and speak in front of groups.

Two programs provide a wonderful way for older and younger students to interact. The Family Groups program, beginning in first grade, builds groups comprised of a child from each grade with a teacher. Groups remain the same year to year. Starting in third grade, students become a "big buddy" to students as young as JK and are role models for their younger buddies.

Leadership opportunities culminate in sixth grade, when students carry out a variety of responsibilities around the school—running Thursday assemblies, raising and lowering the flag each day, helping serve lunch tables, assisting with carpool and more.

*Community graduates are highly represented in leadership positions at their secondary schools.*



# Third Grade

is a special year, marking the first year of the Upper Division at Community School. Students enjoy a variety of subjects in the homeroom as well as special classes. The curriculum is integrated whenever possible so that students can relate one subject to another and connect classroom activities to real life. Students learn through a variety of means: teacher-directed lessons, repeated practice, use of manipulative materials, partner and cooperative learning projects, independent research, and activities addressing various learning styles.

Field studies supplement our study of St. Louis and include Mastodon State Historic Site, the World's Fair sites of Forest Park, and the Missouri History Museum. The year culminates with the study of Japan and a trip to the Japanese Garden and a Japanese restaurant for lunch. Third grade curricular benchmarks include:

## Literature

Read with fluency and expression to support comprehension ♦ Choose a book at appropriate reading level ♦ Recognize various genres ♦ Use phonics and word analysis skills to decode words ♦ Define unfamiliar words using context clues ♦ Use self-correction strategies ♦ Visualize the events of the story or text ♦ Analyze relationships within and between texts ♦ Monitor reading for sense and understanding ♦ Identify main idea and key details of a text or story ♦ Predict events based on context clues ♦ Set goals for increasing challenges ♦ TCRWP *Reading Units of Study* are used

## Language Arts

Write a personal narrative, persuasive speech, and informational essay ♦ Respond using complete sentences ♦ Include several paragraphs incorporating leads, transitions, dialogue, and details in essays ♦ Identify nouns, verbs, contractions, antonyms, synonyms ♦ Use basic mechanics correctly ♦ Write poetry ♦ Cursive writing is introduced ♦ Set goals for increasing challenges ♦ TCRWP *Writing Units of Study* are used

## Mathematics

Solve one- and two-step multiplication and division problems ♦ Use place value models to read, write, add and subtract numbers to 10,000 ♦ Compare fractions using models and number lines ♦ Add and subtract like fractions and money ♦ Model regrouping in addition and subtraction with place value ♦ Identify angles, perpendicular and parallel lines, polygons,

quadrilaterals, symmetry and congruent figures ♦ Select appropriate units and tools to estimate and measure length, weight, volume and capacity ♦ Determine elapsed time ♦ Use bar graphs, picture graphs and line plots to solve and check real-world problems ♦ Solve real-world problems using all operations ♦ Discuss and share ideas in paired or small-group activities ♦ Use bar models to represent real-world problems

## Social Studies

Theme: What qualities make a productive member of a community? ♦ Learn basic geography skills and vocabulary of Missouri and U.S. ♦ Identify and label continents, oceans, prime meridian, equator, countries of North America, and major mountain ranges and rivers of the United States ♦ Study lifestyles of early people of this area and list needs for survival ♦ Practice note-taking skills using two-column note graphic organizers ♦ Discuss current events and their impact on people's lives ♦ Research basic information using resources provided by the teacher ♦ Learn qualities that make a productive member of a community ♦ Learn about the founding of St. Louis ♦ Discuss cultural perspectives of the settlers of St. Louis: Native Americans, Colonial French, enslaved and free African Americans, American settlers ♦ Order on a timeline major events of Missouri history in relation to U.S. history ♦ Compare North American culture to Japanese culture ♦ Country studied: Japan

## Science

Learn and apply the scientific method ♦ Practice science skills of observing, using equipment, measuring, graphing, etc. ♦ Maintain a detailed, thoughtful, and organized science journal ♦ Observe and identify forces and motion through activities and experiments ♦ Explore plants and how they reproduce ♦ Analyze different types of energy and how it is transferred ♦ Evaluate ecosystems through a pond study through analysis of school pond health ♦ Learn and apply the engineering design process

## French

Recognize printed form of vocabulary words ♦ Read sentences and short paragraphs ♦ Begin to generate original sentences ♦ Introduce oneself ♦ Describe how one is feeling ♦ Indicate date ♦ Use numbers to 31 ♦ Describe the weather ♦ Describe school subjects, supplies, activities of the day ♦ Discuss food preferences (fruits, breakfast items, drinks, and other assorted foods) ♦ Describe foods and drinks consumed at meals

## Physical Education

Demonstrate ability to problem solve and communicate during a group challenge ♦ Demonstrate leadership qualities and participation during group activities ♦ Demonstrate skills in units of study: soccer, football, field hockey, basketball, volleyball and softball ♦ Complete a 5-minute run ♦ Demonstrate knowledge of passing and receiving the baton during relays ♦ Exert maximum effort during various runs and exercises ♦ Show an





understanding of various tumbling levels ♦ Demonstrate strength, agility, and technique during combative activities ♦ Participate in creating a new game and present to class ♦ Recognize and appreciate the cultural origin of each game ♦ Establish and agree upon game rules and boundaries in all games ♦ Foster an appreciation of nature through orienteering activities and outdoor education

## Visual Arts

**STUDIO ART:** Define edges of paper in pictures ♦ Demonstrate geometric and organic shapes and forms in various media ♦ Create large and small space in a picture plane ♦ Progressively alter patterns for rhythmic effect ♦ Apply characteristics of style in a work of art ♦ Present evidence to support self-generated ideas ♦ Use a rubric to accurately assess outcomes ♦ Connect

concepts to social studies and math

**WOODSHOP:** Understand and demonstrate safety guidelines in the woodshop ♦ Prepare work station ♦ Use coping saw for cutting lines ♦ Demonstrate proper use of half-round file, hand drill and sandpaper ♦ Analyze quality of each project and set goals for improvement ♦ Share completed work with class and teachers

## Performing Arts

**MUSIC:** Memorize the line and space names of the treble clef ♦ Maintain a steady beat while playing rhythmic and melodic instruments ♦ Define and utilize head and chest voice registers ♦ Sing with accurate pitch and intonation ♦ Use clear vocal enunciation and diction ♦ Pronounce various languages correctly ♦ Maintain melody/harmony in an ensemble setting ♦ Continue

piano technique and repertoire ♦ Transition note reading to piano skills ♦ Aurally identify the works of various composers of diverse styles ♦ Produce facts on composers' lives and music

**DRAMA:** Demonstrate competency in fluency, enunciation, projection, cheating out, posture, expression, eye contact and visualization during public speaking and performances ♦ Use the tools of an actor to become a character ♦ Work cooperatively to solve problems both onstage and off ♦ Develop skills on stage to react to other characters and give and take focus ♦ Connect historical time period with physicality of people living during the early 1900s to portray characters ♦ Repeat basic dance steps ♦ Perform *Meet Me at the Fair*



# Fourth Grade

students enjoy a variety of subjects in the homeroom as well as special classes. The curriculum is integrated and differentiated. Students can relate one subject to another and learn effectively, regardless of differences in ability.

Students learn through multiple avenues: teacher-directed lessons, repeated practice, use of manipulative materials, partner and cooperative learning projects, independent research, and activities addressing various learning styles. Field trips supplement the study of Pre-Colonial Indigenous People, colonization, science, and math. Fourth grade curricular benchmarks include:



## Literature

Read orally with expression and fluency ♦ Summarize what has been read ♦ Demonstrate word attack skills using phonetic analysis ♦ Develop and use extensive vocabulary ♦ Describe and discuss story elements, context clues, main idea and supporting details ♦ Demonstrate strategies for making connections, visualizing, predicting, making inferences, retelling, questioning, synthesizing, and determining importance ♦ Practice listening comprehension skills ♦ Respond to literature through writing ♦ Select appropriate books to read independently ♦ Demonstrate comprehension of reading material ♦ Examples of major works read: *The Tiger Rising* and *Number the Stars* ♦ TCRWP *Reading Units of Study* are used

## Language Arts

Use the writing process (prewriting, draft, revision, publish) to maintain focus on the topic and provide support ♦ Practice narrative, opinion and informational writing ♦ Develop and refine strategies for writing across curriculum ♦ Create an interesting topic sentence and a concluding sentence ♦ Recognize and compose the four kinds of sentences ♦ Compose complete, non-run-on sentences ♦ Write a four paragraph essay ♦ Restate a question using PQPA (part question/part answer) in a complete sentence ♦ Identify parts of speech ♦ Understand subject/verb agreement ♦ Recognize

and correctly use nouns, pronouns, verbs, prepositions, and conjunctions ♦ Apply the rules for capitalization and punctuation ♦ Write legibly and neatly; form all cursive letters correctly ♦ Identify relationships in analogies ♦ Use sensory language, similes, metaphors, alliteration and personification ♦ Compose a variety of poetry ♦ Use proper spelling in daily writing ♦ Use commas, apostrophes and quotation marks appropriately ♦ Use homophones correctly ♦ Programs used include *Wordly Wise*, *G.U.M.* (Grammar, Usage, Mechanics), and TCRWP *Writing Units of Study*

## Mathematics

Solve multi-digit multiplication and division problems ♦ Use place value models to read, write, add and subtract numbers to 100,000 ♦ Convert between mixed numbers and improper fractions ♦ Understand decimal notation through hundredths ♦ Read and write decimals that are greater than or less than 1 ♦ Add and subtract unlike fractions and decimals ♦ Find the greatest common factor and least common multiple ♦ Use formulas for area and perimeter ♦ Explore the properties of circles and three-dimensional solids ♦ Figure elapsed time ♦ Construct line plots, stem-and-leaf plots, tables and line graphs ♦ Find the mean, median, mode and range ♦ Express the probability of an event as a fraction ♦ Identify, describe and extend numeric and non-numeric patterns ♦ Identify prime and composite numbers ♦ Solve

problems with variables, equality and inequality ♦ Use estimation to check reasonableness ♦ Present mathematical thinking in writing ♦ Programs used include *Math in Focus*

## Social Studies

Theme: Discuss what affects peoples' freedoms and opportunities ♦ Identify the civic traditions and political systems of Pre-Colonial Indigenous People ♦ Investigate the exploration and colonization of the Americas ♦ Expand understanding of historical concepts ♦ Discuss current events ♦ Understand the climate and regions of the U.S. and South America ♦ Use the map elements of key, scale, hemisphere, orientation and symbols ♦ Locate the political boundaries of the U.S. ♦ Continent studied: South America

## Science

Learn and apply the scientific method ♦ Practice science skills of observing, using equipment, measuring, graphing, etc. ♦ Maintain a detailed, thoughtful, and organized science journal ♦ Observe and identify forces and motion through activities and experiments ♦ Explore plants and how they reproduce ♦ Analyze different types of energy and how it is transferred ♦ Evaluate ecosystems with a pond study through analysis of school pond health ♦ Learn and apply the engineering design process through Invention Convention and making solar ovens ♦ (3rd and 4th grade are on a two-year curriculum cycle. Students have more enrichment,



problem solving and critical thinking expectations in 4th grade)

## French

Utilize French to take care of basic classroom needs ♦ Copy words or short phrases from classroom resources ♦ Ask and answer, “What do you like to do?” and “Do you want to...?” ♦ Describe the activities one does on a certain day or time ♦ Practice the question, “Where are you going this weekend?” ♦ Discuss clothing ♦ Review and apply the numbers 0 - 1,000 ♦ Read teacher-created articles for content ♦ Answer basic comprehension questions orally ♦ Practice the PQPA (part question, part answer) technique for writing complete sentence answers

## Physical Education

Demonstrate knowledge to plan an activity thoroughly ♦ Show the ability to communicate during a group challenge ♦ Demonstrate leadership qualities ♦ Demonstrate the fundamental skills of soccer, football, basketball, volleyball ♦ Complete a 6-minute run ♦ Demonstrate knowledge of passing and receiving the baton during relays ♦ Exert maximum effort during various runs and exercises ♦ Show an understanding of various tumbling levels ♦ Demonstrate

strength, agility, and technique during combative activities ♦ Work in small groups to develop floor exercise routines ♦ Participate in creating a game and presenting it to the class ♦ Recognize and appreciate the cultural origin of each game

## Visual Arts

**STUDIO ART:** Select and apply a color scheme to a work of art ♦ Apply patterns and design for effect ♦ Distinguish between organic and geometric shapes ♦ Use a rubric to accurately assess outcomes

**WOODSHOP:** Understand and demonstrate safety guidelines in the woodshop ♦ Prepare work station ♦ Develop individual designs for projects ♦ Demonstrate proper use of half-round file, coping saw, ruler and sandpaper ♦ Analyze quality of each project and set goals for improvement ♦ Share project with class and teachers

## Performing Arts

**MUSIC:** Create and compose rhythmic and melodic passages ♦ Identify and play treble clef notation on various melodic instruments ♦ Recognize note values and rests ♦ Identify aurally the major and minor key signatures ♦ Sing with accurate pitch and intonation ♦ Pronounce various languages correctly

♦ Maintain melody/harmony in an ensemble setting ♦ Use correct fingerings on recorder ♦ Play with good tone and pitch on recorder ♦ Transition note reading to recorder fingering ♦ Identify instruments and their musical families ♦ Identify notes on the staff, including sharps and flats ♦ Aurally identify the works of various composers of diverse styles ♦ Produce facts on composers’ lives and music

**DRAMA:** Demonstrate competency in fluency, enunciation, projection, cheating out, posture, expression, eye contact and visualization during public speaking and performances ♦ Use the tools of an actor to become a character and stay in character ♦ Work cooperatively to solve problems both onstage and off ♦ Develop skills on stage to react to other characters and give and take focus ♦ Display vulnerability and practice empathy through authentic performance ♦ Practice appropriate backstage and onstage etiquette ♦ Perform *Diary of a Fourth Grader*







# Fifth Grade

students are taught in a middle school model to prepare them for the secondary school experience. Subjects begin to be departmentalized to help students make an easier transition to secondary school. The class is broken into halves and thirds for various subjects to help differentiate both materials and instruction.

Fifth grade students are exposed to challenging literature with complex themes. Vocabulary, writing, and research are all emphasized, as are critical thinking and comprehension skills. Academic subjects are frequently integrated with the arts program, and Band and Choir are options for the first time. Fifth grade curricular benchmarks include:

## Literature

Practice comprehension strategies including inferring, summarizing, predicting, questioning, visualizing, determining importance, and making connections ♦ Practice listening comprehension skills ♦ Identify themes and author's intent ♦ Identify elements of fiction ♦ Practice oral fluency ♦ Respond to literature through writing ♦ Independently select appropriate books to read ♦ Set independent reading goals ♦ Practice using new words and take regular vocabulary quizzes ♦ Read and study adaptations of three Shakespeare plays ♦ Programs used include *Wordly Wise* and TCRWP *Reading Units of Study*

## Language Arts

Practice narrative, opinion and informational writing ♦ Develop and refine strategies for writing across curriculum ♦ Practice using correct mechanics within sentences ♦ Research and develop composition ♦ Respond to various prompts in journal ♦ Program is TCRWP *Writing Units of Study*

## Mathematics

Multiply multi-digit numbers ♦ Find quotients involving multi-digit dividends ♦ Use place value models to read, write, add and subtract numbers to 10,000,000 ♦ Convert fractions to decimals and decimals to fractions ♦ Use ratios ♦ Convert fractions to percents ♦ Add, subtract, multiply and

divide fractions and decimals ♦ Find the area of triangles ♦ Represent and analyze data in a double bar graph ♦ Compare experimental results and theoretical probability ♦ Use the order of operations ♦ Simplify and solve algebraic expressions ♦ Graph linear equations ♦ Use calculators and technology to solve problems ♦ Practice bar model and other problem-solving strategies

## Social Studies

Identify the causes and effects of the American Revolution ♦ Investigate the U.S. Constitution and the branches of government ♦ Examine culture and cultural diversity ♦ Discuss current events ♦ Locate and label the fifty states of the U.S. ♦ Develop economic awareness ♦ Country of study: England

## Science

Apply the engineering design process through LEGO robotics ♦ Apply the scientific method and science skills ♦ Maintain a detailed, thoughtful, and organized science journal ♦ Explore cells and microorganisms by using compound light microscopes ♦ Differentiate between the various body systems and learn about their function ♦ Learn about chemistry through hands-on experiences including chemical and physical change experiments and Bohr models ♦ Evaluate electricity and how it works through creating series and parallel

circuits and testing conductors and insulators

## French

Recognize and follow classroom commands and general directions ♦ Use greeting and farewell courtesies ♦ Discuss family members, occupations, and free time activities ♦ Discuss and apply familiar vs. formal speech ♦ Discuss items carried in a backpack ♦ Discuss food ♦ Recognize if a noun is masculine, feminine, or plural ♦ Recognize the definite articles (*le*, *la*, and *les*) ♦ Recognize the partitive articles (*du*, *de la*, and *des*) ♦ Express the time and when events occurred ♦ Identify school subjects and what one does in class ♦ Acquire vocabulary and language structures needed to read a variety of French mini-novels ♦ Recognize and use interrogatives in oral and written comprehension questions ♦ Discuss and retell story events ♦ Orally answer comprehension questions over reading material ♦ Answer basic comprehension questions in written form

## Physical Education

Demonstrate ability to problem solve during a group challenge ♦ Show the ability to communicate during a group challenge ♦ Demonstrate leadership qualities during group activities ♦ Understand game rules and implement them in self-regulated activities and competitions ♦ Work on more complex formations and strategies in



games ♦ Apply upper body exercises and endurance running in daily warm ups and games ♦ Apply more advanced techniques in basketball, volleyball, and track & field units ♦ Demonstrate throwing skills in football, basketball and softball while on the move ♦ Measure catching skills by throwing and catching a given distance in football, basketball, and lacrosse ♦ Apply footwork skills in soccer ♦ Demonstrate striking skills in field hockey and volleyball ♦ Demonstrate climbing, traversing and balancing skills in daily exercises, tumbling, and obstacle courses ♦ Establish and agree upon game rules and boundaries in all games ♦ Determine coordinates of specific landmarks on campus with a compass and map ♦ Special events: Ice skating, hike, track meet

## Visual Arts

**STUDIO ART:** Use line to define texture ♦ Create negative and positive space ♦ Distinguish between foreground and background and create depth through value changes ♦ Alter the picture scale while maintaining proportions ♦ Connect concepts to social studies and math

**WOODSHOP:** Understand and demonstrate safety guidelines in the woodshop ♦ Prepare work station ♦ Demonstrate proper use of marking tools to lay out lines ♦ Demonstrate correct use of crosscut, back and

coping saws ♦ Use try square, gouge, mallet, sandpaper, block plane, sander grinder, sure form, file and scraper to complete projects ♦ Analyze quality of each project and set goals for improvement ♦ Share project with class and teachers

## Performing Arts

**MUSIC:** Identify and notate various music symbols in different styles of music ♦ Recognize and play correct notes, note values, and rests on melodic/rhythmic instruments ♦ Create and play rhythmic/melodic passages using AB and ABA form ♦ Aurally identify rhythm, pitch, and tempo within various pieces of music ♦ Sing with accurate pitch and intonation ♦ Use clear vocal enunciation and diction ♦ Maintain melody/harmony in ensemble setting ♦ Use correct breathing and phrasing ♦ Pronounce foreign languages accurately ♦ Identify and play notes (including sharps and flats)/rhythms correctly ♦ Identify all notes on the treble clef staff ♦ Aurally identify the works of various composers of diverse styles ♦ Identify and play syncopated rhythms

**DRAMA:** Demonstrate increased competency in fluency, enunciation, projection, cheating out, posture, expression, eye contact and visualization during public speaking and performances ♦ Use the tools of an actor to become a character and stay

in character ♦ Work cooperatively to solve problems both onstage and off ♦ Model correct stage pictures to show focus ♦ Translate Shakespearean texts and convey tone and emotion of character ♦ Practice appropriate backstage and onstage etiquette ♦ Performances: Shakespeare monologues and productions of *Macbeth*, *A Midsummer Night's Dream* and *Romeo and Juliet*

**BAND:** Demonstrate the proper assembly and care of an instrument ♦ Learn scales and perform songs ♦ Perform the 4/4, 3/4, and 2/4 time signatures ♦ Count and perform rhythms correctly ♦ Perform ensemble pieces ♦ Study the history of music

**CHORUS:** Understand and demonstrate vocal production skills ♦ Understand and demonstrate ensemble singing skills ♦ Perform music written in two- and three-part harmony ♦ Perform a varied repertoire from various time periods, cultures, and styles ♦ Define and demonstrate the concepts of pitch, rhythm and meter, using standard notation ♦ Demonstrate sight-reading and ear-training skills







**Sixth Grade** is a year of great change physically, socially, and academically for children. Sixth graders begin to search for who they are as individuals, and they are eager to assert their independence. It is a year filled with great privileges and great responsibilities as the students begin to take on their roles as the leaders of the school, as well as begin their final preparations for secondary school.

Critical and analytical thinking and writing are emphasized in the classroom, and teamwork is stressed through a variety of outdoor education initiatives. Sixth grade curricular benchmarks include:

## Literature

Independently read age- and level-appropriate materials on a consistent basis

- ◆ Listen, retain, and follow age-appropriate directions and oral passages
- ◆ Recognize grade-appropriate sight words
- ◆ Determine the meaning, pronunciations, and derivations of words using a glossary, dictionary, and/or thesaurus
- ◆ Sequence events
- ◆ Identify the main idea and specific details
- ◆ Determine cause-effect
- ◆ Distinguish fact and opinion
- ◆ Answer questions about story characters, setting, and significant details
- ◆ Locate literal details
- ◆ Recognize inferential details
- ◆ Summarize materials read
- ◆ Distinguish between first, second and third person
- ◆ Recognize point of view
- ◆ Relate isolated incidents to the central idea of a story
- ◆ TCRWP *Reading Units of Study* are used

## Language Arts

- Practice narrative, opinion and informational writing
- ◆ Develop and refine strategies for writing across curriculum
- ◆ Learn and identify parts of speech such as prepositional phrases and direct objects
- ◆ Form complex sentence structures by adding prepositional phrases and clauses
- ◆ Employ enriched vocabulary and add purposeful, descriptive language
- ◆ Practice brainstorming techniques and organized thinking using graphic organizers
- ◆ Practice writing strategies and observe model texts
- ◆ Form strong topic and concluding sentences
- ◆ Create stories that reflect personal life lessons and story elements

- Practice how to support ideas with researched material
- ◆ Locate resources and actively read and research material before beginning to write
- ◆ Cite sources within essays
- ◆ Practice word relationships through analogies
- ◆ Define words using the correct part of speech
- ◆ Programs used include *Wordly Wise* and TCRWP *Writing Units of Study*

## Mathematics

- Accelerated math available for students who test into it
- ◆ Apply concept of prime factorization
- ◆ Develop and apply standard algorithms for multiplication and division of fractions, decimals and whole numbers
- ◆ Understand rational numbers
- ◆ Find square or cube of a number
- ◆ Find the greatest common factor or least common multiple of two or more whole numbers
- ◆ Use negative numbers to locate points of the coordinate plane
- ◆ Develop and find formulas to find the area of geometric shapes
- ◆ Use bar models to compare ratios
- ◆ Identify parts of an algebraic expression using mathematical terms
- ◆ Use bar modeling and geometric tools to solve problems
- ◆ Develop and apply formulas to solve problems
- ◆ Practice various problem-solving strategies

## Science

- Apply the engineering design process
- ◆ Apply the scientific method and science skills
- ◆ Maintain a detailed, thoughtful, and organized science journal
- ◆ Explore the cells and

- microorganisms by using compound light microscopes
- ◆ Differentiate between the various body systems and learn about their function
- ◆ Learn about chemistry through hands-on experiences
- ◆ Evaluate electricity and how it works
- ◆ (5th and 6th grade are on a two-year curriculum cycle. Students have more enrichment, problem solving and critical thinking expectations in 6th grade.)

## Social Studies

- Determine significant characteristics of a place
- ◆ Describe a region in terms of culture, physical features, and industry
- ◆ Discuss reasons why migrations are key events
- ◆ Explain significant human-environment interactions
- ◆ Examine relationships between people and their environment
- ◆ Examine movement between people, products, information, and ideas
- ◆ Locate and describe various places, locations, and resources
- ◆ Use various strategies to collect and organize information
- ◆ Examine the causes of the Civil War
- ◆ Explore and analyze primary source documents
- ◆ Discuss current events
- ◆ Identify the five geographic regions of Africa
- ◆ Define, evaluate, and discuss stereotypes and how they pertain to Africa
- ◆ Practice note-taking and test-taking skills
- ◆ Area of study: Egypt

## French

- Utilize French to take care of classroom needs
- ◆ Follow classroom commands and general directions
- ◆ Actively employ the vocabulary and



language structures presented in prior terms ♦ Acquire the vocabulary and language structures needed to describe people (adjectives) ♦ Acquire the vocabulary and language structures needed to describe where one is going and why ♦ Recognize and employ adjective agreement ♦ Describe what people do on the weekend ♦ Acquire the vocabulary and language structures to discuss daily routines and chores ♦ Conjugate the verbs *aller*, *avoir*, *être*, and *faire* ♦ Acquire the vocabulary and language structures needed to participate in student-led book clubs ♦ Recognize and use interrogatives in oral and written comprehension questions ♦ Discuss and retell events of the story

## Physical Education

Demonstrate knowledge to effectively plan an activity thoroughly ♦ Show the ability to effectively communicate during a group challenge ♦ Demonstrate leadership qualities ♦ Understand the basic rules of soccer, football, field hockey, basketball, volleyball ♦ Complete a one-mile cross country run ♦ Demonstrate knowledge of passing and receiving the baton, using the non-visual technique ♦ Exert maximum effort during various runs and exercises ♦ Show an understanding of various tumbling levels ♦ Demonstrate strength, agility, and technique during combative activities ♦ Work in small groups to accomplish tasks ♦ Collaborate in a small group for Global Games presentation ♦ Demonstrate organizational and leadership skills during Global Games Day ♦ Participate fully

in each game ♦ Demonstrate awareness of the cultural origin of each game

## Visual Arts

**STUDIO ART:** Work on independent projects by setting a realistic and achievable goal ♦ Gather relevant information for work ♦ Illustrate concepts and apply skills from other subject areas in a work of art ♦ Successfully apply various elements of art

**WOODSHOP:** Understand and demonstrate safety guidelines in the woodshop ♦ Prepare work station ♦ Produce detailed plans for individual project ♦ Demonstrate proper use of the necessary hand and power tools required to complete individual project ♦ Analyze quality of each project and set goals for improvement ♦ Share project with class and teachers

## Performing Arts

**MUSIC:** Identify and notate melodic sequences within an eight measure phrase ♦ Connect to various styles and genres of guitar pieces ♦ Play correct strum patterns and chords ♦ Use new guitar fingerings accurately ♦ Collaborate in small ensemble settings ♦ Sing with accurate pitch and intonation ♦ Use clear vocal enunciation and diction ♦ Maintain melody/harmony in ensemble setting ♦ Use correct breathing and phrasing ♦ Pronounce foreign languages accurately ♦ Connect with the genre and style of music ♦ Incorporate accurate notes and notation ♦ Include correct rhythms, rests and time signatures ♦ Utilize melodic sequence structure as a base for

composition ♦ Aurally identify the music of composers of diverse musical styles ♦ Produce facts on the lives and works of various composers

**DRAMA:** Master fluency, enunciation, projection, cheating out, posture, expression, eye contact and visualization during public speaking and performances ♦ Synthesize the tools of an actor to become a character and maintain a character onstage using motivation and objectives to get what the character wants ♦ Develop skills on stage to react to other characters and give and take focus ♦ Lead teams as designers of the set, costumes, makeup, props, choreography and publicity for the musical ♦ Lead assemblies modeling public speaking tools (posture, hook, enunciation, expression, eye contact, projection and pacing) ♦ Perform in weekly assemblies (year-round) and in culminating musical

**BAND:** Play with an acceptable, mature, and characteristic sound ♦ Play the chromatic scale ♦ Perform in 2/2, 6/8, and 9/8 time ♦ Perform more complex syncopated rhythms ♦ Perform pieces in the jazz style ♦ Study the history of music

**CHORUS:** Understand and demonstrate vocal production skills ♦ Understand and demonstrate ensemble singing skills ♦ Perform music written in two- and three-part harmony ♦ Perform a varied repertoire from various time periods, cultures, and styles ♦ Define and demonstrate the concepts of pitch, rhythm and meter, using standard notation ♦ Demonstrate sight-reading and ear-training skills







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.

## Mission Statement

Nurturing the gifts of mind, body & spirit

## Ten Guiding Principles

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.

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