

The Stanwich School



Curriculum Guide Lower School: Grades Pre-K - 6



Mission, Vision & Objectives

MISSION

The Stanwich School is a caring community that offers a balanced rigorous education, infused with values emphasizing Judeo-Christian principles and traditions, which inspire students to be their best, help others be their best and make God's world a better place.

VISION

The Stanwich School is a place where children are encouraged to reach their full potential in a nurturing environment. Students, teachers and parents work together to foster a love of learning and an appreciation for the gifts of others. Through a challenging academic program, combined with a creative approach to the arts, children gain strong skills that build confidence and develop talents. A varied physical education program introduces opportunities to support healthy growth. Values based on the Golden Rule and the Ten Commandments are reinforced in daily living and highlighted in morning assemblies where all the children gather together briefly to welcome the day, celebrate a birthday and share news.

OBJECTIVES:

The Stanwich School strives to:

- * Build strong academic skills
- * Develop physical capacities and interests
- * Introduce the visual and performing arts
- * Promote awareness of and service to others
- * Instill values that build character
- * Provide opportunities for parental participation

STANWICH SCHOOL GRADUATES

Stanwich School graduates will be prepared for the world they inherit. They will be able to think creatively and communicate effectively. They will have an appreciation for the oneness of the world in embracing people of different religions, ethnicities, cultures, socio-economic status and interests. They will have acquired life skills, including first aid, CPR, negotiating, and technological facility. Their liberal arts educational foundation will open their minds to possibilities and opportunities that will help them realize their dreams. Most importantly they will have a moral compass grounded in their faith that will guide their judgments and decisions. They will understand their purpose as God's children to fully develop the gifts and talents they have been given and to use them to make a difference in His world.

From the Headmistress



Pat Young
Headmistress

Since our founding in 1998, The Stanwich School has offered students a nurturing environment marked by individual attention, small classes, and caring teachers. Learning at Stanwich is hands-on and interactive, designed to develop both the critical thinking and creative capacities of every student. Our small classes, nurturing environment, and many enrichment opportunities encourage students to experiment with new ideas and explore their talents.

Today, Stanwich continues to provide a dynamic learning environment that helps develop rigorous intellectual discipline and superior academic skills. We continue to develop our curriculum, faculty, and programs, constantly working to launch new initiatives and enhance our cultural diversity.

Our extracurricular and community programs extend Stanwich values far beyond the traditional classroom. From grade-level art exhibits to house-wide musical performances, Stanwich students live out each day with a true love of learning.

Stanwich's community is vibrantly alive with our founding vision. Through its teachers and educational programs, Stanwich continues to embody the elements of our founding philosophy: educating the whole student, mind, body and spirit. In doing so, Stanwich students embody: intellectual challenge, character development, community service, global understanding, environmental awareness, and civic responsibility.

We nurture a taste for excellence, along with the qualities of optimism and compassion. At Stanwich, we see our students develop the confidence to go anywhere and do anything.

Warm regards,

A handwritten signature in black ink that reads "Pat".

Pat Young
Founding Headmistress

Welcome to Pre-K Cottage



Barbara Kennedy
Head of Pre-K Cottage

The Pre-K Cottage is filled with smiling faces and excitement as twenty-four children gather for their day at school. We begin each day at our morning assembly by singing songs, celebrating birthdays, and talking about our values and how we can build a caring respectful pre-school community together.

Instructional time follows where groups of eight children meet with a teacher for Language Arts and Math. These are presented in a multi-sensory approach where children are actively engaged. Our weekly schedule is supplemented with times for Art, Music, French, library, Physical Education, and studying the world around us. Time for creative play, free exploration, and free choice activities both inside the classroom and out at recess are essential components of each day. We strive to maintain a proper balance between skill development and social development.

Pre-K is a time for children to be curious, to explore, and to enjoy the excitement of learning something new every day. With a flexible program, we are committed to meet individual needs so that each child will grow and develop at his/her own pace. Our goal is for all to gain in confidence and to enjoy personal success as we instill a love of learning in a nurturing, caring community.

Sincerely,
Barbara Kennedy
Head of Pre-K Cottage

Pre-K Cottage

Pre-K Cottage Curriculum Overview

The Stanwich School's Pre-K Cottage program is distinct because it seeks to develop the mind, body and spirit of the child. Stanwich's program is committed to helping each child begin the lifelong journey of spiritual, emotional and cognitive development. Pre-K Cottage is an integral part of the main school, and provides a safe and stimulating environment where four- and five-year-olds can begin to explore the world around them. Opened in 2006, the program offers a robust introduction to the areas of knowledge which will be taught more formally at school; and the first peer relationships which will take them through their early school years.

Curriculum

While students are given ample time to play and discover, the Cottage's curriculum is specifically designed to start the children on an advanced academic plan. Also, an emphasis is placed on each child's sense of responsibility and independence. In the specific academic areas, foundations are established for learning:

Language and Literacy

Verbal Expression: sharing in a group, retelling stories, dramatic play; Literature Units: nursery rhymes, fairy tales, author studies; Reading Readiness: rhyming, phonemic awareness, sequencing, letter recognition, sight words.

Mathematics

Activity Centered: exploration of materials and manipulatives, development of concepts, problem solving; Math Skills: patterning, sorting, graphing, counting, working with similar sets, number recognition, number stories.

Special Activities

From language to physical education, students enjoy a wide range of special activities on a routine basis.

The French Connection

French instruction is a unique feature of the Pre-K curriculum. Through song and traditional classroom learning, children are exposed to the French language.

In-House "Field Trips"

The Stanwich School provides its students the opportunity to explore a wide range of programs from the safety of home. Throughout the school year, students are treated to visits from various institutions to enrich the curriculum, such as a visit from the Beardsley Zoomobile.

The Arts, Athletics and the Library

On a weekly basis, Stanwich School faculty visit the Cottage to instill a love of art, physical education and reading in the students.

Welcome to Primary House

Grades K - 3



Julie Colligan
Head of Primary House

Walk into our house and you will be enveloped in a welcoming, nurturing environment lead by committed and caring teachers. Our teachers meet the needs of each child, supporting and challenging them to live the Heart of Stanwich and “Be the best you can be, help others be their best and make God’s world a better place.” Our teachers greet their students each day with a hug or handshake and an incredible energy to begin their day. They breathe energy and life into learning experiences that actively engage students and get them excited about learning. Young children need to know that learning can be fun!

Our kindergarten through third grade curriculum is rigorous, yet it is designed to allow students to acquire foundational skills in a variety of ways, to feel comfortable in their environment, and to challenge themselves to go beyond their academic comfort zone. Our teachers create strong and caring bonds with students given the small group teaching experiences and individual guidance opportunities throughout the day.

Morning Assembly is the foundation of each day in the Primary House. Gathering to sing, raise the Flag, celebrate birthdays, share classroom highlights and successes, learn about the values that are The Stanwich Seven and to pray together. This is an important time for everyone in the House when faculty and students feel connected to the larger House community. It is a special time to be quiet and reflective before beginning the academic day.

Click through our website and see the wonderful ways our students fill their days. You may think what many parents of our students have already said, “I want to go to school at Stanwich!”

Warmly,
Julie Colligan
Head of Primary House

Primary House

Grades K - 3

Primary House Curriculum Overview

Language Arts

Children learn in small groups of 4-6 students with early personal emphasis in reading, writing, grammar, vocabulary and spelling. Kindergarten through Grade Three students are taught how to gain meaning from what they read and how to express themselves in writing which allows them to create well-crafted and interesting responses to reading, stories, reports and essays. By Grade 3, students are expected to craft a three paragraph essay and narrative piece.

Math

Small group work helps teachers observe each child's grasp of fundamental skills and concepts, building a foundation for more complicated applications in upper grades. Children develop a strong number sense and problem solving skills through manipulative rich, activity based lessons.

Social Studies

Beginning from the student's perspective of "self," children explore their participation in the world community. Primary House students examine communities of the school, town, state, country and the world through cooperative learning groups, field experiences, and guest speakers.

Science

Hands-on activities beginning in Kindergarten are designed to cultivate scientific curiosity, explore the scientific method and the areas of physical, life and Earth science. Students explore and investigate scientific questions and concepts through cooperative experiences and research projects, including PowerPoint presentations in Grade 2 and 3.

Public Speaking

Poise and confidence are developed through frequent opportunities to speak in front of groups in Morning assembly, in the classroom and in dramatic programs throughout the year at each grade level. Children are directly instructed in elements of public speaking such as voice projection, body placement, eye contact, appropriate use of visual aids, and appropriate questioning and answering skills.

Parent Participation

Parents and families are considered essential partners. In addition to encouraging their children to embrace a character culture and academic learning, they participate in a variety of fun events at school.

Values and Ethics

Stories, activities and family projects are used to study The Stanwich Seven and how the values of Commitment, Compassion, Wisdom, Honesty, Courage, Forgiveness and Joy are present in

our daily lives. Building personal character and developing a strong moral and ethical foundation are integral parts of the school's mission. The Stanwich Heart is present throughout the day as children strive to "Be the best you can be, help others be their best and make God's world a better place."

Community Service

Children, faculty and families participate together in community service activities on a monthly basis in a meaningful way. The children engage in regular acts of kindness and generosity that help them realize that one person can make a difference and make God's world a better place. In this way the children experience true compassion and develop an awareness of the needs of others.

Foreign Language

French is introduced through a semi-immersion program with dialogue, music and plays. The students perform songs and dramatic plays in French with English narration. It is incredible to listen to children, "pat, derriere, pat, derriere" [check French] as they prepare to dance the Hora (sp?) for the holiday story of Hanukkah.

Art

Master Artists and their works are central to the cohesive and comprehensive introduction to the elements of art and principals of design. Primary House students visit the art room in half-classes where both nature and the imagination are sources of inspiration for student art in painting, sculpture and collage.

Library

Twice weekly visits to the library build literacy skills and expose students to a wide range of print and non-print media. From listening to stories read aloud to using materials for research, Primary House students are taught to use library resources for learning and pleasure, and to develop a lifelong love of books and reading.

Physical Education

Students in Kindergarten through Grade 3 enjoy a varied physical education program. For these younger students, the program emphasizes the acquisition of skills and the building of strength, balance, coordination and endurance. In addition, the program is designed to give Primary House students a sense of fun and to promote positive social interaction among students.

Primary House Curriculum

KINDERGARTEN

Language Arts

Reading: Sound and symbol relationships, phonemic decoding and sight vocabulary approach using controlled readers, library books, poems, story charts, and nursery rhymes. Reading taught in small groups with attention to individual enrichment and remediation, including a progression from early readers to chapter books.

Spelling: developmental stages of spelling, phonetic to conventional approach, using sound and symbol representations.

Writing Process: 5 Step Writing Process Approach used in creative and expository writing, in addition to phonemic daily dictations. Develop full sentences with punctuation, connecting a series of ideas.

Handwriting: Guided instruction daily of manuscript writing – copy and dictation exercises taught in a multi-sensory approach, *Handwriting Without Tears*.

Oral Language: Develop listening and presentation skills through classroom recitations, plays and public speaking during daily assemblies.

Math

Stern blocks approach – Venn diagrams – place value to 100 – thinking strategies for addition/subtraction – computing two and three-digit numbers without regrouping – mental computation – calendars – telling time to hour, half-hour and quarter-hour – money – simple fractions (halves, thirds, & fourths) – measurement with non-standard/standard units – temperature – problem solving using different strategies and logic – manipulatives – symbolic representation – addition/subtraction facts to 10 – real life problem solving. Math taught in small groups and a variety of hands-on manipulatives including geoboards, tangrams, unifix cubes, counting boards, scales, rulers, geometric shapes, and clocks.

Social Studies

All About Me – Harvest Time Fun – Being Thankful – International Celebrations – Famous Black Americans – Introduction to Maps – The Farm – Habitats: Pond Life, Desert Animals. Related literature, field trips, projects, parents and guest speakers enhance each unit.

Science

Healthy Habitats – Changes – Measurement – Light/Shadow/Color – Space – Life cycles – Dinosaurs – From Seed to Plant. Big Books, experiments, discovery process, and field trips enrich each experience.

Performing Arts

Movement/Music/Drama: Taught in French (K-3) – Semi – immersion program which exposes children to French through dialogue, songs and stories.

Vocal Music: Classical, modern and folk songs in many languages – vocal skills – rhythm – melody – harmony – timbre – form and expression – Orf instruments.

Creative Movement: Non-locomotor/locomotor movements – yoga – body shaping – spatial awareness – elements of space, time and force – individual problem solving – cooperative problem solving.

Drama: Basic stage technique – memorization skills – early character development – creative dramatics and improvisation/role playing – public speaking.

Performance: Thanksgiving – Holiday – Charter Day – Grandparent Afternoon – Annual Kindergarten Program (for example, “It’s a Small World” International Song Fest in 5 languages).

Fine Arts

Elements of art – drawing – painting – sculpture/clay – collage – self-portraiture – study of Georgia O’Keeffe, Jackson Pollock, Eric Carle, followed by student application of their techniques.

Physical Education

Non-locomotor/locomotor skills – balance – spatial awareness – gross/fine motor skills – emphasis on agility and speed using Dutch coordination drills – cooperative games – parachute games – rhythmic activities – listening – directional games.

Library

What is library? What is a librarian? – Circulation procedures – care of books – library behavior – roles of author and illustrator – listening and discussion skills – interpreting illustrations and recalling details – predicting outcomes – differentiating between fiction and non-fiction – exposure to a wide range of written materials – in-depth author studies – developing a love of reading books.

GRADE 1

Language Arts

Reading: Phonetic approach using controlled reader and familiar sight vocabulary – varying levels of modern and classical literature. Reflections in reading response journals, group discussions and creative activities contribute to building strong comprehension skills.

Spelling: Expanded program includes phonetic review, word families and frequently used words. Accountability through end of week spelling reviews and tests and general usage in written work.

Writing Process: 5 Step Writing Process Approach - expository and creative well developed five sentence paragraph writing – daily key words – punctuation – capitalization - grammar: nouns, verbs, adjectives, adverbs.

Handwriting: Daily instruction using a multi-sensory approach in manuscript writing, including individual and guided practice, *Handwriting Without Tears*.

Oral Language: Students continue to develop listening skills through classroom and assembly discussions and presentations. Ability to express thoughts clearly and confidently is encouraged in individual responses and assembly public speaking.

Math

Place value to 1,000 – addition/subtraction – regrouping/renaming – computing two and three-digit numbers with regrouping and renaming – introduction to multiplication – time to the hour, half hour and quarter hour – addition/subtraction of money with dollar sign – simple fractions – fractions as part of a set and part of a whole – real life problem solving. Math is taught in small groups with daily individual practice. Students learn using concrete manipulatives, visualization and exploration.

Social Studies

Concept of community from school to local town – workers and

Primary House Curriculum

places in a community – state government, U.S. government, and U.S. presidents – comparison of local community to international community. Field trips to many local community agencies bring the concept of community workers to life. Guest speakers, videos, projects and celebrations in addition to the grade one play enrich the social studies program.

Science

Senses – Magnets – Weather – Environment – Body and Nutrition
Class experiments, research, related literature, field trips, Big Books and guest speakers develop the units in creative and memorable ways.

Performing Arts

Movement/Music/Drama: Taught in French (K-3) – Semi – immersion program which exposes children to French through dialogue, songs and stories.

Vocal Music: Classical, modern and folk songs in many languages – vocal skills – identification of notes – analysis of the shape and direction of a melody – Orf instruments.

Movement: Non-locomotor/locomotor movement combinations – yoga – body shaping – spatial awareness – elements of space, time and force – cooperative problem solving.

Drama: Basic stage technique – memorization skills – early character development – creative dramatics and improvisation/role -playing – public speaking.

Performance: Thanksgiving – Holiday – Charter Day – Grandparent Afternoon – Annual Grade I Play (for example, “Peter Rabbit”).

Fine Arts

Visual Arts: Elements of art – landscape painting – Chinese brush painting – mixed media sculpture – study of Paul Klee, Wassily Kandinsky, and Andy Goldsworthy, followed by student application of their techniques.

Art History: “Learning to Look”: Late 19th Century European Painting and Sculpture.

Physical Education

Non-locomotor/locomotor skills – balance – spatial awareness – gross/fine motor skills – emphasis on agility and speed using Dutch coordination drills – cooperative games – hill and step training – aerobics - rhythmic activities – parachute activities - listening and directional games.

Technology

Publication software for students to create story books – word processing and math software to enhance curriculum – teacher directed research – multimedia presentations.

Library

Circulation procedures – care of books – library behavior – selecting books independently – basic library organization – identification of parts of a book - differentiating between fiction and non-fiction – identifying genres - listening and discussion skills – recognition of authors and illustrators – comparing and contrasting stories – storytelling - developing a love of reading and books.

GRADE 2

Language Arts

Reading: Predicting plot – summarizing - comprehension (literal and inferential) character analysis. Reading is taught through classics and modern literature in small groups using response journals, class discussion, projects and plays to enrich understanding.

Spelling: Weekly study of words based on phonetic groupings – combined with high frequency words – introduction of dictionary skills – syllabication – phonics review.

Writing: 5 Step Writing Process Approach – introduction to research writing mechanics – grammar - expository and creative writing – letter writing – review of solid paragraph writing.

Handwriting: Introduction of cursive writing – *Handwriting Without Tears* method involving daily lessons and practice.

Oral Language: Students participate in daily assemblies and class discussions with many individual opportunities to speak in front of an audience.

Math

Addition/subtraction facts to 20 – renaming in addition – borrowing in subtraction – place value to 1 million – rounding to 1,000’s – time to the minute, hour, and elapsed time – calendars – making change/ money – multiplication/division facts 0-9’s (memorized) – measurement – bar/line graphs – graphing coordinates – geometry (congruence, perimeter, area, symmetry) – fractions as part of a whole/set - real life problem solving. Math is taught in small groups with many hands-on materials. Individual challenge problems develop critical thinking. Daily assignments provide for remediation and enrichment.

Social Studies

The study of Connecticut – Mapping – Arrival of Pilgrims – Government – Study of Native American Tribes (Kwakiutl, Cheyenne, Navajo) – Westward Expansion/Pioneers. Students enjoy simulations, related books and projects in addition to enactments of specific historical events.

Science

Seashore – Trees – Water – Water Cycle – Vertebrae – Rocks – Minerals – Ecology – Honey Bees. Hands-on experiments, field trips and related literature enrich each unit of study.

Performing Arts

Movement/Music/Drama: Taught in French (K-3) – Semi – immersion program which exposes children to French through dialogue, songs and stories.

Vocal Music: Classical, modern and folk songs in many languages – steps and intervals – melodic and rhythmic skills - Orf instruments - reading music – beginning emphasis on eye and ear coordination.

Drama: Basic stage technique – memorization skills – early character development – creative dramatics and improvisation/role- playing – public speaking – theatrical production in French.

Performance: Thanksgiving – Holiday – Charter Day – Grandparent Afternoon – Annual Grade II Musical (for example, “Pinocchio” performed in French with English narration).

Fine Arts

Visual Arts: Elements of art –fish prints– Native American art and mask making – study of Pablo Picasso and Henri Matisse, followed by student application of their techniques.

Primary House Curriculum

Art History: “Learning to Look”: American Art from Colonial Times to 1890’s.

Physical Education

Non-locomotor/locomotor skills – balance – spatial awareness – gross/fine motor skills – emphasis on agility and speed using Dutch coordination drills – cooperative games – hill and step training – aerobics - rhythmic activities – parachute activities - Hand-eye and hand-foot coordination - listening and directional games.

Cardiovascular Fitness: track – skipping – sprinting – aerobics – step-training.

Introduction to Games: European Handball – Soccer – Street Hockey – Basketball – Kickball – “T” Ball.

Technology

Word processing and math software to enhance curriculum – teacher directed research – multimedia presentations.

Library

Circulation procedures – care of books – library behavior – selecting books independently – basic library organization – attending to longer and more complex chapter books - listening and discussion skills - comparing and contrasting stories – identifying themes and points of view - storytelling – exploration of chapter books – locating and using periodicals – use of electronic card catalogue – developing a love of reading and books.

GRADE 3

Language Arts

Reading: comprehension development – literal, interpretive and evaluative – modern and classical literature. Students enjoy story circles and discussions which enhance and broaden their understanding. Response journals and individual and group projects encourage creative and divergent thinking.

Spelling: Megawords/high frequency words – sentence dictation make up a weekly focus. Students are held accountable for learning spelling in weekly tests and quarterly reviews.

Writing: 5 Step Writing Process Approach – 3 paragraph essay – expository, creative and narrative writing – research papers – grammar: parts of speech: noun, verb, adverb, adjective and pronoun. Daily writing includes sequential topic development and exposure to creative stories and poems.

Handwriting: review of cursive writing using the *Handwriting Without Tears* approach and further application and practice in daily work.

Oral Language: Students demonstrate confidence in public speaking at daily assemblies and formal presentations to classmates and parents.

Math

Place value (large numbers) – multiplication (up to three digits) – long division – fractions (equivalence, addition, and subtraction) – decimals – graphs – geometry – real-life problem solving – measurement – area – perimeter – volume/ standard and metric. Students are taught in small groups where individual needs and enrichment can be addressed.

Social Studies

Study of regional growth of American Northeast, Southeast, Midwest, Southwest and West-Simulations: “See the USA” and “Lewis and Clark.” Research papers, PowerPoint presentations and simulations enrich the learning experience and strengthen student presentation skills.

Science

Simple Machines – Sound and Light – Solar System – Human Body – Electricity – Rainforest. Field trips, classroom experiments and guest speakers enhance the topics.

Performing Arts

Movement/Music/Drama: Taught in French (K-3) – Semi – immersion program which exposes children to French through dialogue, songs and stories.

Vocal Music: Classical, modern and folk songs in many languages – steps and intervals – melodic and rhythmic skills - Orf instruments - reading music – basic eye and ear coordination.

Drama: Developing stage techniques – memorization skills – character development – creative dramatics and improvisation/role- playing – public speaking.

Performance: Thanksgiving – Holiday – Charter Day – Grandparent Afternoon – Annual Grade III Musical (for example, “The Sound of Music” performed in French with English narration).

Fine Arts

Visual Arts: Elements of art –one point perspective – still life – life-size biographical busts – study of Claude Monet and Wassily Kandinsky, followed by student application of their techniques.

Art History: “Learning to Look”: American Art from 1850’s to 1900 (Westward Expansion).

Physical Education

Non-locomotor/locomotor skills – balance – spatial awareness – gross/fine motor skills – emphasis on agility and speed using Dutch coordination drills – cooperative games – hill and step training – aerobics - rhythmic activities – parachute activities - Hand-eye and hand-foot coordination - listening and directional games.

Cardiovascular Fitness: track – skipping – sprinting – aerobics – step-training.

Skill Development: European Handball – Soccer – Street Hockey – Basketball – Baseball – Softball – Swimming – Lacrosse – Track & Field.

Technology

Word processing and math software to enhance curriculum – teacher directed research – using online encyclopedias – multimedia presentations – keyboarding and word processors using their own personal AlphaSmart – introduction to PowerPoint: Students develop PowerPoint presentations.

Library

Advanced library organization – introduction to Dewey Decimal System – Identifying the attributes of different genres – independent reading across genres - locating and using reference materials – basic research techniques – using print and non-print media for research – author studies – elements of a well-written story - storytelling – exploration of chapter books and periodicals - developing a love of reading and books.

Welcome to Intermediate House

Grades 4 - 6



Meaghan Mallin
Head of
Intermediate House

The Intermediate House is an engaging and dynamic place which is comprised of grades four through six. The Intermediate House provides a supportive and encouraging environment during these significant years in our students' academic and social development. Each member of our faculty works to address our students' individual needs in order to help every child thrive. Students grow in mind, body, and spirit through our challenging academics, our lively physical education program, and our music, drama, and art programs. During these key adolescent years we expose our students to a wide variety of experiences and encourage them to take risks in trying new things, so they can discover their passions and talents.

This is all made possible by our exceptional faculty. Our talented teachers work diligently to bring out the best in every child in their classroom. Our rich academic program is delivered by this passionate and dedicated faculty in classrooms with small class sizes and ample opportunities to use technology. Stanwich is an environment filled with zealous learners who value academic success. Students and teachers bring an infectious enthusiasm and a true joy of learning to each subject. Our teachers maintain high academic standards for each student in a classroom environment that is nurturing and energetic.

Our faculty also maintains extremely high standards for all students in terms of their character. Our character culture can be seen throughout the Intermediate House; in our daily assemblies, weekly values classes, and above all, in the daily interactions in the classrooms and hallways. Our students know that we value who they are as people above everything else. This is what sets Stanwich apart and makes us truly special. Students understand our Heart of Stanwich: to be your best, help others be their best, and make God's world a better place.

Best,
Meaghan Mallin
Head of Intermediate House

Intermediate House

Grades 4 - 6

Intermediate House Curriculum Overview

Academics

Students build a relationship with teachers throughout the day. Small group lessons allow teachers to clearly assess student's ability and observe their grasp of the material.

Study Hall

Intermediate House students develop strong study skills and organization in last period study halls where teachers are on hand to give guidance, clarify assignments, and work one-on-one with students.

Public Speaking/Drama

Poise and confidence are enhanced through frequent opportunities to perform in plays and musicals and speak in front of peers, faculty, and parents. Students in each Intermediate House grade work together to write, produce, direct and perform a dramatic program related to their history curriculum. Public speaking is also emphasized throughout each grade level in the classroom.

Art History

"Learning to Look" is a monthly art appreciation course taught for students in grades 1-8 by trained parent volunteers. The program is designed to introduce students to art history and help them develop an appreciation for many different types of art. Each grade focuses on a different period and concentrates on the work of certain artists. Each class involves a slide show and a hands-on art project for students to enjoy.

Music Enrichment

Students have the option to join Band or Strings. Small group classes and individual lessons are offered weekly during the school day, where students will be grouped by instrument and receive instrument-specific instruction. They will meet as a full ensemble once a week after-school. Voice and piano lessons are also available to students during the school day. Concerts and recitals are performed throughout the year for peers and parents.

Community Service

Instilling a commitment to volunteerism among the students and parents is an integral part of The School's educational goals. On a monthly basis, students in the Intermediate House engage in a community service project. Projects are designed to encourage students to plan and carry out activities of their own design. These activities are intended to teach students that people must work together to make the world a better place.

Values and Ethics

Building character, emphasizing community service, and developing a strong moral and ethical foundation are essential parts of the school's mission. Weekly classes emphasizing The Stanwich Seven are taught by the headmistress and the Head of House. The values discussed are reinforced during morning assemblies.

Physical Education

The Intermediate House Physical Education Program places the majority of its emphasis on team sports, life-long games, and general fitness for students in grades 4 to 6. Learning is achieved through a variety of methods including; whole group instruction, small group instruction (station work) and modified games.

Intermediate House Curriculum

GRADE 4

English

Literature: The novels are chosen to correspond with the American History curriculum. Discussions center on literal, interpretive, and evaluative questions. Comprehension skills focus on the main idea and plot sequence. Reading comprehension and strategies are taught in small literature groups. Books include: *Abraham Lincoln – In Their Own Words, Shades of Gray, Charles Skeddadle, Letters from Rifka, In the year of the Boar and Jackie Robinson, Number the Stars, The Cay, and Lily's Crossing.* Book projects are created through independent reads of high interest books.

Spelling/Vocabulary: Word lists – science and social studies terms – commonly misspelled words – Wordly Wise.

Writing: Grammar – poetry – revision and editing – five paragraph essay – research for Civil War Wax Museum and Immigration Simulation.

Math

Lessons are taught in small groups where teachers can assess each child's strengths and observe their grasp of the fundamentals. Number properties – place value from thousandths to billions – adding, subtracting, multiplying, and dividing decimals and whole numbers – areas and perimeters of regular and irregular shapes – graphing and fractions – geometry and problem solving.

History

American Revolution – Civil War – Asian and European Immigration – WWI and WWII *Special Activities:* Philadelphia trip – Civil War Wax Museum – Ellis Island Reenactment – Intrepid Museum trip.

Science

Health: Managing Stress – Weather – Light and Waves – Matter and Energy – Respiratory system – Environment – Pond Life – using the Scientific Method. Students engage in hands-on investigative labs and experiments to enhance learning and strengthen scientific curiosity. *Special Activity:* Garbage Museum trip, Greenburg Nature Center.

Performing Arts

Drama: Discussion and application of elements of theatre – preparation and performance of classical plays and musicals – full scale musical production linked to American History.

Music: Rudiments – notation – steps and intervals – harmony – melodic and rhythmic skills – Orf instruments – instruction on recorder and percussion emphasizing development of fundamentals and skills – Blues and Jazz Origins.

Chorus: Songs are rehearsed and performed in school assemblies and concerts. Emphasis on music sight reading – vocal production – performing skills – solo singing.

Fine Arts

Elements of art and principles of design with an emphasis on painting and collage – study of Romare Bearden and Jacob Lawrence.

Foreign Language

French: Introduction to Conversational French – action verbs – count to 200 – study of culture and history.

Physical Education

Baseball – basic Gymnastics – Basketball – European Handball – Field Hockey – Flag Football – Lacrosse – Softball – Soccer – Swimming – Track and Field. Program emphasizes skill development and the building of strength, endurance and stamina – introduces students to intramural competition and stresses teamwork, communication and sportsmanship.

Technology

Introduction to laptops and Microsoft Office: Word, Excel and PowerPoint – teacher directed research using internet and online encyclopedias – multimedia presentations – keyboarding and word processing using AlphaSmarts.

Library

Open circulation to promote recreational reading across genres and enrich curricular studies – use of print and non-print resources to support curricular studies and projects – instruction in research skills and use of reference materials – bibliographic citations – the Dewey Decimal System – literature appreciation – developing a love of books and reading.

GRADE 5

English

Literature: Novels are curriculum related encompassing themes of personal strength and coming of age – discussion and comprehension exercises focus on using textual references. Reading comprehension and strategies are taught in small literature groups. Books include: *Banner in the Sky, Walk Two Moons, The Watsons Go to Birmingham, Where the Red Fern Grows, The Westing Game, Pictures of Hollis Woods.* Book projects are created through independent reads of high interest books.

Spelling/Vocabulary: Word lists – terms found in literature, science, history and math – commonly misspelled words – Wordly Wise.

Writing: Expository writing in all areas of the curriculum (short answers, five paragraph essays, and research) – grammar and writing mechanics included – poetry.

Special Activity: Coffee House Poetry Reading.

Math

Lessons are taught in small groups where teachers can assess each child's strengths and observe their grasp of the fundamentals. Reading and creating graphs – order of operations – numerical patterns – using and solving equations – comparing and ordering decimals – computing with fractions and decimals – finding the areas of circles – finding surface areas – adding, subtracting, multiplying, and dividing integers – probability.

History

The Beginnings of Human Society – Fertile Crescent – Ancient Egypt – India – China – Greece – Rome.

Related Readings: *Pyramid, The Odyssey, Prince Siddhartha.*

Skills: Mapping – geography – timeline – cause and effect – study and research.

Special Activities: Roman Day – Museum of Natural History – Brooklyn Museum – building models of shadufs – creating artifacts from the past – mosaics – architectural structures.

Science

Plate Tectonics – Earthquakes and Volcanoes – Motion, Forces and Energy – using the Scientific Method. Students engage in hands-on investigative labs and experiments to enhance learning and strengthen scientific curiosity.

Special Activity: Lake Placid Trip.

Performing Arts

Drama: Preparation and performance of classical plays and musicals – skills and application of public speaking – exploration and application of production elements of theatre resulting in a performance of student written plays relating to Greek mythology.

Intermediate House Curriculum

Music: Advance awareness of elements of rhythm and pitch – scales – musicianship – and performance skills with emphasis on keyboards – Orf instruments – training in choral/vocal technique – sight singing – ear training – foundations of Western music.

Chorus: Songs are rehearsed and performed in school assemblies and concerts. Emphasis on music sight reading – vocal production – performing skills – solo singing.

Fine Arts

Elements of art and principles of design with an emphasis on drawing – mixed media sculptures - study of Chuck Close.

Foreign Language

French: Verbs: present tense and command forms – questions – pronouns – subject – contractions – common prepositions – short compositions – salutations – sports and leisure activities – poetry – food – travel – classes – music – school supplies – the classroom – school subjects – time – activities – describing people and things – dialogues and tapes.

Spanish: Verbs: conjugation in present tense. Grammar: subject pronouns – definite and indefinite articles – infinitives – adjective agreement. Vocabulary and Functions: colors – numbers – calendar – sports – classes - music – food - school supplies – the classroom – school subjects – time – activities – describing people and things.

Physical Education

Baseball – basic Gymnastics – Basketball – European Handball – Field Hockey – Flag Football – Lacrosse – Softball – Soccer – Swimming – Track and Field. Program emphasizes skill development and the building of strength, endurance and stamina – introduces students to intramural competition and stresses teamwork, communication and sportsmanship.

Technology

Advanced word processing – Excel spreadsheets and graphing – PowerPoint presentations – teacher directed research using internet and online encyclopedias – multimedia presentations.

Library

Open circulation to promote recreational reading across genres and enrich curricular studies – use of print and non-print resources to support curricular studies and projects – instruction in research skills and use of reference materials – bibliographic citations – the Dewey Decimal System – literature appreciation – developing a love of books and reading.

GRADE 6

English

Literature: Novels are curriculum related and center on themes of community, family, and coming of age – discussions and comprehension exercises focus on using textual references – books include: *The Giver*, *Roll of Thunder Hear My Cry*, *Color of My Words*, *The Call of the Wild*, and *Anne of Green Gables*. Book projects are developed through independent reading of selected genres.

Spelling/Vocabulary: Word lists – terms found in literature, science, history and math – commonly misspelled words.

Writing: Emphasis continues on five paragraph essay – write and illustrate a children's book – biography of a senior citizen.

Math

Lessons are taught in small groups where teachers can assess each

child's strengths and observe their grasp of the fundamentals. Reading and creating bar and line graphs – simplifying expressions using order of operations – solving one and two-step equations – computing and converting fractions – decimals, and percents – exploring ratios, rates, and proportions – creating scale drawings – finding the probability of events – computing with negative and positive integers – investigating interior angles of polygons – finding the area of regular or irregular shapes – surface area – volume of prisms and cylinders.

History

The Legacy of the Roman Empire – Development of Feudalism in Western Europe – Role of Church in Medieval Europe – Life in Medieval Towns – Decline of Feudalism – Byzantine Empire.

Skills: Mapping – geography – timeline – cause and effect – study - research.
Special Activities: Cloisters Trip; Medieval Fair.

Science

Earth – Moon – Sun – Planets – Comets – Meteoroids – Asteroids – Stars – Galaxies – Universe – Healthy Body Systems – Bones, Muscles, and Skin – Circulation – Respiration – Excretion – Nervous System – Endocrine and Reproductive Systems – Health: Alcohol and other drugs. Using Scientific Method, students engage in hands-on investigative labs and experiments to enhance learning and strengthen scientific curiosity.

Special Activity: American Museum of Natural History, Hayden Planetarium, Lake Placid Trip.

Performing Arts

Drama: Preparation and performance of all aspects of classical plays and musicals – exercises in presenting various speeches with emphasis on reading reports and poetry-preparation and performance if a Shakespearean tragedy as it related to the social studies and values curriculum.

Music: Formation of musical literacy – elements review – harmony – form – composition – fundamental musicianship. Performance skills further developed by ensemble and solo playing. Training continues in keyboard and other instruments. Advanced training in choral/vocal technique – sight singing – ear training – highlights of classical, romantic and late 20th century periods.

Chorus: Songs are rehearsed and performed in school assemblies and concerts. Emphasis on music sight reading – vocal production – performing skills – solo singing.

Fine Arts

Elements of art and principles of design with an emphasis on three-dimensional art and drawing – mixed media-self-portrait sculptures – African masks – gargoyles – study of Wayne Thiebaud.

Foreign Language

French: Past tense – infinitives – Adjectives: demonstrative, comparative, interrogative. Pronouns: direct and indirect object – Readings: short compositions – Vocabulary and Functions: school life – travel – food – places in town – things you like to do – weekend activities – frequency words - seasons – months – weather – family – pets – chores. **Spanish:** Verbs: conjugation of present tense of regular –ar, -er and –ir verbs. Grammar: negation – possessive adjectives – prepositions – relative pronouns. Vocabulary and Functions: places in town – things you like to do – weekend activities – frequency words – seasons – months – weather – family – pets – chores.

Physical Education

Baseball – basic Gymnastics – Basketball – European Handball – Field Hockey – Flag Football – Lacrosse – Softball – Soccer – Squash – Track and Field. Program emphasizes skill development and the building of

Intermediate House Curriculum

strength, endurance and stamina – introduces students to intramural competition and stresses teamwork, communication and sportsmanship.

Technology

Advanced spreadsheets and presentations – advanced research skills using internet and online encyclopedia and resources – organizational skills using inspiration – Smartboard use in classroom.

Library

Open circulation to promote recreational reading across genres and enrich curricular studies – use of print and non-print resources to support curricular studies and projects – instruction in research skills and use of reference materials – bibliographic citations – the Dewey Decimal System – literature appreciation – developing a love of books.