



The Dwight School
Curriculum Handbook
Second Grade

THE DWIGHT SCHOOL MISSION STATEMENT

The Dwight School, an internationally recognized college preparatory school with a rich tradition of academic excellence, trains its students to be leaders with a strong sense of community responsibility.

Every student has a spark of genius, and our goal is to nurture that potential. Kindling their interests, we strive to develop inquisitive, informed, and ethical citizens who, with a sense of global kinship, will take action to build a better world.

THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

INTRODUCTION TO CURRICULUM HANDBOOK SECOND GRADE

This handbook is designed for parents of children in Grade 2. It contains important information about the knowledge, skills and understanding your child will cover during the year. The handbook is intended to be a reference resource for you, so that you feel better informed about the work your child is doing in class, and so that you are able to discuss it more knowledgeably with him/her and the teacher.

Research shows that parent support is one of the most important factors influencing your child's levels of attainment in school. Good communication between home and school is of great importance to us. If you have any questions about your child's attainment levels, his/her home or class work, or would like to discuss any aspect of the curriculum, please contact your child's teacher or the Dean.

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1. SCHOOL PHILOSOPHY: THE PRIMARY YEARS PROGRAM

The Primary Years Program (PYP), for students aged 5 to 12, focuses on the development of the whole child, in the classroom but also in the world outside, through other environments where children learn. It offers a framework that meets children's several needs: academic, social, physical, emotional and cultural.

The PYP is a comprehensive approach to teaching and learning, with an international curriculum model that provides guidelines for what students should learn, a teaching methodology and assessment strategies.

At the center of the PYP curriculum are five essential elements: knowledge, concepts, skills, attitudes and action. Six organizing themes (see curriculum model below) help teachers and children explore these elements in the broadest sense of the word. Teachers and students use key questions that are concept based to structure the Units of Inquiry. They acquire and apply transdisciplinary skills while developing an understanding of these important concepts. The development of explicit attitudes and the expectation of socially responsible behavior are also essential elements of the program.

2. LANGUAGE ARTS

Word Level Work

Phonological Awareness, Phonics and Spelling

The students will:

1. identify, spell and read long vowel diagraphs in simple word forms
2. read and spell words containing different spellings of long vowel phonemes
3. spell patterns for the vowel phonemes 'oo' (short as in good), "ar", "oy", "ow", "or", "air", "er"
 - to identify the phonemes in speech and in writing
 - to blend the phonemes for reading
 - to segment the phonemes for spelling
4. read and spell words containing the digraph "wh", "ph", "ch" (as in Christopher)
5. split familiar oral and written compound words into their component parts, e.g. *himself, handbag, pancake, teaspoon*
6. investigate and classify words with the same sounds but different spellings
7. discriminate, spell and read the phonemes "ear" (hear) and "ea" (head)
8. discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children*; extend to written forms and note syllable boundary in speech and writing

Word Recognition, Graphic Knowledge and Spelling

The students will:

1. read on sight and spell words from the Dolch list
2. read on sight high frequency words likely to occur in graded texts matched to the ability of the student
3. use word endings, e.g. "s" (plural), "ed" (past tense), "ing" (present tense), to support their reading and spelling
4. spell words with common prefixes e.g. "un", "dis", to indicate the negative
5. spell words with common suffixes, e.g. "ful", "ly"
6. understand and use the terms "vowel" and "consonant"
7. spell common irregular words
8. investigate words that have the same spelling patterns but different sounds

Vocabulary Extension

The students will:

1. learn new words from reading linked to particular topics, to build individual collections of personal interest or significant words
2. use antonyms: collect, discuss differences or meaning and their spelling

3. use synonyms and other alternative words/phrases that express same or similar meanings; collect, discuss similarities and shades of meaning and use to extend and enhance writing

Sentence Level Work

Grammatical Awareness

The students will:

1. use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, to read on, leave a gap and re-read
2. read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks)
3. re-read own writing to check for grammatical sense and accuracy: identify errors and suggest alternative constructions
4. be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am*, *the children are*; using simple gender forms, e.g. *his/her* correctly
5. use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught*, *see/saw*, *go/went*, and to use past tense consistently for narration
6. find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. *after*, *meanwhile*, *during*, *before*, *then*, *next*, *after a while*

Sentence Construction and Punctuation

The students will:

1. recognize and take account of commas and exclamation marks in reading aloud with appropriate expression
2. use commas to separate items in a list
3. identify speech marks in reading, understand their purpose, use the terms correctly
4. write in clear sentences using capital letters and periods accurately
5. re-read own writing for sense and punctuation
6. revise knowledge about other uses of capitalization, e.g. for names, headings, titles, emphasis, and begin to use in own writing
7. turn statements into questions, learning a range of “wh” words typically used to open questions: *what*, *where*, *when*, *who*, and add question marks
8. use a variety of simple organizational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships
9. investigate and recognize a range of other ways of presenting texts, e.g. speech bubbles, captions, headings, and sub-headings

Text Level Work: Fiction and Poetry

Reading Comprehension

The students will:

1. reinforce and apply their word level skills through shared and guided reading
2. use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read
3. be aware of the difference between spoken and written language through comparing oral recounts with text; make use of formal story elements in re-telling
4. understand time and sequential relationships in stories, i.e. what happened when
5. identify and discuss reasons for events in stories, linked to a plot
6. discuss and compare story themes
7. predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher
8. discuss story settings, compare differences, locate key words and phrases in a text, and consider how different settings influence events and behavior
9. identify and describe characters, expressing own views and using words and phrases from the text
10. prepare and re-tell stories individually and through role-play in a group; use dialogue and narrative from text
11. discuss familiar story themes and link own experiences, e.g. illness, getting lost, going away
12. compare books by the same author: settings, characters, theme; evaluate and form preferences, giving reasons
13. read about authors from information on book covers, e.g. other books written, whether the author is alive or dead, publisher; become aware of authorship and publication; compare books by different authors on similar themes; evaluate, giving reasons
14. read, respond imaginatively, recommend and collect examples of humorous stories, extracts and poems
15. learn, re-read and recite favorite poems, taking account of punctuation
16. identify and discuss aspects of patterns of rhyme, rhythm, alliterative patterns, and other features of sound in different poems
17. comment on and recognize when the reading aloud of a poem makes sense and is effective
18. read own poems aloud
19. identify and discuss favorite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems
20. discuss meanings of words and phrases that create humor and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and classify poems into simple types to build class anthologies

Writing Composition

The students will:

1. apply phonological, graphic knowledge and sight vocabulary to spell words accurately through shared and guided reading

2. use story structure to write about own experience in same / similar form
3. use language of time (see sentence level work) to structure a sequence of events, e.g. "when I had finished...", "suddenly...", "after that..."
4. use simple poetry structures and substitute own ideas, write new lines
5. use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text
6. compose own poetic sentences, using repetitive patterns and carefully selected sentences
7. write sustained stories , using their knowledge of story elements: narrative, settings, characterization, dialogue and the language of story
8. use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting
9. write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text
10. use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; make class collections to illustrate with captions; write own poems from initial jottings and words

Non-Fiction

Reading Comprehension

The students will:

1. recognize that non-fiction books on similar themes can give different information and present similar information in different ways
2. read recounts and begin to recognize generic structure, e.g. ordered sequence of events, use words like *first, next, after, when*
3. identify simple questions and use text to find answers; locate parts of text that give particular information including labeled diagrams and charts, e.g. *parts of a car, what a pet eats, clothes that keep us warm*
4. read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something
5. note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language
6. understand the distinction between fact and fiction; use terms "fact", "fiction", and "non-fiction" appropriately; pose questions and record these in writing prior to reading non-fiction to find answers
7. use a contents page and index to find way about text
8. scan a text to find specific sections, e.g. key words or phrases, subheadings
9. skim-read title, contents page, illustrations, chapter headings and sub-headings, to speculate what a book might be about
10. evaluate the usefulness of a text for its purpose
11. use dictionaries and glossaries to locate words by using initial letter
12. know that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries

13. use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; discuss how they are used
14. read flow charts and cyclical diagrams that explain a process

Writing Composition

The students will:

1. write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing; make group/class books, e.g. "Our Day at School", "Our Trip to..."
2. write simple instructions, e.g. getting to school, playing a game
3. use models from reading to organize instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering
4. use diagrams in instructions, e.g. drawing and labeling diagrams as part of a set of instructions
5. use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read
6. use the language and features of non-fiction texts, e.g. labeled diagrams, captions for pictures, to make class books, e.g. "What we know about...", "Our Pets"
7. write own questions prior to reading for information and record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on it
8. make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories or poems

3. MATHEMATICS

The goal of our math curriculum is to produce mathematically powerful thinkers and problem-solvers who are confident and feel comfortable using mathematics in their daily lives. Therefore students not only learn basic computation skills, but they also are involved in more than the "how-tos" of basic arithmetic skills; they are involved in multiple day projects and explorations that link ideas and concepts from several strands of mathematics into an integrated whole that makes sense. We focus not just on answers but on students' ways of thinking and we are more interested in their reasons and explanations for solutions and discoveries, not whether or not everyone gets the same solution in the same way. Mental math is practiced everyday to imprint mathematical information on the brain. When given the opportunity to investigate computation problems, students construct deep understanding and many flexible ways of handling numbers. With this approach, students develop autonomy and a more complete understanding of mathematics, i.e. a strong foundation for our technology-based society.

Concept

Number Sense

The students will:

1. use appropriate math vocabulary
2. estimate to solve problems
3. know basic facts and computation algorithms
4. understand our numeration system by relating, counting and grouping
5. read, write and identify place value
6. count, compare and order whole numbers and fractions
7. use mental math
8. use multiple strategies to solve problems
9. understand number theory concepts, such as odd and even numbers
10. write and solve a story problem involving operations
11. develop multiple approaches for working with numbers
12. recognize the patterns and relationship between decimal numbers and money
13. solve problems by selecting the appropriate operation
14. explore discrete math concepts such as the commutative property
15. explore division and single-digit multiplication
16. identify and compare fractional parts
17. round to solve problems
18. explore discrete math by determining and manipulating combinations and arrangements of objects
19. explore and model the basic concepts of fractions, including equivalent fractions and operations

Algebraic Thinking

The students will:

1. identify and extend geometric and number patterns
2. know fact families
3. write an equation or rule that represents a numerical or geometric relationship
4. understand relationship between operations
5. use concrete materials and charts to explore mathematical relationships and language

Geometry and measurement

The students will:

1. determine elapsed time
2. compute with time
3. tell time to the nearest minute
4. use a calendar to solve problems

5. identify, visualize, construct, and draw geometric figures
6. know the value of coins and compute with money
7. explore and apply conversions
8. compute and compare measurements
9. sort by attributes
10. use drawings to develop spatial sense
11. explore the concept of linear and distance measurement
12. recognize and appreciate geometry in our world
13. explore area tiling
14. predict how changing the measure of the sides of a figure affects its dimensions
15. find, explain, and compare area and perimeter and multiplication and area
16. use customary and metric units to measure, order and compare capacity
17. select and use the appropriate measurement units to report measurement data
18. identify properties of 2- and 3-dimensional shapes
19. copy, extend and make patterns on the plane
20. recognize the relationship between 2-dimensional figures and 3-dimensional shapes
21. describe and draw lines of symmetry
22. use geometric ideas to develop numerical and measurement ideas

Data Analysis: Statistics and Probability

The students will:

1. read and use data to predict patterns of outcome
2. understand the relationship between data and outcome
3. conduct a survey
4. connect data to mathematical representations and operations
5. use maps to explore networks and to solve problems
6. decide whether a game is fair
7. make a plan to collect, record and interpret data
8. use a spinner to play fair games
9. gather, sort, display and interpret data in charts, tables, diagrams and graphs
10. use tally marks to collect, organize and describe data
11. explore probability with concrete materials to explore and describe games of chance
12. explore the possible outcomes of an experiment
13. make predictions based on experience with probability

4. UNITS OF INQUIRY

Transdisciplinary Theme: *Who We Are*

Title: Let's Stay Healthy

Subject focus: Science, Society

Central idea: Around the world people stay healthy through diet and exercise.

An inquiry into :

1. keeping a fit body
2. food groups and a balanced diet
3. food from around the world

Transdisciplinary Theme: *Where We Are In Time and Place*

Title: On the Move (Immigration and Migration)

Subject focus: Society, History, Geography

Central idea: Our present is shaped by the past. People move from one place to another for various reasons, taking with them their own culture while becoming participants in a new one.

An inquiry into:

1. economic, political and religious reasons that people have to move
2. comparison of migration waves in different parts of the world
3. assimilation versus separate cultural identity

Transdisciplinary Theme: *How We Express Ourselves*

Title: Folktales tell...

Subject focus: Language Arts, History

Central idea: Folk tales, both oral and written, universally express cultural inheritance and values.

An inquiry into:

1. storytelling
2. folktales from around the world
3. the ability of folktales to transmit cultural values and core beliefs

Case study: Medieval Times

Transdisciplinary Theme: *How The World Works*

Title: The Dynamic Planet

Subject focus: Science, Geography

Central idea: The world is not static, but it is constantly changing, at times dramatically, due to natural forces. Over time, humans have developed effective ways of understanding these phenomena.

An inquiry into:

1. how natural forces have shaped our planet (volcanoes, earthquakes, tsunamis, etc.)
2. the characteristics of these natural forces
3. the similarities and differences in the behavior, cause, and effect of these forces
4. how modern science enables us to understand, monitor and predict these events

Transdisciplinary Theme: *How We Organize Ourselves*

Title: Great Inventions

Subject focus: Social Studies, History, Science

Central idea: From the beginning of time, people have been inventing new things in order to better equip themselves and to understand the world around them.

An inquiry into:

1. the different types of inventions and their purposes
2. the people behind the inventions, their lives and their motivation and incentives
3. the impact of certain inventions on individual and communal life

Transdisciplinary Theme: *Sharing The Planet*

Title: Out of the Elements

Subject focus: Science, Geography

Central idea: All animals have a universal need for a safe habitat providing them with food and shelter. Humans have a responsibility toward them.

An inquiry into:

1. how climate, location and materials of the habitat affect the structure of shelters and the availability of food
2. the impact of the human population has on animals' environment
3. the impact of natural changes on the animal kingdom

5. SPANISH

The Spanish program is structured around units, based on child-related themes and units of inquiry with learning activities geared to the student's interest. Spanish is taught in a meaningful context, using role-play, games, songs and rhymes, arts and crafts. The activities incorporate opportunities for movement, physical activities, and concrete manipulation. Evaluation takes place frequently and regularly in a manner consistent with the objectives of the class.

The student will:

1. Learn the alphabet and the sound the letters make.
2. Learn to greet and introduce themselves. Ask and say their age and where they live.
3. Describe the school, things they use at school and colors.
4. Count up to thirty-one, say the date, and say when their birthday is.
5. Talk about their family; give a physical description of people.
6. Talk about their pets.
7. Describe their house and locate things.

6. CHINESE LANGUAGE & CULTURE

Nin Hau. The objective of the Chinese program is to open the doors into a different way of thinking and communicating. The program is structured around a framework consisting of three major components: language skills, how China impacts our lives today and exposure to the Chinese culture.

Chinese is taught in an interactive manner and an activity is weaved into each lesson such as writing, painting, calligraphy, Tai Chi, role play, team work, cooking rice and noodles to reinforce and apply what is learned, and to understand the symbolism behind each character, each phrase, each gesture and each custom/tradition practiced during the holiday. Each student adopts a Chinese name and chooses one of the Feng Shui elements for incorporation into the creation of their name. The year culminates in a narrative that each student writes in Chinese, which ranges from thirty-one to thirty-nine characters in

length, about their immediate family and themselves. The narrative continues to grow and expand to include additional information learned each year.

The students will learn:

- 1) Language skills:
 - a. 100 – 130 Chinese characters.
 - b. Over 50 phrases/expressions/sentences.
 - c. Tell and write a simple personal history.
 - d. Count and write 1-10.
 - e. Identified nine (9) colors.
 - f. Write characters with pencil, ink and brush.
- 2) China: explore the geography of China and how it impacts our lives today.
- 3) Culture: prepare and celebrate Chinese holidays; cook rice and noodles; learn to use the chopsticks and the brush to do calligraphy; make and serve tea, understand the concept of Ying and Yang and the symbolism in landscape paintings, understand the concept of Qi and experience it through Qi Gong exercises and the Tai Chi Quan form, etc.
- 4) Participate in two (2) PYP performances
- 5) Go on 2-3 field trips to Chinatown and to the museum.

As the students progress each year, we will introduce additional characters, phrases, expressions and sentences, as well as build upon what was learned in the prior year(s). Whenever possible and as appropriate, we will mirror the Unit of Inquiry that is taught in the regular curriculum so that the students can also express it in Chinese.

7. MUSIC

Through exposure to diverse materials, students develop an awareness of how people from many cultures create and participate in music. Students will learn the basics of note reading and music notation in order to develop the skills necessary for sight-reading and the application of performance. Rhythm, movement and singing are an integral part of the music program. Through exposure to performance, students gain self-confidence,

memorization skills and public speaking. Students will develop listening skills and will gain knowledge of historical composers and their music.

Listening

The students will:

1. listen to a wide musical repertoire, with a focus on multicultural music from around the world
2. discuss many classical composers and the similarities and differences in their music
3. explore the different sounds of the orchestral instruments
4. recognize musical patterns, dynamics, rhythmic patterns and melodic direction
5. experience marcato, staccato, and legato, as well as other textures within the music

Performing

The students will:

1. perform numerous songs together as a group
2. understand the principles of rehearsing music for a production by beginning and ending together, memorizing music, taking direction from the teacher, and working as a group
3. practice and understand the use of meter
4. practice solo and group singing, speech canon, rhythmic and melodic ostinato, and question/answer singing
5. sing with appropriate tone, posture and breathing

Movement

The students will:

1. create rhythmic patterns and perform with others
2. perform movement that directly correlates to the music
3. understand how storytelling and movement through music is an important element, e.g. "Carnival of the Animals" and "Peter and the Wolf"

Music Fundamentals and History

The students will:

1. explore folk music through singing and listening
2. focus on the importance of melodic and rhythmic patterns in musical compositions
3. dance to music throughout the world including the Polka, Irish dances, clogging, tap, and step methods

8. ART

The Art Program explores many forms and styles of art and uses many different media. Through the years in Timothy House, the students acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An

environment where the children's visual perceptions are allowed to mature is created, as their ability to handle tools becomes more skillful, their ability to discuss, critique and compare becomes more sophisticated. The students are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies.

The students will:

1. complete art projects that are closely connected to the Units of Inquiry
2. expand their art-making abilities and observation skills through tactile projects suitable for this stage of learning
3. create and write stories to accompany their art
4. arrange shapes with mathematical systems
5. draw, using basic atmospheric perspective
6. interact in groups to encourage multiple perspectives and peer learning

9. PHYSICAL EDUCATION

The physical education program is a task-oriented, year round system in which mind, body and spirit are developed; in addition to developing strong, healthy, flexible, fast and adaptive bodies, values, morals and attitudes are emphasized. The students will also do exercises in the classroom as they take breaks during the day.

The students will:

1. perform basic skills in traveling, being still, finding space and using it safely, both on the floor and using apparatus
2. develop the range and skills of their actions; e.g. balancing, taking off and landing, turning and rolling
3. choose and link skills and actions in short movement phrases
4. create and perform short, linked sequences that show a clear beginning, middle and end, and have contrasts in direction, level and speed
5. develop and refine basic techniques in running and jumping
6. travel with and receive a ball and other equipment in different ways
7. develop these skills for simple net, striking/fielding and invasion-type games
8. play simple, competitive net, striking/fielding and invasion-type games using simple tactics for attacking and defending
9. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g. traveling, being still, making a shape, jumping, turning and gesturing
10. change the rhythm, speed, level and direction of the movement

10. COMPUTER TECHNOLOGY

The Timothy House capitalizes on the natural enthusiasm of children for exploring new ideas, taking risks, solving problems and manipulating concrete materials. Therefore the information technology program is a natural conduit for developing these capacities and for helping children to develop an understanding of the role that the computer will play as a lifelong learning tool. Students progressively develop skills and confidence as they use the computer for a wide range of educational activities.

Technological Awareness

The students will:

1. identify parts of the computer
2. use the mouse to point, click and drag
3. open and close folders, files, windows and applications
4. scroll to see hidden parts of a window
5. choose from the menu bar at the top
6. print documents

Networking Skills

The students will:

1. log on/off
2. access and open programs on the network
3. save and retrieve projects using their folders
4. choose a network printer

Internet Skills

The students will:

1. recognize the purpose of the Internet
2. locate a URL by typing in its address
3. navigate using links and toolbar

Keyboard Skills

The students will:

1. use informal keyboarding skills to type
2. use shift, caps lock, punctuation, tab, enter and arrow keys

3. learn basic keyboard shortcuts to save, copy, paste and close windows
4. practice formal keyboarding skills, beginning with home row

Word-Processing Skills

The students will:

1. highlight text
2. format text by changing size, font and style
3. cut, copy and paste text

Drawing Skills

The students will:

1. create and manipulate images, using pencils, colors, paint bucket, spray can, eraser and shape tools
2. select, modify and move parts of a drawing

Multimedia Skills

The students will:

1. combine text with images, sounds and animations

Programming Skills

The students will:

1. write simple commands and procedures to create animations and draw designs

11. HOMEWORK POLICY

Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all students in the Timothy House. The amount and kind of work that is given depends on the student's age and the individual abilities of the student. Homework will be recorded by the student in a homework agenda, provided by the school. All students are expected to complete the daily homework. In Second Grade, students will be given approximately 30 minutes of homework each day.

12. THE PASSPORT PROGRAM

The Passport Program is a palate of exciting after school activities for all Timothy House students. It encourages students to find a hobby or investigate new interests. Basketball, tennis, soccer, and fencing are Dwight's strongest athletic traditions. These programs are offered from the lower grades and continue throughout High School. In Kindergarten and in First and Second Grades, we encourage students and families to try a variety of different activities. In the Third and Fourth Grades, students are asked to analyze what activity they are enjoying the most and to continue this activity. In sports, skills and sportsmanship are emphasized, rather than competition. Many other Passport favorites are Mini-Musical (drama program), Circus Club, Chess Club, Awesome Arts, Water Warriors (swimming program) and much more. The Passport Program is a unique opportunity for students to interact with children of other ages within Timothy House.