



The Dwight School
Curriculum Handbook
Third 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 THIRD GRADE

This handbook is designed for parents of children in Grade 3. 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.

CONTENTS

1. School Philosophy: The Primary Years Program
2. Language Arts
3. Mathematics
4. Units of Inquiry
5. French
6. Music
7. Art
8. Physical Education
9. Technology
10. Homework
11. The Passport Program

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. spell words containing long vowel phonemes
2. identify phonemes in speech and writing
3. blend phonemes for reading
4. segment words into phonemes for spelling
5. read and spell high frequency words correctly
6. discriminate syllables in reading and spelling

Spelling Strategies

The students will:

1. identify misspelled words in own writing
2. use independent spelling strategies, including
 - sounding out and spelling using phonemes
 - using visual skills, e.g. recognizing common letter strings and checking critical features (i.e. does it look right, shape, length, etc.?)
 - building from other words with similar patterns and meanings, e.g. *medical, medicine*
 - spelling by analogy with other known words, e.g. *light, fright*
 - using word banks, dictionaries, etc.

Spelling Conventions and Rules

The students will:

1. learn how the spellings of verbs alter when *-ing* is added
2. learn how words change when *er, est* and *y* are added
3. identify short words within longer words as an aid to spelling
4. investigate and identify basic rules for changing the spelling of nouns when *s* is added
5. investigate, spell and read words with silent letters, e.g. *knee, wrinkle*
6. investigate and learn to use the spelling pattern *le* as in *little, muddle, bottle, scramble, cradle*
7. recognize and generate compound words, e.g. *playground, airport, shoelace, underneath*, and use this knowledge to support their spelling
8. recognize and spell common prefixes and learn how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-, mis-, non-, co-, anti-*
9. use their word knowledge of prefixes to generate new words from root words, *happy/unhappy, appear/disappear, lead/mislead, sense/nonsense*, and to understand how they give clues to meaning, e.g. *extend, export, explode; mislead, mistake, misplace*
10. recognize and spell common suffixes and how these influence word meanings, e.g. *-ly, -ful, -less*

11. use their knowledge of suffixes to generate new words from root words, e.g. *proud/proudly, hope/hopeful/hopeless*
12. use the term “prefix”, “suffix”, “singular”, and “plural” appropriately
13. use the apostrophe to spell shortened forms of words, e.g. *don't, can't, couldn't*

Vocabulary Extension

The students will:

1. collect new words from reading and work in other subjects and make use of them in reading and writing
2. infer the meaning of unknown words from context and generate a range of possible meanings
3. have a secure understanding of the purpose and organization of the dictionary
4. use dictionaries to learn or check the spellings and definitions of words
5. write their own definitions of words, developing precision and accuracy in expression
6. use the term “definition”
7. know the quartiles of the dictionary, e.g. *m* lies around the halfway mark, *t* towards the end
8. understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling
9. organize words alphabetically, using the first two letters
10. understand the purpose and organization of the thesaurus, and to make use of it to find synonyms
11. generate synonyms for high frequency words , e.g. *big, little, like, good, nice, nasty*
12. collect synonyms which will be useful in writing dialogue, e.g. *shouted, cried, yelled*, exploring the effects on meaning, e.g. through substituting these synonyms in sentences
13. use the term “synonym”
14. explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. *form* (shape or document), *wave* (gesture, shape or motion)
15. learn common vocabulary for introducing and concluding dialogue, e.g. *said, replied, asked*; collect examples from reading
16. explore opposites, e.g. *upper/lower, rude/polite*
17. collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing

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, read on, leave a gap and return; use these strategies in conjunction with knowledge of phonemes, word recognition, and context when reading
2. take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud
3. know the function of verbs in sentences through
 - noticing that sentences cannot make sense without them
 - collecting and classifying examples of verbs from reading and own knowledge, e.g. *run, chase, sprint; eat, consume, gobble; said, whispered, shrieked*
 - experimenting with changing simple verbs in sentences and discussing their impact on meaning
4. use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went*; use past tense consistently for narration
5. use the term “verb” appropriately
6. know the function of adjectives within sentences through
 - identifying adjectives in shared reading
 - discussing and defining what they have in common i.e. words which qualify nouns
 - experimenting with deleting and substituting adjectives and noting effects on meaning
 - collecting and classifying adjectives, e.g. for colors, sizes, moods
 - experimenting with the impact of different adjectives through shared writing
 - use the term “adjective” appropriately
7. extend knowledge and understanding of pluralization through
 - recognizing the use of singular and plural forms in speech and through shared reading
 - transforming sentences from singular and plural and vice versa, noting which words have to change and which do not
 - understanding the term “collective noun” and collecting examples; experimenting with inventing other collective nouns
 - noticing which nouns can be pluralized and which cannot, e.g. *pants, rain*
 - recognizing pluralization as one test of a noun
8. use the terms “singular” and “plural” appropriately
9. identify pronouns and understand their functions in sentences through
 - noticing in speech and reading how they stand in place of nouns
 - substituting pronouns for common and proper nouns in own writing
 - distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *mine, yours, hers*
 - distinguishing the 1st, 2nd, 3rd person form of pronouns, e.g. *I, me, we, you, she, her, them*; investigating the contexts and purposes for using pronouns in different persons; investigating how pronouns are used to

mark gender: *he, she, they*; ensuring grammatical agreement of pronouns and verbs

Sentence Construction and Punctuation

The students will:

1. secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing
2. know the basic conventions of speech punctuation through
 - identifying speech marks in reading
 - beginning to use in own writing
 - use capital letters to mark the start of direct speech
3. use speech marks and other dialogue punctuation appropriately in writing and use the conventions which mark boundaries between spoken words and the rest of the sentence
4. use the term “speech marks”
5. notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicized print, captions and headings, inset text; explore purposes and collect examples
6. learn how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to “and” and “then”, e.g. *if, so, while, through, since, when*
7. investigate through reading and writing how words and phrases can signal time sequences, e.g. *first, then, after, meanwhile, from, where*
8. note where commas occur in reading and discuss their functions in helping the reader
9. use the term “comma” appropriately in relation to reading
10. become aware of the use of commas in marking grammatical boundaries within sentences
11. learn other uses of capitalization from reading, e.g. names, heading, special emphasis, new lines in poetry
12. experiment with deleting words in sentences to see which are essential to retain meaning and which are not
13. understand differences between verbs in the 1st, 2nd, and 3rd person, e.g. *I/we do, you/you do, he/she/they do/does*, through
 - collecting and categorizing examples and noting the differences between the singular and plural persons
 - discussing the purposes for which each can be used
 - relating to different types of text, e.g. 1st person for diaries; 2nd person for instructions, directions; 3rd person for narrative, recounts
 - experimenting with transforming sentences and noting which words need to be changed
14. understand the need for grammatical agreement in speech and in writing, e.g. *I am, we are*

Text Level Work

Fiction and Poetry

Reading Comprehension

The students will:

1. compare a range of story settings, and select words and phrases that describe scenes
2. re-tell main points of story in sequence; compare different stories; evaluate stories and justify their preferences
3. refer to significant aspects of the text, e.g. opinion, build-up, atmosphere, and know language is used to create these, e.g. use of adjectives for description
4. distinguish between 1st and 3rd person accounts
5. consider credibility of events, e.g. by selecting some real life adventures either written or retold as stories and comparing them with fiction
6. discuss character's feelings, behavior, e.g. fair or unreasonable, brave or foolish, relationships, referring to the text and making judgements
7. compare and contrast works by the same author, e.g. different stories, sequels using same characters in new settings, stories sharing similar themes
8. be aware of authors and discuss preferences and reasons for them
9. compare forms or types of humor, e.g. by exploring, collecting, and categorizing form or type of humor, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams
10. learn how dialogue is presented in stories, e.g. through statements, questions, exclamations, how paragraphing is used to organize dialogue
11. be aware of the different voices in stories using dramatized readings, showing differences between the narrator and different characters used, e.g. puppets to present stories
12. read, prepare and present play scripts
13. read aloud and recite poems, comparing different views of the same subject; discuss choice of words and phrases that describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. "stare" instead of "look"
14. select, prepare, read aloud and recite by heart poetry that plays with language or entertains; recognize rhyme, alliteration and other patterns of sound that create effects
15. compare and contrast works by the same author, i.e. different stories, sequels using same characters in new settings, stories sharing similar themes
16. be aware of authors and discuss preferences and reasons for them
17. choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
18. rehearse and improve performance, taking note of punctuation and meaning
19. distinguish between rhyming and non-rhyming poetry and comment on the impact of lay-out
20. express their views about a story or poem, identifying specific words and phrases to support their viewpoint
21. investigate the styles and voices of traditional story language; list, compare and use in own writing

22. identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish
23. identify and discuss main and recurring characters, evaluate their behavior and justify views

Writing Composition

The students will:

1. generate ideas relevant to a topic by brainstorming, word association, etc.
2. use reading as a model, write own passages of dialogue
3. develop the use of settings in own stories by
 - writing short descriptions of known places
 - writing a description in the style of a family story
4. investigate and collect sentences/phrases for story openings and endings; use some of these formal elements in re-telling and story writing
5. write simple evaluations of books and discuss, giving reasons
6. plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning
7. describe and sequence key incidents in a variety of ways, i.e., by listening, charting, mapping, making simple storyboards
8. write portraits of characters, using story text to describe behavior and characteristics, and presenting portraits in a variety of ways, e.g., as posters, labeled diagrams, letters to friends about them
9. write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting
10. write alternative sequels to traditional stories using the same characters and settings, identify typical phrases and expressions from story and using these to help structure the writing
11. write new or extended verses for performance based on models of "performance" and oral poetry read, i.e., rhythms, repetition
12. collect suitable words and phrases, in order to write poems and show descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons
13. write simple play scripts based on own reading and oral work
14. begin to organize stories into paragraphs in presentation of dialogue in stories
15. plot a sequence of episodes modeled on a known story, as a plan for writing
16. write opening stories or chapters linked to or arising from reading; focus on language to create effects, i.e., building tension, suspense, creative moods, setting scenes
17. write a first person account, i.e. write a character's own account of incident in story read

Non fiction

Reading comprehension

The students will:

1. understand the distinction between fact and fiction; use terms "fact", "fiction" and "non-fiction" appropriately

2. notice differences in the style and structure of fiction and non-fiction writing
3. locate information, using contents, index, headings, sub-headings, page numbers and bibliographies
4. compare the way information is presented, i.e., by comparing a variety of information texts including IT-based sources
5. read information passages, and identify main points or gist of text, i.e., by noting or underlining key words or phrases, listing the 4 or 5 key points covered
6. identify the different purposes of instructional texts, i.e., recipes, route-finders, timetables, instructions, plans, rules
7. discuss the merits and limitations of particular instructional texts, including IT and other media texts, and compare these with others, where appropriate to give an overall evaluation
8. know own written instructions are organized, i.e., lists, numbered points, diagrams with arrows, bullet points, keys
9. read and follow simple instructions
10. read examples of letters written for a range of purposes, i.e. to recount, explain, inquire, complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending, etc., and ways of addressing different audiences – formal / informal
11. “scan” indexes, directories and IT sources, etc. to locate information quickly and accurately
12. locate books by classification in class or school libraries
13. summarize orally in one sentence the content of a passage or text, and the main point it is making

Writing Composition

The students will:

1. make a simple record of information from texts read, i.e., by completing a chart of information discovered, by listing key words, drawing together notes from more than one source
2. write simple non-chronological reports from known information, i.e. from own experience or from texts read, using notes made to organize and present ideas; write for a known audience, i.e., other students in class, teacher, parent
3. write instructions, i.e. rules for playing games, recipes, using a range of organizational devices, i.e., lists, dashes, commas for lists in sentences recognizing the importance of correct sequence; use “writing frames” as appropriate for support
4. make clear notes, through
 - discussing the purpose of note-making and looking at simple examples
 - identifying the purpose for which particular notes will be used
 - identifying key words, phrases or sentences in reading
 - exploring ways of writing ideas, messages, in shortened forms, i.e. notes, lists, headlines, telegrams, to understand that some words are more essential to meaning than others

- making use of simple formats to capture key points, i.e., flow chart, “for” and “against” columns, matrices to complete in writing or on screen
 - identifying intended audience, i.e. self or others
5. write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader
 6. use IT to bring to a published form – discuss relevance of layout, font, etc., to audience
 7. experiment with recounting the same event in a variety of ways, i.e. in the form of a story, a letter, a news report
 8. organize letters into simple paragraphs
 9. make alphabetically ordered texts – use information from other subjects and own experience, or derived from other information books, i.e., a book about building materials, sports
 10. summarize in writing the content of a passage or text and the main point it is making

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 a 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. compare and order whole numbers, fractions and decimals
3. recognize and compute equivalent fractions
4. apply fractions to problem situations
5. explore discrete math by using simple strategies to determine combinations and arrangements
6. relate the mathematical language and symbolism of operations to problem situations
7. interpret multiple uses of numbers
8. construct number meaning by using physical materials
9. model multiplication
10. understand our number system by relating, counting, grouping, and place value concepts
11. use calculators in appropriate computation situations
12. understand and appropriately use the division algorithms
13. model, explain, and develop reasonable proficiency with basic facts and algorithms
14. understand the concept of fractions, including identifying fractional parts of a whole
15. compute with fractions
16. explore the relationship between decimals and fractions
17. develop operation sense for whole numbers and fractions
18. use mental math strategies to solve problems
19. identify a variety of problem structures that can be represented by a single operation
20. use multiple estimation strategies to solve problems, including the use of a referent and a benchmark
21. use estimation to determine reasonableness of results
22. develop and apply number theory concepts including prime / composite numbers and odd / even numbers
23. explore discrete mathematics by using a Venn diagram
24. understand multiplication as repeated addition
25. know basic multiplication facts
26. understand the relationship between fractions and division
27. represent and describe mathematical relationships
28. use multiple strategies to solve a problem
29. write an equation to represent or solve a problem

Algebraic Thinking

The students will:

1. recognize, describe, and create number and geometric patterns
2. represent relationships with models, tables, graphs, and rules
3. develop an understanding of multiplication through patterns
4. use concrete objects as symbols or variables that can be manipulated
5. identify multiple attributes as a way of exploring algebra
6. use manipulatives to model balancing in number sentences
7. explore concept of variable and constant
8. write a number sentence
9. use the language of relationships

10. identify a missing piece in a mathematical sentence
11. use patterns to solve computation problems
12. explore inequalities
13. evaluate a rule
14. understand the relationship among operations
15. explore the associative property

Geometry and Measurement

The students will:

1. apply the concept of rate
2. select and use the appropriate system of measurement in real life problems
3. compute with and compare money amounts
4. solve problems involving money
5. read numbers expressed in terms of money
6. apply estimation when working with measurement
7. explore how changes in one measurement can cause change in another
8. compare and compute with measurements
9. identify properties of 2-dimensional and 3-dimensional shapes
10. use a calendar to solve problems
11. investigate and predict the results of combining, subdividing and changing shapes
12. use visualization to solve problems
13. find the area and perimeter of shapes and explore the relationship between these concepts
14. use metric measurement
15. recognize, draw, construct, and classify geometric shapes
16. recognize, identify, and appreciate geometry in our world
17. use geometric ideas to develop numerical and measurement ideas
18. explore and understand similarity between shapes
19. explore shapes and figures from different perspectives
20. use and describe transformations
21. explore scale drawings
22. use a variety of methods of estimation in terms of working with measurement
23. select and use appropriate units and tools of measure
24. know the value of coins
25. understand the concept of elapsed time
26. use ratio and proportion to solve problems
27. understand the relationship between square units and linear units
28. develop spatial sense

Data Analysis: Statistics and Probability

The students will:

1. collect, organize, and describe data
2. construct, read, and interpret displays of data
3. formulate and solve problems that involve collecting and analyzing data
4. interpret results and make predictions and decisions based on data analysis

5. find the average of a set of numbers
6. graph data to show relationships
7. explore probability activities, using concrete materials
8. record data by using a tally sheet

4. UNITS OF INQUIRY

Transdisciplinary Theme: *Who We Are*

Title: Exploration

Subject focus: History, Geography

Central idea: Human beings explore for different reasons and as a result of their explorations have made contributions.

An inquiry into:

1. reasons people explore
2. the development and use of maps and other valuable tools
3. examples of contributions made to society

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

Title: Our Place in Space

Subject focus: Science, History

Central idea: Over time we have come to understand that the Earth is part of a vast and complex universe.

An inquiry into:

1. the composition of the universe
2. Earth's place in space and time
3. mythological and ancient beliefs

Transdisciplinary Theme: *How We Express Ourselves*

Title: Communication

Subject focus: Social Studies

Central idea: Humans create and develop symbol systems as forms of communication.

An inquiry into:

1. how some communication systems originated and developed
2. visual communication
3. communication systems that substitute for loss of a sense

Transdisciplinary Theme: *How the World Works*

Title: Energy

Subject focus: Science

Central idea: Energy exists in different forms and is collected, generated, stored, and delivered in various ways.

An inquiry into:

1. the sources and uses of different kinds of energy
2. the collection and generation of different forms of energy
3. the storage and delivery of energy to the consumer

Transdisciplinary Theme: *How We Organize Ourselves*

Title: Money

Subject focus: Social Studies

Central idea: Economic systems of barter and exchange have developed over time for use within communities.

An inquiry into:

1. how money systems have developed through time
2. how bartering and exchange are related to trade and work
3. how we can be responsible in our spending habits

Transdisciplinary Theme: *Sharing The Planet*

Title: Health

Subject focus: Science and Social Studies

Central idea: Many children throughout the world are at risk because of ill health. There are ways to help.

An inquiry into:

1. the causes of illness in children throughout the world
2. measures taken in our society to protect children's health
3. initiatives to improve children's health around the world

5. FRENCH

The French Program is structured around units, based on child-related themes and the Units of Inquiry with learning activities geared to the student's cognitive level and interest. French is taught in a meaningful communicative context, using role-play, games, songs and rhymes, arts and crafts. The activities incorporate opportunities for movement, physical activity, and concrete manipulation. As the students' level progresses, French will become a communication tool during other activities in class. Evaluation takes place frequently and regularly in a manner consistent with the objectives of the class.

The students will :

1. practice and reinforce the language patterns and vocabulary learned in the previous grades
2. learn the numbers 1-100, the colors, the days of the week, the months, body parts, clothing and animals in the environment
3. explore the world of Francophonie and learn about countries where French is the main language spoken
4. understand French, spoken for 90% of the time during French lessons and establish it as the language of classroom communication to enhance the development of speaking skills
5. participating in special activities during All-America French week.
6. produce a short theater play
7. read, write and produce simple phrases

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 geared to the student's cognitive level and interest. The activities involve games, role play, team work, physical movement and concrete manipulation of chopsticks and calligraphy brush 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 holidays. The year culminates in a narrative began from the year before and is expanded to include additional information learned this year.

The students will learn:

- 1) Language skills:
 - a. Increase the amount of auditory instruction in Chinese.
 - b. Verbal production: simple conversation, provide and obtain information, expressing feelings, emotions and opinion.
 - c. Practice, reinforce, apply and expand on language patterns and characters learned in previous grades.
 - d. Grow and expand the personal narrative.
 - e. Continue to practice new and old characters with pencil, ink and brush.
- 2) China: expand on how China impacts our lives today.
- 3) Culture: prepare and celebrate Chinese holidays; continue to practice cooking, eating with chopsticks and writing with the brush; understand additional symbolism in Chinese art, etc.
- 4) Articulate comparisons, connections and relationships with other disciplines and cultures.
- 5) Continue to learn the Tai Ji Quan form.
- 6) Participate in two PYP performances
- 7) 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 sentence,s 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.

6. 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.

Performing

The students will:

1. perform numerous songs together as a group, focusing on canons, and three-part singing
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. understand voice production and how the human voice works
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 Classical and Romantic music of the 18th and 19th centuries through singing and listening to the music of Mozart, Beethoven, Chopin and Scriabin
2. focus on the importance of melodic and rhythmic patterns in musical compositions
3. understand early 20th century concert music from Europe and the United States
4. understand the basics of musical notation

7. 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. use the basic elements as vocabulary for art making
3. study symbolism in art through color and line
4. use art as a communication tool to relate to mass media, music and various cultures
5. explore space painting which refers to Wassily Kandinsky and Alexander Calder.

8. 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. develop and refine basic techniques in running and jumping
2. measure, compare and improve their own performances
3. be given the opportunity to understand and play small-sided games and simplified versions of recognized competitive team and individual games
4. learn common skills and principles, including attack and defense, striking and fielding
5. refine the skills of sending, receiving, striking and travelling with a ball in team and individual games
6. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g. travelling, being still, making a shape, jumping, turning and gesturing
7. begin to recognize and explain which exercise or drill uses a particular muscle, e.g. *push-ups/arm muscles*

9. 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 various 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
4. use search engines

5. send and reply to e-mail messages

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, most keys introduced

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
3. cut, copy and paste a drawing

Multimedia Skills

The students will:

1. combine text with images, sounds and animations
2. import and modify pictures

Programming Skills

The students will:

1. write simple commands and procedures to create animations and draw designs
2. create and program buttons and sliders to use in designing own interactive projects

Spreadsheet /Database Skills

The students will:

1. enter data in spreadsheets to create simple graphs

10. 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 Third Grade, students will be given approximately 30 to 45 minutes of homework each day.

11. 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.