

Welcome . . .

to the Lower School Academic Program Guide.

This guide has been created to communicate the main elements of our academic program including our philosophy, essential agreements about teaching pedagogy, standards, and key course content/skills per subject area, from preschool through 5th grade. Our curriculum is inspired by a commitment to our school values, beliefs, vision and mission.

Further information is provided at Open House sessions at the beginning of the school year. You are always welcome to schedule a conference with teachers or LS administration should you wish further insight or information about our curriculum.

What's inside?

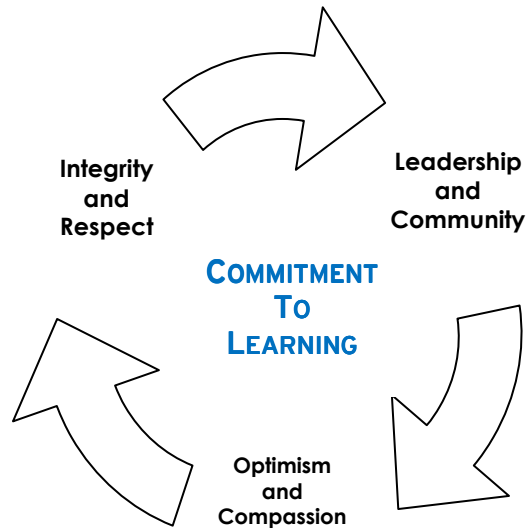
EARJ's Values, Beliefs, Vision, and Mission _____	2
General Information _____	3
Program Requirements _____	4
The Preschool Program _____	5
The Language Arts Program _____	7
The Mathematics Program _____	13
The Social Studies Program _____	19
The Science Program _____	21
The Health Program _____	22
The Portuguese Program _____	23
The Fine Arts Program _____	37
The Physical Education Program _____	41
Media and Technology _____	42

OUR VALUES AND BELIEFS

Values

At EARJ we value:

Integrity and Respect
Leadership and Community
Optimism and Compassion
Commitment to Learning



Beliefs

- We are committed to focusing on learning: student learning, professional learning, and organizational learning.
- We are committed to developing students who are critical and creative thinkers in a variety of settings for a variety of purposes.
- We are committed to ensuring our students are creative, resilient, autonomous learners who are self-motivated and willing to take appropriate risks in their learning.
- We are committed to structuring opportunities for students to become effective communicators through developing their ability to comprehend complex materials, write coherently, and speak with fluency.
- We are committed to creating opportunities for students to develop academic knowledge with great breadth and depth, as well as the skills to make connections and create deep, enduring understandings.
- We are committed to facilitating experiences for our students that will help them become culturally conscious, community oriented, ethical decision makers prepared for a variety of leadership roles.
- We are committed to effective collaboration and communication with families as partners in the education of their children.
- We are committed to constructing a learning environment where our students are happy and healthy and where they have respect for themselves and others.
- We are committed to the diversity that enriches our school system through the recognition of the contributions of a variety of ideas, values, and cultures.

OUR MISSION

We inspire students to become global citizens and lifelong learners by challenging them to develop their potential and realize their dreams.

OUR VISION

We motivate engaged learners to become independent and critical thinkers in a multicultural community.

OUR MOTTO

Escola Americana: Creating a World of Opportunities

GENERAL PROGRAM INFORMATION

The Lower School is a dynamic and caring learning community committed to research-based and innovative teaching methods, a meaningful and well-rounded curriculum, and respectful relationships between teachers, students and parents.

Our educational program is advanced by a highly qualified and dedicated faculty comprised of homeroom teachers, Specialist and Portuguese teachers, and student support professionals including counselors, Early Intervention, Resource and ESL specialists as well as a Speech Therapist and School Psychologist. The LS Principal and Assistant Principal serve the entire community. Ultimately, the learning and well being of our students inspire all decision making.

GENERAL STRUCTURE

The Lower School is configured to meet the needs of the youngest members of the student community. Our community includes students in Toddler (at Barra branch), nursery and preKinder combined into preschool, kindergarten, and first through fifth grades. Enrollment of the division is approximately 350 students. The division includes approximately 55 faculty/staff members, 20 regular classrooms, music, art and physical education facilities, a Student Services department (including English as a Second Language and Resource Center), four beautiful play areas and a still-evolving children's museum.

The daily schedules for the Primary Years (preschool through first grade) and the Intermediate Years (second through fifth grades) include large blocks of instructional time; structured to reflect the developmental needs of students. The official school day is from 8:00 a.m. to 3:25 p.m. Mondays, Tuesdays and

Thursdays, and 8:00 to 2:55 on Wednesdays and Fridays, except for half day preschoolers and toddlers. The morning bell rings at 7:55 a.m.

THE PRIMARY YEARS (PRESCHOOL THROUGH 1ST GRADE)

Pre-school

The preschool program provides a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of our youngest children. Learning activities are exploratory in nature and are designed to enable children to make discoveries and build their own knowledge and skills through hands-on activities. Specially selected and prepared hands-on materials are attractive to children, facilitating active exploration and learning. The curriculum reflects the different developmental levels and learning needs and interests of three and four year old children.

The balance between child-initiated/child-directed and adult-directed/adult-supported activities is critical. As such, the preschool offers a carefully designed blend of less structured periods and more structured sessions. Instruction is in English. Learning activities reflect the need for our youngest students to move from activity to activity frequently. Thus, the focus remains in a particular area for a relatively short period of time (normally thirty minutes or less).

Kindergarten

The kindergarten program is designed to nurture all aspects of the child's development - the social, emotional, physical, and the cognitive. Teachers are deliberate in designing and facilitating each child's learning process. We provide a challenging environment in English, which emphasizes early literacy and mathematical skills and prepares students to be learners, as well as members of a larger community.

First Grade

The first grade program continues to nurture all aspects of the child's development while placing a particular emphasis on the development of the language arts and literacy skills: reading, writing, speaking and listening. The classroom environment reflects a shift toward a more formalized approach to learning. The program remains sensitive to developmental differences, yet a greater emphasis is placed on student achievement in relation to essential knowledge and skills. The structure of the classrooms provides opportunities for large group instruction, small group discussion, cooperative learning and various learning centers. Support programs such as Early Intervention and English as a Second Language are designed to identify developmental delays, learning differences and the need for intensive English at an early age. These take place in-class or as a pullout program based on individual student needs.

THE INTERMEDIATE YEARS (GRADES 2 THROUGH 5)

The Intermediate Years are characterized by an increasing move toward independence and students' growing responsibility toward their own learning. The importance of solid academic learning skills (reading, writing, speaking and listening) is highlighted and toward the middle of second grade the curriculum shifts from "learning to read" to "reading to learn." All academic areas demand solid language arts skills as well as an increasing ability to draw

conclusions and inferences from learning experiences. Children are expected to move beyond the acquisition of knowledge to the application of skills within new situations. The classroom environment is designed to be flexible to accommodate various teaching techniques. Support programs such as the Resource Center and English as a Second Language are designed to enable students to be successful within the regular program.

In second through fifth grades students spend the majority of their day with their homeroom teacher who teaches all core academic subjects.

PROGRAM REQUIREMENTS

Lower School students have course requirements as indicated below. Formal reports of student progress are provided quarterly and address the areas of English language arts, science, social studies, mathematics, Portuguese, art, music and physical education as well as dispositions and Approaches to Learning. Please see the Parent-Student Handbook for more information about our Reporting and Grading systems.

YEAR-LONG COURSES

All students take music, art, or physical education on a daily basis. Beginning in first grade, all students also take Portuguese, either as a foreign language or as a native language, on a daily basis for 40-minute periods. Mathematics and language arts (reading, writing, speaking and listening) permeate each day and are often integrated into other subjects.

SEMESTER-LONG COURSES

Science/health and social studies are often integrated into other subject areas. At each grade level these courses are structured differently and may be offered for two consecutive quarters, every other quarter or through integrated units throughout the school year. At the fifth grade level, social studies and science are typically year-long courses.

QUARTER-LONG COURSES

Students who are pursuing the Brazilian diploma take the History of Rio de Janeiro in the fourth grade and Brazilian Geography in the fifth grade.

OTHER PROGRAMS

Technology and library skills are integrated into core subjects and students visit both the Media Center and Computer Lab at least once weekly.

BRAZILIAN PROGRAM

Students who are formally enrolled in the Brazilian Diploma program are required to take Portuguese (Lingua Patria) in first through fifth grades as well as the History of Rio de Janeiro in fourth grade and Brazilian Geography in fifth grade.

TODDLER PROGRAM

At our Barra Branch, we offer a Toddler Program for 2 year olds. In our well equipped, self contained classroom, toddlers' sense of independence, self confidence and learning are enhanced through both structured and exploratory experiences. Music, movement, outdoor play, story time, food preparation and snack time are all part of the daily schedule. Materials are carefully selected and designed to advance and enrich language skills, eye-hand coordination, and practical life skills. As Maria Montesorri puts it 'a toddler class is where education for life begins.' A typical day includes independent work time in centers, snack time, outside discovery, circle/music/movement/goodbyes and dismissal.

PRESCHOOL PROGRAM

OVERVIEW

The preschool program is carefully designed for mixed-aged groups of three and four year olds. The learning environment is supportive, caring and challenging; mindful of each child's capacities and needs. Children have multiple opportunities to work collaboratively and individually to construct knowledge as well as develop social skills and a sense of community. We are strong proponents of close school-home communication and relationships as parents are integral in the educational process of their child.

Our EARJ Preschool program draws on the teachings of Maria Montesorri and contemporary research on how young children develop and best learn. We honor the unique developmental needs, stages and interests of our young students. We balance exploratory and teacher-directed experiences, within an integrated and thematic approach.

Throughout our preschool rooms, you will see 'Centers' which teachers carefully prepare and update. In these centers children learn by exploring, experiencing, doing, and relating, and by being exposed to meaningful and connected learning experiences. Teachers circulate, observing carefully, and work with children individually and in small groups according to children's readiness/development and interests.

By the end of preschool students should be developmentally ready to:

- Adjust to changes in routines and to new situations without fears
- Take responsibility for themselves and others
- Interact with peers and adults, and play cooperatively with other children
- Complete a 'work cycle' (start an activity, complete it and clean up)
- Follow directions, classroom rules and safety rules on playground and school bus
- Share, take turns, and assume responsibility
- Run, jump, skip, and bounce a ball with ease
- Listen to stories and give the main idea of a story
- Have unique ideas and give reasons for their opinion

- Hear words that rhyme and discriminate words that begin with the same sound
- See likenesses and differences in pictures and designs
- Understand letter/sound association and understand the relationships inherent in such words as up and down, top and bottom, over and under, big and little

THE LANGUAGE ARTS PROGRAM

PHILOSOPHY

Language belongs to each of us. At the very core of our identities, language permits us to understand ourselves individually and collectively. We use language to share feelings and opinions, define values and goals, and communicate ideas and ideals.

Dynamic and interactive, the language process is our vehicle to understand the world around us. Literacy and fluency empower us to become informed, responsible and thinking individuals. To this end, the teaching of English language arts necessitates the integration of listening, speaking, reading and writing skills.

In the multi-lingual setting of EARJ, students have an ideal opportunity for seeing themselves as citizens of the world. English and Portuguese serve as a passport for the students of EARJ to acquire cultural knowledge and to learn to appreciate the diversity of the world in which we live. As educators of language arts, we direct our students to discover the best that human beings have thought, written and spoken.

School-wide Essential Agreements for Language Arts

- Through language arts, teachers encourage an interest in universal themes and foster a greater concern for human society.
- In preparing the course content, methodology, and instructional materials, teachers individualize instruction according to the following considerations: learning style differences, multiple intelligences, E.S.L. traits, cultural heritage, and learning disabilities.
- Teachers embed critical thinking skills within the course content and teaching methodology.
- Teachers use technology to further instruction.

Essential Agreements for Kindergarten through Fifth Grade

Lower School classrooms embrace a balanced approach to literacy which includes commitment to the following teaching practices:

- Modeled Reading/'Read Alouds' by teachers on a daily basis
- Shared Reading, Interactive, Guided and Independent Reading
- Explicit instruction of reading and writing strategies
- Write aloud/Modeled Writing
- Shared, Guided, Interactive and Independent Writing

Large blocks of instructional time are deliberately structured for language arts to facilitate a variety of instructional grouping including flexible groups, cooperative groups, whole group instruction, and independent work.

The writing process permeates all classrooms and core curriculum. Students are not always expected to move through all steps in the writing process; at times, the process is deliberately focused so that students develop skill in editing, revising or preparing to write. The primary purpose of using the entire process is to produce a final, published piece of writing. Independent reading and writing, the ability to self-select, and the joy of reading and writing are cultivated in all classrooms. Time is given for these activities, modeling and support occurs, and systems are in place to actively encourage and monitor independent reading and writing. Read-alouds, silent reading, and journal writing are present in all classrooms on an ongoing, frequent basis.

Opportunities to develop positive dispositions, decision-making skills, and complex reasoning skills are woven into language arts in the form of quality literature, discussions, reflection and projects.

Listening and oral language skills are taught across the curriculum and throughout the day. Students are expected to develop the capacity to listen actively, ask appropriate questions to seek understanding, acquire an awareness of how body posture also impacts communication, and speak clearly and confidently. Opportunities to produce oral language are constantly present in classrooms. English is maintained as the central language of instruction and learning in small, large and cooperative groups.

Vocabulary development, spelling generalizations and patterns, phonemic awareness, phonics, and grammar are addressed through isolated learning activities as well as natural extensions of the reading, writing, and speaking processes. Particular attention is paid to grammatical structures to ensure that errors common to multilingual students do not become fossilized over time. Lower School classrooms are rich in print. Student work, word banks, alphabet charts, vocabulary charts, and concept webs are used extensively.

STANDARDS FOR LANGUAGE ARTS READING

1. Students will read fluently using the skills and strategies of the reading process.
2. Students will comprehend, respond to, and analyze a wide variety of literary texts.
3. Students will apply skills and strategies appropriate for reading non-fiction texts.

WRITING STANDARDS

4. Students will write with a command of the grammatical and mechanical conventions of composition.
5. Students will demonstrate competence in the stylistic and rhetorical aspects of writing.

LISTENING AND SPEAKING

6. Students will listen and respond critically to oral communication.
7. Students will deliver coherent, well-focused informal and formal oral presentations.

MEDIA

8. Students will analyze and evaluate the content and its presentation in a variety of media.

RESEARCH

9. Students will demonstrate a command of research skills.

KINDERGARTEN

The Kindergarten classroom is a language and literature rich environment where students are constantly engaged in reading, writing, listening, viewing, and speaking.

By the end of Kindergarten students are expected to:

- Develop listening habits and follow simple directions
- Show respect for the ideas and opinions of others
- Appreciate rhymes, plays and stories
- Participate in music and songs and listen to a story to identify sequence and details
- Identify main ideas through retelling, showing and illustrating
- Speak clearly and in complete units of thought
- Tell a story in sequence with a beginning, middle and end
- Participate in sustained silent reading and teacher read alouds
- Recognize and write own name and recognize environmental signs
- Know names of and can match all upper and lower case letters of the alphabet
- Know and apply the sounds of all beginning and ending consonants
- Understand that a single vowel between two consonants is usually short
- Understand that written words are separated by spaces
- Use picture clues to decipher meaning of difficult words
- Recognize the punctuation and capitalization aides in meaning
- Build a sight vocabulary of frequently used words
- Begin to understand use of period, capital letters and questions marks
- Use title to predict plot and begin to identify main idea and details
- Recognize and write statements and questions
- Demonstrate a 3-fingered pencil grasp and demonstrate correct paper position when writing
- Practice proper letter size, slant, and letter formation in the D'Nealian style of manuscript (print)
- Take part in teacher-directed writing experiences and begin to use narrative writing in journals

FIRST GRADE

The students of first grade formerly begin the acquisition process of reading and writing using the linguistic abilities of English (listening, speaking, reading and writing). In first grade these four areas are integrated throughout the day

in all subject areas. Specifically, in Language Arts, students participate in teacher read alouds, shared reading and individual reading. Writing experiences are also shared, interactive, guided and individual.

By the end of first grade students are expected to:

- Display active listening behaviors and follow oral directions
- Understand sequence of events and main ideas in oral communication
- Share opinions, observations, ideas and knowledge in discussions
- Speak in complete units of thought
- Identify and decode various digraphs, blends, clusters, silent consonants, and phonograms (e.g. wh, th, sh, ch, tr, bl, kn, wr, c, g, ick)
- Understand short and long vowel sounds
- Build a sight vocabulary of high frequency words
- Be familiar with root and compound words, contractions, suffixes and prefixes
- Predict outcomes to stories and summarize events in a story
- Identify main ideas, characters, setting and events of stories, and compare and contrast stories and relate to own experience
- Read grade level texts/with fluency and understanding
- Spell correctly assigned high frequency words and words with specific spelling patterns
- Write complete and detailed sentences
- Write a story with a title, beginning, middle and ending
- Learn correct use of capital letters, periods, question marks and exclamation points
- Learn correct use of present verb tense and demonstrate knowledge of nouns and verbs
- Write a simple paragraph
- Write legibly all upper and lower case letters using D'Nealian cursive letters

SECOND GRADE

Second grade students continue the formal acquisition process of reading and writing. All subjects are integrated with the four language skills: listening, speaking, reading and writing. The students' writing process skills are developed through different writing forms.

By the end of second grade students are expected to:

- Display active listening behaviors; give, restate and follow multiple instructions; and follow rules for conversation
- Report on a topic with facts and details
- Decode digraphs, clusters, silent consonants and consonants with multiple sounds (e.g. ph, gh, str, scr, kn, wr, c, g) and various vowel combinations (ea, oo)
- Understand vowels whose sounds are affected by adjacent consonants
- Identify meaning of compound words and identify and understand homophones
- Identify and understand use of apostrophes
- Read for pleasure - moving from learning to read, to reading to learn

- Compare and contrast elements in a story, draw conclusions from a story
- Distinguish between cause and effect, categorize elements in a story and begin to identify author's purpose, and understand use of figurative language
- Brainstorm writing ideas through webbing, mapping and write two related paragraphs
- Learn correct punctuation including exclamation marks
- Use correctly commas in dates and series, indentation, and correct plural forms (-s, -es, ies), use of verb tense (present and past), and correct use of subject verb agreement
- Record, and organize factual information on teacher provided charts
- Construct original sentences using researched facts
- Write fluently and legibly in the D'Nealian style of manuscript (print)

THIRD GRADE

The students of third grade practice and improve their linguistic abilities while expanding the knowledge acquired in previous grades. Students are expected to write three paragraph writing pieces that contain a beginning, middle, and end. They also learn to summarize information, read from chapter books daily, and continue to be exposed to oral and silent reading. Students are exposed to the writing process and are taught how to edit and proofread their work. They also share their written work and projects through oral presentations. Students are expected to read independently and follow written and oral instructions.

By the end of third grade students are expected to:

- Demonstrate active listening skills; follow rules for conversation
- Follow multi-step oral directions and express thoughts clearly and completely
- Contribute relevant comments to discussions; summarize major ideas and supporting evidence in spoken messages and formal presentations
- Plan and deliver effective oral presentations (drama, book reports, speeches, current events)
- Read on a daily basis; read aloud with fluency, accuracy, expression and appropriate intonation to reflect mood changes
- Use context clues to decipher meaning of difficult words
- Recognize and use capitalization and punctuation as an aid to meaning
- Identify and understand synonyms, antonyms, homophones, and homographs
- Identify and understand multiple-meaning words
- Begin to recognize meaning of figures of speech (exaggeration, similes, metaphors)
- Identify character traits from story incidents
- Begin to understand use of figurative language and write dialogues; use rich, effective and descriptive language
- Revise and model correct sentence structure, and vary use of sentence forms in writing
- Recognize and write 2 or more paragraphs with related statements

- Write in a variety of genres (narrative, descriptive, letter, literature responses, expository)
- Apply subject-verb agreement; categorize different parts of speech (nouns, verbs, adjectives and adverbs)
- Begin to use commas in complex sentences, capitalization in titles and letters
- Identify and use main parts of a textbook and use atlases, periodicals, dictionaries
- Locate, gather and record information; understand use of reference (non-fiction) sources
- Write all upper and lower case D'Nealian cursive letters

FOURTH GRADE

The students of fourth grade practice and improve their linguistic while expanding the knowledge acquired in previous grades.

By the end of fourth grade students are expected to:

- Display active listening skills; follow rules for conversation; and speak in clear and coherent sentences
- Distinguish between tall tales, fables, folktales and novels; fact and opinion
- Use expressive vocabulary and express thoughts clearly, honestly and tactfully
- Rephrase and clarify a point and use logical and persuasive speech
- Plan and deliver effective presentations
- Use the dictionary to find meaning, pronunciation, parts of speech, and spelling
- Further develop understanding of figures of speech (exaggeration/hyperbole, simile, metaphor, personification)
- Write in a variety of genres (narrative, poetry, persuasive, expository); support ideas for writing based on ideas, task and purpose
- Proofread to self edit, eliminating repetition, adding descriptive details, choosing rich and descriptive vocabulary
- Write in a variety of genres (narrative, poetry, persuasive, expository); support ideas for writing based on ideas, task and purpose
- Proofread to self edit, eliminating repetition, adding descriptive details, choosing rich and descriptive vocabulary
- Compare and contrast elements of stories and compare to real life
- Ask and respond to interpretive and literal questions
- Make inferences and summarize events of a story with main idea and supporting details
- Read information from diagrams, charts and graphs
- Find facts to refute or support statements; identify cause and effect
- Identify author's purpose, point of view, mood, themes, flashback, and foreshadowing as literary elements
- Locate, gather and record information from multiple sources; cite quoted and paraphrased information sources
- Write legibly in both cursive and manuscript in the D'Nealian style

FIFTH GRADE

The students of fifth grade deepen further their linguistic abilities acquired in previous grades.

In addition to aforementioned, by the end of fifth grade, students are expected to:

- Be skillful using '6+1 Writing Traits' including ideas, sentence fluency, organization, word choice, voice, conventions and presentation
- Begin to understand connotation and denotation; author's viewpoint and symbolism
- Understand the effect of figures of speech and other rhetorical devices on meaning
- Develop skills in scanning, skimming and previewing texts
- Identify the role of media in focusing attention on events, in forming opinions and influencing decisions; identify strategies employed
- Compare effects of various techniques used by visual image makers
- Locate, gather, cite, record and summarize researched facts

THE MATHEMATICS PROGRAM

PHILOSOPHY

Mathematics is an integral part of the world in which we live. It is a language of expression, which progresses through all stages of cognitive development from the sensorial to the abstract. Ever changing, it permeates our lives outside of the school and within the classroom. Along with competency in an array of mathematical computations, skills and concepts, students are encouraged to develop a spirit of inquiry and intellectual curiosity toward mathematics.

ESSENTIAL AGREEMENTS

- To explore math through meaningful, everyday experiences using concrete, pictorial and abstract processes
- To use technology as a tool for mathematics
- To develop thinking skills such as estimation and mental math in problem-solving and applicable situations
- To use graphs, tables and written language in order to gather data and communicate results
- To recognize the relationship between mathematics and other subjects
- To develop a positive attitude toward mathematics
- To make connections between oral and written language and the language of mathematics
- To be prepared to successfully meet the demands of higher learning

Mathematics Standards (from the National Council for Teachers of Mathematics)

Content Standards

- Number and Operations
- Algebra

- Geometry
- Measurement
- Data Analysis and Probability

Process Standards

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

Everyday Math

In PreKINDER through 6th grade, we utilize the widely acclaimed and research-based Everyday Math Program. This program balances conceptual learning while developing strong computational skills. It employs a spiral philosophy which ensures children are exposed to concepts many times throughout the year, in a variety of contexts, in increasingly complex ways. It supports struggling learners as well as the most advanced math students through 'Differentiation of Instruction.'

Student Reference Books are sent home with your child. This book should stay at home during this school year **but you need to return it to school at the end of the school year.** The teachers also have class sets of the ***Student Reference Books*** so students do not need to carry their Everyday Math book back and forth. You and your child should use this book to support homework assignments (called 'Home Links' in K-3rd and 'Study Links' in 4th and 5th). Additionally, the ***Student Reference Book*** has many math games that you can enjoy with your child to practice targeted skills and concepts throughout the year. Don't be surprised if your child starts teaching YOU some math! 😊

The Everyday Math program has multiple strengths including its research-based Scope and Sequence spanning PreKINDER-6th grades. It has shown great results in student learning AND inspires a love of mathematics. Throughout the year, the program continually addresses the following 'strands' of mathematics: Number and Numeration, Operations and Computation, Data and Chance, Measurement and Reference Frames, Geometry, and Patterns, Functions and Algebra

PREKINDER

By the end of PreKINDER, students are expected to:

- Verbally count in sequence to 10
- Count objects with one-to-one correspondence
- Compare and order groups of objects using words such as more, fewer, less and same
- Solve and create numbers stories using concrete modeling (e.g. 5 is made of 3 and 2)
- Collect and represent data in a variety of ways, focusing on pictorial representations
- Use graphs to answer simple questions
- Distinguish between and compare size attributes including length, weight and capacity of volume

- Sequence familiar events in time
- Recognize and describe basic 2-dimensional geometric shapes
- Recognize and describe position and location of objects and use spatial reasoning when putting together puzzles, creating collages and block structures
- Match attributes of objects such as size, shape and color

KINDERGARTEN

Mathematics in Kindergarten focuses on the study of sense and meaning, patterns and relationships, order and predictability. It involves developing the students' ability to explore, conjecture and reason logically. The symbolic world of math is explored through hands-on experiences. We endeavor to spark mathematical curiosity and a love math.

By the end of kindergarten students are expected to:

- Brainstorm possible approaches and materials to solve a problem
- Estimate answers and use manipulatives to represent and solve problems
- Identify and create simple patterns
- Explore and construct pictographs, real graphs and bar graphs
- Develop and apply sorting rules
- Build simple equations to add and subtract up to 10 and recognize missing addends up to 10
- Mentally compute addition and subtraction facts up to 10
- Use addition and subtraction vocabulary and symbols
- Skip count by 2, 5 and 10
- Explore and name geometric shapes and solids
- Copy shapes onto paper and geoboards, and identify symmetry
- Explore, sort, compare and order length, width and height
- Explore, compare and order weight, capacity, perimeter, area
- Tell time to the hour
- Compare sets using various terms: equal to, more than, less than
- Explore concept of counting on and number patterns
- Name ordinal numbers and recognize odd and even numbers
- Count and write numbers up to 30

FIRST GRADE

First grade children use hands-on activities and concrete materials to help them understand and use symbolic representation. They understand the number system to 100 and compute quickly and accurately to 10. By the end of first grade, they model and solve problems using a variety of strategies. They make and justify reasonable estimates.

By the end of first grade students are expected to:

- Identify necessary information and steps to solve an addition or subtraction problem
- Use guess/solve/check strategies to solve problems
- Link mathematical processes to vocabulary
- Add up to three 1 digit numbers and add or subtract two 2 digit numbers
- Solve mathematics problems in both horizontal and vertical forms

- Use the positive number line to add and subtract
- Count forward and backward by 2's, 5's, and 10's up to 100
- Compare greater than/less than/equal to
- Transform data into charts, pictographs and bar graphs
- Predict using spinners, dice and coins
- Identify various geometric shapes and solids, explore flipping, turning and sliding of geometric shapes and identify symmetry
- Tell time to hour and half-hour and name months of year, days of week
- Measure weight, length and volume and estimate measures
- Identify names and values of U.S. coins and give change for values up to 25 cents
- Understand concepts of odd and even
- Represent numbers with manipulatives up to 1,000

SECOND GRADE

Second grade children use hands-on activities and concrete materials to help them understand and use symbolic representation. They understand the number system to 1000 and compute quickly and accurately to 20. By the end of second grade, they model and solve problems using a variety of strategies. They use critical thinking skills to justify reasonable solutions.

By the end of second grade students are expected to:

- Identify appropriate operation to solve up to a two-step problem
- Use guess/solve/check/revise strategies to solve problems
- Draw pictures and construct models to solve a problem
- Use mathematics language to describe strategies and to solve word problems
- Use various strategies for basic addition and subtraction such as count on, count down, skip count, group by tens
- Add up to three 2 digit numbers and add and subtract up to two 3-digit numbers with and without regrouping
- Identify fact families up to 20 and recall basic facts by memory
- Explore multiplication through repeated addition, patterns, sets
- Represent union and intersection of sets with pictures and manipulatives
- Solve for missing addends, minuends and subtrahends
- Interpret and complete symbolic bar graphs and solve problems using tables and graphs
- Draw flips, slides and turn of various geometric shapes on paper
- Identify the inch and foot, pound and kilogram as units of measurement
- Develop awareness of difference between inch and centimeter
- Estimate and measure length, weight and temperature in metric units
- Tell time to five minute intervals and understand elapsed time
- Identify sets and objects divided into fractional parts

THIRD GRADE

Third grade children use hands-on activities and concrete materials when introduced to new concepts. They understand the number system to 1,000,000 and compute accurately. By the end of third grade, they model and

solve problems using a variety of strategies. They use critical thinking skills to find and justify reasonable solutions.

By the end of third grade students are expected to:

- Organize facts into tables or diagrams to solve problems
- Solve problems using fractions and missing numbers
- Use precise calculations and check validity of results
- Add up to three 4-digit numbers with up to three regroupings
- Estimate sums and differences using two 3-digit numbers
- Check sums by subtraction, order property and calculators
- Subtract two 4-digit numbers with up to three regroupings
- Recall basic facts from memory up to 20
- Solve multiplication and division problems up to 3-digit by 1-digit with regrouping and remainders
- Recall basic multiplication facts up to 9's
- Relate division to multiplication
- Estimate to find products and quotients
- Identify symmetrical and congruent figures and estimate and measure using metric measures of weight, length, volume, temperature
- Name money values up to US\$ 5.00
- Recognize and demonstrate place value up to 999,999
- Read and write numbers in expanded form (e.g. one thousand, two hundred, twenty-five)
- Compare and order fractions, relate decimals to fractions and read and write decimals to tenths, hundredths and thousandths

FOURTH GRADE

Fourth grade children use hands-on activities and concrete materials to help them understand and use new symbolic representation. They understand the number system to 999,999,999. By the end of fourth grade, they model and solve problems using a variety of strategies. They use critical thinking skills to find and justify reasonable solutions.

By the end of fourth grade students are expected to:

- Work backwards and eliminate unnecessary information to solve a problem
- Add multi-digit numbers with and without regrouping
- Add and subtract multiples up to thousands mentally
- Add and subtract two 2-digit numbers with and without regrouping mentally
- Estimate to find sums and differences with up to 4-digit numbers
- Add and subtract whole numbers (including money) with a calculator
- Add and subtract fractions and mixed numbers with like and unlike denominators
- Estimate, multiply and divide a multi-digit number by a 1-digit number, with and without remainders
- Use Venn diagrams to represent intersections and unions up to 3 sets
- Identify and sketch the radius and diameters of circles and understand lines, line segments and rays

- Identify and define perpendicular and parallel lines and determine the area of plane figures
- Compare and order objects according to weight, length, volume and temperature in both metric and U.S. systems of measurement
- Use metric system to measure
- Recognize, read and write numbers up to millions

FIFTH GRADE

Fifth grade children continue to use hands-on activities and concrete materials to help them understand and use new symbolic representation. They understand the base-ten number system and compute accurately. They model and solve problems using a variety of strategies and use critical thinking skills to find and justify reasonable solutions. By the end of fifth grade students have completed the basic mathematical skills.

By the end of fifth grade students are expected to:

- Select appropriate operations to solve multi-step problems
- Multiply and divide by 2- and 3-digits and by powers of 10
- Multiply and divide decimal numbers by powers of 10
- Multiply and divide simple fractions and mixed numbers with same and different denominators
- Find the value of algebraic expressions
- Solve equations using four operations and related inequalities
- Understand order of operations as relationship to exponents and use of parentheses
- Define mean, median and mode
- Write simple ratios
- Determine mean, median, mode and range of a set of data
- Identify and classify lines, line segments, rays, planes and points
- Identify, draw, build and classify angles; construct circles using protractor and compass
- Identify and sketch congruent, similar and symmetrical figures
- Use a table to convert between U.S. and metric systems
- Measure weight, volume, length and temperature in metric units
- Read and write numbers up to billions
- Understand place value of decimals and estimate fractions
- Define and determine prime and composite numbers
- Write factors of a number in exponential form
- Solve exponential numbers and use powers of 10

THE SOCIAL STUDIES PROGRAM

PHILOSOPHY

The foundations of learning in the social sciences are built around an understanding of self and an understanding of the relationship of self to others and to the environment. Using a student-centered approach, our program endeavors to provide students with the background knowledge and skills necessary to empower them to effect positive change as responsible and

active members of their communities and the world at large. The program seeks to engage students in the joy learning, motivating them to seek wisdom, and inspiring them to become open-minded life long learners.

Essential Agreements

We are dedicated to the ancient Greek concept of *Paideia*, the belief that education is a humane and humanizing process, different from the simple study and mastery of subject materials in a curriculum. We work to aid our students' development of a greater sense of personal identity, an awareness and celebration of cultural differences, and respect for the values of others.

- Thematic units are integrated across the curriculum (especially in terms of reading, writing, presenting and technology skills)
- Thematic units are alive and palpable in classrooms. Unit title, essential questions, visual indicators, objects and student work are displayed to focus and inspire learning
- Each grade level offers a meaning-rich service learning experience for its students that links to the curriculum
- Universal values and concepts such as citizenship, interdependence and community are embedded in daily classroom practices (through intentional and regular use of, for example, community circle, Tribes activities, experiential learning, processing/debriefing and self reflection)
- A variety of media resources and teaching strategies are used

STANDARDS FOR SOCIAL STUDIES

1. Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
2. Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.
3. Students will understand the concepts of geography and demography and how geography and demography influence and are influenced by human history.
4. Students will understand cultural and intellectual developments and interactions among and within societies.
5. Students will understand social systems and structures and how these influence individuals.
6. Students will understand why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities.
7. Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.
8. Students will understand how societies have influenced and been influenced by scientific developments and technological developments.
9. Students will demonstrate a command of research skills.
10. Students will demonstrate a command of communication skills in social studies. This should include oral, written, and reading skills.

Social Studies/Thematic units are as follows:

Preschool:

Social Studies/Science combined: All About Me; My Family; Celebrating Holidays around the World; Back to School; Celebrating Literature

Kindergarten:

We are a Team; Around the School; Going Places (Transportation)

1st:

My Community and Me; The Earth we Share; People and Celebrations

2nd:

Living Together; Exploration ('the Door that Columbus Opened')

3rd:

Mapping our World, Part 1; USA/Brazil; Service Learning: Kids for Saving the Earth

4th:

Mapping our World, Part 2; the Americas; Japan

5th:

Archaeology; Mesopotamia; Ancient Egypt; Mesoamericas

THE SCIENCE PROGRAM

PHILOSOPHY

Students are encouraged to develop awareness, knowledge, skills, and attitudes that will enable them to make environmentally sound decisions and to adopt reasonable behaviors, while they work individually and collectively as an integral part of the planet Earth.

Students are actively involved in the process of discovery and its role in the acquisition of scientific knowledge. This knowledge includes the biological, physical, and chemical sciences and their applications.

Through the sequencing of integrated topics of study and hands on materials designed to provide conceptual understanding, the science program at EARJ enables students to become literate in science and empowers them to meet the demands of a rapidly changing world.

SCIENCE ESSENTIAL AGREEMENTS

- To develop an attitude of discovery
- To apply scientific principles in real life situations
- To develop a systematic approach to problem solving using the scientific method
- To become knowledgeable of scientific concepts, theories, and principles
- To investigate scientific principles and laws through experimentation
- To develop literacy in science; to be able to read, understand, and react to science literature and research
- To transfer knowledge and problem solving skills to other disciplines

- To acquire a feeling for nature and a sense of “*world citizenship*”

STANDARDS FOR SCIENCE

Standard 1—Nature of Science
Standard 2—Interactions with Society
Standard 3—Matter and Energy
Standard 4—Forces and Motion
Standard 5—Living Systems
Standard 6—Earth and Space Systems

OVERVIEW

By the end of fifth grade students complete a well rounded, standards-based science program. Students explore science concepts and content through well designed units that offer multiple hands-on experiences and problem solving. Students recognize the relationship between science and other subjects and use critical thinking skills to find and justify solutions. We endeavor to spark scientific curiosity, a sense of wonder and a love of science. In August 2009, science units will be supported by exemplary resources from Delta Science.

Science/Thematic Units are as follows:

Preschool:

Under the Sea

Kinder:

Properties and Finding the Moon

1st:

Investigating Water and Classroom Plants

2nd:

States of Matter and Plant and Animal Populations

3rd:

Force and Motion and Earth Movements

4th:

Insect Life, Water Cycle and Brain/Drug Awareness

5th:

Sound, Electromagnetism, and You and Your Body

THE HEALTH PROGRAM

PHILOSOPHY

Health is the essence of our existence. Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health-enhancing. EARJ has the responsibility for preparing health literate individuals who are critical thinkers and problem solvers that identify

and creatively address health problems and issues at multiple levels, ranging from personal to international. Such individuals are responsible, productive citizens who realize their obligation to ensure that their community is kept healthy, safe and secure. They are self-directed learners who have a command of the dynamic health promotion and disease prevention knowledge base. Teaching our students good health and safety principles can lead to a lifetime of health practices, resulting in more productive, active, and successful lives.

WE AIM TO TEACH STUDENTS:

- To accept personal responsibility for lifelong health
- To respect and promote the health of others
- To understand the process of growth and development
- To learn how to use and evaluate health-related information, products and services
- To use critical thinking and problem solving to identify and creatively address health problems and issues
- To acquire an accurate knowledge base for health promotion and disease prevention
- To develop an awareness of and value for personal physical wellness
- To develop an awareness of environmental influences on one's health

STANDARDS FOR HEALTH

1. Students comprehend concepts related to health promotion and disease prevention.
2. Students demonstrate the ability to access valid health information and health-promoting products and services.
3. Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students analyze the influence of culture, media, technology, and other factors on health.
5. Students develop a variety of interpersonal communications skills to enhance health.
6. Students demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students demonstrate the ability to advocate for personal, family, and community health.
8. Students understand the fundamental concepts of growth and development.

OVERVIEW OF COURSE CONTENT

Our Health Curriculum is fully integrated in Preschool through Eighth Grade. The Health Curriculum Team has taken great care to distribute essential knowledge and skills throughout courses and grades that meet the development need of our students. It is the intent of this curriculum that our students will gain a greater understanding of community and personal wellness.

PORTUGUESE PROGRAM

Portuguese is required for all students. Students have five classes a week in one of two programs - the Portuguese for Foreigners program or the Língua Pátria (Native Portuguese) program. Portuguese for Foreigners is offered to any non-Brazilian student who enters during the school year. Students who have sufficient Portuguese are expected to take the Língua Pátria program, and accommodations are made until the student has had time to adapt to this level.

Brazilian diploma candidates who enter the program from abroad are placed in Língua Pátria. In addition, to help these students adapt to the language, they will attend extra help classes, called "adaptação," for two years.

PORTUGUESE FOR FOREIGNERS PROGRAM

Philosophy

Language belongs to each of us. At the very core of our identities, language permits us to understand ourselves individually and collectively. We use language to share feelings and opinions, define values and goals, and communicate ideas and ideals.

Dynamic and interactive, the language process is our vehicle to understand the world around us. Literacy and fluency empower us to become informed, responsible and thinking individuals. To this end, Portuguese for Foreigners requires the integration of listening, speaking, reading and writing.

Essential Agreements

- To emphasize oral and written communication and immerse students in a natural, native language setting as much as possible.
- To make use of a wide variety of instructional methods and resources.
- To include aspects of civilization, literature, and culture of the target language.
- To seek out, explore, and integrate available technology.
- To interact with other content areas.

Standards

- Students use the foreign language to communicate by engaging in conversations, expressing feelings and emotions, and exchanging opinions and information.
- Students comprehend and interpret written and spoken language on diverse topics from diverse media.
- Students demonstrate knowledge and understanding of the relationship between the culture of the foreign language and their own.
- Students recognize that different languages use different patterns to communicate and apply this knowledge to the native language.

PROGRAMA DE LÍNGUA PORTUGUESA

FILOSOFIA

- A linguagem permite ao indivíduo o auto-conhecimento e o conhecimento do outro. Usamos a linguagem para comunicar sentimentos e pontos de vista, definir valores e objetivos, expressar idéias, opiniões e comunicar ideais.
- Dinâmica e interativa, a linguagem é o veículo com que construímos visões de mundo. Seu domínio permite-nos acesso à informação e faz de nós cidadãos conscientes, responsáveis e atuantes na sociedade. Para esse fim, seu ensino deve integrar oralidade, leitura e escrita.
- No ambiente internacional da Escola Americana do Rio de Janeiro, os alunos têm a oportunidade ideal para se descobrirem como cidadãos do mundo. Português e inglês servem como passaportes para que adquiram cultura e aprendam a apreciar a diversidade do mundo em que vivem. Como educadores, temos a responsabilidade de garantir a nossos alunos o acesso aos saberes lingüísticos necessários para descobrirem e apreciarem o que de melhor o pensamento humano produz.

METODOLOGIA / Essential Agreements

Leitura

- O trabalho com a leitura tem o destaque especial de proporcionar aos alunos a chance de entrar em contato com uma diversidade de textos representativos da literatura brasileira e mundial.
- Desenvolvimento das habilidades de análise, compreensão, interpretação, inferência, reflexão sobre os princípios que norteiam a organização de um texto.

Escrita

- Processo de produção de texto: tema, gênero, planejamento, coerência e coesão, revisão, retificação e edição final.
- Revisão de texto individual / coletiva e sob a orientação do professor
- Reflexão lingüística: organização de idéias, coesão, ortografia, pontuação etc.

Oralidade

- Desenvolvimento de atividades significativas da área de Língua Portuguesa e interdisciplinaridade.

Na Escola Americana do Rio de Janeiro, a Língua Portuguesa no ensino fundamental, do 1º ao 9º ano, baseada nos PCNs - Parâmetros Curriculares Nacionais, tem como meta proporcionar aos alunos instrumentos necessários ao uso da língua oral e escrita, e levá-los à reflexão sobre a língua e a linguagem.

Os conteúdos programáticos são organizados de modo que os alunos desenvolvam sua capacidade crítica e criadora, levando-os a: refletir, questionar, opinar, expressar suas ideias e pontos de vista, discutir em grupos, argumentar e defender suas ideias e saber interpretar a fala de seus interlocutores.

As atividades são planejadas, adaptadas, ampliadas, simplificadas ou até reformuladas de acordo com as necessidades dos alunos. O objetivo é despertar o interesse e a curiosidade, dando-lhes sempre oportunidades para que as realizem, tendo o professor como mediador.

Os resultados obtidos durante e ao final das atividades são socializados através de diversas estratégias, buscando o desenvolvimento da sua capacidade de atuação construtiva e transformadora.

As atividades, que constituem unidades didáticas dinâmicas, são organizadas em prática de leitura silenciosa e oral; estudo, produção e revisão de textos; reflexão sobre a linguagem; prática de produção oral.

Na abertura das unidades são realizadas atividades de sensibilização, com a intenção de motivar os alunos e instigar sua curiosidade em relação ao assunto a ser tratado. Procura-se despertar o seu interesse para o tema a ser estudado, situá-los no contexto, sondar os conhecimentos que já têm sobre o assunto e estimulá-los ao estudo que vai ser proposto.

O trabalho com a leitura tem o destaque especial de proporcionar aos alunos a chance de entrar em contato com uma diversidade de textos representativos da literatura brasileira e mundial; sendo privilegiados os gêneros que aparecem com maior frequência na realidade social e no universo escolar.

São desenvolvidas atividades que propiciem a prática e o gosto da leitura: idas periódicas à biblioteca da escola; feiras de livros; biblioteca de classe; momentos de leitura livre; leitura silenciosa/ em voz alta/ colaborativa; escuta de alguém que lê; reflexão sobre o texto lido; projetos de leitura.

O entendimento da leitura é apresentado de forma variada para que os alunos tenham oportunidade de conhecer diferentes registros e variedades da língua escrita e oral. São desenvolvidas habilidades intelectuais de análise, compreensão, interpretação, inferência, enfim, reflexão sobre os princípios que norteiam a organização de um texto.

As atividades de produção de textos são uma continuidade do ato de ler, portanto, quanto maiores experiências de leituras os alunos tiverem, mais fácil será o processo de criação. Vários procedimentos são realizados nesse sentido: espaço físico, recursos materiais, motivação, busca de leitura prazerosa. O processo de produção de texto é cuidadosamente preparado: tema, gênero, planejamento, coerência e coesão, revisão, retificação e edição final.

A revisão de texto realiza-se em situações individuais e/ou coletivas, assim como sob a orientação do professor. Nesse processo prioriza-se uma reflexão sobre a organização de ideias, coesão, ortografia, pontuação etc. A edição final tem como perspectiva um público leitor, com o objetivo de tornar o aluno orgulhoso de ter seu texto apreciado por outros. Nas apresentações de suas produções são desenvolvidas estratégias variadas, tais como: mural, jornais, livros, recursos tecnológicos etc.

As atividades de reflexão linguística permitem aos alunos construir conceitos em relação aos elementos formadores e estruturais da língua,

partindo de um texto lido ou escrito. Ao interagirem com o texto, constroem conhecimentos sobre os mecanismos da língua escrita e da grafia padrão que vão sendo analisados, articulados e relacionados. Essa reflexão é compartilhada e ocorre em situações reais de uso da língua, num trabalho contextualizado, em que os alunos possam fazer descobertas significativas e aplicá-las nos diferentes momentos de sua vida.

A produção oral é desenvolvida em diversas atividades significativas em projetos de estudo, quer sejam da área de Língua Portuguesa, quer sejam através da interdisciplinariedade. Projetos são preparados de maneira a permitir a articulação de conteúdos de língua oral e escrita, tais como: apresentação de trabalhos de livros, dramatização, simulação de programas de tv, entrevistas etc. Nessas apresentações são considerados os aspectos de entonação, dicção, gestos e postura, com o papel complementar de conferir sentido aos textos.

Além das atividades de produção oral são organizadas situações de escuta e intercâmbio comunicativo através de contextos significativos, nos quais ficar quieto, esperar a vez de falar e respeitar a fala do outro tenham função e sentido. Os alunos têm acesso a registros audiovisuais, entrevistas, teatro, música, portanto, a situações que envolvam aspectos temáticos de projetos em Língua Portuguesa ou em outras áreas da cultura brasileira e universal.

O ensino da Língua Portuguesa oferece inúmeras possibilidades de trabalhos com os temas transversais para que os alunos tenham a possibilidade de desenvolver sua capacidade crítica e que possam refletir sobre os valores sociais, pluralidade cultural e meio ambiente.

OBJETIVOS GERAIS

1. Os alunos lêem com fluência, usando habilidades e estratégias no processo de leitura
2. Os alunos usam habilidades e estratégias adequadas para compreender e analisar diferentes gêneros textuais, respondendo a eles de diversas formas
3. Os alunos demonstram competência nas estratégias do processo da escrita, atendendo às exigências normativas da língua
4. Os alunos demonstram competência nos aspectos estilísticos e retóricos da arte da escrita
5. Os alunos demonstram competência na expressão oral, interagindo crítica e adequadamente nas variadas experiências de comunicação

PRIMEIRO ANO/Kindergarten

No primeiro ano são desenvolvidas atividades significativas de comunicação oral.

Espera-se que ao final primeiro ano os alunos sejam capazes de:

- participar de rodas de conversa, respeitando as ideias e as opiniões dos colegas, seguindo as regras de convivência;
- comunicar mensagens simples e informações, com clareza, em diversas situações;
- ouvir com atenção histórias, cantigas, poemas e filmes, identificando sequência e pormenores;
- cantar, recitar poemas e quadrinhas, expressando-se com clareza;
- reproduzir contos oralmente, obedecendo à ordem cronológica dos fatos;
- identificar ideias principais em histórias através de reconto, dramatização e ilustrações;
- participar de atividades concretas de consciência fonológica através de jogos e brincadeiras.

SEGUNDO ANO/1ST GRADE

Os alunos do segundo ano iniciam formalmente o processo de aquisição das habilidades linguísticas básicas da língua portuguesa (ouvir, falar, ler e escrever). Neste ano são desenvolvidas atividades que propiciam o uso de diferentes modalidades da linguagem, a prática e o gosto da leitura, a produção de textos e a reflexão lingüística.

Espera-se que ao final do segundo ano os alunos sejam capazes de:

- comunicar-se em diversas situações, expressando-se com clareza;
- expressar oralmente sua compreensão da ideia principal e da sequência lógica das histórias ouvidas, músicas e peças de teatro;
- ler textos de literatura selecionada, em voz alta, com entonação e ênfase, obedecendo à pontuação;
- reconhecer a sequência lógica dos textos lidos, identificando a ideia principal, os personagens e a conclusão;
- responder de formas variadas aos textos lidos;
- identificar sílabas, formando novas palavras através do uso de vogais orais, nasais, encontros vocálicos e consonantais, dígrafos (rr, ss, lh, nh, ch), r (brando), s (com som de z), ditongos orais e nasais;
- identificar e usar as letras maiúsculas em nomes próprios e começo de frases;
- empregar as concordâncias verbal e nominal;
- redigir pequenos textos, em sequência lógica, considerando o que, para que e para quem escrever.

TERCEIRO ANO/2ND GRADE

Os alunos do terceiro ano dão continuidade ao processo formal de aquisição das habilidades linguísticas da língua portuguesa (ouvir, falar, ler e escrever). Neste ano são desenvolvidas atividades que propiciam o uso de diferentes modalidades da linguagem, a prática e o gosto da leitura, a produção de textos e a reflexão linguística.

Espera-se que ao final do terceiro ano os alunos sejam capazes de:

- comunicar-se em diversas situações, expressando-se com clareza;
- expressar oralmente sua compreensão da ideia principal, da sequência lógica das histórias ouvidas, músicas e peças de teatro;
- reproduzir contos oralmente, obedecendo à ordem cronológica dos fatos, identificando a ideia principal, personagens e conclusão;
- ler textos de variados gêneros, em voz alta, com entonação e ênfase, obedecendo à pontuação;
- reconhecer a sequência lógica dos textos lidos, identificando a ideia principal, o ambiente, o tempo, os acontecimentos, o conflito e a solução;
- responder de formas variadas aos textos lidos;
- formar palavras, utilizando vogais orais, nasais, encontros vocálicos, r (brando), s (som de z), dígrafos (rr, ss, nh, ch, lh, qu, gu, sc, sc, xc), vogal nasalizada (am, an, ão), consoante pós-vocálica (ar, as, al, az), sílabas (ce, ci), cedilha (ça, ço, çu), encontros consonantais, h (inicial), sons de x;
- reconhecer e usar os sinais de pontuação: parágrafos, dois pontos e travessão em turnos de diálogo; vírgula em listas e enumerações;
- empregar as concordâncias verbal e nominal;
- redigir textos, em sequência lógica, considerando o que, para que e para quem escrever, enriquecendo-os com pormenores;
- começar a desenvolver a habilidade de revisar o seu próprio texto.

QUARTO ANO/3RD GRADE

Os alunos do quarto ano dão continuidade ao processo formal de aquisição das habilidades linguísticas básicas da língua portuguesa (ouvir, falar, ler e escrever). Neste ano são desenvolvidas atividades que propiciam o uso de diferentes modalidades da linguagem, a prática e o gosto da leitura, a produção de textos, a reflexão linguística.

Espera-se que ao final do quarto ano os alunos sejam capazes de:

- participar de discussões com comentários pertinentes, perguntas relevantes e posicionamento lógico e persuasivo;
- planejar e executar apresentações orais, adequando a linguagem às diferentes situações (formais e/ou informais), usando a linguagem com clareza, ritmo e entonação;
- ler textos de variados gêneros, em voz alta, com ritmo, fluência e entonação;
- aplicar variadas estratégias de leitura, tais como: observação, seleção de ideias, inferência, transferência e utilização de pistas contextuais;
- identificar a sequência lógica e cronológica dos acontecimentos mais importantes dos textos lidos, identificando: as ideias principais e secundárias, os personagens, o ambiente, os acontecimentos, o conflito e a solução;
- começar a familiarizar-se com os elementos estruturais de diferentes gêneros de textos, identificando destinatário, conteúdo e linguagem utilizada;
- apresentar projetos variados, demonstrando compreensão dos textos lidos;

- começar a refletir sobre as regularidades ortográficas (inferência);
- reconhecer a pontuação e seu efeito em gêneros variados;
- identificar os substantivos, os adjetivos e verbos em textos, flexionando-os adequadamente;
- empregar a escrita dos numerais em diferentes situações do cotidiano;
- produzir textos, considerando o destinatário, a finalidade e as características do gênero, enriquecendo-os com pormenores;
- planejar os textos, utilizando os elementos básicos do gênero textual a ser produzido;
- escrever textos, usando os marcadores espaciais e temporais como recursos de coerência e coesão textual;
- revisar a sua escrita: estrutura frasal, pontuação, ortografia e adequação ao tema.

QUINTO ANO/4TH GRADE

Os alunos do quinto ano praticam e aperfeiçoam as habilidades linguísticas básicas da língua portuguesa (ouvir, falar, ler e escrever), ampliando e aprofundando os conhecimentos adquiridos em anos anteriores. Neste ano são desenvolvidas atividades que propiciam o uso de diferentes modalidades da linguagem oral, a prática e o gosto da leitura, a produção de textos e a reflexão linguística.

Espera-se que ao final do quinto ano os alunos sejam capazes de:

- participar de discussões com comentários pertinentes, respondendo às observações e conclusões de outros com lógica e persuasão;
- planejar e executar apresentações orais, adequando a linguagem às diferentes situações (formais e/ou informais), usando a linguagem com clareza, ritmo e entonação;
- ler textos de variados gêneros, em voz alta, com ritmo, fluência e entonação;
- usar estratégias variadas de leitura, tais como: avanço e retrocesso, observação, seleção de ideias, antecipação, inferência, transferência, síntese, utilização de pistas contextuais e relações entre forma e conteúdo;
- identificar a sequência lógica e cronológica dos acontecimentos mais importantes dos textos lidos, identificando: as ideias principais e secundárias, os personagens, o ambiente, os acontecimentos, o conflito e a solução;
- reconhecer a relação entre os elementos de diferentes gêneros de textos, sua estrutura e uso específico, identificando destinatário, conteúdo e linguagem utilizada;
- reconhecer diferentes gêneros textuais (narrativa, textos do cotidiano, poema etc);
- demonstrar conhecimento dos textos lidos através de projetos variados;
- refletir sobre as regularidades ortográficas (inferência) e começar a constatar as suas irregularidades (ausência de regras);
- empregar a pontuação em gêneros variados;
- identificar os substantivos, os adjetivos e verbos em textos, flexionando-os adequadamente;

- reconhecer e empregar os pronomes pessoais do caso reto, realçando as diferenças regionais;
- começar a reconhecer as circunstâncias expressas pelos advérbios e locuções adverbiais;
- produzir textos, considerando o destinatário, a finalidade e as características do gênero, enriquecendo-o com idéias secundárias, usando vocabulário variado;
- utilizar diferentes focos narrativos na produção de textos;
- planejar os textos, utilizando os elementos básicos da narrativa e da descrição;
- escrever textos narrativos e descritivos levando em conta seus aspectos essenciais, como tema, estrutura e uso da língua, usando com propriedade as palavras de ligação como recursos de coesão textual;
- revisar a sua escrita: estrutura frasal, pontuação, ortografia e adequação ao tema;
- observar e empregar as variedades linguísticas adequadamente.

SEXTO ANO/5TH GRADE

- Os alunos do quinto ano ampliam e aprofundam as habilidades linguísticas básicas (ouvir, falar, ler e escrever) adquiridas em anos anteriores, iniciando a reflexão sobre a linguagem. Neste ano são desenvolvidas atividades que propiciam o uso de diferentes modalidades da linguagem oral, a prática e o gosto da leitura, a produção de textos e a reflexão linguística.

Espera-se que ao final do sexto ano/5TH GRADE os alunos sejam capazes de:

- debater ideias, atendo-se ao tópico com perguntas relevantes, comentários pertinentes e posicionamento crítico;
- expor oralmente sobre temas estudados, selecionando recursos adequados ao gênero produzido e usando a linguagem com clareza, precisão, ritmo, ênfase, entonação e expressão corporal;
- aperfeiçoar a leitura de textos em voz alta com ritmo, fluência e entonação;
- fazer uso de estratégias variadas de leitura, tais como: avanço e retrocesso, observação, seleção de ideias, antecipação, inferência, transferência, síntese, utilização de pistas contextuais e relações entre forma e conteúdo;
- identificar a sequência lógica e cronológica dos acontecimentos mais importantes dos textos lidos, identificando as ideias principais e secundárias, os personagens, o ambiente, os acontecimentos, o conflito e a solução;
- identificar a relação entre os elementos de diferentes gêneros de textos, sua estrutura e uso específico, identificando destinatário, conteúdo e linguagem utilizada;
- estabelecer diferenças entre os gêneros textuais;
- demonstrar conhecimento dos textos lidos através de projetos variados;
- reconhecer e empregar as regras ortográficas e de acentuação gráfica da língua;
- empregar, corretamente, a pontuação em gêneros variados;

- classificar os substantivos, adjetivos e artigos, flexionando-os adequadamente;
- identificar e empregar os pronomes pessoais, possessivos, demonstrativos, indefinidos e interrogativos;
- reconhecer os tempos verbais no modo Indicativo, empregando-os corretamente;
- reconhecer e empregar os numerais (ordinais e cardinais);
- identificar as circunstâncias expressas pelos advérbios e locuções adverbiais;
- redigir textos, considerando o destinatário, a finalidade e as características do gênero, organizando as ideias de modo claro e utilizando vocabulário variado e expressivo;
- escrever textos, aplicando conceitos básicos como: ideia principal, coerência e coesão;
- diferenciar e alterar o foco narrativo em textos que redigem;
- planejar os textos, utilizando os elementos básicos da narrativa e da descrição;
- escrever textos narrativos e descritivos levando em conta seus aspectos essenciais, como tema, modo composicional e estilo;
- revisar a sua escrita através de adequação ao tema, variedade linguística, coerência e coesão textual, clareza, pontuação e ortografia; observar e empregar as variedades linguísticas adequadamente

PROGRAMA DE ESTUDOS SOCIAIS BRASILEIROS

FILOSOFIA

Os princípios do aprendizado de ciências sociais são elaborados em torno do autoconhecimento, do seu relacionamento com o outro e com o meio ambiente. Nosso programa empenha-se em oferecer aos alunos a aquisição do saber e as habilidades necessárias para torná-los aptos a produzir mudanças como membros responsáveis e participantes de sua comunidade e do mundo em geral.

METODOLOGIA

Estudos Sociais Brasileiros são informalmente apresentados, integrando as aulas de Língua Portuguesa à cultura brasileira, às tradições, à valorização dos diferentes povos que formaram a nação e aos aspectos históricos e geográficos do Brasil.

1. O objetivo principal é despertar nos alunos o respeito pela Pátria e sua vasta cultura e o orgulho de ser brasileiro.
2. As datas cívicas e comemorativas são desenvolvidas nas épocas oportunas.
3. A cultura negra e a cultura indígena são valorizadas e respeitadas.
4. As aulas de Cultura Brasileira do primeiro ano ao quarto ano são desenvolvidas de forma integrada com o currículo de Língua Portuguesa.

5. Além das unidades de Cultura Brasileira, os alunos do quinto ano estudam História e Geografia do Rio de Janeiro.
6. Além das unidades de Cultura Brasileira, os alunos no sexto ano estudam Geografia do Brasil.
7. Valores, ética, cidadania, inclusão social, proteção ao meio ambiente são temas desenvolvidos através de atividades variadas.
8. Reflexão e campanhas de prevenção ao *Bullying* na escola estão presentes em atividades desenvolvidas com os alunos.

Datas comemorativas no Brasil:

- Folclore (agosto)
- Independência do Brasil (setembro)
- Dia das Nações Unidas (outubro)
- Dia da Bandeira (novembro)
- Eleições (novembro)
- Proclamação da República (novembro)
- Carnaval (fevereiro)
- Fundação da cidade do Rio de Janeiro (março)
- Dia do Índio (abril)
- Tiradentes (abril)
- Descobrimento do Brasil (abril)
- Abolição da Escravatura (maio)
- Festas Juninas (junho)

PRIMEIRO ANO/KINDER

Os alunos do primeiro ano familiarizam-se com os Estudos Sociais Brasileiros através do conhecimento das tradições folclóricas e dos principais fatos relacionados à História do Brasil. Começam também a desenvolver a compreensão dos valores éticos, cidadania e respeito ao meio ambiente.

Espera-se que ao final do primeiro ano os alunos sejam capazes de:

- conhecer a cultura brasileira através de contos folclóricos, músicas e criações artísticas;
- reconhecer tradições e costumes populares do Brasil e de outros povos;
- compreender as diferenças existentes entre pessoas, lugares e eventos do presente, passado e do futuro;
- conhecer e valorizar os fatos históricos do Brasil através de recursos variados;
- reconhecer e valorizar o povo indígena como o primeiro povo a habitar o Brasil;
- valorizar a importância da cultura africana;
- reconhecer a importância de respeitar e preservar o meio ambiente;
- ouvir e interpretar histórias sobre animais da fauna brasileira no seu habitat;
- reconhecer quais são os comportamentos sociais apropriados e inapropriados dentro e fora da escola;
- identificar as características dos bons cidadãos.

SEGUNDO ANO/1ST GRADE

Os alunos do segundo ano familiarizam-se com os Estudos Sociais Brasileiros através do conhecimento das tradições folclóricas e dos principais fatos relacionados à História do Brasil. Desenvolvem também uma boa compreensão de valores éticos, cidadania e respeito ao meio ambiente.

Espera-se que ao final do segundo ano os alunos sejam capazes de:

- reconhecer e valorizar as histórias, lendas e canções folclóricas das regiões brasileiras que contribuíram para o desenvolvimento da história cultural do povo;
- reconhecer como contribuições culturais de várias regiões e diferentes etnias ajudaram e ajudam na formação da identidade nacional;
- conhecer os fatos históricos do Brasil através de recursos variados;
- reconhecer e valorizar o povo indígena como o primeiro povo a habitar o Brasil;
- compreender e valorizar a importância da cultura africana no Brasil;
- reconhecer a importância de respeitar e preservar o meio ambiente através de atividades variadas;
- ouvir e ler histórias sobre animais da fauna brasileira no seu habitat;
- compreender que para pertencer a um grupo é importante compartilhar e cooperar;
- reconhecer quais são os comportamentos sociais apropriados e inapropriados dentro e fora da escola;
- perceber/observar características de um bom cidadão.

TERCEIRO ANO/2ND GRADE

Os alunos do terceiro ano continuam a assimilar os principais fatos da História do Brasil e das tradições brasileiras. Formam também conceitos de valores individuais, dignidade, responsabilidade, cidadania e respeito ao meio ambiente.

Espera-se que ao final do terceiro ano os alunos sejam capazes de:

- reconhecer e valorizar as histórias, lendas e canções folclóricas das regiões brasileiras que contribuíram para o desenvolvimento da história cultural do povo;
- reconhecer como contribuições culturais de várias regiões e diferentes etnias ajudaram e ajudam na formação da identidade nacional;
- compreender os fatos históricos do Brasil através de recursos variados;
- conhecer os fatos históricos do Brasil através de recursos variados;
- compreender a importância de celebrar e respeitar as datas cívicas brasileiras;
- valorizar e respeitar a cultura indígena, africana e de imigrantes europeus;
- compreender a importância de respeitar e preservar o meio ambiente;
- conhecer e discutir sobre a preservação de animais em extinção;
- compreender que para pertencer a um grupo é importante compartilhar e cooperar;

- reconhecer quais são os comportamentos sociais apropriados e inapropriados dentro e fora da escola;
- identificar as características dos bons cidadãos.

QUARTO ANO/3RD GRADE

Os alunos do quarto ano continuam a tomar conhecimento dos principais fatos da História do Brasil, iniciando a sua compreensão em diversos tempos e espaços. São levados a refletir sobre os valores individuais, dignidade, responsabilidade, cidadania e respeito ao meio ambiente.

Espera-se que ao final do quarto ano os alunos sejam capazes de:

- reconhecer e valorizar as histórias, lendas e canções folclóricas das regiões brasileiras que contribuíram para o desenvolvimento da história cultural do povo;
- reconhecer como contribuições culturais de várias regiões e diferentes etnias ajudaram e ajudam na formação da identidade nacional
- compreender e valorizar os fatos históricos do Brasil através de recursos variados;
- compreender e valorizar a cultura indígena e africana no Brasil;
- compreender e valorizar a importância de celebrar as datas cívicas brasileiras;
- reconhecer quais são os comportamentos sociais apropriados e inapropriados, estabelecendo regras, deveres e responsabilidade como cidadãos;
- reconhecer a importância do trabalho individual e de grupo na comunidade;

QUINTO ANO/4TH GRADE

Os alunos do quinto ano ampliam seu conhecimento dos principais fatos da História do Brasil, dedicando-se ao estudo dos aspectos históricos e geográficos do estado do Rio de Janeiro. Identificam problemas de sua comunidade, propõem soluções, empregando os valores fundamentais.

Espera-se que ao final do quinto ano os alunos sejam capazes de:

- reconhecer e valorizar as histórias, lendas e canções folclóricas das regiões brasileiras que contribuíram para o desenvolvimento da história cultural do povo;
- reconhecer como contribuições culturais de várias regiões e diferentes etnias ajudaram e ajudam na formação da identidade nacional, comparando e contrastando a cultura brasileira com outras;
- compreender e valorizar os fatos mais importantes da História do Brasil;
- compreender e valorizar a cultura indígena e africana no Brasil;
- identificar e usar fontes de informação (literatura, fotos, mapas e projetos variados) para a reconstrução do passado da cidade do Rio de Janeiro;

- conhecer o espaço geográfico do estado do Rio de Janeiro através de mapas, mapas, gravuras e fotos;
- reforçar regras, deveres e responsabilidade dos cidadãos na comunidade;
- compreender como um bom cidadão pode colaborar para a preservação do meio ambiente;
- reconhecer quais são os comportamentos sociais apropriados e inapropriados, estabelecendo regras, deveres e responsabilidade como cidadãos;
- discutir a importância do trabalho individual e de grupo na comunidade.

Espera-se que ao final do Lower School os alunos sejam capazes de:

- reconhecer e valorizar as histórias, lendas e canções folclóricas das regiões brasileiras que contribuíram para o desenvolvimento da história cultural do povo;
- reconhecer como contribuições culturais de várias regiões e diferentes etnias ajudaram e ajudam na formação da identidade nacional, comparando e contrastando a cultura brasileira com outras;
- identificar semelhanças e diferenças nos grupos étnicos e sociais do Brasil, reconhecendo as vantagens e as desvantagens da diversidade cultural;
- reconhecer as maneiras pelas quais as pessoas de diferentes culturas refletem e respondem ao ambiente físico onde vivem;
- compreender como o meio ambiente influencia a vida de um povo; reconhecendo a importância de preservá-lo;
- estabelecer, através da cronologia, os principais fatos da História do Brasil;
- distinguir mudanças políticas, sociais e econômicas no Brasil através de recursos variados;
- compreender e valorizar a cultura indígena e africana no Brasil;
- identificar e localizar relevo, clima, vegetação e hidrografia das regiões brasileiras;
- discutir os problemas ambientais da Amazônia, região do Pantanal e Mata Atlântica;
- localizar o Brasil em relação aos países da América do Sul;
- identificar os estados brasileiros e suas capitais;
- identificar os países da América do Sul;
- desenvolver a habilidade de trabalhar efetivamente em grupos de estudo;
- reconhecer quais são os comportamentos sociais apropriados e inapropriados, estabelecendo regras, deveres e responsabilidade como cidadãos

Drama, music and visual arts provide students with opportunities to discover themselves. The fine arts program adds dimension to a young person's life by encouraging them to become acquainted with their inner thoughts and feelings and to express their uniqueness. Individual style and self-expression are at the heart of the fine arts program.

Students develop self-confidence, spontaneity, and self-awareness through individual and cooperative activities. Success in the fine arts is measured not only through product or performance, but also on-going dedication, perseverance and growth through the learning process.

The fine arts are reflections of the world. Through artistic endeavors, students are able to explore social issues and gain an understanding of time, cultures and societies. Students learn to rely on themselves as individuals and establish the social relationships necessary to work in harmony with others.

The fine arts are languages through which students develop intuition, sensitivity, reasoning and creative thinking skills, intellectual process and imagination. A broad exposure to drama, music and visual art is crucial in preparing young people to perceive, interpret, understand, evaluate and contribute to the world in which we live.

Essential Agreements for Music

- To develop literacy and fluency in reading and creating music
- To listen actively and respond thoughtfully
- To understand the ever-changing roles within a group
- To cultivate the inner voice through improvisation
- To explore individual expression and self-discovery
- To appreciate the infinite varieties of music
- To encourage curiosity and independent learning across the whole spectrum of musical styles
- To cultivate inner hearing (ability to listen and comprehend music internally through a variety of musical styles)
- To embrace technological innovations and use them to enhance the learning experience

Music Standards

- Students sing a varied repertoire of music alone and with others
- Students perform a varied repertoire of music on instruments, alone and with others
- Students improvise melodies, variations and accompaniments
- Students compose and arrange music within specified guidelines
- Students read and notate music
- Students know and apply appropriate criteria to music and music performances
- Students understand the relationship between music, history and culture.

Essential Agreements for Visual Arts

- To expose students to a variety of materials, tools and techniques that provides possibilities for expression.
- To produce meaningful works of art.
- To stimulate creativity through the exploration of activities that are open-ended, varied and require problem-solving skills.
- To encourage interest in universal themes and foster a greater understanding of the world around them.
- To turn more visible to the community student's creativity and personal expressions.

Visual Arts Standards

- Students understand elements and principles of art
- Students know how to use art materials and resources
- Students understand the characteristics and value of ones own artwork and the artwork of others.
- Students understand the visual arts in relation to history and other cultures

OVERVIEW OF ART PROGRAM

The Nursery and Pre-K program focus on exploration and new discoveries through art. Simple art words and concepts are used to introduce the elements and principles of art. Students are introduced to common art tools and materials, such as crayons, markers, tempera paint, clay, and play dough. They learn to identify, manipulate, and care for the tools and materials. Projects are classified in five major categories as follows: drawing, painting, printmaking, sculpture, and mixed media (e.g. collages, murals). Students are involved in projects that promote their artistic development. They explore the elements of art through a variety of media.

Kindergarten addresses both process and final products. New materials such as fabric, oil pastels, and wood are introduced, alongside new methods of using already familiar media.

The first grade program introduces a variety of materials that promote artistic development and creative expression. The projects focus on exploring various techniques and understanding of the elements of art. The first graders learn about art and artists from North America.

The second grade program explores the elements of art to create a variety of individual and group projects. Emphasis is placed on the exploration of ideas as well as the final art product. The second graders learn about art and artists from South America.

The third grade program includes a variety of projects that help the students gain understanding about the world around them. The elements of art provide the framework for individual and collaborative activities. The third graders learn about the art and artists from Africa.

The fourth grade program explores multicultural issues and artistic expression. There are several long-term projects, which allow for a greater understanding of various techniques and materials. The fourth graders

explore masks from around the world and create an individual mask. The students also study art and artists from Asia.

The fifth grade program includes studio projects which promote artistic expression, self-confidence, and problem solving. The students engage in both individual and collaborative projects. The fifth grade students learn about art and artists from Europe.

As a result our visual arts program, by the end of 5th grade, students are expected to:

- Explore and identify line, shape, color, lightness, darkness, space, texture and patterns
- Discover primary and secondary colors; investigate pattern as a principle of design
- Follow art safety rules and demonstrate the proper care for and use of tools, materials, and art area.
- Explore a variety of techniques such as drawing, collage, painting, printmaking and modeling; explore a variety of drawing tools such as pencils, colored pencils, crayons, chalk, etc.
- Explore painting through different tools: brushes, fingers, sponges, found objects
- Explore different support materials: paper, construction paper, poster board paper, card board paper
- Participate in art-making with others and respect artwork of other children
- Investigate, examine, discuss and create elements of art such as line, contour, texture, shape, emphasis and 3D forms
- Investigate complementary and monochromatic colors; understand dark and light contrast
- Investigate overlapping, foreground, and background; investigate proportion, positive and negative space, linear perspective, the illusion of depth
- Utilize a variety of drawing tools: pencil, colored-pencil, crayon, oil crayon, chalk, chalk pastel, water-based pens, charcoal, and ink.
- Utilize collage and mixed media techniques: arranging and adhering and explore mosaic techniques; investigate various printmaking techniques, clay modeling tools and techniques, wire sculpture
- Execute plaster casting and mixed media techniques
- Understand batik techniques and tools such as wax, hot wax pens, and dyes
- Examine how artists use colors to convey feelings about special times and places
- Investigate art from a variety of genres, styles, and periods
- Reflect on their own artwork
- Investigate ideas and drawings in a sketchbook
- Develop a portfolio of various types of art
- Employ creative thinking and problem solving skills when creating original art

OVERVIEW OF MUSIC PROGRAM

In nursery, students explore music through a variety of experiences. These include vocal expression, experimenting with body percussion, listening to classical music, and dancing. Activities in class help to develop communication and cognitive skills.

In pre-kindergarten, students continue music exploration through a variety of experiences. They also begin improvising, composing, and reading using music notation. They learn about classical music, the instruments of an orchestra, and the lives and works of the Great Composers.

In kindergarten, students continue improvising, composing, and reading using music notation. They learn more about classical music, the instruments of an orchestra, and the lives and works of the Great Composers.

In first grade, start playing simple songs on the recorder and we explore different varieties of music making such as playing and singing. Through movement and speech they discover the basic elements of music.

In second grade, students discover the joy of singing in two part-partner songs. They continue to develop their instrumental skills by using both hands to play the recorder and creating short music for plays and stories.

In third grade, we introduce the world of concert music, orchestras and the lives of great classical composers. Students continue to sing in two part harmony and three part songs, and play simple melodies by Bach, Beethoven and others on the recorder.

Fourth grade students explore and understand the African music heritage in American Jazz music and its varieties such as Blues, Ragtime, Bebop, Dixieland and Swing. They explore the life of great American Jazz musicians.

Fifth grade students apply their knowledge of music notation and different forms of music expressions in order to create instrumental and vocal music. Fifth graders learn the history of Rock and Roll by singing Rock standards in two and three parts, and identify and apply elements of music.

In Preschool through 1st grade, students are taught to:

- Understand various uses of voice: sing, speak, shout, hum and whisper
- Express mood of song lyrics in singing
- Sing a variety of simple songs and keys, meters and genres, with the group and alone, with and without accompaniment
- Sing ostinati and maintain a steady beat while singing
- Experiment with percussion by using parts of the body
- Explore hand percussion instruments and play simple accompaniments on xylophones, metallophones, and glockenspiels
- Recognize the sounds of non pitched instruments
- Recognize highlighted instruments, while listening to musical pieces
- Sing songs that represent genres and styles from diverse cultures (e.g samba, carnival marchinhas, folk songs from different countries)

In 2nd through 5th grade, students are taught to:

- Sing independently on pitch - so, mi, la songs and pentatonic scale and the full range of diatonic major scale, chromatic intervals and full range of melodic minor scale
- Reproduce rhythmic patterns, maintaining a steady tempo
- Play a varied repertoire on the recorder introducing the notes E, C, D and F with right hand, and using both hands (C - E', F# and Bb)
- Perform quarter note, eighth notes and quarter rest; half, whole notes and rests, dotted half and dotted quarter notes
- Explore melodic phrases on pentatonic scale using Bar instruments
- Know standard symbol to notate meter (2/4, 3/4, 4/4 time signature)
- Read simple pitch notation on treble clef, quarter, eighth notes and quarter rest, and whole, half notes and their rests
- Notate quarter notes, eighth notes and quarter rests and half notes, whole notes, dotted half notes and rests
- Develop ear training skills, through recognition of intervals (melodic and harmonic), from 2nd to 5th.
- Use music terminology to describe music
- Differentiate and describe blues bands, jazz bands, big bands, Rock'n'Roll and other modern rock bands

THE PHYSICAL EDUCATION PROGRAM

PHILOSOPHY

The Physical Education program of EARJ strives to develop positive attitudes and behaviors in all competitive and non-competitive activities by emphasizing effort and improvement rather than ability or winning. The values of teamwork and sportsmanship are necessary to accomplish these objectives. Physical Education enhances decision-making for a healthy, physical fit living; knowledge of good use of leisure time; and respect for oneself, others, and nature.

Through a variety of instructional strategies and a differentiated approach to assessment for learning, Physical Education helps building cognitive and motor skills, emotional control and an adequate sense of self-confidence in a social environment.

PE ESSENTIAL AGREEMENTS

- To use problem solving activities to develop critical thinking, acceptance of challenges and leadership responsibilities
- To provide students with equal opportunities to grow socially by recognizing, understanding and accepting the needs, differences, customs and characteristics of others
- To participate in a variety of team and individual sports - playing safe, hard and fair
- To embed a positive attitude toward physical activity
- To become knowledgeable of the benefits physical education provides for our well-being

- To enhance cognitive development through body movement
- To develop and improve psychomotor ability

STANDARDS AND RATIONALE FOR PHYSICAL EDUCATION

1. Students use a variety of basic and advanced movement forms.
2. Students use movement concepts and principles in the development of motor skills.
3. Students understand the benefits and costs associated with participation in physical activities.
4. Students understand how to monitor and maintain a health - enhancing level of physical fitness.
5. Students demonstrate the social and personal responsibility associated with participation in physical and experiential activities.

Overview of Course Content: The goal of Physical Education in the Lower School is to provide young children with as much movement as possible. We teach and build on basic skills such as walking, running, jumping, throwing, catching, and kicking; games, both cooperative and competitive, are introduced as appropriate for students' developmental stages/grades. Dispositions and behaviors such as leadership, team work, critical thinking, problem solving and fair play are also emphasized.

MEDIA AND TECHNOLOGY

Philosophy

An increasingly complex, dynamic, and rapidly changing age of information shapes our students' world today. Technology and Media at Escola Americana are integrated into the curriculum and used as a tool to enhance communication, teaching and learning. Students are immersed in an environment rich in print, media sources as well as innovative technologies. Media and technology are used to access, process, generate, and integrate knowledge thereby developing students' critical thinking and communication skills; preparing them to become 21st century literate.

Essential Agreements

Technology and library media specialists will provide teachers and students the latest trends, best practices, strategies, and resources that will enable them to:

- Develop creativity and innovative processes and products
- Use digital and non-digital media and environments to communicate and work collaboratively
- Apply digital and non-digital tools for research and information fluency
- Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using digital and library tools and resources
- Understand human, cultural, and societal issues related to technology and media and practice legal and ethical behavior
- Develop a sound understanding of technology concepts, systems, and operations

- Incorporate technology into at least two projects per year

Media and Technology Standards

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital and non-digital tools and resources.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Overview

Primary Years (Preschool through 1st grade):

Library:

Students visit the library as a class at least once a week. There, they are exposed to quality children's literature from Fairy and Folk tales to contemporary authors and illustrators from around the world through a variety of picture books, puppet shows, and storytellers.

Technology:

Technology is used as a tool for enhancing learning and teaching. Classroom computers are used by students and teachers to enrich thematic units. Alongside software used in the classroom, starting in first grade, students visit the LS Computer Lab where other programs are introduced. 1st graders especially love their KID PIX projects.

Library, Media and Technology Intermediate Years (2nd through 5th grades)

Library

In addition to literacy-rich classroom learning, 2nd-5th grade classes go to the library once weekly during which they are exposed to a variety of literature, authors and illustrators from around the world. Picture books, chapter books, DVDs, puppet shows, and storytellers bring print to life. Students are taught how to self select items to read and enjoy at home each week. Starting in 4th grade, librarians also teach specific research skills. On line catalogue, white board and projector are utilized during library classes.

Technology

Technology is used as a tool for enhancing learning and teaching. Alongside software used in classrooms to support teaching of specific skills, concepts and thematic units, 2nd-5th graders visit the LS Computer Lab at least once weekly. 2nd graders especially love the dinosaur project; 3rd graders especially love their story creations; 4th graders especially love their Electronic Class Album project and their involvement in our Multi Media 'LS Paws News' show - planning and producing animation movies, commercials and Public Service Announcements. 5th graders dive into Photo Story Projects and are actively involved in our innovative LS Multi Media 'Paws News' show as researchers, writers, interviewers, editors, and anchors.