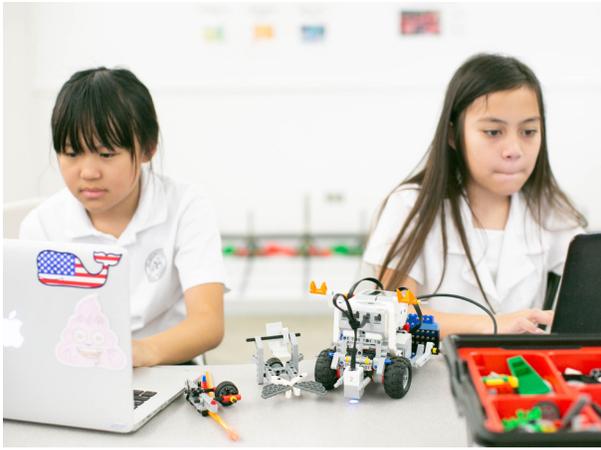


# Lower School Curriculum Guide



# THE PRIORY



2019 - 20

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**2019-20 Curriculum Guide  
The Priory Lower School**

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ST. ANDREW'S SCHOOLS  
THE PRIORY • THE PREP • THE PRESCHOOL

St. Andrew's Schools has developed courageous, compassionate leaders of tomorrow for more than 150 years. Our founder, the great Hawaiian leader Queen Emma Kaleleonālanī was a visionary and transformational thinker. Affectionately called the “People's Queen,” Queen Emma dedicated herself to serving the health, educational and spiritual needs of her people.

Queen Emma was known and loved for her progressive and passionate advocacy for justice and she worked tirelessly to address Hawai'i's most pressing social needs, including healthcare for the Hawaiian people and equal education for girls. St. Andrew's Priory, the oldest all-girls school in Hawai'i, is a lasting testament to her towering vision and efforts. Since the founding of The Priory in 1867, St. Andrew's has grown to include The Prep, a K-6 boys school, and Queen Emma Preschool, for boys and girls ages two to five.

Today, the students of St. Andrew's Schools honor Queen Emma by perpetuating her legacy of courageous and compassionate leadership.



## Mission

To educate students in a culture of care, respect, love, and service. Each child is known, challenged, understood, and empowered to *Kūlia i ka Nu‘u* (Strive for the Highest).

Honoring our founder, Queen Emma Kaleleonālanī, and with values deeply rooted in our Hawaiian and Episcopal heritage, St. Andrew’s Schools offers a personalized curriculum that inspires students to learn deeply, think critically and lead courageously.

## Vision

Our vision is to help children learn and grow – to be their personal best, engaged in the world and inspired to make it more humane and just.

## Guiding Principles and Values

Our Hawaiian and Episcopal heritage is fundamental to our mission and vision. We celebrate and honor Queen Emma Kaleleonālanī’s life of love, kindness, hope, faith, and service and follow her example to *Kūlia i ka Nu‘u* in all that we do. Our guiding core values are described below.

### ***Aloha***

Be gracious, kind, loving and compassionate

### ***Pono***

Promote goodness and do the right thing

### ***Mālama***

Take care of the mind, body and spirit and the natural world we live in

### ***Kuleana***

Recognize and embrace the responsibility we have to past, present and future generations

### ***‘Imi Na‘auao***

Foster joyful learning

### ***Ho‘omanawanui***

Be patient, courageous and persevere

## **Aims of a St. Andrew's Education**

- Our students will develop strong, confident voices and a commitment to mastering, understanding, and creating knowledge.
- Our students will develop the intellectual capacity and habits of mind to be successful and thrive in college, the workforce, and beyond.
- Our students will lead a life of purpose and service with integrity, respect, compassion, advocacy, and kindness.
- Our students will appreciate diversity, understand our connectedness to each other and to Earth, and have the ability to work individually and collaboratively in our global community.
- Our students will develop lifetime habits of physical, intellectual, spiritual, and emotional wellness so they can reach their promise and help others do the same.

## **Educational Philosophy**

We believe that all children can learn and that they need a teacher who

- loves, cares for, and believes in them,
- sets high expectations,
- ignites their curiosity,
- understands and implements what is known regarding the science of learning, and
- crafts the curriculum and instruction so students can be successful in their learning.

To accomplish this,

- We provide an engaging and challenging learning environment that is designed to meet the needs and aspirations of girls and boys using a single-gender coordinate educational system for students grades K-12 and a coed, play-based program for our preschool students.
- We foster well-being in mind, body, and spirit to ensure a child's healthy growth and development.
- We teach and model integrity, empathy, compassion, and loving-kindness, and call children to live an ethical life of purpose and service.
- We create personalized learning experiences, so students can uncover their individual talents and passions and have voice and choice in their school work. They learn how to set goals, honestly assess their progress, and be both inspired and motivated to persevere.
- We cultivate a culture of thinking, learning, leading, and doing that provides opportunities for deep inquiry, exploration, discovery and reflection.

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- We empower students to lead with courage and conviction by creating opportunities to collaborate, create, and communicate as a member of the local, national, and global community.
- We are committed to lifelong learning and continued innovation in teaching and learning. By exploring and thoughtfully incorporating educational research (e.g. the neuroscience of learning) we work to create, design and implement a preschool–12<sup>th</sup> grade curricular program which uses effective instructional and assessment strategies to enhance student learning.

## Overview

St. Andrew's Schools' K-5 program offers a rigorous, personalized, and interdisciplinary curriculum where academic and specialty subjects promote the joy of learning. Support and enrichment are provided based on each child's needs.

The Priory and The Prep Lower Schools build solid spiritual, academic, social, emotional, and physical foundations in an environment of love, respect, and support. Classroom environments are safe, respectful, and nurturing, and students benefit from strong mentor relationships with their teachers and other adults. All children are celebrated and appreciated for their individual talents and gifts.

Our students:

- Develop a positive attitude about learning and enjoy the process of building knowledge
- Engage with the issues at the local, state, national, and world levels in a developmentally appropriate manner to become globally aware and responsible citizens
- Develop the ability to think critically and creatively
- Ask questions and investigate answers
- Communicate effectively using a variety of media
- See issues from various perspectives and pursue multiple approaches to solving problems
- Develop a growth mindset to take responsible risks, persist in the face of setbacks, and reflect on their experiences
- Take pride in their progress and celebrate each other as unique, talented individuals
- Learn how to work together in an atmosphere of mutual respect and appreciation
- Act thoughtfully, ethically, and morally

By promoting these qualities in our programs, The Priory and The Prep students will become independent, confident, and resilient lifelong learners.

The Priory and The Prep's specialized programs recognize that girls and boys need distinct learning environments, sequencing of curriculum, and pedagogical approaches to thrive. Current research on neuroscience and developmentally appropriate practices have renewed our commitment to single-gender education. By personalizing our curriculum, instruction, and social-emotional support to address the different needs of boys and girls, our students are free to dream, learn, and grow.

## **Learning at The Priory Lower School**

The Priory Lower School is committed to the intellectual, physical, emotional, social and spiritual development of each girl from the first day of kindergarten. A student will begin her journey in the Lower School with the promise that she will be valued and celebrated. She will thrive in a learning environment that fosters inquiry and intellectual risk taking, and where she will be encouraged to problem solve, imagine, and ask, “How else? Why? and What if?”

Social-emotional learning goes hand in hand with personalized learning. By using the latest research-based programs such as the RULER program, Girls Circle, and Mindfulness, our students build their social competencies: cooperation, collaboration, assertion, and kindness. Children learn to act with integrity and consideration for others through the spiritual life of The Priory as well as through purposeful instruction and nurturing relationships between students and teachers. The curriculum comes together to perpetuate Queen Emma’s vision of encouraging and inspiring young girls to become lifelong learners and leaders in their communities.

The Priory Lower School is committed to:

- Teaching to the interests and needs of girls, while developing critical thinking skills
- Recognizing that academic excellence is of great importance, and the discovery and development of a girl’s individual potential is paramount
- Participating in community service projects and collaborative activities that foster responsible and caring behavior
- Providing opportunities for girls to build, design, and calculate, thus preparing them for rigorous challenges in higher-level math and science courses
- Offering an environment in which girls can find their “voices,” develop their leadership skills and discover their many strengths and passions

### School Community

Our culture of care, love, and service ensures that every child is known, understood, and challenged to be her personal best. Our girls actively engage in the learning process and Kūlia i ka Nu‘u. Community building activities and events are specifically designed to build girls from the inside-out, so they have a strong sense of self-confidence and behave kindly and compassionately toward others. Our girls celebrate their sisterhood and develop friendships that may last a lifetime. Parents have an opportunity to share their child’s learning journey through special events on and off campus.



### Chapel Program at The Priory

Students of The Priory are expected to attend weekly chapel service in Monteiro Chapel. This setting allows for developmentally appropriate activities, leadership opportunities, and the space to explore themes relevant to their experiences. Students become familiar with stories from both the Old and New Testaments. They are introduced to seasons of the church year and major feast days. The larger community gathers for all-school chapel approximately once a month to celebrate holidays and special occasions in the historic Cathedral of St. Andrew. While the school is Christian in its foundation, St. Andrew’s Schools strives to create an inclusive environment where children of all backgrounds and faith traditions are welcome and valued. The chapel program at The Priory empowers each student to develop and enhance her own understanding of the sacred through worship experiences and interpersonal relationships.

### Character

Our students receive guidance, love, and support to act thoughtfully, make good decisions, develop healthy relationships and learn how to behave in a social setting. We work on building leadership skills and expect our girls to act with integrity, so we build



the strength of mind and heart in each of our girls, so they become young women who know and do the right thing. Teachers and staff focus on girls' specific social and emotional needs to guide them as they develop a sense of self and embrace the diversity and individual gifts of every member of the community. We teach students to advocate for themselves and to build emotional intelligence and self-regulation skills to empower them to resolve issues that may arise. We implement a strength-based approach to discipline, partnering with families to promote personal accountability, leadership, resiliency, self-management, and social competence.

### **Curriculum and Instruction**

Our personalized academic curriculum is aligned to national standards and designed to prepare our girls to be confident learners, critical and creative thinkers, and compassionate leaders. The school schedule is tailored around girls' developmental needs for movement and learning through play. A variety of specialty classes is built into the curriculum to intentionally incorporate girls' voices and interests. Our teachers skillfully leverage girls' strengths and talents and appreciate multiple intelligences to help every girl learn to read, write, speak, calculate, and think about who she is as a learner. Throughout the school year, our teachers consistently communicate to parents about students' learning and growth. In addition, we hold two parent-teacher conferences per year for teachers to meet with parents and share their child's progress. Learning portfolios and profiles are created for each child and shared with families so that school and home may effectively collaborate together to maximize the child's learning and growth. Our philosophy is that each girl can be great and shine in school.

## Portrait of The Priory Lower School Student

### Kindergarten

Our kindergarten students are enthusiastic learners who wonder about the world around them, actively explore it, and ask questions that help direct their learning. They begin to reflect on problems, try out their ideas, and develop solutions to real life problems. They develop positive learning attitudes, such as persistence and flexibility, and effective learning behaviors with teacher support. They can reflect on how they know something, make connections between things that they learn, and predict and plan for the future.

In an environment of loving support and guidance, kindergarteners are able to regulate their emotions and behaviors. They learn to compromise, cooperate, resolve conflicts in positive and peaceful ways, and hold themselves accountable for their behaviors. They are able to follow classroom rules and directions, discuss classroom problems and help generate ideas about possible solutions. They improve their communication skills and develop and maintain friendships with peers. They continue to interact with peers and adults in kind, positive, empathetic, sympathetic, and helpful ways. With teacher guidance, kindergarteners learn to interpret others' actions correctly and begin to see themselves as part of a larger group.

### Grades 1 and 2

Students in grades 1 and 2 continue their learning journey as eager, curious, persistent, and creative learners. With encouragement, they seek out opportunities to learn new skills, see themselves as problem-solvers, and exert sustained effort to achieve. Through hands-on, active learning, our students develop their understanding and skills in areas such as concrete concepts, spatial reasoning, classification, part/whole relationships, and sequencing. They make connections between prior knowledge and new concepts and skills, and begin to learn skills in organization and planning. As our students progress through the Lower School grades, they build the foundations for academic success and are well on their way to developing higher levels of self-reliance that will help them to succeed.

Students become more adept at thinking about and empathizing with others. Within a supportive and loving environment, our students distinguish between right and wrong. They exhibit increasing independence while learning how to seek help when appropriate.



Our students develop a deeper understanding of who they are and continue to foster their relationships with friends, teachers, and other adults. With guidance and loving support from teachers, students continue to cultivate the ability to collaborate with classmates, express opinions and feelings respectfully and appropriately, and play well with others.

**Grades 3 to 5**

Students in grades 3 to 5 will continue to gain independence and confidence with increasingly complex learning, managing and maintaining their relationships, and distinguishing between right and wrong to make decisions. They should feel a sense of accomplishment and joy using their experience and knowledge to work effectively on concrete tasks and to explore abstract concepts. They become adept at identifying patterns, making connections, and fine tuning their ability to categorize, plan, and recall. Teachers will foster an environment where students develop independence as learners while practicing collaboration skills. Under their teacher’s guidance, students will develop 21<sup>st</sup> century methods, along with the academic foundations to be successful in middle school.



Teachers will continue to support students as they build appropriate communication skills, expression themselves, and learn to ask for assistance as needed. By the end of fifth grade, students will be ready for middle school, understand and appreciate who they are, know their strengths and areas for improvement, and recognize how they can contribute to the community with their individual talents and gifts.

# The Priory Lower School Curriculum

## Language Arts

Our students enjoy a developmentally appropriate, thoughtful language arts curriculum that focuses on all aspects of communication. The knowledge and skills they acquire build from grade to grade. Reading, writing, speaking, and listening well provides them with the means to explore new interests and make sense of our wonderful world. Using these skills in all of our academic subjects gives meaning and purpose to what students learn in language arts. They have ample opportunities to express themselves creatively, accurately, and effectively. Moreover, they think deeply about what they read, ask questions, and learn to “read between the lines.” Finally, they begin to use technology as a tool to access and analyze information as well as a means to express themselves. As our students enter middle school, they have developed solid foundations in reading, writing, listening, and speaking to engage with texts at a more complex level and to communicate in more nuanced ways.

### Foundational Skills

- Print concepts (developing an understanding of written language and how it works)
- Phonological awareness (recognizing that words are made up of a variety of smaller sounds)
- Phonics (understanding how sounds and letters are connected)
- Word recognition (recognizing written words correctly and easily)
- Fluency (developing the ability to read aloud accurately, with speed, and appropriate phrasing) to support understanding of what they read



### Reading

- Read closely for comprehension (moving from general recall to critical analysis)
- Determine the central ideas and themes of what they are reading
- Explore the characteristics and structure of fiction and nonfiction texts for deeper understanding

- Compare and contrast themes, topics, and characters and determine relationships among individuals, events, and ideas
- Develop an awareness of multiple perspectives
- Summarize text by identifying evidence that support points made by the author
- Draw information from multiple sources
- Synthesize information from multiple sources and draw their own conclusions



### **Grammar, Spelling, and Language Usage**

- Develop proper grammar usage in writing and speaking
- Learn appropriate use of capitalization, punctuation, and spelling
- Build increasingly sophisticated vocabulary as they move up in grade level
- Recognize that individual words have different meanings in different contexts
- Learn to use context to infer meaning of a word or phrase
- Interpret and use figurative language such as similes and metaphors
- Learn to consult reference materials such as dictionaries and thesauruses to find out the meaning of unclear or unknown words

### **Writing**

- Practice age-appropriate writing, from drawing and dictating to producing a variety of texts (informational, explanatory, opinion pieces, narratives etc.)
- Learn how to plan, revise, edit, and rewrite text
- Develop the ability to use appropriate types of writing depending on the audience and purpose
- Learn to write logically and clearly, using appropriate descriptive details in a clear sequence and precise language
- Practice conducting short research projects where they gather, summarize, and paraphrase information from a variety of sources
- Use digital tools to produce and publish writing individually and in collaboration with peers
- Recognize that different methods of communication are appropriate and effective for different contexts
- Develop and convey their own positions on issues

### **Speaking and Listening**

- Learn how to prepare for and participate in discussions and oral presentations
- Speak appropriately depending on the context of the conversation
- Speak logically and refer to facts to express and defend statements or ideas clearly
- Listen carefully to others and conduct a conversation while taking into consideration others' opinions
- Apply speaking and listening skills to support group projects



### **Library and Information Literacy**

The library has a collection of more than 18,000 books, including fiction, nonfiction, and periodicals for students and their teachers. All classes from kindergarten to fifth grade have a formal library lesson each week when students can listen to stories, browse and check out books, and receive instruction on information-seeking skills. The librarian encourages students to visit the library throughout the school day, whether for class resources or to find a book to read for pleasure. The library curriculum is developmentally appropriate for each grade level and complements the lessons of social studies, language arts, and science. In using the library, teachers and the librarian focus on developing a love for books and building a solid foundation in research skills.

### **Mathematics**

Through the Singapore Math curriculum, The Priory students build a strong foundation in number concepts. The program progresses through three basic levels: concrete, pictorial, and abstract. Fundamental concepts and skills are mastered before moving on to higher-level problem solving. Through multi-sensory activities, students develop strong number sense, mental math skills, and an understanding of place value. They utilize strategies such as model drawing in which students visualize word problems as well as organize information to find logical solutions. Persistence, flexibility, and reflection are emphasized. Online tools and apps enhance and encourage student learning and engagement. Students apply math skills and strategies across the curriculum, realizing the relevance of mathematics to their everyday lives. By the end of our Lower School program, our girls are equipped with the knowledge, skills, and attitudes necessary for success in higher-level mathematics. They also see the relevance of math as a tool for problem solving in their everyday lives.

The math curriculum follows a logical progression that includes the topics below:

- Whole numbers
- Addition, subtraction, multiplication and division of whole numbers
- Mental-math strategies
- Fractions, decimals, and money
- Length, weight, mass, and capacity
- Perimeter, area, and volume
- Geometry
- Percentage
- Ratio, average, rate, and speed
- Word problems
- Data analysis and probability
- Algebra

## Science

Our science curriculum encourages children's wonder and curiosity. They explore concepts and skills in the physical, life, earth, and space sciences, and engineering, technology, and science applications. By engaging in hands-on exploration, science is fun, exciting, and inspirational. Whenever possible, STEAM (science, technology, engineering, art, and mathematics) projects are integrated into the curriculum.

Students are also guided through the steps of the Engineering Design Process (EDP) to problem solve with tangible results. They appreciate that solutions to real-life issues take trial, error, and persistence. Our students are given the opportunity to practice and apply their critical thinking skills by actively engaging in campus sustainability practices and projects. By the time they move on to middle school, they are poised to enjoy and explore more complex phenomena in the major science disciplines and to investigate the world as scientists.



Our students:

- Ask questions to define a problem
- Conduct background research
- Brainstorm and choose the best solution
- Build a prototype
- Test and redesign
- Analyze, interpret, and represent data in various ways
- Support arguments based on evidence
- Obtain, evaluate, and communicate information using appropriate technologies
- Develop an appreciation and sense of responsibility for our environment and contribute to its conservation
- Use appropriate technology to aid in the investigation of the natural world

### **STEAM**

STEAM makes learning fun and inspiring by engaging in cross-curricular, project-based learning. Our students study problems, work together to arrive at creative solutions, test ideas, think critically about situations or issues, and persevere to rework ideas to achieve quality outcomes. Students freely ask questions, think outside the box, and arrive at innovative solutions to problems.

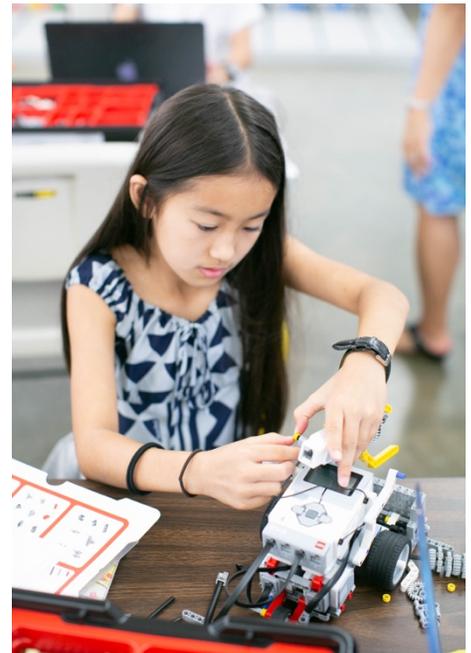
Our students:

- Wonder like a scientist
- Code like a technologist
- Design and build like an engineer
- Imagine and create like an artist
- Problem-solve like a mathematician

### **Technology Education**

Using technology in the classroom helps prepare 21<sup>st</sup> century students for their future careers. Integrating technology into the learning environment addresses individual learning preferences and encourages collaboration. It also affords students the opportunity to learn outside the classroom and provides the most up-to-date information and resources at their fingertips. Using technology teaches students responsibility-- caring for the equipment as well as behaving as responsible digital citizens. Throughout the year, internet safety and computer ethics are discussed with all students through digital citizenship lessons.

Excellence in 21<sup>st</sup> century education requires that technology be seamlessly integrated throughout the academic program. K-5 students are introduced to a wide range of technologies, including iPads and laptops in the classroom, as well as a diversity of design and presentation software. Using these



technologies, students become adept researchers, content creators, and presenters during their time in the Lower School.

Our students interact with iPads and Macbooks to build their competencies in basic computer skills and programs such as Word, PowerPoint, and Google Apps. In addition, they explore and enhance their creative and critical thinking skills as they learn to code, build and program robots, and make iMovies. Devices, learning apps and websites are used to augment our core academic curriculum of language arts, science, math, and social studies. By becoming proficient, savvy, and ethical users of technology, our students maximize their full potential and build their capacities as impactful and influential members of their community.

## **Social Studies**

The social studies curriculum teaches our students to become good citizens, make good decisions about the public good, be aware of the world around them, and become leaders in a culturally diverse and interdependent world. Our students are taught to embrace a commitment to democratic values, appreciate diversity and the inclusion of all, and be involved in civic issues. Queen Emma's vision is reflected in our students' commitment to serve their community. At The Priory, the community is the classroom and field trips and guest speakers make our curriculum real and relevant for our girls. By the end of their Lower School years, our students are poised to think deeply about the world they live in. They are oriented toward civic engagement and service to their communities, nation, and world.

Our students:

- Develop an understanding of who they are, how they are individual, and how they are shaped by the groups to which they belong
- Develop an understanding and appreciation of the similarities and differences among cultural groups
- Develop an understanding of and learn from events of the past
- Look at issues and events from different viewpoints and articulate those viewpoints
- Gather information from different sources to defend multiple viewpoints



- Learn geographic concepts and skills through the use of maps, globes, and other geographic tools
- Develop an understanding and appreciation of how different groups and individuals interact with each other and how they work together to solve conflicts and misunderstandings
- Become aware of their rights and responsibilities at home, at school, and as citizens of our country and world, and put this awareness into practice by participating in setting and discussing the class charter
- Learn how something that happens in one part of the world affects another part of the world
- Learn about need versus want and the basics of supply and demand
- Contribute to making our community a better place through service

## Music

The school's music curriculum teaches students to problem solve by figuring out how to sing and play and work together to produce beautiful music. This is done through imitation or through note-reading and playing instruments and singing. It may be expressed through dancing or movement. Students are able to deepen their understanding of how to express themselves creatively with imagination and by positively interacting with others. The music department strives to integrate other cultures and disciplines into the curriculum, such as the emphasis on



Hawaiian language in song and hula. The pride in our school's Hawaiian heritage culminates in a May Day program each year. Under the guidance of their teachers, students are able to deepen their understanding of process and performance and develop their imagination, creativity, self-expression, and communication skills. The love of music, dance, and performance is nourished from a young age, laying the solid foundation from which future musicians, dancers, and actors may bloom.

## Visual Arts

The visual arts program places students in a studio setting where visual and tactile perception is encouraged by learning to see and create like an artist through direct observation, creative thinking, problem solving and respect for their own work and the work of others. Each child is challenged to

discover new directions and acquire more advanced hand-eye coordination skills. The program builds on a framework of art concepts, elements, and techniques. As part of our STEAM curriculum, the visual arts program ties in mathematical concepts such as linear symmetry and patterns as students learn about the elements of design (color, line, shape, texture, space, form, unity, harmony, and balance).

## Haleuluhe

*Haleuluhe* refers to the home of Kamehameha II where St. Andrew's Schools now stands and ties the school to the historic roots of this 'āina (land). It is an integrated Hawaiian studies program that grounds our *haumāna* (students) in the rich 'ike (knowledge), 'ōlelo (language), *mele* (song), and *hula* (dance). *Haumāna* will explore the culture and heritage that makes Hawai'i unique, embody the values (Aloha, Pono, 'Imi Na'auao, Ho'omanawanui, Mālama, and Lokomaika'i) that characterized Queen Emma and her visionary work, and deepen their knowledge of the accomplishments of those who came before them. By looking to the ancestors, *haumāna* are inspired to continue the legacy of Queen Emma, perpetuate the history and culture of Hawai'i, and contribute to our school, community, and the world. Like the 'ohā (shoot) of the taro, our *haumāna* will be the new shoots, growing and flourishing while reaching out into the community. At the same time, the roots and foundation of their heritage and sense of place will remain strong. Our *haumāna* will be the next generation to perpetuate the queen's legacy in seeking knowledge and wisdom.

## E Mālama i Ke Kino

*E Mālama i Ke Kino* (Take Care of Your Body) is a health and wellness program which encompasses both physical and social-emotional dimensions and provide the foundations for happy, smart, and thriving children. It fosters the development of a healthy mind, body, and spirit of our students through a holistic approach that integrates:

- Physical education, nutrition, and health curricula that promote physical health through fun, vigorous physical activity, good eating habits, and knowledge about our growing bodies
- Social-emotional curriculum that utilizes mindfulness to promote emotional regulation and healthy attitudes toward self, others, and the Earth
- Nature treks and gardening program that encourage the exploration of the natural wonders of the world around us to enrich and enhance physical, spiritual, and social-emotional well-being
- By fostering physical strength and resilience as well as thoughtful, kind, and empathetic attitudes and knowledge about how to take care of oneself, others, and the Earth, *E Mālama i Ke Kino* lays the groundwork for curiosity, academic excellence, and good citizenship

## **Physical Education**

Our students cultivate the knowledge, skills, and attitudes necessary to *mālama* (care for) and develop healthy bodies and relationships with self, others, and our community. Students engage in activities through regular participation in a vigorous, sequential program of movement exploration, fundamental sports skills, cooperative play and intramural competition. Nature-based learning trips promote physical health as well as fostering an appreciation, aloha or love of the natural beauty that surrounds us.

## **Nutrition Education**

Our students learn about healthy eating and good nutrition. Integrated with our gardening curriculum, students cultivate and enjoy healthy, edible plants as well as develop an appreciation for healthy food choices.

## **Health Education**

Students learn about their bodies and healthy behaviors through our health education curriculum. This developmentally appropriate curriculum explores how the body works and grows and teaches students how to care for their bodies, so they become healthy and strong. Community doctors, nurses, dentists, and other health care professionals visit the classroom to teach students about proper health and hygiene habits.

Students in grades 4 and 5 learn about human growth and development through “Our Changing Bodies.” The curriculum addresses basic information about reproductive anatomy, physical and emotional changes during puberty, and proper hygiene.

## **Social-Emotional Well-Being**

Our students develop healthy relationships with self, others, and the Earth through various social and emotional learning opportunities. Utilizing evidence-based practices such as mindfulness and the RULER Program, students are taught practical skills to enhance and broaden awareness and cultivate emotional intelligence. They are given opportunities to strengthen their connections through loving-kindness and gratitude practices while growing more familiar with their best self. Emphasis on social and emotional well-being affords students a well-rounded educational experience.

## **Gardening and Sustainability Practices**

Our sustainability practices and ‘āina-based learning is integrated throughout each grade level with a focus on the environment and service learning. Through our farm-to-table initiatives, vermiculture, aquaponics, recycling initiatives, a water-catchment system, and chicken-coop, students gain a

deeper understanding of meaningful service-learning experiences that benefit our school community, the local and global community. Through these practices, students become aware of the impact that their beliefs and actions have on the natural environment.

Our program places special emphasis on the school-wide use of the garden beds located near the classrooms. Research shows that students reap academic, health, and social emotional benefits through gardening. By getting their hands dirty, students make deeper connections between nutrition, healthy eating, and food cultivation. The gardening curriculum integrates the skills associated with STEAM-reasoning, initiation, planning, and organizational skills.



### **Nature Treks and Learning Trips**

A variety of off-campus trips and nature treks offered in grades K-5 introduce Lower School girls to the outdoors for learning and exploring. Through these experiences, they learn to how to become good stewards of the land, build confidence and independence, and develop a greater appreciation of the intrinsic value of nature.

### **Learning Through Inquiry**

The Lower School curriculum offers students in every grade challenging and engaging learning experiences that help them develop the skills of inquiry using guiding questions. Teachers develop lessons that engage and excite, teaching their students to be active thinkers. This level of student involvement makes the learning more relevant, encouraging students to develop their own agency and critical thinking skills. Students are given the freedom to explore options for sharing their work using appropriate tools and to use the arts and new media to model their work or creatively and richly display how and what they have learned.

### **K-5 Explorations**

Children need time to explore, investigate, research, and create. Research has shown that student-driven inquiry increases student engagement and intrinsic motivation to learn. Explorations time provides the time, space, and resources for our students to pursue their own interests, develop passions and learn new skills. As our students are given the freedom to explore, they strengthen their decision-making skills, research skills and oral presentation skills as they exercise their imagination and creativity. When students are given the opportunity to discover and hone their talents, delve into

a topic of their interest, and make meaning out of their discoveries, they experience deep joy in learning and develop confidence in their abilities as learners.

### **K-5 Engineering Design Process (EDP)**

The EDP challenges students to use critical thinking skills to solve complex and realistic problems. Students learn to value the process of asking questions, designing solutions, testing them out, and going back to the drawing board to improve the product even further. EDP is also implemented as our students engage in sustainability practices in our garden beds, aquaponics systems, worm bins, and chicken coop.



### **Historical Inquiry**

Third graders learn through historical inquiry based on their research of prominent ancient or modern-day citizens or events of Hawai'i. Students collaborate in teams or individually to develop a museum exhibit or write a play that merges research, writing, and oral presentation.

### **Scientific Inquiry**

Fourth graders apply methods of scientific inquiry to research a topic of choice, guided by their teacher to explore, critically analyze, collaborate, present, and reflect on their findings. Fifth grade students actively participate in an engineering-focused science fair, applying the EDP through the inquiry-based approach. Upper elementary grade students have the opportunity to participate in team competitions such as FLL Lego League Competition and Robotics during the year.

### **Digital Storytelling**

Through digital storytelling, fifth grade students work in teams to investigate and explore topics of interest, research, write, direct, and produce a newsworthy video program to be shared online throughout the Lower School. Our students become experts; and student-driven questions help drive the research, the writing, and the presentation.

**2019-20 Curriculum Guide**  
**The Priory Lower School**

## The Priory Lower School Sample Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15 a.m.	Homeroom Morning Warm-ups	Homeroom Morning Warm-ups	Homeroom Morning Warm-ups Mindfulness (8:20-8:30)	Homeroom Morning Warm-ups	Homeroom Morning Warm-ups
8:30-9:15 a.m.	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
9:30 a.m. K-2	Recess	Recess	Recess	Recess	Recess
9:45 a.m. 3-5	Recess	Recess	Recess	Recess	Recess
9:45 a.m.	P.E (9:50 - 10:35)	Social Studies (9:45-10:30)	Art (10:00 - 10:45)	Math Facts (9:45 - 10:00)	Spelling/Facts Assessment
10:30 a.m.	P.E.	Writing (10:30 - 11:00)		Library	Friday Freewrite
10:45 a.m.	Social Studies	Technology (11:00 - 12:00)	Mathematics (11:00 - 12:00)	Mathematics Review	P.E. (10:25-11:10)
11:30 a.m.	Writing			Science/Social Studies (11:15-12:00)	Social Studies (11:15-12:00)
12:00-12:45 p.m.	Lunch and recess	Lunch and recess	Lunch and recess	Lunch and recess	Lunch and recess
1:00-1:45 p.m.	Mathematics	Mathematics	Hula	Music	Math
2:00-2:45 p.m.	Science	Science	STEAM Wednesday	Mele, 'Ōlelo, 'Ike	Explorations
2:45 p.m.	Homeroom	Homeroom	Homeroom	Homeroom	Clean-up/Homeroom
3:00 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

## Student Life

St. Andrew's Schools' comprehensive approach to learning focuses on educating the whole child. In addition to a comprehensive and challenging academic program, there are a variety of opportunities and events where our K-5 students may learn new skills, practice leadership, perform community service, and build school spirit and community.

### **The Priory in the City: Beyond the Classroom**

From its downtown Honolulu location, St. Andrew's Schools is footsteps away from the heart of the city, where meaningful work is carried out each day in business offices, nonprofit organizations, cultural facilities, and government agencies.

Lower School students take day trips to nearby locations such as The Queen's Medical Center, 'Iolani Palace, Washington Place, Chinatown, and the State Capitol to learn about our city, their community, and our local and state government.

### **Service Learning Projects**

Our students take action to care for Hawai'i's cultural and natural resources through service learning experiences. These projects include field trips to marine and terrestrial conservation areas and active restoration

sites. St. Andrew's Schools partners with community organizations on *mālama 'āina* (caring for land) initiatives and participates in native vegetation restoration projects such as the Ho'oulu 'Āina Nature Preserve, Papahana Kuaola in Waipao, and Paepae o He'eia fishpond.



In addition, all grade levels participate in community service projects either in the Lower School or school wide-- such as donating funds for Wear it Pink day (breast cancer awareness) or National Wear Red Day (raising awareness for heart disease) or collecting supplies for the Hawaiian Humane Society. Community service is a very important component of the student's experience. No matter what the age of our students, we feel it is important for them to know that they have gifts and talents that can be shared with those less fortunate. Students have a positive impact on their community and the community at large. They develop a true love of caring for others and a sense of satisfaction at how their efforts are received.

### **Lower School Library Aide**

Students in grades 4 and 5 may volunteer to assist the head librarian in the management of the Lower School Library, learning valuable life skills of responsibility, commitment, and courtesy. Each volunteer works 20-30 minutes per week. They learn several different jobs, including telephone courtesy and the technical work involved in library organization. Students must fill out a work permit that must be signed by both a parent and the classroom teacher.

### **Spelling Bee Club and the Scripps National Spelling Bee**

Spelling bees help students develop language skills they will rely on throughout their lives. Spelling bees improve spelling, increase vocabulary, teach word concepts, and promote the correct use of the English language. The Spelling Bee Club meets weekly and is open for students in grades 3-5 and uses a variety of materials. Students in grades 4 and 5 prepare for the school Spelling Bee in November to determine a winner and runner up to represent St. Andrew's Schools at the Honolulu District Spelling Bee. By winning a series of spelling competitions, students may advance to the Scripps National Spelling Bee held in May.

### **National Geographic Bee**

Students in grades 4-8 may compete for the National Geographic Bee. Grade level social studies teachers prepare students for the school Geographic Bee held in early January to determine the finalist who can qualify to advance to the State and National Geographic Bees for a chance to win college scholarships and to become the national champion. The National Geographic Bee is annual competition organized by the National Geographic Society, designed to inspire and reward students' curiosity about the world.

### **Student Council**

The Lower School Student Council is comprised of fifth grade students and guided by the Lower School student council advisor. Student Council serves as the voice of the student body to represent and share ideas, interests, and concerns with the school community. Council officers learn parliamentary procedures to present ideas and vote on proposals. Student Council gives students the opportunity to develop leadership skills by organizing and leading school assemblies, events, and service projects that contribute to school spirit and unity.



In May as students prepare for the next school year, third and fourth grade students elect the incoming fifth grade Lower School Student Council officers, and fifth grade students elect sixth grade class officers.

### **Intramural Sports**

Intramural sports give grades 4 and 5 the opportunity to learn sports skills in a fun and supportive environment. Volleyball runs during fall and basketball runs during winter. Coaches make modifications and employ developmentally appropriate game rules so students can learn and master sports skills. Students also learn teamwork, resilience, persistence, sportsmanship, and how to compete in a healthy manner.

### **Basketball**

Grades 5 and 6 students can participate on a girls basketball team in the Christian School Athletic League (CSAL). The CSAL provides schools opportunities for students to learn and develop fundamental sports skills. Through student participation, the league fosters camaraderie, sportsmanship, and fun. Each girl plays in every game. While the league records game scores, it does not publish win-loss records or determine league champions. School officials, coaches, parents and students are expected to support and promote Christian values by displaying fair play, good sportsmanship, and self-discipline.

## St. Andrew's Schools Events and Celebrations

### Queen Emma Birthday Celebration

Queen Emma Kaleleonālanī's birthday is celebrated in January to recognize her contributions to the people of Hawai'i through education, health care and spiritual well-being. Following a service in The Cathedral of St. Andrew, the school community presents their gifts of *oli* (chant), lei or *ho'okupu* (gifts) in the James and Abigail Campbell Park. The Juniors and Seniors travel to Mauna 'Ala for a special service and presentation at the chapel and Queen Emma's final resting place, where they remember our founder.

### Ascension Day

Queen Emma founded St. Andrew's Priory School for Girls on Ascension Day in 1867. Each year, St. Andrew's Schools commemorates Jesus Christ's ascension into heaven and the schools' founding. As a gift to the school, the Junior class decorates the Coral Cross in Robinson Courtyard. Students and alumnae celebrate Ascension Day in a school-wide chapel service followed by a special program to commend class leadership from the Senior to the Junior class.

### Nā Kūpuna Day

In Hawai'i, we naturally uphold and respect our *kūpuna* (grandparents) for their wisdom and "know-how," which is passed on from generation to generation. On *Nā Kūpuna Day*, our K-5 community welcomes *kūpuna* to our campus to spend this special day with their *mo'opuna* (grandchildren). The day offers grandparents the opportunity to participate in a sampling of classes, enjoy a special luncheon, and attend various activities, games, and performances, as well as meet fellow members of the K-5 community.



### Christmas Program

K-5 students participate in our Christmas Program to celebrate Christmas and the holiday season. In this program the students show their talents and creativity by performing festive instrumental and choral music for their families and special guests. It is a wonderful time to enjoy the season and experience the joy of giving through their performances.

### **May Day Program**

In Hawai'i, May Day is Lei Day, a cultural and historical celebration. Students' families are invited to see our students perform Hawaiian cultural songs and dances. It is also a day when we celebrate and honor our Hawaiian heritage, which is central to St. Andrew's Schools' mission.

### **Science Fair**

Fourth grade students participate in the Science Fair, learning the scientific method as they question, hypothesize, develop procedures, conduct experiments, collect data, analyze results, and reach a conclusion. Fifth grade students' science projects focus on engineering.

In class, students are guided through applying the scientific method on a topic of their choice and complete their projects individually as they receive one-on-one attention through class conferences. The Science Fair is part of the Academic Fair and is held in January. Friends and family members are invited to view and celebrate their child's hard work.

### **Ka Lā Aloha**

The day before Ash Wednesday is traditionally known as Shrove or Fat Tuesday, and more commonly by its French name, *Mardi Gras*. At St. Andrew's Schools, we celebrate *Ka Lā Aloha* campus-wide, which is a carnival-like event where school clubs raise funds with food booths, games, and activities.

### **Talent Show**

The Talent Show is an opportunity for our students to shine and feel proud of their talents and interests. Students are invited to prepare an act, circus trick, martial arts demonstration, instrument performance, dance, song, or anything they can dream up! Parents and friends are invited to support and cheer on the performers.



## The Priory Lower School Events and Celebrations

### Froot Loop Chapel

At the beginning of the school year, our oldest students present the incoming kindergarten class with lei as a formal sign of welcome into The Priory 'ohana during this special chapel service. Stories and songs are shared about the meaning of aloha and the ways in which our community strives to embody this value.

### Morning Assembly

Every Friday morning students and teachers gather together for a morning assembly in the Sellon courtyard. This assembly establishes a sense of school-wide community and fellowship. During this time, special announcements are given, jokes are told, and students engage in the rituals of reciting the pledge of allegiance and our school motto, Kūlia i Ka Nu'u.

### Lunch with Your Daughter

Twice a year, students in the Lower School look forward to lunchtime with their parent(s) in Ylang Ylang Courtyard. Parents can either bring lunch or purchase lunch at our school cafeteria.

### Middle School Shadow Days

To ease the transition to middle school, fifth graders spend two days, one in the fall and one in the spring, to shadow sixth grade students who are assigned to mentor them. In the spring, sixth graders take a fifth grader through their day, generating enthusiasm for their life in Upper School in the coming fall.

### Lower School Camp

Working together to accomplish a goal, supporting each other, and reaching milestones together as a group fosters a strong community and life-long friendships. Each year, fourth and fifth grade girls have an opportunity to do all of this and more when they attend our Lower School Camp. While creating lasting bonds, the girls learn a variety of skills and gain knowledge about the island environment we live in.



**The Priory Lower School Awards Ceremony and Exhibition**

The Priory recognizes student achievement at the year-end Lower School Awards Assembly. Three distinction awards are given to students who have demonstrated good citizenship, overall achievement, and perseverance throughout the year. These awards acknowledge our school's values of Aloha, Pono, 'Imi Na'auao, Ho'omanawanui, Mālama, and Lokomaika'i. Students also exhibit work for family and friends. It's a day of celebration and community.



## After School Care

After school care operates Monday to Friday, 3 to 5:30 p.m. The afternoon begins with a 15-minute recess followed by a supervised homework session. During the remainder of the day, students attend various activities such as supervised playground, arts, crafts, or board games.

Enrichment classes are available at the beginning of each semester for an additional fee. More information may be found at [www.standrewsschools.org/the-priory/afterschool-programs](http://www.standrewsschools.org/the-priory/afterschool-programs)



# The Priory Lower School Curriculum Plans

## Kindergarten Curriculum

<b>LANGUAGE ARTS</b>	<p><b>Reading and Foundational Skills:</b> Letter and sound recognition, phonics and sight word recognition, print concepts, emergent and early reader texts</p> <p><b>Literature and Informational Text:</b> Fiction and nonfiction selections to support all subject areas</p> <p><b>Language:</b> Vocabulary acquisition and use, conventions of standard English</p> <p><b>Handwriting and Writing:</b> Pencil grip and stroke order, phonetic spelling, labeling, creating books, recognizing and using conventions in simple sentences, narratives supported by student illustration</p> <p><b>Speaking and Listening:</b> Comprehension/collaboration, presentation of knowledge and ideas</p>
<b>MATH</b>	<p><b>Counting, Cardinality:</b> Counting with one-to-one correspondence, number representation, counting by ones and tens, tallying</p> <p><b>Operations and Algebraic Thinking:</b> Number bonds, addition, subtraction, tallying</p> <p><b>Geometry:</b> Patterns and shapes</p> <p><b>Numbers and Operations in Base 10:</b> Number bonds place value; compose/decompose numbers 1-10</p> <p><b>Mathematical Practice:</b> Simple addition and subtraction, problem solving, simple word problems</p> <p><b>Measurement and Data:</b> Measuring with standard and non-standard units, tallying, graphing, time, money, sequencing, classifying and sorting</p>
<b>SCIENCE</b>	<p><b>Life Sciences:</b> Five senses, living/ non-living, real/ pretend, plants, human body, mammals and other animals, life cycles/ growth and change, healthy living, gardening</p> <p><b>Earth Sciences:</b> Weather, seasons, day and night sky, geology, conservation</p> <p><b>Physical Sciences:</b> Floating, sinking, matter, forces and motion</p>
<b>SOCIAL STUDIES</b>	<p><b>Myself and Others:</b> Students are introduced to an integrative approach of social studies by exploring aspects of self, others, and families and communities across the world in developmentally responsive ways through history, geography, civics and government, and economics. They will develop an awareness of the similarities among individuals in the classroom as well as within the school, community, and world.</p>
<b>STEAM</b>	<p>Students engage in a variety of cross-curricular STEAM projects using the EDP. By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create, and improve their projects.</p>
<b>ASSESSMENT and EVALUATION</b>	<p>Assessment is ongoing and includes teacher observations, learning centers, student participation, assignments, projects, and learning portfolios.</p>
<b>RESOURCES</b>	<p>Leveled readers, Handwriting Without Tears, Math in Focus, Singapore Math Resources, Mystery Science, and various other materials, apps, and online sites.</p>

## Grade 1 Curriculum

<b>LANGUAGE ARTS</b>	<p><b>Reading and Foundational Skills:</b> Print concepts, phonological awareness and word recognition, fluency</p> <p><b>Literature and Informational Text:</b> Support social studies, science, and math concepts</p> <p><b>Language:</b> Conventions of standard English, vocabulary acquisition and use</p> <p><b>Writing:</b> Opinion writing, informational writing, narratives, poetry, and research</p> <p><b>Listening and Speaking:</b> Comprehension/ collaboration, presentation of knowledge and ideas</p>
<b>MATH</b>	<p><b>Numbers and Operations:</b> Numbers to 100, number bonds, addition/ subtraction, facts to 20, money</p> <p><b>Geometry:</b> Two- and three- dimensional shapes, patterns</p> <p><b>Measurement:</b> Length, weight, calendar and time</p> <p><b>Data and Graphs</b></p>
<b>SCIENCE</b>	<p><b>Earth and Space Science:</b> Objects in the sky, weather, seasons</p> <p><b>Life Science:</b> Animals and plants structure, function, growth, development of organisms</p> <p><b>Earth Science:</b> Sustainability of natural and man-made environments</p> <p><b>Physical Science:</b> Properties of sound, properties of light</p>
<b>SOCIAL STUDIES</b>	<p><b>Families and Schools:</b> Students continue to explore history, geography, civics, government, and economics through an integrated approach using the context of school and families. Social institutions are introduced. Students learn how and why neighborhoods and communities change over time. Students explore the characteristics of their own community and the importance of giving to the community.</p>
<b>STEAM</b>	<p>Students engage in a variety of cross-curricular STEAM projects using the EDP. By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create, and improve their projects.</p>
<b>ASSESSMENT and EVALUATION</b>	<p>Assessment is ongoing and includes teacher observations, learning centers, student participation, assignments, projects, and learning portfolios.</p>
<b>RESOURCES</b>	<p>Reading A-Z, Handwriting Without Tears, Math in Focus, IXL, Science Fusions, PebbleGo, BrainPop, and various other materials, apps, and online sites.</p>

## Grade 2 Curriculum

<b>LANGUAGE ARTS</b>	<p><b>Reading and Foundational Skills:</b> Decode, predict, infer, draw conclusions, summarize, compare, evaluate</p> <p><b>Literature and Informational Text:</b> Classic literature, early chapter books, various literature to support social studies, science, and math topics</p> <p><b>Language:</b> Vocabulary acquisition and use, conventions of standard English</p> <p><b>Writing:</b> Non-fiction writing narratives, informative/explanatory texts, creative writing stories, fables, poetry, journal prompts</p> <p><b>Listening and Speaking:</b> Comprehension/collaboration, presentation of knowledge and ideas</p>
<b>MATH</b>	<p><b>Numbers and Operations in Base 10:</b> Place value to 1,000, skip counting, number names, number bonds</p> <p><b>Operations and Algebraic Thinking:</b> Addition, subtraction, multiplication, division</p> <p><b>Measurement:</b> Time, money, length, weight, capacity, estimation</p> <p><b>Geometry:</b> Shape, attributes</p> <p><b>Data and Graphs:</b> Pictographs, bar graphs</p> <p><b>Problem Solving:</b> Solving one and two-step word problems, model drawing</p>
<b>SCIENCE</b>	<p><b>Life Sciences:</b> Ecosystems- interactions, energy, and dynamics; Biology-unity and diversity</p> <p><b>Earth Sciences:</b> Earth systems- water, weather, landforms, and changes in nature</p> <p><b>Physical Sciences:</b> Matter- interactions- properties and purpose, changes in matter, materials, and construction</p>
<b>SOCIAL STUDIES</b>	<p><b>The Local Community</b></p> <p>Students continue the integrative approach through the context of different kinds of local communities larger than their immediate surroundings. They explore the ways communities change over time, the concept of democracy, the purposes and functions of government, and the interaction of citizens in the local community.</p>
<b>STEAM</b>	<p>Students engage in a variety of cross-curricular STEAM projects using the EDP. By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create, and improve their projects.</p>
<b>ASSESSMENT and EVALUATION</b>	<p>Assessment is ongoing and includes teacher observations, class participation, learning centers, assignments, projects, tests, quizzes, student reflections, and learning portfolios.</p>
<b>RESOURCES</b>	<p>Reading A-Z, Raz Kids, Handwriting Without Tears, Math in Focus, IXL, Science Fusion, Mystery Science, and various other materials, apps, and online sites.</p>

## Grade 3 Curriculum

<b>LANGUAGE ARTS</b>	<p><b>Reading and Foundational Skills:</b> Decode, predict, infer, draw conclusions, summarize, question, evaluate</p> <p><b>Literature and Informational Text:</b> Various literature to support social studies, science, and math concepts</p> <p><b>Language:</b> Vocabulary acquisition and use, conventions of standard English</p> <p><b>Writing:</b> Opinions, informative/explanatory texts, narratives, poetry, research, reports</p> <p><b>Speaking and Listening:</b> Comprehension/collaboration, presentation of knowledge and ideas</p>
<b>MATH</b>	<p><b>Operations and Algebraic Thinking:</b> Double-digit addition/subtraction, place value, multiplication and division</p> <p><b>Measurement and Data:</b> Time/elapsed time, money, fractions, graphs</p> <p><b>Geometry:</b> Polygons, area and perimeter, volume and capacity</p> <p><b>Problem Solving:</b> Model drawing</p>
<b>SCIENCE</b>	<p><b>Earth Sciences:</b> Weather and climate, natural hazards and impacts</p> <p><b>Life Sciences:</b> Life cycles of plants and animals, aquaponics vs hydroponics, EDP, changes on Earth - adaptation and natural selection, relationship between habitats</p> <p><b>Physical Sciences:</b> Forces and motion- strength and direction, electric and magnetic forces</p>
<b>SOCIAL STUDIES</b>	<p><b>Our Hawai'i:</b> Students explore the past, present, and future of the State of Hawai'i through the disciplines of history, geography, economics, civics, and government. The curriculum is integrated with the Haleluhe program, where students engage in Hawaiian language, music, and hula.</p>
<b>STEAM</b>	<p>Students engage in a variety of cross-curricular STEAM projects using the EDP. By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create, and improve their projects.</p>
<b>ASSESSMENT and EVALUATION</b>	<p>Assessment is ongoing and includes teacher observations, class participation, learning centers, assignments, projects, tests, quizzes, student reflections, and learning portfolios.</p>
<b>RESOURCES</b>	<p>Reading A-Z, Raz Kids, Handwriting Without Tears, Math in Focus, IXL, Science Fusion, BrainPop, and various other materials, apps, and online sites.</p>

## Grade 4 Curriculum

<b>LANGUAGE ARTS</b>	<p><b>Vocabulary:</b> Root study, vocabulary study, analogies, synonyms, word puzzles</p> <p><b>Reading Comprehension:</b> Range of text types and purposes, story elements, text connections, figurative language, main idea and supporting details, cause and effect, fact and opinion, prediction and inference, comparison, sequencing, signal words and transitions</p> <p><b>Language:</b> Conventions of standard English- grammar, usage, capitalization, punctuation, spelling, sentence structure, paragraphing</p> <p><b>Writing:</b> Range of text types and purposes, poem and story responses, outlining, graphic organizers, note taking, summarizing, paraphrasing</p> <p><b>Speaking and Listening:</b> Following directions, presentation skills, Spider Web discussions</p>
<b>MATH</b>	<p><b>Whole Numbers:</b> Place value of whole numbers, estimation, number theory, multiplication, division</p> <p><b>Data:</b> Tables and line graphs, data and probability</p> <p><b>Fractions and Mixed Numbers:</b> Ordering and comparing fractions, addition and subtraction of fractions and mixed numbers, decimals, addition and subtraction of decimals</p> <p><b>Measurement:</b> Conversion of measurement</p> <p><b>Geometry:</b> Area and perimeter, symmetry, tessellations, angles, perpendicular and parallel line segments, squares and rectangles</p> <p><b>Problem Solving:</b> Model drawing</p>
<b>SCIENCE</b>	<p><b>Life Science:</b> From molecules to organisms- plants and animals</p> <p><b>Science Fair:</b> Applying the scientific method- question, research, hypothesis, procedure, experiment data, results, conclusion, oral presentation, participation at Academic Fair</p> <p><b>Physical Science:</b> Waves and technology, energy</p> <p><b>Earth Science:</b> Earth and human activity, Earth’s place in the universe- rock cycles, patterns, features</p> <p><b>Engineering Design:</b> Define a simple design problem, develop possible solutions, and optimize the design solution given the criteria and the constraints</p>
<b>SOCIAL STUDIES</b>	<p><b>Our Nation:</b> Using the context of the United States, students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in history, geography, civics, government, and economics organized by topic, region, or issue.</p>
<b>STEAM</b>	<p>Students engage in a variety of cross-curricular STEAM projects using the EDP. By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create and improve their projects.</p>
<b>SUPPORTING ACTIVITIES</b>	<p>Computer technology, library resources, films and videos, digital storytelling, film projects, and field trips</p>
<b>ASSESSMENT and EVALUATION</b>	<p>Assessment is ongoing and includes teacher observations, class participation, assignments, projects, tests, quizzes, student reflections, and learning portfolios.</p>
<b>RESOURCES</b>	<p>Math in Focus, IXL, Mystery Science, Maps Charts Graphs, KidBiz3000, and various other materials, apps, and online sites.</p>

## Grade 5 Curriculum

<b>LANGUAGE ARTS</b>	<p><b>Vocabulary:</b> Root study, vocabulary study, analogies, synonyms, word puzzles</p> <p><b>Reading Comprehension:</b> Range of text types and purposes, story elements, text connections, figurative language, main idea and supporting details, cause and effect, fact and opinion, prediction and inference, comparison, sequencing, signal words and transitions</p> <p><b>Language:</b> Conventions of standard English- grammar, usage, capitalization, punctuation, spelling, sentence structure, paragraphing</p> <p><b>Writing:</b> Range of text types and purposes, poem and story responses, outlining, graphic organizers, note taking, summarizing, paraphrasing</p> <p><b>Speaking and Listening:</b> Following directions, presentation skills, Spider Web discussions</p>
<b>MATH</b>	<p><b>Whole Numbers:</b> Place value, multiplication and division, introduction to algebra</p> <p><b>Fractions and Mixed Numbers:</b> Multiplying and dividing fractions and mixed numbers, ratio, decimals, multiplying and dividing decimals, percent</p> <p><b>Data:</b> Graphs and probability</p> <p><b>Geometry:</b> Angles, properties of triangles and four-sided figures, area of triangles, 3D shapes, volume</p>
<b>SCIENCE</b>	<p><b>Physical Science:</b> Matter and its interactions</p> <p><b>Life Science:</b> Energy from molecules to organisms- ecosystems, anatomy, the female body, puberty</p> <p><b>Engineering Science Fair:</b> Applying the EDP: find a problem, brainstorm solutions, plan which solution is best and how to implement it, create a prototype and test it, improve design to make it better, share problem, solution, and prototype at the Academic Fair.</p> <p><b>Earth Science:</b> Earth’s place in the universe, the universe and its stars, Earth and the Solar System, the role of water on Earth’s surface, human impacts on Earth’s systems</p> <p><b>Engineering Design:</b> Define a simple design problem, develop possible solutions, and optimize the design solution given the criteria and the constraints</p>
<b>SOCIAL STUDIES</b>	<p><b>Ancient Civilization:</b> Students continue to advance their understanding of history, geography, civics, government, and economics as they explore the contributions of ancient civilizations and cultures.</p>
<b>STEAM</b>	<p>Students engage in a variety of cross-curricular STEAM and projects using the EDP. By engaging in hands-on, interdisciplinary EDP projects, students build their problem-solving, critical thinking, and communication skills as they collaborate, ask, imagine, plan, create, and improve their projects.</p>
<b>SUPPORTING ACTIVITIES</b>	<p>Computer technology, library resources, films and videos, digital storytelling, film projects, and field trips</p>
<b>ASSESSMENT and EVALUATION</b>	<p>Teacher observations, class participation, assignments, projects, tests, quizzes, student reflections, and learning portfolios</p>
<b>RESOURCES</b>	<p>Math in Focus, IXL, Mystery Science, Maps Charts Graphs, KidBiz3000, various other materials, apps, and online sites</p>

## Music Curriculum

<b>Kindergarten</b>	Students learn how to discriminate high/low, loud/soft, in tune/out of tune through ear training exercises. Through exposure to drumming, students will learn basic music notation: treble clef sign, quarter and eighth notes, and corresponding rests. They will be able to play triangle, bass drum, snare drum, jingle bells, e.g., in order to accompany their class.
<b>Grade 1</b>	Students learn how to discriminate high/low, loud/soft, in tune/out of tune through ear training exercises. Through exposure to drumming, students will learn basic music notation: whole, half, quarter, eighth notes and corresponding rests, dynamic signs, first and second ending, measure and bar lines, time signature 2/4, 3/4, 4/4.
<b>Grade 2</b>	The students learn how to discriminate high/low, loud/soft, in tune/out of tune through ear training exercises. Through exposure to drumming students will learn basic music notation: whole, half, quarter, eighth notes and corresponding rests, dynamic signs, first and second ending, measure and bar lines, time signature 2/4, 3/4, 4/4.
<b>Grade 3</b>	Students learn how to discriminate high/low, loud/soft, in tune/out of tune through ear training exercises. Through exposure to drumming, students will learn basic music notation: whole, half, quarter, eighth notes and corresponding rests, dynamic signs, first and second ending, measure and bar lines, time signature 2/4, 3/4, 4/4, 6/8, adding dotted notes like dotted half and dotted quarters. Recorder, xylophones, unpitched percussion; introduction to keyboards and their functions of drum styles and easy chord playing; basic solfège- do re mi fa so la ti do with corresponding hand motions. Ear training- recognizing intervals (2nds, 3rds, 4ths, etc.) as well as being able to sing them. Dances such as square dance, line dance, partner dances like the waltz.
<b>Grade 4</b>	Students learn how to discriminate high/low, loud/soft, in tune/out of tune through ear training exercises. <b>Basic instrumental training involving the following:</b> Recorder, 'ukulele, mallet instruments, percussion (playing on more advanced rhythms), piano and electric keyboards, time signatures, key signatures, chord composition and understanding what key the song is in, musical improvisation and composition, bass clef, note reading, mixed meter, and how to count rhythms to facilitate tonguing on woodwind/brass instruments. Traditional dances like Country Western, waltz.
<b>Grade 5</b>	Students learn how to discriminate high/low, loud/soft, in tune/out of tune through ear training exercises. <b>Basic instrumental training involving the following:</b> Recorder, 'ukulele, mallet instruments, percussion (playing on more advanced rhythms), piano and electric keyboards, time signatures, key signatures, chord composition and understanding what key the song is in, musical improvisation and composition, bass clef, note reading, mixed meter, sixteenth notes and rests.
<b>All Grades</b>	Students begin with emphasis on performance as a class for two programs: Nā Kūpuna Day in November (celebrating grandparents and Hawaiian culture), and the Christmas Program. In coordination with Haleluhe (emphasis on learning Hawaiian culture) students learn Hawaiian lyrics and perform several local or Hawaiian songs in music class. Individual or groups of students may perform in the Lower School Talent Show held in March by audition. All students participate in chapel songs and movement. Classroom teachers may ask for support on their content such as multiplication memorization using music.

## Visual Arts Curriculum

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Kindergarten</b>	All about me, patterns, line, shape, drawing, resist	Pattern, color, holiday painting, printmaking resist, collage	Fiber art, marine life, plants, stamping, printing	Clay building, drawing, pastels, collage, resist
<b>Grade 1</b>	Line, shape, color, patterns, drawing, painting, resist	Animals, collage, clay	Fiber art, symbols, mixed media	Clay building, printing, 3D art
<b>Grade 2</b>	Line, shape, color, texture, patterns, drawing, painting, resist	Animals, Matisse, air dry clay, printmaking, mixed media	Asian influence in art, fiber art, weaving, stitching, collage	Sculpture, clay, pastel, drawing, collage
<b>Grade 3</b>	Line, shape, texture, color, visual rhythm, drawing, painting, resist	Plants, animals, clay building, pastels printmaking, collage	Fiber art, resist, weaving, line art	Nature, movement, grid, clay building, drawing
<b>Grade 4</b>	Line, shape, movement, space, abstract art, drawing, watercolor, glue resist, collage	Color theory, pastels clay figure, holiday painting, drawing, mixed media	Fine arts vs. crafts, fiber art, clay	Pacific influence in art, tints, shades, drawing
<b>Grade 5</b>	Visual elements and principles, abstract art, drawing, mixed media, painting	Pastels, folk arts, ceramics/clay building	Fine arts vs. crafts, fiber art, form and balance	European influence in art, warm-cool, tones, pastels, overlapping, drawing

## Haleuluhe Curriculum

	<b>Hula</b>	<b>‘Ōlelo Hawai‘i (Hawaiian Language) / ‘Ike Hawai‘i (Hawaiian Knowledge)</b>	<b>Mele</b>
<b>Kindergarten</b>	<b>Hawaiian Values:</b> Oli, hula steps, hula hand motions, Christmas Program, May Day- mele ‘auwana (modern) or kahiko (traditional) performance (alternating every year)	<b>My Place in Hawai‘i:</b> Greetings, feelings, numbers, colors, body parts, stories and folktales, aloha, friendship, ‘āina and <i>kai</i> (sea), family terms, basic language skills	Intro to mele- honoring our traditions May Day- mele ‘auwana (modern) or kahiko (traditional) performance (alternating every year)
<b>Grade 1</b>	<b>Hawaiian Values:</b> Oli, hula steps, hula hand motions, Christmas Program, May Day- mele ‘auwana or kahiko performance (alternating every year)	<b>My Place in the World:</b> <i>Pono</i> (doing what is right), <i>kuleana</i> (family roles and responsibilities), basic geography- <i>ma‘uka</i> (towards the mountain) and <i>makai</i> (towards the sea), cultural similarities and differences, stories and folktales, basic language skills	May Day - mele ‘auwana or kahiko (alternating every year)
<b>Grade 2</b>	<b>Hawaiian Values:</b> Oli, hula steps, hula hand motions, Christmas Program, May Day- mele ‘auwana or kahiko performance (alternating every year)	<b>My Place in the Community:</b> Kuleana, stories/folktales mālama, social roles, community activities, jobs, caring for the environment, O‘ahu map, basic language skills	May Day - mele ‘auwana or kahiko (alternating every year)
<b>Grade 3</b>	<b>Hawaiian Values:</b> Oli, hula steps, hula hand motions, Christmas Program, May Day- mele ‘auwana or kahiko performance (alternating every year)	<b>My Place in Hawai‘i:</b> Kuleana, stories/folktales, heritage and history, caring for the environment, Hawaiian Islands map, basic language skills, introduction to weather	May Day - mele ‘auwana or kahiko (alternating every year)
<b>Grade 4</b>	<b>Hawaiian Values:</b> Oli, hula steps, hula hand motions, Christmas Program, May Day- mele ‘auwana or kahiko performance (alternating every year)	<b>Hawaiian History Part 1:</b> <i>Ka wā kahiko</i> (Times of old)- the islands were born, Hawaiian life, laws, farming, fishing, basic language skills	May Day - mele ‘auwana or kahiko (alternating every year)
<b>Grade 5</b>	<b>Hawaiian Values:</b> Oli, hula steps, hula hand motions, Christmas Program, May Day- mele ‘auwana or kahiko performance (alternating every year)	<b>Hawaiian History Part 2:</b> <i>Ka wā kahiko</i> - Hawaiians made many things, fought wars, played sports and games, loved stories and music, basic language skills	May Day - mele ‘auwana or kahiko (alternating every year)

## E Mālama i Ke Kino Curriculum

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Kindergarten</b>	<b>Fitness:</b> Space/body awareness, yoga	<b>Fitness:</b> Underhand throw, locomotor skills	<b>Fitness:</b> Overhand throw, kicking, locomotor skills	<b>Fitness:</b> Dance, creative skills, tumbling
<b>Grade 1</b>	<b>Fitness:</b> Locomotor skills, space awareness, yoga	<b>Fitness:</b> Chasing/tagging, dodging/guarding, jump rope, creative dance	<b>Fitness:</b> Tumbling, throwing skills, receiving skills	<b>Fitness:</b> Pushing skills, striking skills, kicking skills, creative dance
<b>Grade 2</b>	<b>Fitness:</b> Functions of the body, modified games with loco-motor skills, positive attitude/sportsmanship, yoga	<b>Fitness:</b> Spatial timing/awareness, body control, positive attitude/sportsmanship	<b>Fitness:</b> Cooperative/creative games, positive attitude/sportsmanship	<b>Fitness:</b> Striking skills, modified sports/games, positive attitude/sportsmanship
<b>Grade 3</b>	<b>Fitness:</b> Functions of the body, yoga, modified games, basic volleyball, positive attitude/sportsmanship	<b>Fitness:</b> Special/timing awareness, body control, dodging games, positive attitude/sportsmanship	<b>Fitness:</b> Creative dance, positive attitude/sportsmanship, basic basketball skills	<b>Fitness:</b> Striking games, modified sports, cooperative/creative games, positive attitude/sportsmanship
<b>Grade 4</b>	<b>Fitness:</b> Yoga, basic volleyball skills, create-a-game	<b>Fitness:</b> Basketball, positive attitude/sportsmanship	<b>Fitness:</b> Modified team sports games, positive attitude/sportsmanship	<b>Fitness:</b> Cooperative games, creative dance, positive attitude/sportsmanship
<b>Grade 5</b>	<b>Fitness:</b> Yoga, volleyball, soccer, positive attitude/sportsmanship	<b>Fitness:</b> Creative games, basketball, positive attitude/sportsmanship	<b>Fitness:</b> Basketball, softball, jump rope, Fitness Week, positive attitude/sportsmanship	<b>Fitness:</b> Gymnastics, football, games, positive attitude/sportsmanship
<b>All Grades</b>	<b>Mindfulness:</b> Introduction/continuation, breathing base, mindful bodies, senses, awareness of thoughts, emotions, connections, loving-kindness, gratitude practice <b>RULER:</b> Emotional Intelligence Charter, Mood Meter, Meta-Moment, The Blueprint			

## Technology Curriculum

<b>Kindergarten</b>	<p><b>Digital Citizenship:</b> Learning to engage in positive and safe behavior when using technology, doing online searches and communicating online.</p> <p><b>Technology:</b> Using technology and the design process to create a product which communicates ideas clearly and effectively using digital tools.</p> <p><b>Coding:</b> Exploring coding concepts such as algorithms via “unplugged” methods.</p> <p><b>Robotics:</b> Exploring robots in action, developing ideas and theories, and pursuing answers and solutions using robots programmed to do tasks.</p> <p><b>Engineering:</b> Using the EDP to develop, test and refine prototypes that accomplish a task or serve a purpose.</p>
<b>Grade 1</b>	<p><b>Digital Citizenship:</b> Learning to engage in positive, safe, and ethical behavior when using technology and interacting socially online; learning about the permanence of their actions in the digital world and how to use effective research strategies to locate information.</p> <p><b>Technology:</b> Using technology and the design process to create a product which communicates ideas clearly and effectively using digital tools.</p> <p><b>Coding:</b> Using algorithmic thinking to develop a sequence of steps to create and test automated solutions using online coding activities and iPad apps.</p> <p><b>Robotics:</b> Understanding how robots work and using algorithmic thinking to develop a sequence of steps to create and test automated solutions.</p> <p><b>Engineering:</b> Using the EDP to develop, test and refine prototypes that accomplish a task or serve a purpose; learning about levers, gears, pulleys, and wheels/axles.</p>
<b>Grade 2</b>	<p><b>Digital Citizenship:</b> Learning to engage in positive, safe, legal, and ethical behavior when using technology and when participating in social interactions online. Learning to manage the digital privacy and security and communicate effectively via email.</p> <p><b>Technology:</b> Using technology and the design process to publish or present content which communicates ideas clearly and effectively to an intended audience using digital tools.</p> <p><b>Coding:</b> Using algorithmic thinking to develop a sequence of steps to create and test automated solutions using online coding activities and iPad apps.</p> <p><b>Robotics:</b> Understanding how robots work and using algorithmic thinking to develop a sequence of steps to create and test automated solutions.</p> <p><b>Engineering:</b> Using the EDP to develop, test and refine prototypes that accomplish a task or serve a purpose.</p>
<b>Grade 3</b>	<p><b>Digital Citizenship:</b> Learning to engage in positive, safe, legal, and ethical behavior when using technology and how to deal with challenging social interactions online. Learning how to use effective research strategies to locate information and understanding the need to respect creators’ rights and the obligations of using shared intellectual property.</p>

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	<p><b>Technology:</b> Learning to use computer applications to create a product and communicate information clearly and effectively to an intended audience; using technology to improve keyboarding skills.</p> <p><b>Coding:</b> Using algorithmic thinking to develop a sequence of steps to create and test automated solutions using online coding activities and iPad apps.</p> <p><b>Robotics:</b> Understanding how robots work and using algorithmic thinking to develop a sequence of steps to create and test automated solutions using the computer and iPad.</p> <p><b>Engineering:</b> Using the EDP to develop, test, and refine prototypes that accomplish a task or serve a purpose.</p>
<b>Grade 4</b>	<p><b>Digital Citizenship:</b> Learning to engage in positive, safe, legal, and ethical behavior when using technology and when participating with social interactions online. Learning to maintain digital privacy and security and developing an awareness of data-collection technology tracking online activities. Learning how to use effective research strategies to locate information and understanding the need to respect creators’ rights and the obligations of using shared intellectual property.</p> <p><b>Technology:</b> Learning to use computer applications to create a product and communicate information clearly and effectively to an intended audience; using technology to improve keyboarding skills.</p> <p><b>Coding:</b> Using algorithmic thinking to develop a sequence of steps to create and test automated solutions using online coding activities and coding programs.</p> <p><b>Robotics:</b> Understanding how robots work and using algorithmic thinking to develop a sequence of steps to create and test automated solutions using the computer and iPad.</p> <p><b>Engineering:</b> Using the EDP to develop, test and refine prototypes that accomplish a task or serve a purpose using a variety of material, circuitry modules and kits.</p>
<b>Grade 5</b>	<p><b>Digital Citizenship:</b> Learning to engage in positive, safe, legal, and ethical behavior when using technology and dealing with challenging social interactions online. Learning to manage personal data to maintain digital privacy and security and developing an awareness of data-collection technology tracking online activities.</p> <p><b>Technology:</b> Learning to use shared online computer applications for word processing and presentations to create a product and communicate information clearly and effectively to an intended audience. Learning to use spreadsheets to create tables and graphs; using technology to improve keyboarding skills.</p> <p><b>Coding:</b> Using algorithmic thinking to develop a sequence of steps to create and test automated solutions using online coding activities and coding programs.</p> <p><b>Robotics:</b> Understanding how robots work and using algorithmic thinking to develop a sequence of steps to create and test automated solutions using the computer and iPad.</p> <p><b>Engineering:</b> Using the EDP to develop, test, and refine prototypes that accomplish a task or serve a purpose using a variety of material, circuitry modules and kits.</p>

## Library and Information Literacy Curriculum

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Kindergarten</b> <ul style="list-style-type: none"> <li>• Literature Appreciation</li> <li>• Poetry Break</li> <li>• Curriculum: Folktales</li> </ul>	Author study, alphabet books, holiday books, curriculum related to fiction and nonfiction literature, information literacy skills, library arrangement	Author study, counting books, holiday books, curriculum related to fiction and nonfiction literature, information literacy skills, library arrangement	Author study, alphabet books, holiday books, curriculum related to fiction and nonfiction literature, information literacy, reference books	Author study, counting books, holiday books, curriculum related to fiction and nonfiction literature, information literacy, reference books
<b>Grade 1</b> <ul style="list-style-type: none"> <li>• Literature Appreciation</li> <li>• Curriculum: Folktales and Multicultural Literature</li> </ul>	Author study, holiday books, curriculum related to fiction and nonfiction literature, folktales, information literacy skills, library arrangement	Author study, holiday books, curriculum related to fiction and nonfiction literature, information literacy skills, reference books	Author study, holiday books, poetry, curriculum related to fiction and nonfiction literature, information literacy skills, reference books	Author study, holiday books, poetry, curriculum related to fiction and nonfiction literature, curriculum related literature information literacy skills
<b>Grade 2</b> <ul style="list-style-type: none"> <li>• Literature Appreciation</li> <li>• Curriculum: Folktales and Multicultural Literature</li> </ul>	Battle of the Books, holiday books, poetry, curriculum related to fiction and nonfiction literature, information literacy skills, library arrangement	Battle of the Books, author study, holiday books, poetry, curriculum related to fiction and nonfiction literature, information literacy skills	Battle of the Books, author study, holiday books, poetry, curriculum related to fiction and nonfiction literature, information literacy skills	Author study, holiday books, curriculum related to fiction and nonfiction literature, information literacy skills
<b>Grade 3</b> <ul style="list-style-type: none"> <li>• Literature Appreciation</li> <li>• Curriculum: Folktales and Multicultural Literature</li> </ul>	Battle of the Books, holiday books, curriculum related to literature, folktales and legends, information literacy skills	Battle of the Books, author study, holiday books, curriculum related to fiction and nonfiction literature, information literacy skills	Battle of the Books, holiday books, poetry, curriculum related to fiction and nonfiction literature, information literacy skills	Author study, holiday books, curriculum related to fiction and nonfiction literature, information literacy skills

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<p><b>Grade 4</b></p> <ul style="list-style-type: none"> <li>• Literature Appreciation</li> <li>• Big 6: Problem Solving Skills</li> <li>• Curriculum: Folktales and Multicultural Literature</li> </ul>	<p>Battle of the Books, holiday books, curriculum related to literature, folktales and legends, information literacy skills, ethical and safe use of computers (Responsible Technology Use Policy)</p>	<p>Author study, holiday books, curriculum related to fiction and nonfiction literature, folktales and legends, information literacy skills</p>	<p>Battle of the Books, holiday books, poetry, curriculum related to fiction and nonfiction literature, folktales and legends, information literacy skills, responsible computer use</p>	<p>Author study, holiday books, curriculum related to fiction and nonfiction literature, information literacy skills</p>
<p><b>Grade 5</b></p> <ul style="list-style-type: none"> <li>• Literature Appreciation</li> <li>• Curriculum – Folktales</li> <li>• Big 6 – Problem Solving Skills</li> </ul>	<p>Battle of the Books, holiday books, curriculum related to fiction and nonfiction literature, information literacy skills, ethical and safe use of computers (Responsible Technology Use Policy)</p>	<p>Genres of literature, fiction and nonfiction literature, curriculum related to literature, information literacy skills, basic computer troubleshooting</p>	<p>Award books, author study, curriculum related to literature, poetry, folktales and legends, information literacy skills, computer use</p>	<p>Author study, genres of literature, fiction and nonfiction literature, curriculum related to literature, information literacy skills, Responsible Technology Use Policy, iMovie</p>

## Grade 6 Preview

Sixth-grade experiences are rooted in St. Andrew’s Schools’ mission and vision-- to engage and educate our students in a culture of care, love and service, and to challenge them to strive to be their best selves.

The curricular and co-curricular experiences in middle school seek to intentionally cultivate each student’s growth physically, socially, intellectually, and emotionally. The program is thoughtfully crafted to provide a warm, nurturing school environment, encourage student voice and choice, and foster increased autonomy and independent decision-making.

Sixth-grade students enjoy an array of co-curricular and extra-curricular opportunities to build community and school spirit, explore their interests, hone their talents and skills, and develop their leadership opportunities through class activities and camp, student government, clubs, and athletics.

## Academic Program

The sixth-grade academic program is designed with many real-world, active, and developmentally appropriate curricular experiences that are taught with increasing complexity as our students move up through the grade levels.<sup>1</sup> Our teachers set high academic standards to challenge students while addressing the specific needs of preadolescent girls. Our students explore their interests and develop their talents in a well-rounded, rich learning environment as they engage in opportunities for interdisciplinary learning and showcase their work to the community.

<b>Grade 6</b>
English 6
Math 6
Physical Education & Health 6
Performing Arts 6
Religious Studies 6
Science 6
Social Science 6: Pacific History
Art 6
Passport to the World: Japanese & Mandarin
Choice of Music

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<sup>1</sup> ASCD, <http://www.ascd.org/publications/books/106044/chapters/Middle-Schools@-Social,-Emotional,-and-Metacognitive-Growth.aspx>

## **Courses**

### **English 6**

Grade 6, Year Term

Students reinforce spelling and grammar skills, develop more sophisticated vocabulary, and write in a variety of modes, including descriptive, narrative, creative, and expository. The literary works chosen for the sixth grade are integrated with the Pacific Rim social studies course and reflect the regions and eras studied. Listening and speaking skills are practiced and reinforced through oral presentations.

### **Math 6**

Grade 6, Year Term

*Requirement: Scientific Calculator such as TI-NSpire CX CAS*

This course of study includes a wide range of general math topics designed for today's middle school students. Problem-solving is emphasized; hands-on projects are included to enhance student interest in the application of mathematics and understanding of the underlying concepts that are significant for success in future college preparatory courses.

### **Physical Education & Health 6**

Grade 6, Year Term

Designed to reinforce and refine the team sport skills introduced in fourth and fifth grades as well as working to improve cardiovascular strength. Kinesthetic awareness of one's body continues to be taught through dance. Students will also develop cognitive knowledge by learning rules and regulations of selected individual, dual, and team sports. The health portion of this course is designed to help students develop a comprehensive understanding of the body's systems and complete personal hygiene. In addition, students spend time developing decision-making skills, and exploring the realms of peer pressure. Discussions defining puberty and drugs will be an area of focus in this class.

### **Performing Arts 6**

Grade 6, Year Term

During the school day, our students participate in performing arts and may choose from choir, band, or orchestra. Students develop a lifelong love of a particular musical medium. Our students' hard work and dedication to their craft are enjoyed by family and friends during our Christmas and spring concerts. Theater also offers the opportunity for students to delve into the performing arts and is offered as an extra-curricular, after school activity culminating in two annual performances. Finally, during our annual May Day celebration, all of our students share with family and friends the skills developed in choir and hula through mele and hula.

### **Religious Studies 6**

Grades 6, Semester Term

This introductory course will take an academic approach to the New Testament and focus on the literary and historical relevance of the Christian sacred texts. Students will examine references to Hebrew Scripture, explore different genres, and study the teachings of Jesus as central tenets of the Christian tradition. The goal is to familiarize students with principal characters and stories of the New Testament while allowing them to think critically about the implications they have on contemporary society.

### **Science 6**

Grade 6, Year Term

*Requirement: Science Fair participation*

The sixth-grade science course begins with environmental science. The emphasis is on populations studies, ecosystems, biomes, and living resources. This is followed by an emphasis on the scientific method, laboratory safety, scientific measurement, data collection and analysis, scientists, and scientific literacy. Students then select a topic of interest and apply the above skills in completing a long-term project that will be presented at the school's Academic Fair. Students also explore a survey of STEM topics such as Earth the water planet, freshwater resources, ocean zones, atmosphere weather patterns, climate, and climate change.

### **Social Science 6 - Pacific History**

Grade 6, Year Term

Social Science 6 comprehensively studies the Pacific Rim and explores the history, culture, economics, politics, geography, and hazards in the world. Topics focus on descriptions Pacific Rim countries, the history of past conflict, and prospects for the future. Also, the course provides an overview of the different Pacific Island groups represented in Hawai'i.

### **Art 6**

Grades 6, Semester Term

This course will build skills in basic art media while developing an understanding of the elements and principles of design. The artwork of the masters will be studied with an emphasis on personal vision and expression of the individual. Students will explore the relationship among visual art, other art forms, and other subject areas. Visiting art displays and museums in our rich downtown area will be a final touch to a wonderful semester of art exploration.

### **Passport to the World: Japanese & Mandarin**

Grade 6, Semester Term

The Passport to the World program seeks to cultivate an in-depth exposure to a variety of languages and cultures. Students will experience semester-long language and culture courses in Japanese and Mandarin.

The goals of this program are to:

- Prepare students for a multicultural world, no matter what language(s) they choose to study for fluency later
- Foster a love for languages and cultivate an open, flexible, and curious mind
- Highlight the connections that exist between languages and cultures
- Provide an in-depth exposure to the above languages and cultures
- Lay the foundation for a rigorous and accelerated language curriculum starting in high school

## Points of Pride

### Academic Fair

All grades six and eight students participate in Academic Fair and begin to build research experience and practice the scientific method. Guided by their faculty mentor, our students make observations, develop a research question, formulate a hypothesis, design and conduct experiments, analyze data, and draw conclusions. They feature their work for the school community and judges from the scientific community during our annual Academic Fair.

### Clubs

We encourage students to participate in leadership roles in school clubs and organizations and promote a healthy balance between academic and extracurricular activities. These organizations meet during afternoon break within the school day or occasionally after school.

### Intermediate Athletics

Grade five and six students can participate on a basketball team in the Christian School Athletic League (CSAL). CSAL provides schools opportunities for students to learn fundamental sports skills and prepare for intermediate athletics. Through student participation, the league fosters camaraderie, sportsmanship, and fun. Each student plays in every game. While the league records game scores, it does not publish win-loss records or determine league champions. School officials, coaches, parents and students are expected to support and promote Christian values by playing honorably, displaying good sportsmanship, and practicing self-discipline.

### STEAM:Ed Up!

St. Andrew's Schools' STEAM:Ed Up! program integrates science, technology, engineering, art, and math to challenge students to solve interesting problems and engage in devising solutions to real-life issues in innovative and organic ways. Students use design thinking, engineering design process (EDP), and the scientific method to frame questions, ideate, design, build and test solutions, and reflect to build higher order thinking skills that are crucial to success in school and in life.

Our students:

- Think critically like a scientist
- Develop and implement like a technologist
- Design and build like an engineer
- Create like an artist
- Analyze and problem-solve like a mathematician



## **Global Leadership**

In a fast-paced, ever changing, and fluid world, our students must cultivate the character, capabilities, and will to contribute to a bright future. The Global Leadership Program offers engaging and challenging learning experiences where students:

- Investigate the world beyond their immediate environment, deeply engaging in inquiry about significant global issues that affect peace
- Recognize, articulate, and explain multiple perspectives; develop awareness and respect of how religious, cultural, geopolitical and historical backgrounds shape individual viewpoints, including their own
- Construct and articulate their own unique perspectives about how the world works based upon sustained inquiry of global issues that affect peace
- Communicate and engage with audiences of diverse backgrounds, recognizing and overcoming linguistic, ideological, cultural, and geographic barriers
- Take action through networking, collaboration, negotiation, and/or compromise, seeing themselves as positive, powerful agents for peace (locally, regionally, and/or globally)
- Cultivate awareness and engage in thoughtful reflection to instill an empathetic, peace-building mindset

## **Social and Emotional Learning (SEL)**

Social and emotional learning is an integral part of our student's experience here at St. Andrew's Schools. Educational research shows that students with higher emotional intelligence are better prepared to manage their emotional lives so that they can focus, learn, and perform well while in school and beyond. Our SEL team implements lessons and activities aligned to the developmental needs of its students.

Students develop healthy relationships with self, others, and the Earth through learning various evidence-based practices such as mindfulness and the RULER Program. Students engage with practical skills to enhance and broaden awareness and cultivate emotional intelligence. They are given opportunities to strengthen their connections through loving-kindness and gratitude practices while growing more familiar with their best selves. Emphasis on social and emotional well-being affords students a well-rounded educational experience.



# ST ANDREW'S SCHOOLS

THE PRIORY ♦ THE PREP ♦ THE PRESCHOOL

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