



LOWER SCHOOL CURRICULUM

GRADES PRE-K THROUGH 4



The Columbus Academy - an independent, coeducational, college preparatory school; enriches its academic tradition of excellence by valuing a broad diversity of students, as it seeks to develop the complete person - mind, body and spirit. The School rewards rigorous effort and accomplishment; fosters compassion, tolerance and moral courage; and insists on integrity, fair play, and community service. The Academy strives to develop and sustain a community of thoughtful, responsible, capable and confident citizens eager to engage in a pluralistic and ever changing world.

Mission Statement
The Columbus Academy

Dear Friends:

What follows is an overview of Columbus Academy's Lower School Curriculum. In this document, we have attempted to capture core components of the learning tapestry that constitutes a child's six-year experience in the Lower School.

It is our hope that the following outline offers a sense of the rich and varied experiences offered to the young learner.

As always, what is written in this document can be experienced more authentically by visiting our Lower School.

Thank you,



Dan Vorenberg

LOWER SCHOOL OVERVIEW

If we want the children of today to continue to be learners tomorrow, we need to help them develop a sense of themselves as competent learners who can function in diverse settings. In order to accomplish this goal, the Lower School curriculum exposes children to different approaches in learning, enhances their awareness of their own individual learning styles, and aids them in discovering that there are many resources for information and knowledge, both within and outside of school. The Lower School is committed to building conceptual understanding, and thus places great emphasis on hands-on experience as children in these early years think concretely. The goal is two-fold: that the students establish an indispensable foundation of self-confidence and sense of competence to learn, and that they develop a genuine understanding of what has been learned so that their knowledge becomes transferable. Our program is committed to the development of imaginative and conceptual learning as well as skill acquisition. It provides opportunities for students to transfer the strategies of critical thinking, decision-making and problem solving from one situation to another. The curriculum addresses the whole child, including personal, social and emotional development. As part of taking responsibility, the students come to evaluate their own work, set goals with their teachers, and are helped to develop a sense of accountability for their own learning. They learn to take responsibility for their choices and how to strengthen the community of the classroom. While developing awareness of their own learning styles, they discover ways to adjust their personal learning strategies. Our curriculum fosters the child's ability to communicate linguistically and mathematically, orally and in writing, across all disciplines. Students discover that all subjects are related, even though they may appear under the 'title' of art, music, science, social studies, even physical education. There is an assumption of a strong partnership between families and school through on-going close communication, working together to foster the individual growth of every child.

IMPORTANT EVENTS AND NOTES:

Parents Night: held early in September

Conferences: 4 scheduled conferences a year with teachers

Grades: letter grades are not given until 4th grade

Musical Programs: held in December and May

6-Day Schedule: students follow a 6-day schedule (lettered A, B, C, D, E, and F). You will be given a copy of your child's schedule early in the school year.

FOURTH GRADE TRADITIONS:

Fourth Grade Operetta: performance held in the evening in the spring

Glen Helen: Every year the fourth grade is involved in an outdoor overnight educational experience at Glen Helen in Yellow Springs, Ohio, for four days.

Marietta Trip: taken as a field trip in conjunction with the study of Ohio history

OTHER LOWER SCHOOL TRADITIONS:

Meet The Teacher Night: Students and parents are invited to come one late afternoon before the start of school to meet their new teacher.

Outdoor Week: a week during the school year dedicated to outdoor study

Lower School Fair: a fun-filled event planned by Lower School parents for families and their children in grades Pre-K through 4.

Special Friends Day: Lower School students invite a friend or relative from a different generation to join them for a morning of classes and presentations. This event is traditionally held the Friday before Mother's Day in May.

Halloween Parade: Lower School students, dressed in costume finery, parade through each building to celebrate this American tradition.

Specialist Night: an evening when parents can join their child to specifically explore the special programs that are offered during the school week

Assemblies: held every rotation on "F" day for grades K-4. Classes are given opportunities to share what is happening in their classrooms.

AFTER SCHOOL OFFERINGS:

C.A.S.E. (Children's After School Experience): C.A.S.E. is an after school program for children in grades pre-kindergarten through four. Children may be enrolled for a regular full time schedule, or for one, two, three, or four days per week. Drop-ins are also welcome. C.A.S.E. is available from 3:10 until 6:00 p.m. This program is provided at an additional cost.

AFTER SCHOOL OFFERINGS CONT.

Strings: this program is offered to 2nd through 4th grade students in the morning or after school throughout the school year at no additional charge.

Drama: Drama is offered throughout the school year to Kindergarten through 4th grade for an additional charge.

Chess: Chess is open to students in grades K-4. Students compete with each other and against the computer. Individuals are welcome to compete in tournaments as well.

PRE-KINDERGARTEN

VISION:

The Pre-Kindergarten is an inviting, comfortable, happy, and stimulating environment where children are encouraged to discover and develop their academic, creative, and social skills at their own pace. Opportunities for active and experiential learning are offered each day through both child-initiated and teacher-directed activities in order to assist children in their intellectual, physical, social, and emotional development. We are committed to creating an enriching environment where children will be in the continuous process of development based on their individual ability, readiness, and interest.

LANGUAGE ARTS:

The Language Arts program is developmentally oriented and is designed to help children progress at their own pace. Core areas addressed, but not limited to, are:

- Recognizing upper and lower case letters
- Recognizing first and last names
- Understanding that printed words carry a message
- Organizing pictures and events into proper sequential order
- Discriminating visual likenesses and differences
- Correlating letters to their sounds
- Developing initial speaking and listening skills
- Developing a lifelong appreciation of literature
- Keeping an on-going portfolio
- Identifying opposites
- Recognizing and producing rhyming sounds
- Developing pre-reading and pre-writing skills
- Hearing and identifying the beginning and ending sounds in words

PRE-KINDERGARTEN CONT.

MATHEMATICS:

The mathematics program in Pre-Kindergarten encourages children to investigate their environment and to make discoveries, using hands-on materials, which help them to discover the relationships of mathematical concepts in a concrete way. Opportunities are available for graphing, estimating, sorting, and counting. Areas of concentration include, but are not limited to:

- Learning about the calendar (seasons, days of the week, months, date, year)
- Recognizing numerals from 1-30
- Working with patterns
- Recognizing simple shapes
- Using graphs to determine amounts
- Putting numbers in correct numerical order 1-30
- Placing the correct number of objects with the corresponding numerical component
- Making reasonable estimations and measurements
- Counting a larger number of objects with correct one-to-one correspondence
- Exercising and developing spatial reasoning skills using mathematics manipulatives

SOCIAL STUDIES/SCIENCE

The Social Studies/Science curriculum is presented through theme work. Some of these themes are Colors, Community Helpers, The Five Senses, The Solar System, The Butterfly Life Cycle, and Holiday Celebrations. Children can build on their existing knowledge through literature, class discussions, science experiments, and creative art projects related to the theme they are studying.

CREATIVE ARTS

Children have daily opportunities to express themselves through the arts. Special art projects encourage children to explore different media and develop fine motor skills. During free choice time art materials are always available for the children to use. Music is also part of our daily routine and includes singing, rhythmic activities and special movement and music classes. Experience in drama occurs informally through the availability of the classroom dramatic play area during free choice times. Pre-K also does a class play in the spring.

SOCIAL/EMOTIONAL DEVELOPMENT

In addition to intellectual development, we recognize the importance of a child's social/emotional development. We provide opportunities for children to practice and enhance skills in communication, decision-making, and problem-solving. Learning to get along with others and developing confidence within a school context is an integral part of our Pre-K program, as is the development of a good work ethic.

KINDERGARTEN

VISION:

Kindergarten children begin to assume responsibility for their own learning, both as an individual and as part of a group. They are helped to grow as critical thinkers, to think and play imaginatively, and to participate in problem-solving activities. Many aspects of the program are designed to help them gain self-confidence and self-awareness, to take risks, to practice organizing their belongings, and to solve social problems. As they come to appreciate their uniqueness, they also find value in diversity of ideas, beliefs, race, culture, gender, and people with special needs.

LANGUAGE ARTS:

The kindergarten language arts program is intended to develop lifelong readers and writers. Literature-based themes are integrated throughout the whole kindergarten program. Phonics and whole language approaches are utilized so that every child's most effective learning styles can be accommodated. We hold as a goal that children can write anything they can say. This is accomplished through emphasis on associating sounds with letters and using temporary/invented spelling to express ideas fluidly when writing. Conventional spelling is encouraged for familiar words. Teachers speak individually to children about their writing providing mini-lessons and most importantly, offering praise. Books geared to the child's reading level are taken home three times a week to be shared with parents. Teachers read individually with students to assess their progress in the reading process. Through regular work on vocabulary and exposure to a rich selection of excellent literature, children develop a real world sense of the reasons for reading and writing. Specific work is done to insure that children are able to:

- Show progression in self-correcting, decoding, predicting, recalling, making connections, noting comparisons and contrast, using context clues, and vocabulary development
- Sequence events in reading and writing
- Demonstrate left-to-right progression in writing and reading
- Hold a pencil correctly and accurately in order to form letters and numerals legibly
- Develop awareness of correct punctuation
- In writing, develop good posture, paper position, and appropriate spacing
- Become familiar and confident with the writing process
- Develop strong listening and speaking skills
- Independently express ideas in written form using standard or invented spelling

MATHEMATICS:

The mathematics program in kindergarten uses a hands-on approach using a variety of manipulatives. Children are encouraged to internalize numbers as high as 10. Patterns are emphasized and mathematical

KINDERGARTEN MATHEMATICS CONT.

and temporal concepts of calendar receive daily attention. Graphing, counting, estimating, basic geometry, one-to-one correspondence, problem-solving, mental math, place value (ones, tens, hundreds) are central. Children are introduced to money and telling time and explore addition and subtraction. The program, because it is so concrete and developmentally appropriate, fosters in children a high comfort level in working with mathematical concepts. The mathematics program enables children to:

- Discover mathematical concepts using Tangrams, Chips, Geoblocks, Attribute Blocks, Geoboards, Pentominoes, Cuisenaire Rods, Unifix Cubes, Pattern Blocks, Jewels, Beans, Wooden Cubes, Tiles and Treasure Boxes
- Create, duplicate and extend repeating and growing patterns and identify them in the environment
- Read number words 1-10
- Make linear and quantitative estimations as well as developing strategies for estimation
- Put days of the week and months of the year in correct sequence
- Show the number of days in school in ones, tens, hundreds
- Count on, count forward, count backwards, skip counting by 2's, 5's, and 10's
- Recognize and know the worth of pennies, nickels, dimes, quarters and use them to make equivalent quantities

SOCIAL STUDIES:

The Kindergarten Social Studies curriculum is integrated with our literature-theme-based language program. Field trips to such places as Slate Run Living Historical Farm and The Columbus Zoo provide diverse opportunities for children to experience the themes they study. Various themes include 'Nighttime', 'People With Special Needs', 'All About Me and My Family', 'Under the Sea', 'China' and 'In the Barnyard'. Other concepts covered are maps, globes, flag etiquette, Pledge of Allegiance, recognition of calendar days of special interest, and current events.

FIRST GRADE

Discovery is an important part of first grade. Because children come to first grade at different stages of readiness, the program is designed with experiences to fit all levels. Different disciplines can be integrated around a common theme to help students make connections in various areas, such as reading, social studies, music, art and science. Critical and logical thinking are stressed as tools for problem solving. The students strengthen their decision making skills by examining questions in a variety of ways, learning to listen to answers different from their own, making choices and then implementing those choices.

FIRST GRADE CONT.

LANGUAGE ARTS:

The first grade Language Arts program encourages the joy of reading and writing with the goal of developing a lifelong habit of literacy. There is a strong emphasis on integration of reading and writing so that children have a deep understanding of the connections that create literacy. Additional components of the language arts program include phonics, spelling, writing mechanics, penmanship, development of vocabulary, listening and speaking; all are reinforced by constant use. The children learn they have power over words; they can read and they can write the thoughts in their heads. Literacy is celebrated daily. The first grade Language Arts Program enables children to:

- Read for pleasure and appreciate a variety of genre
- Recognize the difference between fact and fiction
- Write freely and communicate effectively while speaking
- Expand vocabulary
- Use spelling strategies, alphabetical order
- Transition to standardized spelling with personalized spelling lists
- Write a coherent story with a beginning, middle and ending
- Write, revise, edit, and publish pieces

MATHEMATICS:

The first grade Mathematics Program uses Everyday Mathematics. This program gives students concrete and hands-on experiences with a variety of materials enabling them to make that progression from the concrete to connecting to symbolic levels. Additionally, use of appropriate materials strengthens students' sense of spatial relationships. A significant portion of the mathematics program is highly practical and helps students to function in their world. Problem-solving approaches to everyday situations is a central aspect of our mathematics program. The program enables children to:

- Participate in logical thinking activities with shapes
- Record and understand data presented on a graph, table or chart
- Recognize patterns
- Add and subtract to eighteen and add and subtract two-digit numbers without regrouping
- Identify fractions
- Identify and count coins up to a dollar
- Tell time in five minute intervals
- Place value: ones, tens, hundreds
- Use of calculators to support work
- Work with a variety of standard and nonstandard measure for volume, length, temperature and weight

FIRST GRADE CONT.

SOCIAL STUDIES:

The Social Studies Program is centered on the appreciation and celebration of diversity in the world along with the uniqueness of each individual in it. Students are encouraged to understand that they need to make contributions to make our world a better place for everyone. This is accomplished through the pursuit of various themes and topics, such as individual uniqueness, family, community and our own traditions, map skills, country study, westward expansion (pioneers), our town, cultures around the world and the class as a cooperating community. Students gather information, synthesize data with all topics, and apply what has been learned.

SECOND GRADE

In second grade, the students are growing in their sense of independence and their ability to use the skills of reading and writing on their own. These skills enable them to undertake more extensive projects with less need to rely on adult help. They begin to develop their own style and to be able to write with fluency and some degree of flourish. In math, using The Everyday Mathematics, they move to larger concepts with more problem-solving opportunities. Although the manipulatives continue to be an important part of the mathematics learning process, the children are able to engage in more abstract thinking. Much of the second grade curriculum is centered on high interest themes in which the students use skills and approaches from all the disciplines. Demonstrating respect for others and learning to collaborate well continues to be emphasized. The students continue to develop and reinforce their organizational skills, showing the effective use of time, completing assignments, and taking pride in their personal space and class work.

LANGUAGE ARTS:

The Open Court Reading program provides a framework for the second grade language arts curriculum. Literacy themes include 'Sharing Stories', 'Kindness', 'Look Again' (camouflage), 'Fossils', 'Courage', and 'Our Country and its People'. The reading selections complementing each theme allow the students to explore a variety of literary genres. As readers, the students will become increasingly sophisticated as they refine their reading skills, enhance their understanding of vocabulary, and further develop reading strategies. In second grade, an emphasis is placed on reading comprehension. One of the key goals of the Language Arts program in second grade is that students become more effective in written communications. They will increase their use of traditional spelling and will be introduced to cursive handwriting. They grow as speakers and listeners, with many opportunities to speak in both formal and informal settings. Specific goals of the program include the development of students' ability to:

- Decode using phonetic analysis and read independently for varying purposes
- Listen and speak more effectively

SECOND GRADE LANGUAGE ARTS CONT.

- Use context skills, picture clues, syntax
- Syllabicate and summarize
- Observe cause and effect, predict, sequence, recognize the main idea, note detail, make comparisons and contrast, retell, infer, appreciate story elements
- Write paragraphs, descriptive writing, letters, book reports, informational reports, journal entries, invitations, fiction, poetry
- Increase ability to use capitalization, end punctuation, and commas
- Do basic research using bibliographies, indexes, tables of contents and encyclopedias
- Increase use of standard spelling

MATHEMATICS:

The second grade Mathematics Program uses Everyday Mathematics. This program enables children to master addition and subtraction facts through 20. They will develop problem-solving and critical thinking skills. The program will introduce them to regrouping and will enable children to understand the concept of multiplication with an emphasis on the tables through 9. Students will learn to understand place value with large numbers and develop the ability to read and write these large numbers. The program helps the children maintain an appreciation for mathematics and its relevance in everyday life. It enables students to:

- Tell time to the minute, and explore the concept of time with calendars, clocks and time lines
- Identify 2- and 3-dimensional shapes, work with elapsed time problems, work with patterns
- Regroup through 100 and master addition and subtraction facts through 20
- Understand the concept of multiplication, its relation to addition and subtraction and to compute through tables of 9
- Measure liquids, and determine length, temperature, and weight
- Understand place value through thousands
- Count money, introduce the concept of making change, and use decimal notation to record monetary amounts
- Read and write large numbers
- Review the concept of a 'whole' to 'parts' fractional relationship
- Collect data, use and create graphs
- Understand simple probability and use problem-solving strategies
- Use calculators
- Introduce concept of variables

SOCIAL STUDIES:

The second grade Social Studies curriculum includes a variety of social studies/history related themes

SECOND GRADE SOCIAL STUDIES CONT.

as well as a year long study of maps, globes, and graphs. The second grade curriculum places a special emphasis on learning about the seven continents. Social Studies theme units include 'Community', 'Friendship', 'Christopher Columbus', 'Pilgrims', 'Biographies', and 'Our Country and Its People'. Current events discussions are also an integral part of daily classroom routine. Specific goals include enabling children to:

- Identify map symbols, oceans, and directionality
- Develop and use timelines
- Take notes and do research using school and community libraries
- Give effective presentations
- Compare the past with the present and discuss current events
- Use newspapers, web sites, and other media for information
- Begin to understand dates
- Appreciate and understand the ramifications of Columbus' voyages to the New and Old World
- Learn about and better understand the feeling immigrants experienced as they left their homelands and ventured to an unknown place

THIRD GRADE

Throughout the third grade program, there is a strong emphasis on children becoming independent, responsible students. They undertake some long-term projects, which allow them to practice good work habits and to strengthen their study skills in research, overall organization, and time management. Problem solving and cooperative learning are valuable dimensions of this year's program. The students use non-fiction resources for information in writing and reading. They are given many opportunities to enhance their oral and written communication skills. Computers are a source for keyboarding, word processing, composing writing directly onto the computer, and as a tool for acquiring information on the Internet.

LANGUAGE ARTS:

Literature continues to be an important part of the third grade Language Arts Program, while there is a significant increase in reading for information using non-fiction sources, reference works, the Internet, and news articles. Open Court Reading Series coupled with thematic-related trade books provide a solid base for the third grade literature experience. Reading skills such as inference, use of context clues, drawing conclusions, summarizing, and noting story elements are enhanced and are provided at the student's instructional level. Independent, self-motivated and silent reading are prominent. Exposure to a wide range of literature and development of lifelong readers and writers continues to be a major goal. The ability to express ideas effectively is emphasized in written and oral work. The formalized writing experiences

THIRD GRADE LANGUAGE ARTS CONT.

help children consolidate their ability to write in complete and more complex sentences and simple and cohesive paragraphs with emphasis on main ideas and supporting details. Strategies for correct standard spelling are taught and attention is given to the mechanics of writing and grammar. Among the specific goals are the ability to:

- Read for information, inference, and decoding skills
- Identify the sequence of events, main idea and supporting details
- Expand reading, writing, and speaking vocabulary
- Use various formats/structures to convey written message (i.e. letters, invitations)
- Organize information to create an outline and work from outline to rough draft to final copy
- Self and peer editing learning to apply mechanics appropriately
- Express self in front of a group: extemporaneously and planned experiences
- Introduce and review parts of speech
- Write to communicate effectively
- Write legibly in cursive
- Master weekly spelling patterns and apply to everyday writing

MATHEMATICS:

The third grade mathematics curriculum uses Everyday Mathematics which builds on everyday, real life situations having to do with: numeration and order, measurement, money, time, problem solving, computational skills, patterns, estimation, and fractions. Moreover, it uses more of the mathematical spectrum by exploring data and chance, geometry and spatial sense, algebra, and the use of variables. Students work with a variety of models, diagrams, procedures, and inventions to successfully solve problems in a manner that makes sense to our students. The program enables students to:

- Add columns of 3-4 numbers, with the use of carrying
- Master subtraction facts with differences under 10
- Increase understanding of borrowing in numbers through the 1,000s
- Round numbers for estimating sums and differences
- Increase understanding of the calendar and elapsed time with recognition of time to the hour, half and quarter hour, and increments of minute, five minutes, and ten minutes on a digital and analog clock
- Multiply larger numbers by one digit multipliers, and use 2-digit multipliers with and without carrying
- Begin practicing basic division facts
- Strengthen computational skills with regard to money and practice making change
- Fractions; addition and subtraction of, finding equivalent fractions, reducing fractions and finding a fraction of a whole number
- Introduction to the concepts of area and perimeter
- Provide flexible groupings when needed
- Work with decimals; ordering decimals, adding and subtraction, estimating to the nearest whole

THIRD GRADE MATHEMATICS CONT.

- Become acquainted with concepts of points, segments, lines, rays, angles, and geometric shapes
- Exposure to positive and negative numbers
- Practice with concepts of symmetry, congruence, similarity, prisms, cubes, pyramids, cones and spheres

SOCIAL STUDIES:

The third grade Social Studies Program enriches students' knowledge and appreciation of the diversity of our communities through the use of quality literature, fiction and non-fiction. The city of Columbus provides a nearby living example of a diverse metropolitan area as a community. Their research includes the use of computer technology as well as library research skills. Attention is given to current events and various family and holiday traditions, which are studied to increase students' knowledge and appreciation of cultural and religious diversity. Specifically, work in Social Studies enables students to:

- Experience the classroom as a democratic community and how to function in this community
- Become familiar with common attributes of metropolitan communities; transportation, medical, educational, cultural facilities, housing, government/law, businesses, and places for recreation
- Acquire the concepts of why and how communities expand and develop
- Learn specifically about the metropolitan community of Columbus Academy
- Become familiar with a variety of world communities and immigrant communities through literature
- Learn about famous Ohioans past/present
- Strengthen map skills
- Use computer technology, including research skills, Internet, and building a city with Neighborhood Map Machine

FOURTH GRADE:

Fourth grade is a year in which the students integrate all their skills more fully and take on more responsibilities than in the earlier years. They learn to write using proper mechanics across all disciplines. While building on the organizational skills, they learn more about themselves as learners; they learn what strategies work best for managing time, for taking notes, for outlining, for fulfilling assignments, for finding a routine for studying, and for staying on task during independent study. Independent reading is required from a number of genres. Ohio History is a year-long focus and various projects and field trips enhance this study. The students have a variety of opportunities to serve others as, Big Buddies, and through

FOURTH GRADE CONT.

community service activities and projects. The performing arts have a prominent place in the curriculum. Fourth Grade Choir and the Fourth Grade Operetta offer children opportunities to perform. Fourth grade is a transitional year to the Middle School. It is the first time that the students receive formal grades and use notebooks and lockers.

LANGUAGE ARTS:

The fourth grade Language Arts Program exposes students to a wide variety of genres and literary styles moving rapidly from literal to more sophisticated and abstract interpretations. Vocabulary development is an area of major emphasis. It includes grammar, parts of speech, definitions, contextual and secondary meanings, and use in a context. The writing process (pre-writing, editing, rewriting) holds students accountable for spelling and mechanics. Students begin to find their writing style, their 'voice' as writers, through creative, narrative, descriptive, and report writing. Research skills are emphasized and taught in conjunction with the library and computer program. Students work on long-term projects and there are increased opportunities for students to present their work. The program is designed to enable students to:

- Read, appreciate and understand a variety of genres from many different cultures and points of view
- Exposure to the use of dictionaries and thesaurus
- Scan, summarize, make analogies, make inferences, draw conclusions, compare and contrast, identify main ideas from supporting details, distinguish fact from fiction
- Use correct grammar, standard spelling, mechanics, variety of sentence structure, rich vocabulary in written and oral work
- Develop well-organized paragraphs including main idea, supporting detail, use of figurative language, sequence, appropriate introductions and conclusions using point of view
- Re-write and edit effectively
- Write book reports, research reports, narratives, descriptive pieces, letters and poetry
- Read aloud, give and follow oral explanation and direction, listen for information, listen to a variety of genres
- Use various computer software including word processing and Hyperstudio
- Develop an appreciation for good literature and an enthusiasm for reading

MATHEMATICS:

The fourth grade Mathematics Program continues with Everyday Mathematics developing good problem solvers who demonstrate a solid number sense and are able to use mathematical vocabulary to explain their thinking. The fourth grade mathematics program is also heavily supplemented with a Scott Foreman text. This format helps fourth graders transition to a text in fifth grade that requires more reading and

FOURTH GRADE MATHEMATICS CONT.

transferring of problems to paper. Activities develop a sense of place value through work with the four basic operations. The use of manipulatives increases the understanding of concepts focusing on the understanding of fractions, decimals and elements of geometry. The effect of the program is that students are able to:

- Add, subtract, multiply, and divide whole numbers
- Add, subtract, and multiply fractions
- Understand decimals through hundred-thousandths, and add, subtract, and multiply them
- Identify, name, model, and create geometric shapes and terms
- Use customary metric measurement
- Note development of mathematics through history, and appreciate mathematics as a universal language transcending culture
- Make mathematics connections to the real world

SOCIAL STUDIES:

In the fourth grade, the students study Ohio history, current events and map skills. Work in Social Studies enables students to:

- Learn about land forms, regions, and people of Ohio
- Locate and describe the way of life of Ohio's prehistoric and historic Indian tribes
- Understand the events leading to the French and Indian War and the Revolutionary War and be aware of Ohio's role in these
- Know about the development and settlement of the Northwest Territory and events leading up to Ohio statehood
- Learn about aspects of early pioneer life in Ohio
- Understand the growth of transportation in Ohio
- Identify major immigrant groups that came to Ohio and why they came
- Understand and learn about the effects of slavery and the underground railroad as events leading up to the Civil War in Ohio
- Understand and use maps
- Understand current events as they affect local, city, state, country and global peoples
- Learn about government of Ohio and its organization

MUSIC

PRE-KINDERGARTEN

PRE-KINDERGARTEN MUSIC CONT.

The Pre-Kindergarten music program will focus on nurturing your child's innate musical intelligence and stimulate essential childhood skills through a research based developmental approach to musical literacy implementing the Kodaly, Orff, Laban and Dalcroze concepts of music education. The heart of instruction will aim to guide your child to explore and experience music through singing, moving, playing instruments, listening and dramatic play. We build a repertoire of play-filled folk and popular songs, singing games, rhymes and the best of the classics, which will lead them to discover:

- loud and soft (dynamics)
- fast and slow (tempo)
- the identification of voice recognition, environmental and instrumental sounds (tone color)
- short sounds and longer sounds (rhythm)
- moving to the steady beat
- songs that are skipping and galloping (6/8 meter) or songs that are stepping and marching (2/4 meter)
- phrases that are same and different (form)
- pitches that move higher or lower (melody)

The goal is to present music in a way that captures your child's musical energy, musical attention and musical imagination, therefore capturing your child's musical mind, creating a musical life.

KINDERGARTEN

The Kindergarten year in music is one of vocal exploration and discovery. The children learn about music through singing, movement, listening and play. We begin by building a repertoire of songs, chants, and play party games. This repertoire comes from a collection of traditional folk songs, children's songs and poetry. Through this material, we identify and practice the following concepts:

- Identifying and producing the underlying musical beat
- Matching pitch and singing accurately within a limited range
- High and low sounds
- Loud and soft dynamics
- Fast and slow tempo
- Movement in time
- Experiencing and learning about music of other cultures and countries
- Developing an enjoyment and appreciation for music

In addition to a monthly collaboration with the Art faculty for the 'Artist and Composer of the Month' series, the Kindergarten through fourth grade music program strives to cultivate and broaden students' learning experiences. Music, in study and practice, is an interdisciplinary application of the liberal arts which seeks

to integrate the information of a broad academic education into a creative art form. With an emphasis on both State and National Music Standards students are given a multitude of diverse musical experiences. Through performing, listening, creating, and analyzing music of their own cultures and cultures around the world, students will develop both an understanding and appreciation of this valuable art form.

FIRST GRADE

Among the concepts introduced in the first grade music program are:

- Identifying the beginning concepts of pitch, including reading, writing, and performing simple melodic passages
- Developing a solid understanding of duration (rhythm) through exploration of steady beats, syncopation, and time signatures
- Controlling the expression of musical sound by using various dynamic, texture, and timbre changes
- Recognizing form within music, such as comparing small melodic and rhythmic passages as same or different
- Building a strong repertoire of songs, including art songs and folk material of American and other ethnic cultures

SECOND GRADE

Concepts and areas studied in the second grade music program include:

- Increasing familiarity with pitch by creating, reading and sight-singing melodies within the pentatonic scales of F,G,C, and D
- Developing further knowledge of duration by identifying and performing rhythmic passages containing quarter, eighth, sixteenth, and half notes
- Identifying and discussing the mood or intent of a piece of music
- Performing rounds, canons, and ostinati to demonstrate textural awareness
- Establishing an understanding of simple forms as symbols, including ABAB and ABAC
- Continuing work on appropriate vocal timbre and tone through singing a varied repertoire of songs
- Fostering proper audience etiquette

THIRD GRADE

Among the areas and concepts studied in the third grade music program are:

- Expanding knowledge of pitch notation and the treble staff through singing, reading, and writing appropriate melodic passages

THIRD GRADE MUSIC CONT.

- Performing and understanding duple meter
- Identifying and performing the dynamic marking p, f, mp, and mf
- Conducting 2, 3, and 4 beat patterns while singing
- Continuing to develop a vast repertoire of music while understanding and demonstrating appropriate audience etiquette during live performance and listening

FOURTH GRADE

New areas of concentration for the fourth grade music program include:

- Distinguishing between major and minor tonalities
- Identifying specific melodic passages within composed music and art songs
- Beginning work with key signatures and understanding the function of the flat, sharp, and natural signs
- Maintaining a steady beat in varied meters
- Introducing more numerous dynamic changes and performing crescendos and decrescendos
- Identifying and recognizing differences in styles among popular, classical, folk, and other types of music
- Following and performing a line from a polphonic composition
- Identifying instruments used in the classroom ad those used in a symphony orchestra
- Maintaining a repertoire of various art songs and folk material of American and other ethnic cultures

SCIENCE

The Lower School Science Curriculum covers topics in the life, earth, and physical science areas. The program serves four major purposes: to help students develop an understanding of the processes of science; to provide students with opportunities to learn new scientific and technical skills; to respect the differing points of view of others; and to foster the interest, enthusiasm and confidence in the field of science, which support lifelong learning. The program emphasizes the development of the scientific processes including: observing, questioning, analyzing, trying out ideas, discussing, and communicating their thoughts and discoveries with their classmates.

PRE-KINDERGARTEN

Science instruction in the pre-kindergarten is done in the classroom with the regular classroom teachers. The Science Curriculum is integrated into the themes that are studied throughout the school year. Focus is on discovery and experimentation, using appropriate literature.

KINDERGARTEN

KINDERGARTEN SCIENCE CONT.

The kindergarten Science Program reflects the belief that young children learn best through inquiry based, hands-on activities. During the year, students investigate fabric, honeybees, magnets, snails, worms, isopods, trees and wood, “kitchen chemistry”, volcanoes, and dental health. Specifically, the kindergarten program enables children to:

- Compare observable characteristics
- Question why something happened
- Use materials and equipment to solve problems
- Work cooperatively and independently
- Communicate ideas and organize information
- Create simple graphs
- Recognize patterns in the natural world
- Extend their natural fascination with the world

FIRST GRADE

The first grade Science Program helps students connect and explore the science in their everyday lives. Through open-ended inquiry activities, students investigate balance and motion, paper and recycling, plants, solids and liquids, life cycle of the mealworm, and rocks. Science investigations are often taken outside. The first grade program enables students to:

- Redesign and repeat investigations
- Investigate indoor and outdoor environments
- Practice appropriate conservation of materials
- Make and organize collections
- Explore the possibilities of some objects influencing other objects
- Classify
- Collect and interpret data
- Communicate ideas and organize information
- Create graphs

SECOND GRADE

The second grade Science Program gives students increasing opportunities to solve problems, resolve issues and carry out single cause and effect investigations in both indoor and outdoor environments. Students gain experience communicating ideas, sharing materials, and collaborating with others through these science topics: insects, mystery formulas, fossils, ideas and inventions, and air and weather. Specifically, the second grade program enables students to:

SECOND GRADE SCIENCE *CONT.*

- Solve problems and resolve issues using varied strategies
- Design, describe, and carry out simple cause and effect investigations
- Use a variety of instruments to measure
- Report and critique the results of explorations
- Research inventions from a wide diversity of persons, cultures, and other sources
- Make appropriate choices regarding the capacity of containers, uses of tools, amounts of time, procedures and others

THIRD GRADE

The third grade Science Program strengthens the students ability to classify, observe, measure, communicate, and question. There is a strong emphasis on developing the process skills of predicting, inferring, interpreting data, and forming conclusions. Within a framework of units designed to provide child centered hands-on learning experiences, students are exposed to life, earth, and physical sciences. Specific topics covered include: water, physics of sound, simple machines, science of mysteries, birds and butterfly migration, solar system, plants, and invertebrates. Specifically the third grade program enables students to:

- Explore motions of objects and organisms
- Identify how organisms and objects influence other organisms and objects
- Predict and test predictions
- Identify variable and controls
- Observe events and phenomena of varying duration and report occurrences accurately
- Apply common arithmetic operations to increase understanding and accuracy of descriptions and interpretations
- Organize data

FOURTH GRADE

The fourth grade Science Program develops the higher-level process skills of inferring, controlling variables, interpreting data and measuring. Field experiences include landforms, owls, and environments. In the laboratory, students acquire a working knowledge of the human body, landforms, variables, magnetism and electricity, chemistry, and models and designs. Specifically, the fourth grade program enables students to:

- Learn from scientists of the past
- Keep accurate records of vocabulary
- Discuss the impact of human activity in global focus
- Apply mathematics in the context of science
- Develop conceptual models and construct physical models

- Create solutions to real world problems

SPANISH

The Lower School Spanish curriculum was developed to coincide with the Ohio Content Standards for Foreign Language and the K-4 grade level benchmarks. These benchmarks state what the student should know and be able to do by the end of the Lower School program. These benchmarks also allow us to have a flexible scope and sequence that reinforces the core curriculum and skills of the K-4 classroom. This often translates into theme and topic changes year to year. While vocabulary is an important aspect to learning a foreign language, please note it is not what drives our curriculum. These benchmarks are categorized within the five foreign language standards: communication, culture, connection, comparisons and communities which are listed below. While these benchmarks may be our curricular goals of the Lower School Spanish Program, please note your child's feelings of success while learning a foreign language is still our number one goal. (These benchmarks were taken directly from the ODE Ohio Academic Content Standards Foreign Language K-12 and are posted on the ODE website @www.ode.state.oh.us)

COMMUNICATION

- Ask and answer questions and share preferences on familiar topics
- Exchange personal information
- Request clarification
- Give and follow a short sequence of instructions
- Respond appropriately to requests accompanied by gestures and other visual auditory cues, and follow directions
- Identify people and objects based on descriptions
- Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues
- Identify the main idea and describe characters and setting in oral or written narratives
- Tell or retell stories
- Present information orally or in writing
- Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

CULTURE

- Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities
- Observe, identify, describe and reproduce objects, images and symbols of the target culture
- Identify distinctive contributions made by the people in the target culture

SPANISH CONT.

CONNECTIONS

- Describe concepts and use skills from across disciplines
- Identify viewpoints of the target culture through authentic sources and expressive products
- Identify and describe linguistic structures and writing systems of the target language and English
- Recognize that linguistic structures carry meaning and vary across languages
- Identify and describe patterns of behavior in various cultural settings
- Identify and describe products of the target culture and students' own culture

COMMUNITIES

- Present information about the target language and culture to others
- Perform for a school or community event
- Exchange information with people locally or around the world
- Use various products and media from the target culture and language for personal enjoyment
- Attend, participate in or view target cultural events and share with others
- Organize and present basic information about various careers, including those that require understanding of another language and culture
- Work cooperatively in groups to accomplish a task

PHYSICAL EDUCATION

PRE-KINDERGARTEN/KINDERGARTEN

The pre-kindergarten and the kindergarten Physical Education Programs focus on movement education. Students are encouraged to explore space and move creatively. The use of different speeds, directions, rhythms, levels, and transfer of weight concepts helps students achieve this goal. Units are included to develop both fine and gross motor skills. In every activity emphasis is placed on teaching students how to move safely. Basic skills taught are:

- Fundamental movement
- Movement concepts
- Ball skills
- Tumbling
- Group games
- Parachute activities
- Rhythms

PHYSICAL EDUCATION *CONT.*

FIRST AND SECOND GRADE

The first and second grade Physical Education Curriculum reinforces and builds upon basic movement concepts, ball skills, locomotor movement, and activities involving hand-eye-foot coordination. In all skill units, children are encouraged to create a healthy balance of cooperation and competition. Skill units taught in class are:

- Fundamental movement and movement concepts
- Ball skills, jump rope, group games, tumbling, rhythms
- Rope climbing, miniature golf, bowling, juggling
- Floor hockey and field hockey
- Batting
- Relays
- Kickball

THIRD AND FOURTH GRADE

The third and fourth grade Physical Education Curriculum exposes students to several skill units they have not had in previous years. Each unit consists of basic skill development and modified games designed to deal with individual and team concepts. In each activity, students are encouraged to be responsible learners by listening, following directions, and complying with class rules. Units taught are:

- Group games
- Rhythms, juggling, tumbling, jump rope, relay
- Movement concepts
- Kickball, lacrosse, tennis, soccer, basketball, floor hockey, field hockey, softball and rope climbing

SWIMMING

The Columbus Academy Lower School Swimming Program utilizes the American Red Cross Swimming progression format. The primary purpose of the program is to help children learn to be safe and have fun when they are in, on, or around water. The program covers skills and knowledge in a logical progression for aquatic skill development based on the child's readiness. There are seven levels in the progression. In Level I Water Exploration, students learn to feel comfortable in and enjoy the water. Good attitudes about the water and safe practices around the water are also developed. In Level II Primary Skills, students learn to float without support and to recover from a vertical position. Locomotion is also developed as well as self-help and basic rescue skills. In Level III Stroke Readiness, students develop the front and back

SWIMMING *CONT.*

crawl and elementary backstroke. Breaststroke and sidestroke are introduced as well as turning at the wall. In Level V Stroke Refinement, greater endurance and better technique is required for all the strokes learned to this point. Butterfly is introduced as well as surface dives, open turns and flip turns, and other safety and self-help techniques. In Level VI Skill Proficiency, skills strokes, and endurance become highly polished as students swim with more ease, efficiency, power, and smoothness over greater distances. Additional turns and surface dives are introduced.

In Level VII Advanced Skills, strokes become perfected and students develop good fitness habits. Students are urged to use aquatic activities throughout their lifetime to maintain physical condition. Other safety skills and aquatic activities may be introduced as time allows.

ART

The Art Program is multi-faceted in that a variety of approaches are used to introduce young children to art. The historical approach features an Artist of the Month. By featuring different artists throughout the year, the children become familiar with artists as people who express their ideas in different ways, dependent on the period of time they worked or the tools and materials they used. The conceptual approach emphasizes a particular concept such as contrast or symmetry. By comparing different works of art, the elements and principles of design become the focus of the lesson. The thematic approach is interdisciplinary in nature. This usually involves an area of study which is occurring in the classroom and extended to the art room. The aesthetic approach introduces the children to new tools, materials or media which motivate self-expression.

In addition, the art and music teachers plan weekly in coordinating the Artist of the Month with the Composer of the Month. Our goal is to help children see the relationship all artists have with one another in the way they compose their work. Terms such as mood, tone, emphasis, rhythm, and contrast are design terms which are singled out each month as a way of connecting both disciplines in addition to the relationships the individual artists may have with one another in period, style, gender or culture.

Finally, the Art Program utilizes the first level of SPECTRA, an art curriculum designed especially for elementary grades. The activities in SPECTRA help children to think imaginatively and approach art with confidence. The lessons encourage children to talk about art with a rich vocabulary and to develop an understanding of the meaning of art and artists in our world. It should be noted that the goal of the Art Program is not to develop budding artists but rather to develop lovers of art.

ART CONT.

PRE-KINDERGARTEN

The pre-kindergarten children do not enter into the formal art program until kindergarten. All art and means of creative expression are done in the classroom.

KINDERGARTEN

Among the concepts introduced in the kindergarten Art Program are:

- Identifying two dimensional vs. three dimensional, primary and secondary colors, a portrait from a still life or landscape, images that are realistic and those that are abstract
- Identifying the difference between a print and a drawing or painting
- Identifying the works of Monet, Cassatt, Picasso, Van Gogh and Rembrandt
- Identifying mood and pattern
- Controlling the intensity of color by adding white or black or more or less water
- An introduction to puppeteering and weaving

FIRST GRADE

Among the concepts presented in first grade are:

- To differentiate between natural and man-made sculpture and neutrals from other colors
- To understand the concepts of symmetry, alternating and irregular patterns, fine art and fine craft, visual art and visual texture
- To create a weaving by constructing their own loom
- To continue exploring color by identifying warm and cool colors and understanding the power black has in outlining parts of a composition
- To understand the meaning of variety, emphasis, balance and how details add interest to art work
- To understand the work of Michelangelo, Edward Hopper, and Paul Klee

SECOND GRADE

Concepts and areas studied in the second grade Art Program include:

- To introduce intermediate colors, the concept of positive and negative space, the concept of the horizon as a dominant line, the concept of alternation as it relates to pattern, foreground and background
- To discuss depth as the third dimension and repetition as it relates to creating a sense of movement in print making
- Reemphasize overlapping as a unifying force in a composition
- Learn the difference between original works of art vs. reproductions and prints and paintings or drawings
- Discuss the works of Rembrandt, Goya, Warhol, and O'Keefe

SECOND GRADE ART CONT.

- Understand the terms bisqueware, glazeware, and firing
- To compare the characteristics of watercolor as opposed to other paint medium

THIRD GRADE

Among the areas and concepts included in the third grade Art Program are:

- To introduce the concept of value as it relates to lightness or darkness
- To introduce the concept of contrast and its ability to emphasize different elements
- To discuss the difference between drawing through imagination vs. observation
- To introduce artists such as Rousseau and Mondrian
- To discuss the use of symbolism
- To be introduced to mobiles and the art of Alexander Calder

FOURTH GRADE

New areas of concentration in fourth grade are:

- The importance of a center of interest in composition
- Highlights and shadow
- Controlling light and dark through shading
- New Artists of the Month such as Kandinsky, Renoir, Matisse
- Portraiture

COMPUTER

PRE-KINDERGARTEN

The pre-kindergarten Computer Program offers software appropriate to the readiness skills of pre-kindergarten children. Various educational games involving letter, numeral, and shape recognition are used. The pre-kindergarten children have an informal computer program limited to the use of the computer in the classroom.

KINDERGARTEN

In the kindergarten Computer Program, the students are introduced to the computer and its various uses. Activities are designed to be open-ended and developmentally appropriate for kindergarten age children. The program is designed to enable students to do the following:

- To become familiar with the basic functions and operations of the computer
- To use KidPix 4 to create work using stamps, typing and drawing
- To use the Internet as a whole class and individually
- To be able to log-on, open files, and save a document

KINDERGARTEN COMPUTER CONT.

- To become familiar with letter and other essential key locations
- To use Kidspiration to create a web with graphics and drawings

FIRST GRADE

The first grade Computer Program continues to build on the computer skills that were introduced in kindergarten. Several new skills are also introduced during the year. Skills introduced and reinforced are as follows:

- To be able to log-on, open a file, save a document
- To use Appleworks paint and word processing for written work and illustrations
- To use Kidspiration to create a web
- To learn basic programming skills using MicroWorlds
- To participate in whole group and independent Internet activities that enrich the curriculum
- To use KidPix 4 to create work using stamps, typing and drawing
- To use a variety of software to reinforce classroom skills

SECOND GRADE

While the second grade Computer Curriculum continues to reinforce skills previously studied, it also introduces several new word processing and multimedia presentation skills. The program is designed to enable students to do the following:

- To be able to log-on, open a file, save a document
- To use AppleWorks to create a written document and to edit written work
- To use KidPix 4 to create a slide show and illustrations
- To use Inspiration to see, organize, and develop ideas
- To have a basic understanding of the proper technique for keyboarding
- To participate in independent/whole group activities using the Internet to enrich the curriculum

THIRD GRADE

The third grade computer curriculum focuses on further development of more sophisticated word processing skills, introduction of keyboarding skills, more extensive use of multimedia programs, and use of the Internet for independent research. Work in computer class enables students:

- To use AppleWorks to create a written document and to edit written work
- To use Inspiration to see, organize and develop their ideas
- To reinforce note taking skills and research skills using the Internet
- To participate in independent/whole group activities using the Internet
- To copy and paste from one software to another also including the Internet
- To use AppleWorks to create a spreadsheet and graph
- To be re-introduced to proper keyboarding skills

COMPUTER CONT.

FOURTH GRADE

The fourth grade Computer Curriculum focuses on the further development of more sophisticated word processing skills, the reinforcement of keyboarding skills, the more extensive use of multimedia programs, and the use of the Internet for independent research. Work in computer class enables the student:

- To use AppleWorks/Microsoft Word to create a written document, edit written work, create an outline and to organize notes
- To use the Internet as a research tool
- To use AppleWorks to create a spreadsheet, or graph
- To use the Drawing and Painting sections of AppleWorks
- To use and have a basic understanding of the multimedia software, Microsoft's Power Point to create a presentation for classroom projects
- To become proficient and accurate at keyboarding

LIBRARY

Library skills are taught within the context of the classroom curriculum, not in isolation. Librarians work closely with teachers and other specialists to plan library sessions, which support and extend work being done in the classroom. Each year the library sponsors a visit from a children's author or illustrator. When assisting students with research in the library, a process-centered approach based on the Big Six Skills model of Eisenberg and Berkowitz is used. The Big Six is a set of skills that is transferable to school, personal, and work applications, as well as all subject areas across a full range of grade levels. The six steps include: (1) task definition, (2) information seeking strategies, (3) location and access, (4) use of information, (5) synthesis and (6) evaluation.

PRE-K/KINDERGARTEN

Pre-K and Kindergarten children have regularly scheduled Library Story Times. Librarians put together book collections for use in the classrooms, which support the current themes being taught. In addition, stories shared during story time often tie in with the classroom theme. When selecting book for independent reading, children in kindergarten are introduced to books appropriate for their emerging reading skills. Library rights and responsibilities are reinforced.

FIRST GRADE

Beginning in first grade, children follow a flexible library schedule, which allows for library time as needed to work on classroom projects. First grade marks the beginning of formal research of topics in the curriculum and an introduction to The Big Six. Note taking and methods of organizing information are introduced. Literature appreciation is reinforced by means of book talks and author studies. Children are given opportunities to select books for personal reading on an individual basis.

LIBRARY CONT.

SECOND GRADE

Research skills introduced in grade one are reinforced or expanded in second grade. Emphasis is on step 3: location of sources. The Dewey Decimal System is introduced and students begin to locate books on the shelves by call number. The Online Catalog is introduced as a means of access and the vertical file is introduced as an information source. Students begin to determine priorities in the use of sources, based on validity and appropriateness. The Genre of Biography is introduced with a research project on a famous person, which also includes the first formal biography. Library book collections support classroom curricular topics. Literature appreciation is reinforced with book talks and author studies. Students select free reading materials independently with help as needed from the librarians.

THIRD GRADE

The Big Six is a continuous guide in the presentations of various lessons in the third grade. Library skills introduced previously are reinforced or expanded with emphasis on call numbers, use of the on-line catalogue, and location of information using Key Words, the Index, and Table of Contents. Students are formally introduced to the Almanac, Thesaurus, and Atlas as reference sources when required by the topic researched. A bibliography is developed in a more complete form. Specific guidelines for fiction appropriate for the individual are formally reviewed to foster successful independent reading.

FOURTH GRADE

Research continues to be a major part of the fourth grade Curriculum. Periodicals are formally introduced as a source of information and for pleasure reading. On-line periodical sources are also introduced. Students are expected to work more independently on their research and to understand and follow The Big Six steps as they seek information. Gazetteers and tour books are used in a study of Ohio cities. The students are exposed to a variety of genres through the requirements of the Independent Reading Program, and book talks on specific categories such as fiction, non-fiction and biographies facilitate the selection process. Sometimes the librarian has special presentations as quilts and the underground railroad.

CHILD STUDY TEAM

The Columbus Academy Child Study Team is a unique concept of services offered at an independent school. The team is comprised of highly trained professionals from specific child-centered disciplines: psychologist, reading specialist, speech and language pathologist, specific learning styles specialist, classroom teacher, and administrators. This team acts as a resource and support for teachers, parents, and students in order to ensure that each child's educational needs are identified and addressed. When an assessment is needed, there is an extensive process involving the parents and teachers, as the Child Study Team attempts to identify specific strengths and concerns of a child's learning profile and make appropriate recommendations. The mission of the Child Study Team at The Columbus Academy is to support a child's learning so that he or she can become a self-confident, engaged learner.

SPECIALIST CLASS CONTACT TIMES
(KINDERGARTEN THROUGH FOURTH GRADE)

	ART	SCIENCE	PHYS. ED.	SWIMMING	MUSIC	COMPUTER	SPANISH
Kgn.	Two times per 6 day rotation, for 45 minutes	Two times per 6 day rotation, each 30 minutes	Three times per 6 day rotation, each 30 minutes	One time per 6 day rotation, for 50 minutes	Two times per 6 day rotation, each 30 minutes	Two times per 6 day rotation, each 30 minutes	Six times per 6 day rotation, each 15 minutes
1st Grade	One time per 6 day rotation, for 45 minutes	One time per 6 day rotation, for 60 minutes	Three times per 6 day rotation, each 30 minutes	One time per 6 day rotation, for 50 minutes	Two times per 6 day rotation, each 30 minutes	Two times per 6 day rotation, each 30 minutes	Three times per 6 day rotation, each 25 minutes
2nd Grade	One time per 6 day rotation, for 60 minutes	One time per 6 day rotation, for 60 minutes	Three times per 6 day rotation, each 30 minutes	One time per 6 day rotation, for 50 minutes	Two times per 6 day rotation, each 40 minutes	Two times per 6 day rotation, each 40 minutes	Three times per 6 day rotation, each 25 minutes
3rd Grade	One time per 6 day rotation, for 60 minutes	Two times per 6 day rotation totaling 90 minutes 1-60 minutes 1-30 minutes	Three times per 6 day rotation, each 30 minutes	One time per 6 day rotation, for 50 minutes	Two times per 6 day rotation, each 40 minutes	Two times per 6 day rotation, each 40 minutes	Three times per 6 day rotation, each 30 minutes
4th Grade	One time per 6 day rotation, for 60 minutes	Three times per 6 day rotation, each 40 minutes	Three times per 6 day rotation, each 30 minutes	One time per 6 day rotation, for 50 minutes	Two times per 6 day rotation, each 40 minutes	Two times per 6 day rotation, each 40 minutes	Three times per 6 day rotation, each 30 minutes

SPECIALIST CLASS CONTACT TIMES
(preKINDERGARTEN)

PHYS-ED	MUSIC	MOVEMENT	SPANISH	LIBRARY
One-half hour each for 2 times per 6 day rotation	One-half hour each for 2 times per 6 day rotation	One-half hour 1 time per 6 day rotation	One-half hour each for 3 times per 6 day rotation	One-half hour 1 time per 6 day rotation

NOTES:



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DIVERSITY STATEMENT: The Columbus Academy aspires to be an inclusive community where all differences consistent with the mission of the school are valued, respected, and integrated into the educational process.

Non-Discrimination Policy: The Columbus Academy encourages and welcomes applications from families without regard to gender, race, creed, religion, national origin, or sexual orientation and does not discriminate in the administration of its educational policies, financial aid program, and school administrated extracurricular programs.