

Course Descriptions

**Marist Lower School
Montessori Pre-School to Grade 6**

March 2015

The Marist Pre-School Program

The Marist Pre-School Program for 3-5 year olds follows the Montessori Curriculum and covers a 3-year period. It is arranged into the following subject areas: Practical Life, Sensorial Education, Mathematics, Language & Literacy and Cultural.

Practical Life

Practical Life aids in the development of skills that allow the child to effectively control and deal with the social and physical environment in which he lives. There is a growing pride in being able to "do it for myself" as the child develops both independence and concentration. Practical Life begins as soon as the young child enters the school and continues throughout the curriculum to more and more advanced tasks appropriate to the oldest students.

Sensorial

This area of the curriculum focuses on the refinement of the senses. The Sensorial materials provide exercises in perception, observation, fine discrimination, and classification all of which play a major role in helping children to develop their sense of logic and concentration. Sensorial materials are the keys to the world where an even greater variety of colors, dimensions, volumes, and textures exist.

Mathematics

Numeracy and mathematical concepts are presented to children using a variety of specially designed didactic materials. Concepts are kept as concrete as possible until the child is well prepared to accept the symbolic. As children progress through the series of materials, they move towards abstraction.

Language & Literacy

Pre-literacy games are followed with a phonics-based approach to literacy. Children are prepared for writing with Insets for Design, Sandpaper Letters and Moveable Alphabets. Reading is organized into the color-coded levels Pink, Blue & Green. Children develop an appreciation of language and literature through stories, poetry, Book Corner and Author Studies.

Cultural

Children study the subject areas of Biology, Geography, History and Science. The Cultural curriculum is further supported by an Enrichment Program which includes classes in Library, Japanese Language, Physical Education, Art and Music. Through exploring these areas, children will become more interested and curious about the world around them, developing a lifetime of creative learning.

Native Japanese

Students enjoy learning Japanese by singing and dancing to Japanese songs. They also learn about Japanese culture by making origami and crafts based on Japanese cultural events. Speaking Japanese in polite manners is focused on at this age. We talk about how we should treat others by reading Japanese folk tales. In addition to the above, they learn how to write their names, about the weather and the four seasons in Japan and members of their family.

Non-Native Japanese

Students enjoy learning Japanese by singing and dancing Japanese songs. They also learn about Japanese culture and traditions through a variety of activities such as making origami and crafts based on Japanese cultural events and listening to Japanese folk tales. They learn basic Japanese words, not only such as “Hello,” “Thankyou” or “Good-bye,” but also words which do not exist in English, such as “Ittekimasu,” “Itadakimasu” or “Gochisousama.” In addition to the above, they learn numbers 1 to 10, colors, body parts, foods, animals, and my family. Although speaking is more focused, Students will be able to write their names in Japanese.

Visual Art

Early Childhood students are engaged in activities that introduce art materials and tools and teach practical skills. These become the means through which children can do creative art work. Children who do creative work are building the qualities of self-confidence and imagination; these qualities are valuable in whatever goals the children pursue.

Physical Education

Three and four year old students learn about their environment by moving through space often to a rhythmic beat. This movement includes moving side-to-side, forward-and-back, and upward-and-down using a variety of pathways and in relation to objects. Students practice locomotor movements, including walking, running, hopping, skipping, jumping, leaping, galloping, and sliding, to move in general space at both fast and slow speeds. Students also practice non-locomotor movements, including bending, curling, stretching, swaying, swinging, turning, and twisting to move in personal space. Three and four year old students are also beginning to manipulate (e.g., strike, toss, kick, bounce) a wide variety of objects.

School Library

In preschool, students will be introduced to the basic services and functions of libraries. Students will learn the rules of the library and how to check-in and checkout books. They will learn where to look for library materials that relate to their interests and how to get information from these materials. Preschool students will learn how to carefully use and protect library materials from damage both within and outside the school. Students will be exposed to a variety of reading materials and learn about the basic format of books. Students will experience the joy of having books read to them and in reading/looking at books independently. They will learn how books are created and about the people who create them. Preschool students will learn how a library can enrich their lives.

Music

Students are exposed to the basic elements of music such as singing, rhythms, listening (instrument identification), the concept of high and low notes, and slow, medium and fast tempos. Instruments incorporated into this class are rhythm sticks, Orff instruments (xylophones), hand bells, Boomwhackers, tambourines, and various other ethnic instruments.

Kindergarten

Language Arts

Kindergarten students will learn how to apply knowledge of letters and sounds to read and write simple words and sentences. Using reading comprehension strategies, they will be able to identify basic facts and ideas in stories and respond orally to a variety of literature. Throughout the year students will experience writing in a variety of genres including journals, procedural writing, literature responses, short narratives and poetry based on class themes. By the end of the year students will be able to write words and brief sentences that are legible. Through activities such as Show and Tell, group discussions, rhyming, songs and recitations, themed homework assignments and assembly presentations, students will develop oral communication skills.

Mathematics

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe and sort objects, and recognize and make patterns. Kindergarten students will engage in a variety of mathematics activities: using manipulatives, understanding the calendar, the days of the week and months, estimating and using a number line. Students will also use problem solving skills to make decisions, and identify and describe graphs, pictures and objects.

Social Studies

Throughout kindergarten students will learn about the jobs of people in their school and local community, while understanding the importance of citizenship, following rules and showing respect in their personal lives. Students will distinguish basic parts of maps and globes, identify where they live as well as where they are from and symbols that are important to the world they live in. Students in kindergarten will understand how people lived long ago and compare this to how people live today. They will recognize and understand how the world changes over time with regard to schools, transportation, seasons and changes in themselves and their families.

Science

Throughout the year kindergarten students will observe, predict and investigate the five senses, the human body, plants, animals and living and nonliving things. Students will be able to identify major structures and details of common plants, animals and habitats. Students will understand that the earth is composed of land, air and water and identify different characteristics of the earth and its landforms. Science lessons encourage independent and critical thinking and use hands on learning experiences. Investigations and experiments are completed through written, oral and pictorial activities and assessments.

Native Japanese

Students learn about Japanese culture through many activities such as making origami and crafts based on particular Japanese cultural events and listening to Japanese folk tales. They

also enjoy singing Japanese songs. They practice writing hiragana and katakana to prepare for the transition into grade 1. To enhance vocabulary, they play with last and first words using nouns. The goal is to be able to read simple stories and write simple sentences in Japanese.

Non-Native Japanese

Students learn about Japanese culture through a lot of activities such as making origami and crafts based on particular Japanese cultural events, or listening to the Japanese folk tales. They also enjoy singing Japanese songs. Although speaking is more focused on than writing, they also learn how to write hiragana. They learn basic Japanese words and will be able to say simple Japanese and respond in Japanese by the end of the school year.

Visual Art

Kindergarten students are engaged in activities that introduce art materials and tools and teach practical skills. These become the means through which children can do creative art work. Children who do creative work are building the qualities of self-confidence and imagination; these qualities are valuable in whatever goals the children pursue.

Physical Education

Kindergarten students learn about and interpret their environment by moving through space often to a rhythmic beat. Students practice locomotor movements to move in general space at both fast and slow speed, non-locomotor movements to move in personal space. They are also beginning to manipulate a variety of objects and describe the correct technique for fundamental manipulative skills. They also learn the role of nutrition (including the importance of water) in providing energy for physical activity.

School Library

In kindergarten, students begin to learn the basics of information literacy by asking and answering questions about text. They identify a personal interest and possible information sources to learn more about it. Kindergarten students identify types of everyday print and digital materials. They begin to distinguish fact from fiction. They connect information and events in text to their own life experiences and identify basic facts and ideas in what was read or heard. In kindergarten, students learn how the library is organized, whom they can ask for help in the library, and the process for checking out materials. Kindergarten students listen and respond to stories based on well-known characters, themes, plots, and settings, retelling the central ideas of simple passages.

Music

Kindergarten students are also exposed to the basic elements of music such as singing, rhythms, listening, concepts of high and low notes, knowing where the beat is, and slow, medium and fast tempos. Though using the same instruments as Montessori, Kindergarten students will be using instruments more often in group settings.

Grade 1

Language Arts

Throughout the year, first grade students will gain the ability to decode and recognize increasingly complex words accurately and automatically. In terms of writing skills, students will learn to write clear and coherent sentences and paragraphs that develop a central idea. They will participate in writing projects such as narrative writing, letter writing, procedural writing and report writing. Students will also practice a variety of comprehension strategies such as generating and responding to essential questions, making predictions, and identifying key words. Oral communication skills are developed through activities such as reciting poems, rhymes, songs, stories and performing at assembly presentations.

Mathematics

By the end of grade one, students will understand and use the concept of ones and tens in the place value number system. Students will be able to add and subtract small numbers with ease. They will be able to take simple measurements and describe relative locations of objects in space. They will describe data and analyze and solve simple problems. They will also learn to use tools and descriptive media, such as manipulatives or sketches, to model problems found in the textbook as well as real-life situations.

Social Studies

Grade one students start out the year by comparing and contrasting schools and communities of today against that of the past, to gain perspective over recent transitions that took place in our society. They then will learn the elements of good citizenship such as fair play, good sportsmanship, respect for others and the meaning of the “Golden Rule.” They will also read and construct simple maps utilizing cardinal directions and map symbols. Toward the end of the year, students will learn how people with various jobs contribute to society.

Science

Students will learn the scientific process by carefully conducting investigations. They will record observations and data with pictures, numbers and written statements. They will learn how to use simple tools to measure the weather and record changes from day to day. They will also learn the distinguishing properties of solids, liquids and gases. Students will recognize and understand how different plants and animals have external characteristics that enable them to survive in specific environments. They will also identify the importance of good nutrition, exercise, sleep and proper hygiene.

Grade 1 Japanese (Non-Native)

Students learn about Japan and Japanese culture through many activities such as making origami and crafts based on particular cultural events. Although speaking is more focused on than writing, they learn writing hiragana and katakana. They also learn about my family, months

of the year, days of the week, time and Japanese coins. They will be able to speak simple Japanese and ask basic questions in Japanese.

Grade 1 Japanese

In this course, students focus on reading and writing 46 Hiragana and the Hiragana vocabularies including Dakuon(voiced consonant syllables), Han-Dakuon (p-sound), and Sokuon (small “tsu” “ya”, “yo”). The students are introduced to learn the Japanese language within the context of the content areas of social studies, math and Japanese literature. During the first semester of Grade 1 course, students learn about their feelings, time, and Japanese money counting. During the second semester, the focus will change to learning commentary writing. Students will read fiction and non-fiction short stories, with a focus on character, plot, and the author’s purpose. By the end of the year, students are able to start organizing and expressing their thoughts in writing and speaking using the appropriate Japanese.

Visual Arts

The Lower School Visual Art program engages students in making art, viewing and discussing art, learning about contexts in which art has been created, and pondering fundamental questions about art. Emphasis is placed on familiarizing students with a wide variety of studio materials, processes and a high level of fine motor dexterity. Through a variety of art activities students learn the fundamentals elements and principles of design such as line, texture, color, value, and balance. Students explore the art of many cultures and artistic styles throughout history.

Religious Studies

The course aims to instill in the children a solid foundation of moral and spiritual values. Basic concepts covered in the class are the following; God made all people and living things, God has given all of us special gifts, each person is special, we must respect all people and all living things, families are based on love, and family members love each other, we all have the capacity for love and must care about each other. Most lessons will be presented using stories from the Old Testament through storytelling, movies showing and graphic organizers.

Physical Education and Health

First-grade students continue to improve their locomotor and non-locomotor skills by practicing skills using a variety of movement qualities. The first-grade emphasis is on the qualities of movement, especially the effort aspects of space and time. They continue to practice throwing, catching, kicking, and dribbling by using a variety of objects and practice striking by using various implements. They are learning to share, cooperate, and work in groups without interfering with others. They also learn that to prevent injury, proper body position must be used when they are exercising and that water, oxygen, and food act as fuel for the body. Students will also engage in lessons about grade level health and safety.

Students explore the 3 content areas of health: **Development and Growth, Injury Prevention and Safety, Personal and Community Health.** Teachers explain, demonstrate and encourage students to recognize and practice healthy behaviors. Students will learn to identify a variety of behaviors that promote healthy growth and development, analyze steps to take in emergency

or potentially dangerous situations and discuss the importance of preventing the transmission of germs.

School Library

First-grade students read or have read to them a wide representation of grade-level-appropriate text. Students read poems, rhymes, songs, and stories. First-grade students respond to questions (e.g., those that ask who, what, when, where, and how). Students relate prior knowledge to information and are able to identify meaning from symbols and pictures in print and digital materials. First-graders learn to share information orally and creatively with other students and audiences. In first grade, students understand how to check out and care for a variety of library resources. They alphabetize to the first letter to locate books in the library. Students can identify the characteristics of fiction and nonfiction and can describe the roles of authors and illustrators. They can identify the front cover, back cover, and title page of a book, in both print and digital formats.

Music

First grade students continue on with the basic elements of music with more concentration on reading simple rhythms and rhythmic patterns. Hand symbols for musical notes (do-re-mi) are also introduced. Folk melodies from various countries and cultures are employed along with various musical games.

Grade 2

Language Arts

Grade two students will learn the basic features of reading and will learn how to select letter patterns and translate them into spoken language by using phonics, syllabication, and word parts. This knowledge will help them achieve fluent oral and silent reading. Furthermore, students will read and understand grade-level-appropriate texts, by using a variety of comprehension strategies. Students will be exposed to different genres of literature and must be able to comprehend and respond to them in writing and orally. Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose and should progress through the stages of the writing process. Students will complete narrative, procedural, research reports and letter writing assignments, while demonstrating a command of standard English and the drafting, research and organizational strategies used at the appropriate grade-level.

Mathematics

In grade two, students will comprehend the concepts of place value and number relationships in addition and subtraction as well as simple concepts of multiplication. They will also measure quantities of various substances and objects with appropriate units. Grade two students will classify shapes and see relationships among them, by paying attention to their geometric attributes. Students will also collect and analyze data and verify the answers using graphs and simple problem solving strategies.

Social Studies

Students in grade two explore the lives of actual people who make a difference in their everyday lives. They will learn the stories of extraordinary people from history whose achievements have touched them, directly and indirectly. They will differentiate between things that happened long ago and things that happened yesterday. Additionally, students will demonstrate map skills by describing the absolute and relative locations of people, places, and environments such as governmental institutions and practices in the United States and other countries.

Science

In grade two students will understand that plants and animals have predictable life cycles and will compare and contrast different characteristics of plant and animals species. Students will understand that the earth is made of materials that have distinct properties and provide resources for human activities. Additionally, students study the basics of Earth's formation, climate and natural disasters. Students will understand that the scientific process is made by asking meaningful questions and by conducting careful investigations. Students will engage in scientific experiments and will use a variety of different scientific equipment and technology, such as the microscope and magnifying glass.

Japanese (Native)

Students will read many short stories, essays and articles from two textbooks, of the same grade level, authorized by the Ministry of Education, Culture, Sports, Science and Technology, Japan. For each section, they finish worksheets to build up their reading comprehension and practice newly introduced kanji. They are expected to acquire all the kanji required for this grade level. Besides the above, they enjoy writing haiku, letters and stories. They also learn special ways of saying days of the month, and animals of the year.

Japanese (Non- Native)

Students learn about Japan and Japanese culture through many activities such as making origami and crafts based on particular cultural events. Although speaking is more focused on than writing, they learn writing hiragana and katakana. They also learn about my family, months of the year, days of the week, time and Japanese coins. They will be able to speak simple Japanese and ask basic questions in Japanese.

Visual Art

The Lower School Visual Art program engages students in making art, viewing and discussing art, learning about contexts in which art has been created, and pondering fundamental questions about art. Emphasis is placed on familiarizing students with a wide variety of studio materials, processes and a high level of fine motor dexterity. Through a variety of art activities students learn the fundamentals elements and principles of design such as line, texture, color, value, and balance. Students explore the art of many cultures and artistic styles throughout history.

Physical Education and Health

Second-graders also continue to practice manipulative skills by throwing, catching, kicking, and dribbling (foot and hand) for control using a variety of objects and practice striking by using a variety of implements. The students participate in a variety of group settings with an emphasis on encouraging others, demonstrating cooperation, and avoiding interference with others. Students move from the sense of self in isolation and begin to embrace the concept of partners working together to solve movement problems. They also learn the names of the muscles they are strengthening and stretching, as well as the benefits derived from good health-related fitness.

Students continue to explore the 3 content areas of health: **Nutrition and Physical Activity, Alcohol, Tobacco, and Other Drugs, Mental, Emotional, and Social Health.** Students examine their environment and make informed decisions about their health habits. Students will learn to identify resources for reliable information about healthy foods, distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs) and describe a variety of emotions.

Religious Studies

In Grade 2, the children will be presented the following topics; Love for God, God made all people and all things; we are all precious to him; God's love helps all people to grow in love for

him and with one another, the love of God through His Son, Jesus. The second quarter of Religious Studies is mostly devoted for the “nativity play” practices for the class Christmas presentation. The topics enumerated will be taught through little stories, bible reading, song plays, poems, show and tell activities will be conducted during religion classes.

School Library

Second-grade students read increasingly complex material and a wide representation of grade-level-appropriate text. Second-grade students become familiar with types of everyday print and non-print materials. Students can identify parts of a book. Second-grade students recognize the need for information. In second grade, students perform simple keyword searches using a search engine or database. Second-grade students are familiar with the procedures for borrowing materials from the school library and caring for library resources. Students locate fiction and nonfiction materials in the library. In second grade, students draw meaning from illustrations, photographs, diagrams, charts, graphs, maps, and captions. Students begin to recognize how media affects the telling of a story and transmission of information.

Music

Second grade students continue all previously introduced activities including basic elements, games, folksongs, music hand symbols (do-re-mi), and simple musical forms. Level of difficulty will be increased, as much as possible in all areas.

Grade 3

Language Arts

Third grade Language Arts curriculum enables students to read grade level fiction and nonfiction independently with both literal and inferential comprehension. Students will be able to demonstrate knowledge of common spelling patterns, roots and affixes and use conventions of spelling and print. Students improve their dictionary skills to understand the meaning of new words and to use context to gain the meaning of unfamiliar words. Building strategies for writing sentences and paragraphs is also emphasized. Students are encouraged to use speaking strategies through poetry and personal narratives with fluency, intonation and expression.

Math

By the end of grade three, students deepen their understanding of place value and skills with addition and subtraction. Students should be able to memorize with automaticity the multiplication table for numbers between 1 and 10, as well as use the inverse operations of multiplication and division to solve problems. Students will also use mathematical reasoning with word problems, determining when and how to break a problem into simpler parts and which operation to select.

Science

Third grade students will observe, predict and investigate the three forms of matter; solid, liquid and gas, and learn that all matter is made of small particles called atoms, too small to see with the naked eye. Students learn that energy and matter have multiple forms and can be changed from one form to another. Earth Science standards in grade three center on the concept that objects in the sky move in regular and predictable patterns. Students learn about the lunar phases, solar system and that the position of the Sun in the sky changes during the course of the day and from season to season.

Social Studies

Students will be able to identify geographical features, using maps, tables graphs and photographs to organize information. Throughout the year students will explore the idea of continuity and change in their own community. They will determine the reasons for rules and laws and the roles of citizens within their communities. Third graders will also learn about the lives of American heroes who took risks to secure our rights and freedoms such as Thomas Jefferson, Harriet Tubman, Abraham Lincoln, Martin Luther King Jr., and Helen Keller.

Japanese (Native)

Students will read many kinds of short stories, essays and articles from two textbooks, of the same grade level, authorized by the Ministry of Education, Culture, Sports, Science and

Technology, Japan. For each section, they finish worksheets to build up their reading comprehension and practice newly introduced kanji. They are expected to acquire all the kanji required for this grade level. Furthermore, they enjoy writing haiku, short composition and poems. They also learn how to use multilingual dictionaries.

Japanese (Non- Native)

Students learn about Japan and Japanese cultures through a variety of activities. They will learn reading and writing hiragana, position words, basic particles and simple sentence structures. They will be able to read, write and speak simple Japanese and ask basic questions in Japanese.

Visual Art

The Lower School Visual Art program engages students in making art, viewing and discussing art, learning about contexts in which art has been created, and pondering fundamental questions about art. Emphasis is placed on familiarizing students with a wide variety of studio materials, processes and a high level of fine motor dexterity. Through a variety of art activities students learn the fundamentals elements and principles of design such as line, texture, color, value, and balance. Students explore the art of many cultures and artistic styles throughout history.

Physical Education and Health

Third-graders can describe the correct technique for manipulative skills in greater detail building on knowledge gained in kindergarten through second grade. In addition, they can describe technique differences when applying manipulative skills in different situations. In preparation for game play in later grades, students learn about altering speed and direction to avoid an opponent. They learn the purpose of safety procedures and rules along with the consequences of not following those procedures and rules. They also learn about the relationship between the heart, lungs, blood, and oxygen during physical activity.

Students continue to explore the 3 content areas of health: **Development and Growth, Mental, Emotional, and Social Health, Mental, Emotional, and Social Health**. Students are asked to take responsibility for learning about and making healthy choices in their everyday life. They also practice refusal and decision making skills that will lead to a more productive and healthier life. Students will learn to identify major internal and external body parts and their functions, evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others and recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).

Religious Studies

Students are encouraged to promote tolerance and respect, which involves an understanding that people have different views about things. They should understand that there isn't always just one 'right' answer. Students will develop curiosity towards religions, understand that they (religions) are alive and that they help explain what human beings are like and what they can become. Students will be provided opportunities to express awe and wonder and develop reverence and gratitude for the gift of life and free will. Furthermore, students will develop an awareness of our needs and the needs of others and how we may respond to those needs.

School Library

Third-grade students read a wide representation of grade-level-appropriate text and apply comprehension strategies. They are able to recognize the need for information and ask detailed questions to focus their searches. Key words are identified and used to perform searches in the automated library catalog, search engines and databases. Students identify currency of information with publication and copyright dates. Third-grade students understand the purpose of the library catalog, information on spine labels, and how resources in the library are organized. Students use reference resources in both print and digital formats and learn the skills necessary to access the information in these materials. Third-grade students develop a basic understanding of intellectual property rights. As students continue to use online resources, they learn how to stay safe online.

Music

In addition to all the activities previously mentioned, third graders are also introduced to the recorder. Recorders help students learn breath support, control, and reading notes and rhythms. Ensemble play-ing experience is also provided through recorder performance.

Grade 4

Language Arts

Students in Grade 4 will understand the basic features of reading. They will be able to draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). They are able to distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Students write clear, coherent sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process. Students in Grade 4 will listen critically and respond appropriately to oral communication, by using proper phrasing, pitch, and modulation.

Mathematics

Students in Grade 4 will understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They will be able to describe and compare simple fractions and decimals. They will understand the properties of, and the relationships between, plane geometric figures. They will actively collect, represent, and analyze data to answer questions.

Social Studies

Students in grade four will learn to understand and appreciate aspects of Californian and Japanese history and geography with emphasis on people in regard to ethnic, racial, and cultural diversity. Fourth-grade students should learn about the daily lives, adventures, and accomplishments of historical people and the cultural traditions and dynamic energy that have formed the state and shaped the varied landscapes. In grade four, emphasis will also be placed on the regional geography of California and Japan. Students should analyze how the different regions of the state have developed through the interaction of physical characteristics and cultural forces and how the landscape of California or Japan has provided different resources to different people at different times, from the earliest era to the present.

Science

Students in grade four will learn to design and build simple electrical circuits and experiment with components such as wires, batteries, and bulbs. They will learn how to make a simple electromagnet and how electromagnets work in simple devices. Students in grade four expand their knowledge of food chains and food webs. They will also learn about other ecological relationships between plants and animals. Students will undertake a study rocks, minerals, and the processes of erosion. Students will learn to formulate and justify predictions based on cause-and-effect relationships, differentiate observation from inference, and conduct multiple trials to test their predictions. In collecting data during investigative activities, they learn to follow a written set of instructions and continue to build their skills in expressing measurements in metric system units.

Japanese (Native)

Students will read many short stories, essays and articles from two textbooks, of the same grade level, authorized by the Ministry of Education, Culture, Sports, Science and Technology, Japan. For each story, they finish worksheets to build up their reading comprehension and practice newly introduced kanji. They are expected to acquire all the kanji required for this grade level. Furthermore, they enjoy writing haiku, short stories and poems. They also learn how to use kanji dictionaries.

Japanese (Non- Native)

Students learn about Japan and Japanese cultures through a variety of activities. They will learn reading and writing katakana, past tenses, negative expressions, basic particles and simple sentence structures. They will be able to read, write and speak simple Japanese and ask basic questions in Japanese.

Visual Art

The Lower School Visual Art program engages students in making art, viewing and discussing art, learning about contexts in which art has been created, and pondering fundamental questions about art. Emphasis is placed on familiarizing students with a wide variety of studio materials, processes and a high level of fine motor dexterity. Through a variety of art activities students learn the fundamentals elements and principles of design such as line, texture, color, value, and balance. Students explore the art of many cultures and artistic styles throughout history.

Physical Education and Health

Fourth-graders continue to learn more about the correct technique for manipulative skills. They can describe the similarities and differences between similar skills as well as the correct technique for the use of skills in different situations. Fourth-graders continue to include others in physical activities and respect individual differences in skill levels and motivation. They also continue their nutrition education by learning the role that food and water play in helping to improve physical performance. Students will also engage in lessons about grade level health and safety.

Students continue to explore the 3 content areas of health: **Nutrition and Physical Activity, Injury Prevention and Safety, Alcohol, Tobacco, and Other Drugs.** Students are asked to take responsibility for learning about and making healthy choices in their everyday life. They identify personal long-term goals and formulate steps to reach them. Students will learn how to identify resources for valid information about safe and healthy foods, identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls and identify sources of valid information regarding alcohol, tobacco, and other drugs.

Religious Studies

Students will develop a set of core values they can build on and call on throughout their life to guide their behavior and attitudes. The “Building Blocks” of character, trustworthiness, respect, responsibility, fairness and care; and the “Building Blocks” of Moral awareness, gratitude, love, compassion, cooperation and generosity/charity are the main topics covered in grade 4. Throughout the year students will also have an introduction to different religions. Religious backgrounds and appreciation of the world religions will be partially included in this course. This course also intends to enable the students to explore and appreciate the use of the Bible and other religious books.

School Library

Fourth-grade students learn more sophisticated search techniques. They use standard reference tools in print and online. They understand and can explain the organization of nonfiction books in the school library. Students become more knowledgeable about online searching. Students are aware that not everyone on the Internet is truthful or reliable. In fourth grade, students extract information from resources. They identify the factors that make a source comprehensive, current, credible, accurate, and authoritative. Students also communicate with others outside the school environment through the use of technology to share information. Fourth-grade students read increasingly complex works. They know the purpose of age-appropriate book awards such as the Caldecott, Newbery, and Sakura awards.

Music

All areas are continued (basic elements and recorders). In addition the fourth graders are introduced to. The concept of vocal harmony is taught (two or more notes being sung at the same time). This is done by using Simple rounds or by using scale patterns starting at different times.

Grade 5

Language Arts

The instructional priority the fifth grade is a continued focus on ensuring that all students will be able to read fluently and accurately and are therefore will be prepared to read and comprehend complex narrative and expository texts in the content areas. In addition, students in the fifth grade will be introduced to new advanced forms of comparing and contrasting, critical reading and evaluative responses to literature. Students will engage in multiple novel studies. Students will complete a variety of writing pieces: research report, opinion paper, literature response, procedural and journal writing and persuasive letters. The Social Studies and Science Content Standards and English–Language Arts Content Standards are complementary so that the important writing strategies will lay a foundation for writing science and social studies reports and informative oral presentations.

Mathematics

By the end of grade five, students will increase their facility with the four basic arithmetic operations applied to fractions and decimals and will learn to add and subtract positive and negative numbers. They will learn how to write and evaluate number sentences using variables. Students will know and use common measuring units to determine length and area and they will know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and will use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data.

Social Studies

Grade five social studies curriculum ‘America’s Past’ covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured the nation leads students to be both keen observers of and informed participants in U.S. history.

Science

Students in grade five will learn about how particular chemical reactions (e.g., photosynthesis and respiration) drive the physiological processes of living cells. They will learn about the external characteristics and adaptations of plants and animals and learn about the fundamental principles and physiology of both. From then, students will study the solar system and learn that it contains asteroids and comets in addition to the Sun, eight planets, a dwarf planet and moons. They will learn the composition of the Sun and the relationship between gravity and planetary orbits. Next, students will study the nature of matter and clearly distinguish between molecules and atoms and chemical compounds and mixtures. They will learn about the organization of atoms on the periodic table of the elements. Furthermore, students will know how the uneven heating of the earth’s surface causes weather patterns, how these weather patterns can form storms and what precautions to take for particular types of storms.

The Science Content Standards and the Mathematics Content Standards also reinforce each other as students analyze, strategize, and solve problems, finding solutions to apply to new circumstances. Students in grade five will also develop testable questions and learn to plan their own investigations, selecting appropriate tools to make quantitative observations.

Japanese (Native)

Advanced Japanese focuses on learning the Japanese language within the context of the content areas of science, Japanese social studies, and Japanese literature. During the first semester of the Grade 5 course, students will have a brief introduction to ancient ways of living in Japan, beginning the goal of students understanding how life styles change through time and comparing lifestyles of the past with those present in modern Japan. Students will also gain general knowledge and understanding of astronomy. During the second semester, the focus will change to creating three paragraph essay using appropriate vocabulary, form, and style. Students will read a biography of a Japanese astronaut and other non-fictional stories while sharing their opinions during class discussions. By the end of the course, students will have developed greater ability organizing and expressing their thoughts, in writing and verbally, using the appropriate Japanese, in the content areas mentioned. Students will also work extensively in improving their Kanji ability, learning about 100-150 more Kanji during the year, depending on their current level.

Japanese (Non-Native)

Students will about Japan and Japanese culture through a variety of activities. Besides the basic Japanese, they learn the present tense, past tense and the future tense. The goal is to be able to understand simple spoken Japanese, be able to express simple ideas, ask simple questions, and able to communicate with others in Japanese. In addition, they enjoy learning “Hyakunin Isshu,” one hundred waka poems.

Visual Art

The Lower School Visual Art program engages students in making art, viewing and discussing art, learning about contexts in which art has been created, and pondering fundamental questions about art. Emphasis is placed on familiarizing students with a wide variety of studio materials, processes and a high level of fine motor dexterity. Through a variety of art activities students learn the fundamentals elements and principles of design such as line, texture, color, value, and balance. Students explore the art of many cultures and artistic styles throughout history.

Physical Education and Health

The practice of manipulative skills continues to play a much greater role in fifth grade physical education. The emphasis for fifth grade is improving distance and accuracy. Students focus on both when practicing throwing, fielding, punting, striking, serving, dribbling, passing, and volleying as well as refining their performances of trapping and catching. In preparation for game play in sixth grade, students learn about the importance of open space from a strategic perspective. They also continue their nutrition education by learning meal planning, the effects

of dehydration and the benefits of maintaining a healthy body composition. Students will also engage in lessons about grade level health and safety.

Students continue to explore the 3 content areas of health: **Nutrition and Physical Activity, Growth, Development, and Sexual Health, Personal and Community Health.** In grade 5 students are asked to look deeper into the risk factors that compromise our health. They are also asked to practice consumer advocacy and acknowledge the role of community in promoting health and safety. Students will learn how to **describe** the food groups, including recommended portions to eat from each food groups, to recognize that there are individual differences in growth and development, physical appearance, and gender roles and to practice effective communication skills to seek help for health-related problems or emergencies.

Religious Studies

Students will have the opportunity to look unto their relationship with others and with the world. This course aims to develop the students' sense of connection to others. Topics such as respect for life, rules of living, service and prayer will be included. Throughout the course, pupils will be brought to understanding that person are endowed with gifts but such gifts must be used for the good of others by serving the less fortunate and taking care of the environment.

School Library

Fifth-grade students continue to read a wide variety of grade-level-appropriate text, both in print and online. In fifth grade, students understand how features of both print and digital text make information accessible. They use appropriate reference materials to obtain needed information. Students are able to define the topic of a research investigation and use keyword searches to locate information online. Fifth-grade students are comfortable locating materials in the library. Students evaluate the source and the information for accuracy, credibility and relevance. When necessary, students use more than one resource to verify and determine accuracy. They also record bibliographic information in an acceptable format. Fifth-grade students use basic safety procedures when online. They demonstrate legal and ethical behavior in information use.

Music

Fifth graders are challenged with singing (melodies and simple harmonies), recorders, rhythm and note reading, listening, small and large ensemble playing using recorders, xylophones, or other instruments. Time will be spent in selecting a musical instrument for the following year (6th grade). Students will get a chance to see and hear the instruments of the band (woodwinds, brass, and percussion) to help make their selection.

GRADE SIX

Science

The science curriculum in grade six emphasizes the study of earth sciences. Students at this age are increasing their awareness of the environment and are ready to learn more. The standards in grade six present many of the foundations of geology and geophysics, including plate tectonics and earth structure, topography, and energy. The material is linked to resource management and ecology, building on what students have learned in previous grades. Unless students take a high school earth science class, what they learn in grade six will be their foundation for earth science literacy.

Language Arts

Classes are based on the English-Language Content Standards, literature-based and thematically organized. The program incorporates significant literary works and emphasizes not only the integration of thinking, listening, speaking, reading, and writing skills, but also a multidisciplinary integration of the total sixth grade curriculum. Students read literature from many genres and culturally diverse works which correlate with Social Studies topics. Reading instruction includes novel studies, anthologies, and expository texts. Writing instruction will follow the writing process that will take students from pre-writing through revision and ultimate publications. Students will complete the following types of writing: Informational Writing; Response to Literature; Fictional and/or Autobiographical Story; Narrative Procedure; and Persuasive Writing. Spelling and language mechanics are taught through direct instruction. Student assessment will include written assignments, research-based projects, comprehension questions, and open-ended projects. Students will be provided opportunities to integrate technology through word-processing, the use of blogs, presentation programs, and the Internet.

Mathematics

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Social Studies

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Japanese (Native)

Advanced Japanese focuses on learning the Japanese language within the context of the content areas of science, Japanese social studies, and Japanese literature. During the first semester of the Grade 6 course, students will learn the ancient ways of living in Japan from BC (Jomon period) to 2AC (Yayoi period), beginning the goal of students understanding how life styles change through time and comparing lifestyles of the past with those present in modern Japan. Students will also gain general knowledge and understanding of scientific experiments in Japanese. During the second semester, the focus will change to creating five paragraph essay using appropriate vocabulary, form, and style. Students will read non-fictional stories about The Great Hanshin Earthquake while sharing their opinions during class discussions. They also work on typing their essay using computers and learn how to proof-read and revise their drafts. By the end of the course, students will have developed greater ability organizing and expressing their thoughts, in writing and verbally, using the appropriate Japanese, in the content areas mentioned. Students will also work extensively in improving their Kanji ability, learning about 100-150 more Kanji during the year, depending on their current level.

Japanese (Non-Native)

Students learn about Japan and Japanese cultures through a variety of activities. They will learn reading and writing hiragana, katakana and basic kanji depending on each student's level. The goal is to be able to understand simple spoken Japanese, follow the instructions, be able to express simple ideas, ask questions, and be able to communicate with others in Japanese.

Visual Art

The Lower School Visual Art program engages students in making art, viewing and discussing art, learning about contexts in which art has been created, and pondering fundamental questions about art. Emphasis is placed on familiarizing students with a wide variety of studio materials, processes and a high level of fine motor dexterity. Through a variety of art activities students learn the fundamentals elements and principles of design such as line, texture, color, value, and balance. Students explore the art of many cultures and artistic styles throughout history.

Physical Education and Health

The physical education program in grade six provides the opportunity to expand a student's performance and understanding of fundamental movement and motor skills to more specialized movement and motor skills used in a variety of content areas. In sixth grade, students are involved in cooperative games that use rules, skills, and offensive strategies. The skills students learn in grade 6 will be able to be transferred to competitive game situations. Students will also engage in lessons about grade level health and safety.

Students continue to explore the 3 content areas of health: **Injury Prevention and Safety, Alcohol Tobacco and Other Drugs, Mental Emotional and Social Health.** Students focus on what they can do to promote good health and their personal well-being. They will learn to make informed decisions, modify behaviors and change social conditions in ways that are health enhancing and increase health literacy. Students will learn to explain methods to reduce conflict, harassment, and violence, explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic and describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Religious Studies

Students will have the opportunity to think about choices in their personal deeds and daily life, as well as the standards and values of society that influence their choices. This course will help guide students to think critically and to evaluate their acceptance in building a good character. Topics such as Love, Care, Truthfulness and Charity/Compassion are the emphasis throughout the course. All of the topics will be discuss in relation to God, others and the environment.

School Library

In sixth grade, students continue to apply more complex search strategies for print and online resources. Sixth-grade students become more sophisticated and safer users of the Internet. Students demonstrate proper and responsible use of technology. Students analyze the evidence they have found to support a research question. Students in sixth grade can explain the authority, timeliness, and accuracy of specific information resources. They restate facts and details and organize those ideas for note taking. Students learn to accurately record citation information for each type of resource used. Sixth-grade students pursue information related to personal well-being. Students continue to read a wide variety of text, making progress toward the goal of reading one million words per year by grade eight.

Music

The 6th graders music class consists of beginning band. The basic elements are still a main focus including note and rhythm reading, simple musical forms, musical term definition, and breath control and support. Students select a woodwind, brass or percussion Instrument and study it the entire year. There are many instruments available through the school but students are encouraged to bring an instrument from home if possible. Rental agreements are signed for school instrument use but there is no rental fee for 6th grade.