



Maui Preparatory Academy  
2011-12  
Lower School Curriculum Guide

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## **Lower School Overview**

Maui Preparatory Academy (Maui Prep) offers a developmentally age-appropriate program geared to the realities of today's students in all domains – cognitive, emotional, social, moral and ethical, and physical. We celebrate the fact that we are a unique entity within the educational landscape of West Maui, preparing students for college and life beyond. Our blend of academic rigor, character development, commitment to the arts, integration of technology, sound physical development, appreciation of and service to others, and the work to create sustainability here on Maui gives our students a balanced approach to accepting responsibility for their education.

The Maui Prep program of study encompasses the full range of a structured learning environment – Early Childhood (Preschool, K and 1st Grade), Lower (Grades 2–5), Middle (Grades 6–8) and Upper School (Grades 9–12). Along with the core curriculum of English, History, Math, Science, World Languages, Language Arts, and Health/Physical Education, students are exposed to Art, Music, Drama, Technology, and other enrichment opportunities offered throughout the year.

Project-Based Learning (PBL) is an approach for classroom activity that emphasizes learning activities that are long-term, interdisciplinary and student-centered. This approach is generally less structured than traditional, teacher-led classroom activities; in a project-based class, students often must organize their own work and manage their own time. Within the project based learning framework students collaborate, working together to make sense of what is going on. Project-based instruction differs from traditional inquiry by its emphasis on students' own artifact construction to represent what is being learned.

We encourage you to explore our Curriculum Guides for each grade to discover specific details about our curriculum.

# **Kindergarten Curriculum Overview**

By the end of the kindergarten year, children will be able to demonstrate skills and competencies in the following curriculum areas.

## **Language Arts:**

In Kindergarten, the student interacts with a variety of texts and responds critically through pictures, labeling and sentences. Children read and respond to texts during read aloud, shared reading, guided reading, and independent reading. Children are expected to leave Kindergarten prepared to read and write with confidence in the primary grades. Students in the Kindergarten will learn to:

- Understand proper book handling skills.
- Use letter names and sounds to read and make appropriate written responses to literature.
- Produce basic rhymes.
- Decode one syllable words.
- Read all kindergarten high frequency words.

## **Math:**

Upon completion of Kindergarten, all students will be able to use their concrete understanding of the math concepts taught in future grades. Students in the Kindergarten will learn to:

- Identify and manipulate the penny, nickel, dime, and quarter.
- Identify the basic colors and shapes.
- Demonstrate an understanding of positional words.
- Create and reproduce AB, AABB and ABC patterns.
- Identify and write numbers 0-30.
- Understand place value up to the hundreds place.
- Count by 1's, 2's, 5's, and 10's.
- Use strategies for estimation.
- Sort objects by size, shape and color.

## **Science:**

Upon the completion of the kindergarten science curriculum each student will have a base for a deeper understanding of the scientific process and the natural world around them. Students in the Kindergarten will learn to:

- Understand how to use the senses to investigate objects and events.
- Understand the parts of a person and animal that make up the whole being.

- Recognize that plants and animals have specific needs to live: food, water and an appropriate place to live.
- Distinguish the various parts of a seed and plant: roots, stem, leaves and flowers.
- Identify the states of matter: solid, liquid, and gas.
- Identify the various states of water and is able to verbally explain the change from ice to evaporation.

### **Social Studies:**

Kindergarten social studies will introduce the idea that each child is a part of a much larger world than what they have known before entering school. Students in the Kindergarten will learn to:

- Identify likes and dislikes.
- Identify similarities and differences about his/her family from other families.
- Identify similarities and differences about the community in which he/she lives compared to other communities. i.e. city vs. country
- Understand community workers and the work they do. i.e. police officer, teacher, nurse.
- Explore globes and maps and understands that they represent real places.
- Gain a basic understanding of their culture and others, and the traditions/ holidays celebrated in each.

Above and beyond the general subject areas, all kindergarteners will develop an understanding of society. They will gain listening skills and social skills that will act as a foundation for success in their future endeavors.

### **Art:**

The standards for kindergarten serve as building blocks for further visual art instruction. Students in the Kindergarten will learn to:

- Demonstrate self-expression through the creation of works of art.
- Create a self-portrait.
- Describe the sequence of steps in making a work of art.
- Demonstrate motor skills in painting, cutting, gluing, folding, modeling, printing, and stamping.
- Identify the colors and the order of the rainbow.
- Identify and use a variety of lines (straight, curved, vertical, horizontal, diagonal) and shapes (circle, square, triangle, rectangle, oval)
- Discuss thoughts, experiences and feeling expressed in works of art.
- Recognize simple differences between realistic and abstract art.
- Respond to art from other time periods, places and people.

## **Music:**

Students in the Kindergarten will learn to:

- Understand, participate in, and enjoy the art of music as a life-long activity.
- Activities that develop memory, discovery, self-expression, observation, concentration and risk taking.
- Perform at various stages of growth and musical development.
- About Hawaiian musical traditions through cultural exploration.
- Basic music theory including note reading on the staff.
- Execute different dynamics using instruments and voice.

## **Drama:**

Students in the Kindergarten will learn to:

- Develop an appreciation for self-expression through drama as well as an understanding of the art as students become the future audience and patrons of the theatre.
- Understand theatre arts as an integral part of the human experience.
- Study and practice theatre as an art form fully integrated within an educational setting.
- About the theatre in stages linked to their developmental abilities.
- Use their voices to convey different emotions.
- Physical characterization: imitating different animate and inanimate objects.
- Use props to help tell a story.
- Creative movement.
- Perform before a live audience during Arts Night.

## **Physical Education:**

The goal of the Preschool through Second grade physical education program is to provide students with physically enhancing and rewarding experiences that contribute to a lifetime of healthy choices and endeavors. Students in Physical Education will learn to:

- Practice developing and establishing fundamental skills within the areas of fine/gross motor skills, spatial awareness, flexibility, strength, rhythm, coordination and balance with an emphasis on developing work ethic, sportsmanship, and team camaraderie.
- Work on coordination and body awareness through throwing, catching, kicking, evading, and running activities.

- Perform skills and concepts of stretching, breathing, warm-up and cool down, and endurance to enhance their athleticism and encourage the synthesis of mind and body.

Classes will be held on Maui Prep’s lower school field and Napili Park throughout the school year and in the dining hall when weather dictates. Students are expected to abide by and uphold Maui Preparatory Academy’s honor code and core values of pursuit of excellence, seeking and appreciating challenges, accepting and appreciating the differences of others, exemplifying the highest ethical and moral behavior, and promoting environmental stewardship.

### **Technology:**

Lower School Technology electives are designed to provide students with basic understanding of how technology works, strategies to appropriately apply technology skills for school and personal tasks, and resources for supplementing academic skill development. Each elective course is customized with project based learning to meet student interests and current developments in technology. Students in Lower School Technology electives will learn to:

- Use input devices (e.g., mouse, keyboard), software options (e.g. menu items, tools) and output devices (e.g., monitor, printer) to successfully operate computers.
- Use a variety of media and technology resources (e.g. software, digital cameras, internet, web cams, etc.) for directed and independent learning activities.
- Communicate about technology using developmentally appropriate and accurate vocabulary.
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
- Work cooperatively and collaboratively with peers when using technology in the classroom.
- Demonstrate positive social and ethical behaviors when using technology.
- Practice careful and responsible use of technology systems and software.
- Create multimedia products with support from teachers and student partners.
- Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

# First Grade Curriculum Overview

By the end of the first grade year, students will demonstrate skills and competencies in the following curriculum areas.

## Language Arts:

In first grade, students will interact with a variety of texts through read alouds, shared reading, guided reading, and independent reading. First grade language arts will emphasize the following content strands, skills and concepts:

### READING

- **Phonics/Decoding Skills**—Students will decode initial, final, and double consonants; understand and apply the alphabetic principle; recognize consonant clusters and digraphs, identify a variety of short and long vowel patterns, and generate both contractions and compound words.
- **High-Frequency Words**—Students will recognize and read high-frequency words.
- **Comprehension Skills**—Students will distinguish between fantasy and realism, practice comparing and contrasting, predict outcomes, understand sequence of events, recognize story structure, determine cause and effect, determine text organization, draw conclusions, categorize and classify, note important details, recognize main ideas, identify supporting details, solve problems, make decisions, and generalizations.
- **Comprehension Strategies**—Students will predict, infer, summarize, decode, evaluate, question, monitor, and clarify before, during, and after reading.
- **Information and Study Skills**—Students will use a dictionary and glossary.

### WORD WORK

- **Spelling**—Students will understand word structure by recognizing sound and letter patterns.

### WRITING AND LANGUAGE

- **Grammar, Usage, and Mechanics**—Students will write complete sentences using appropriate capitalization and punctuation, identify types of sentences, recognize parts of speech, distinguish between subjects and predicates, and explore a variety of verb tenses.
- **Proofreading Skills**—Students will proofread writing for appropriate capitalization and punctuation, complete sentences, accurate spelling, and correct grammar and usage.
- **Modes of Writing**—Students will explore expository and narrative writing through journaling, letters, stories, instructions and directions.

## **Math:**

*Everyday Mathematics* is organized into six mathematical content strands that cover a number of skills and concepts. This provides a rich yet balanced curriculum—attention to numeration and computation without neglecting geometry, data, and algebraic thinking. First Grade *Everyday Mathematics* content will emphasize the following content strands, skills and concepts:

- **Numeration** – Students will count, read and write numbers; investigate place-value of whole numbers; explore fractions and money.
- **Operations and Computation** – Students will learn addition and subtraction facts, fact families, and extended facts; work with properties of numbers and problem solving.
- **Data and Chance** – Students will collect, organize, and display data using tables, charts, and graphs; explore concepts of chance.
- **Geometry** – Students will explore 2 and 3 dimensional shapes.
- **Measurement and Reference Frames** – Students will use tools to measure length, capacity, and weight; use clocks, calendars, timelines, thermometers, and ordinal numbers.
- **Patterns, Functions, and Algebra** – Students will explore attributes, patterns, sequences, relations, and functions; find missing numbers and rules in different types of problems; and study the properties of operations.

## **Science:**

First grade students will become aware of the scientific process and the natural world around them through hands-on investigations. First grade science will emphasize the following content strands, skills and concepts:

- **Life Science** – Students will sort and classify plant and animal parts; investigate characteristics, needs, and life cycles of plants and animals; and examine different types of plant and animal habitats.
- **Earth Science** – Students will analyze the characteristics of natural resources; learn the importance of protecting and conserving Earth’s natural resources; investigate the Sun, stars, planets, and the Moon; discover the causes of day and night on Earth.
- **Physical Science** - Students will identify and classify the three forms of matter and understand how matter changes; investigate magnetism and sort objects as magnetic and non-magnetic; explore forces, simple machines.

## **Social Studies:**

First grade Social Studies will provide each student with the opportunity to connect both locally and globally as citizens of the world. Students will develop critical thinking skills as they learn actively through project-based learning and historical inquiry. First grade Social Studies will emphasize the following content strands, skills, and concepts:

- **Map and Globe Skills** – Students will identify the Earth’s oceans and continents; recognize the differences between states and countries; compare globes and maps and understand that both are representations of the Earth; use a map key and its symbols to locate and identify points or areas on a map; use relative distance to find near and far locations on a map; use a compass rose and cardinal directions to give and follow directions on a map; identify the United States, the state of Hawaii, and the island of Maui on a map; compare the land and water of Hawaii to the continental United States.
- **Culture and Geography** –Students will investigate and compare a foreign country and its geography to our local community; discover and appreciate cultural contributions; be exposed to the country’s language, food, music, art, traditional dress; analyze similarities and differences between our school community and a school community in a foreign country.

### **Art:**

First grade art will emphasize the following strands, skills, and concepts.

Students will learn to:

- Create art from real and imaginary sources of inspiration.
- Develop eye/hand coordination through drawing and construction.
- Demonstrate fine motor skills by cutting, tearing, folding, and weaving.
- Identify primary and secondary colors and experiment with mixing secondary colors.
- Identify and use alternating and repeating patterns.
- Recognize size relationships.
- View works of art and describe similarities and differences.
- Begin to use appropriate art vocabulary when describing artwork.
- Identify and recognize the difference between landscapes, still life, portraits, abstract, and nonobjective art.
- Develop observational skills for comparing and categorizing objects, themes, and ideas.

### **Music:**

First grade music will emphasize the following content strands, skills and concepts.

Students will learn (to):

- Understand, participate in, and enjoy the art of music as a life-long activity
- Activities that develop memory, discovery, self-expression, observation, concentration and risk taking
- Perform at various stages of growth and musical development
- About Hawaiian musical traditions through cultural exploration
- Basic music theory including note reading on the staff
- Execute different dynamics using instruments and voice

### **Drama:**

First grade drama will emphasize the following content strands, skills and concepts.

Students will learn (to):

- Develop an appreciation for self-expression through drama as well as an understanding of the art as students become the future audience and patrons of the theatre
- Understand theatre arts as an integral part of the human experience
- Study and practice theatre as an art form fully integrated within an educational setting.
- About the theatre in stages linked to their developmental abilities.
- Use their voices to convey different emotions
- Physical characterization: imitating different animate and inanimate objects
- Use props to help tell a story
- Creative movement
- Perform before a live audience during Arts Night

### **Physical Education:**

The goal of the Preschool through Second grade physical education program is to provide students with physically enhancing and rewarding experiences that contribute to a lifetime of healthy choices and endeavors. Students in Physical Education will learn to:

- Practice developing and establishing fundamental skills within the areas of fine/gross motor skills, spatial awareness, flexibility, strength, rhythm, coordination and balance with an emphasis on developing work ethic, sportsmanship, and team camaraderie.
- Work on coordination and body awareness through throwing, catching, kicking, evading, and running activities.
- Perform skills and concepts of stretching, breathing, warm-up and cool down, and endurance to enhance their athleticism and encourage the synthesis of mind and body.

Classes will be held on Maui Prep's lower school field and Napili Park throughout the school year and in the dining hall when weather dictates. Students are expected to abide by and uphold Maui Preparatory Academy's honor code and core values of pursuit of excellence, seeking and appreciating challenges, accepting and appreciating the differences of others, exemplifying the highest ethical and moral behavior, and promoting environmental stewardship.

### **Technology:**

Lower School Technology Electives are designed to provide students with basic understanding of how technology works, strategies to appropriately apply technology skills for school and personal tasks, and resources for supplementing academic skill development. Each elective course is customized with project based learning to meet student interests and current developments in technology. Students in Lower School Technology Electives will learn to:

- Use input devices (e.g., mouse, keyboard), software options (e.g. menu items, tools) and output devices (e.g., monitor, printer) to successfully operate computers.
- Use a variety of media and technology resources (e.g. software, digital cameras, internet, web cams, etc.) for directed and independent learning activities.
- Communicate about technology using developmentally appropriate and accurate vocabulary.
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
- Work cooperatively and collaboratively with peers when using technology in the classroom.
- Demonstrate positive social and ethical behaviors when using technology.
- Practice careful and responsible use of technology systems and software.
- Create multimedia products with support from teachers and student partners.
- Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

Based on the International Society for Technology in Education's National Educational Technology Standards. <http://www.iste.org/>

# Second Grade Curriculum Overview

By the end of the second grade year, students will be able to demonstrate skills and competencies in the following curriculum areas.

## Language Arts:

In second grade, students interact with a variety of texts through read aloud, shared reading, guided reading, and independent reading.

Second grade language arts will emphasize the following content strands, skills and concepts:

### **READING**

- **Phonics/Decoding Skills** – Students will understand and apply the alphabetic principle, recognize consonant clusters and digraphs, identify a variety of short and long vowel patterns, and generate both contractions and compound words.
- **High Frequency Words** – Students will recognize and read high frequency words.
- **Comprehension Skills** – Students will distinguish between fantasy and realism, compare and contrast, predict outcomes, understand sequence of events, recognize story structure, determine cause and effect, determine text organization, draw conclusions, categorize and classify, note important details, recognize main ideas, identify supporting details, follow oral and written directions, make inferences and judgments, solve problems, make decisions and generalizations, recognize the author’s viewpoint, and recognize fact and opinion.
- **Comprehension Strategies** - Students will predict, infer, summarize, decode, evaluate, question, monitor and clarify.
- **Information and Study Skills** – Students will use a dictionary and glossary, read and use graphic organizers, and locate and use parts of a book.

### **WORD WORK**

- **Spelling** - Students will recognize sound and letter patterns, understand word structure, and spell words frequently misspelled.
- **Vocabulary** – Students will generate synonyms and antonyms, distinguish between homophones and multiple-meaning words, identify compound words, recognize word families, and use context clues to determine meaning.

### **WRITING AND LANGUAGE**

- **Grammar, Usage, and Mechanic Skills** - Students will identify and write complete sentences using appropriate capitalization and punctuation, identify types of sentences, recognize parts of speech, distinguish between subjects and predicates, and explore a variety of verb tenses.
- **Revision and Proofreading Skills** – Students will combine sentences, determine the correct grammar and usage, and learn simple proofreading marks.
- **Modes of Writing** – Students will practice expository and narrative writing including a friendly letter, short story, poetry, and instructions.

## Math:

Everyday Mathematics is organized into six mathematical content strands that cover a number of skills and concepts. This provides a rich yet balanced curriculum- attention to numeration and computation without neglecting geometry, data, and algebraic thinking.

Second Grade Everyday Mathematics content emphasizes the following content strands, skills and concepts.

- **Numeration** – Students will count, read and write whole numbers; identify place-value; compare numbers; work with fractions; use money to develop place-value and decimal concepts.
- **Operations and Computation** – Students will recall addition and subtraction facts; explore fact families; add and subtract with tens and hundreds; begin multiplication and division; exchange money amounts.
- **Data and Chance** – Students will collect, organize, and display data using tables, charts, and graphs; explore concepts of chance.
- **Geometry** – Students will explore 2 and 3 dimensional shapes; classify polygons.
- **Measurement and Reference Frames** – Students will use tools to measure length, capacity, weight, and volume; use U.S. customary and metric measurement units.
- **Patterns, Functions, and Algebra** – Students will explore number patterns, rules for number sequences, relations between numbers, and attributes.

## Science:

Second grade students will become aware of the scientific process and the natural world around them through hands-on investigations.

Second grade science will emphasize the following content strands, skills and concepts:

- **Life Science** – Students will learn to classify living things into groups whose members share characteristics; investigate the needs of plants and animals and explore how living things meet their needs; compare and contrast the life cycles of living things.
- **Earth Science** – Students will take a close look at rocks, soils, and fossils; explore Earth's natural resources and find out how people can help make Earth's resources last; learn about positions, movements, and characteristics of objects in the solar system, including the Sun, Earth, and the Moon.
- **Physical Science** - Students will explore how matter is classified according to its properties and how matter changes; learn how simple machines can facilitate the movement of objects; investigate magnetic force and classify materials as magnetic or nonmagnetic.

## Social Studies:

This program will enrich student's social studies experience and allow each student to develop the tools to become global citizens through long-term projects, hands-on and performance-based activities, and practice using maps and globes. Second grade social studies will emphasize the following content strands, skills and concepts:

- **Citizenship** – Students will identify groups that people belong to; describe the leader's role in a group; tell why rules are important to a group.
- **Map and Globe Skills** – Students will compare maps and globes, use symbols, and use a compass rose to identify cardinal directions; find places on a neighborhood map using a simple number-letter grid; use a map scale to find the distance between places.
- **Economics** – Students will describe effects on the environment when people use natural resources to meet their needs and wants; identify cost and benefits of an economic choice; explain what producers and customers do; describe ways that people earn income to buy what they need and want; describe skills needed for specific jobs.
- **Culture and Geography** – Students will identify the characteristics of a community and a neighborhood; identify states, countries and continents; identify landforms and bodies of water; investigate a foreign country; discover and appreciate cultural contributions; be exposed to the countries language, traditional dress, food, music, and art
- **History** – Students will explain that history is the story of the past and of the people who came before us; describe the customs and work of the settlers in Jamestown and Plymouth; identify cause and effect in historical events; describe the character and the achievements of past heroes; identify community changes; compare different modes of communication.

### **Art:**

The art program for the second grade focuses on applied art concepts and skills. Students in this course will learn to:

- Identify and use a variety of sources for art ideas, including people, nature, resource materials, and the imagination.
- Demonstrate the safe and proper use of an increasing variety of age appropriate art materials, skills, techniques, and processes.
- Identify and use primary and secondary colors.
- Depict objects in proportion within a work of art.
- Use an expanding art vocabulary while describing his/her art and the artwork of others.
- Make and record more detailed visual observations.
- Predict the results of media experimentation.
- Develop more elaborate patterns.
- Identify and incorporate symmetry into his/her artwork.

### **Music:**

Second grade music will emphasize the following content strands, skills and concepts:

Students will learn (to):

- Understand, participate in, and enjoy the art of music as a life-long activity
- Activities that develop memory, discovery, self-expression, observation, concentration and risk taking
- Perform at various stages of growth and musical development
- Perform before a live audience during Arts Night
- Explore the culture of Hawaiian musical traditions
- Play the recorder
- Sight-read music using the recorder

### **Drama:**

Second grade drama will emphasize the following content strands, skills and concepts.

The students will:

- Develop an appreciation for self-expression through drama as well as an understanding of the art as students become the future audience and patrons of the theatre.
- Understand theatre arts as an integral part of the human experience.
- Study and practice theatre as an art.
- Use props to help tell a story.
- Participate in creative movement.
- Use their voices to convey different emotions.

Perform a staged musical production before

### **Physical Education:**

The goal of the Preschool through Second grade physical education program is to provide students with physically enhancing and rewarding experiences that contribute to a lifetime of healthy choices and endeavors. Students in Second grade will learn to:

- Practice developing and establishing fundamental skills within the areas of fine/gross motor skills, spatial awareness, flexibility, strength, rhythm, coordination and balance with an emphasis on developing work ethic, sportsmanship, and team camaraderie.
- Work on coordination and body awareness through throwing, catching, kicking, evading, and running activities.

Perform skills and concepts of stretching, breathing, warm-up and cool down, and endurance to enhance their athleticism and encourage the synthesis of mind and body.

Classes will be held on Maui Prep's lower school field and Napili Park throughout the school year and in the dining hall when weather dictates. Students are expected to abide by and uphold Maui Preparatory Academy's honor code and core values of pursuit of excellence, seeking and appreciating challenges, accepting and appreciating the

differences of others, exemplifying the highest ethical and moral behavior, and promoting environmental stewardship.

### **Technology:**

Lower School Technology Electives are designed to provide students with basic understanding of how technology works, strategies to appropriately apply technology skills for school and personal tasks, and resources for supplementing academic skill development. Each elective course is customized with project based learning to meet student interests and current developments in technology. Students in Lower School Technology Electives will learn to:

- Use input devices (e.g., mouse, keyboard), software options (e.g. menu items, tools) and output devices (e.g., monitor, printer) to successfully operate computers.
- Use a variety of media and technology resources (e.g. software, digital cameras, internet, web cams, etc.) for directed and independent learning activities.
- Communicate about technology using developmentally appropriate and accurate vocabulary.
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
- Work cooperatively and collaboratively with peers when using technology in the classroom.
- Demonstrate positive social and ethical behaviors when using technology.
- Practice careful and responsible use of technology systems and software.
- Create multimedia products with support from teachers and student partners.
- Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories.
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

Based on the International Society for Technology in Education's National Educational Technology Standards. <http://www.iste.org/>

# Third Grade Curriculum Overview

By the end of the third grade year, children will be able to demonstrate skills and competencies in the following curriculum areas.

## Language Arts:

In third grade, students interact with a variety of texts and genres. Students will read short stories in our Houghton Mifflin Reading Program, as well as authentic literature in chapter books.

Third grade language arts will emphasize the following content strands, skills and concepts:

- **Reading Comprehension Strategies** - Students will predict, infer, evaluate, summarize, question, monitor and clarify, and make connections.
- **Daily Independent Reading** - Students will choose appropriate books to be read at home and during silent reading time in class, and answer comprehension questions in reading response journals.
- **Grammar, Usage, and Mechanic Skills** - Students will practice sentence structure, recognize parts of speech, apply rules of usage, use correct punctuation, use appropriate capitalization, synthesize complete sentences, identify types of sentences, and distinguish between subjects and predicates.
- **Spelling Strategies** - Students will learn rules of words and letter patterns, structural patterns, and visual patterns.
- **Phonics /Decoding Skills and Decoding Longer Words** – Students will explore possessives, compound words, contractions, syllabic patterns, and affixes
- **Comprehension Skills** – Students will distinguish between fact and fantasy, compare and contrast, predict outcomes, understand sequence of events, recognize story structure, determine cause and effect, determine text organization, draw conclusions, categorize and classify, note important details, recognize a main idea, topic, and supporting details, follow oral and written directions, make inferences and judgments, solve problems and make decisions, make generalizations, recognize the author’s point of view, and recognize fact and opinion.
- **Information and Study Skills** – Students will use a dictionary, thesaurus, and glossary, use multimedia resources, locate and use parts of a book, use print references, and take notes.
- **Vocabulary** – Students will arrange words in alphabetical order, synthesize synonyms and antonyms, distinguish between homophones and multiple-meaning words, form compound words, recognize word families, use context clues to determine meaning, and make analogies.
- **Writing Process** – Students will synthesize rough drafts, use revision skills, proofread their writing, and publish final drafts of various modes of writing.

## **Math:**

Within the content of Everyday Mathematics, emphasis will be placed on a problem-solving approach based on everyday situations. This will develop critical thinking. There will be frequent practice of basic skills through ongoing program routines and mathematical games. Topics will be revisited frequently to ensure full concept development. Students will participate in activities that explore a wide variety of mathematical content and offer opportunities for students to apply their basic fact skills to geometry, measurement, and algebra.

Third Grade Every Day Mathematics content will emphasize the following content strands, skills and concepts:

- **Numeration** – students will count patterns; read and write whole numbers through 1,000,000; name parts of fractions, find equivalent fractions, compare fractions, and explore fractions greater than one.
- **Operations and Computation** – students will extend addition, subtraction, multiplication, and division facts to multi-digit problems, and work with properties of fractions and money.
- **Data and Chance** – Students will collect, organize, and display data using tables, charts, and graphs, and explore concepts of chance.
- **Geometry** – Students will explore 2 and 3 dimensional shapes and other geometric concepts.
- **Measurement and Reference Frames** – Students will record equivalent units of length; recognize appropriate units of measure for various items, find the area of a rectangle; use multiplication arrays, coordinate grids, thermometers, and map scales to estimate distances.
- **Patterns, Functions, and Algebra** – Students will find patterns on the number grid, solve Frames and Arrows Puzzles having two rules, complete variations of “What’s My Rule?” activities, explore the relationship between multiplication and division, use parentheses in writing number models, and name missing parts of number models.

## **Science:**

The third science program is based on hands-on opportunities for students to experience scientific concepts. The Houghton Mifflin Science Program will be used as well as simulated activities and experiments to provide opportunities for higher level thinking.

Third grade science will emphasize the following content strands, skills and concepts:

- **Scientific Method** – Students will ask a question, do background research, construct a hypothesis, test their hypothesis by doing an experiment, analyze their data and draw a conclusion, and communicate their results.

- **Life Science** – Students will study the life cycle of plants and animals, use the school garden to observe and interact with living plants, students will investigate the habitats of different organisms and the dependence of organisms on their habitat, explain simple food chains and food webs, explain the relationships between living and nonliving components of ecosystems, and describe the threats to certain ecosystems.
- **Earth Science** – Students will identify the major geographic characteristics and demographics of the Hawaiian Islands, learn how the Hawaiian Islands were formed, describe how slow and fast processes sometimes shape and reshape the surface of the Earth, model and explain the processes that cause volcanoes, and describe the water cycle.

### **Social Studies:**

The activities in third grade social studies will be a combination of lessons from the Houghton Mifflin Social Studies Program as well as in-depth studies of our own community and other countries around the world.

Third grade social studies will emphasize the following content strands, skills and concepts:

- **Map and Globe Skills** – Students will identify the map title, key, compass rose, and scale; illustrate their own maps, recognize latitude and longitude, and use cardinal and intermediate directions on a map.
- **Geography** – Students will compare and contrast urban, suburban, and rural communities, describe physical characteristics of landforms and bodies of water, identify reasons why people live near rivers, oceans, or lakes, define climate, identify renewable and non-renewable resources, and explain ways people use natural resources.
- **Citizenship** – Students will describe a community, understand the role of citizens in a community, and determine reasons for rules and laws.
- **Economics** – Students will describe the economy of both individual communities and countries, discuss money and choose how to use it, distinguish between producers and consumers, identify the relationship between supply and demand, scarcity, and opportunity cost, and distinguish between imports and exports.
- **Culture** – Students will identify evidence of the past in communities today, identify important symbols and monuments of the United States and other countries, and recognize holidays and celebrations of a group of people.
- **Cultural Anthropology**- Students will understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.
- **Polynesian Voyagers**- Students will describe the theories of early migrations from parts of Polynesia to Hawaii, including migration myths and legends, identify reasons that early explorers, settlers, and immigrants came to Hawaii and describe what their lives and experiences were like.
- **Discovering Hawaii and the Pacific**- Students will understand the people, events, problems, and ideas that was significant in pre-contact Hawaiian history, students will

understand the roles, rights (personal, economic, political), and responsibilities of the Ali'i, Kahuna, Maka'ainana and Kaua classes and how they participated in civic life.

### **Art:**

The standards for Art 3 emphasize learning through inquiry. Students in this class will learn to:

- Acquire ideas from their own experiences, their school, their environment, and the art of other cultures.
- Examine aspects of the artistic process: idea generation, problem solving, and self-assessment.
- Express their ideas using an increasing variety of age appropriate art materials, skills, techniques and processes.
- Identify primary, secondary and intermediate colors and arrange them on a color wheel.
- Identify and use foreground, middle ground, and background in a two-dimensional form.
- Create the illusion of depth using overlapping, size variation, and placement.
- Collaborate with others to create a work of art.
- Recognize three dimensional forms including the cube, cone, sphere, and pyramid.
- Create increasing complex works of art by observing and recording detail.
- Recognize the art and style of great masters from art history.

### **Music:**

Third grade music will emphasize the following content strands, skills and concepts:

Students will learn (to):

- Understand, participate in, and enjoy the art of music as a life-long activity
- Activities that develop memory, discovery, self-expression, observation, concentration and risk taking
- Perform at various stages of growth and musical development
- Perform before a live audience during Arts Night
- Explore the culture of Hawaiian musical traditions
- Play the recorder
- Sight-read music using the recorder

### **Drama:**

Third grade drama will emphasize the following content strands, skills and concepts.

The students will:

- Develop an appreciation for self-expression through drama as well as an understanding of the art as students become the future audience and patrons of the theatre.
- Understand theatre arts as an integral part of the human experience.
- Study and practice theatre as an art.
- Use props to help tell a story.
- Participate in creative movement.
- Use their voices to convey different emotions.
- Perform a staged musical production before a live audience.

### **Physical Education:**

The goal of the Third through Fifth grade physical education program is to provide students with physically enhancing and rewarding experiences that contribute to a lifetime of healthy choices and endeavors. Students in Physical Education will learn to:

- Apply fundamental skills within the areas of fine/gross motor skills, spatial awareness, flexibility, strength, rhythm, coordination and balance to athletic games with continued development of work ethic, sportsmanship, and team camaraderie.
- Work on coordination and body awareness through throwing, catching, kicking, and running activities.
- Apply skills and concepts of stretching, breathing, warm-up and cool down, and endurance to enhance their athleticism and encourage the synthesis of mind and body.

Classes will be held on Maui Prep's lower school field and Napili Park throughout the school year and in the dining hall when weather dictates. Students are expected to abide by and uphold Maui Preparatory Academy's honor code and core values of pursuit of excellence, seeking and appreciating challenges, accepting and appreciating the differences of others, exemplifying the highest ethical and moral behavior, and promoting environmental stewardship.

### **Technology:**

Lower School Technology Electives are designed to provide students with basic understanding of how technology works, strategies to appropriately apply technology skills for school and personal tasks, and resources for supplementing academic skill development. Each elective course is customized with project based learning to meet student interests and current developments in technology. Students in Lower School Technology Electives will learn to:

- Use input and output devices efficiently and effectively.

- Discuss issues related to responsible and safe use of technology and information and describe personal consequences of inappropriate use.
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.
- Use general purpose productivity tools and tutorial software to support personal productivity, work on skill deficits, and facilitate learning throughout all content subject areas.
- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create products for audiences inside and outside the classroom.
- Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) efficiently and effectively to access remote information, developing solutions or work products, communicate with others, and research personal interests.
- Use technology resources (e.g. data collection software, spreadsheets, video, educational software) for data analysis, problem solving, self-directed learning, and extended learning activities.
- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

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# **Fourth Grade Curriculum Overview**

By the end of the year, children will be able to demonstrate skills and competencies in the following curriculum areas.

## **Language Arts:**

In the Fourth Grade, students interact with a variety of texts and literary genres such as fiction, nonfiction, realistic fiction, historical fiction, biography, autobiography, fantasy, folklore (legends), mystery, and poetry. Students learn to appreciate literature through daily SSR (super silent reading) and teacher read aloud, as well as monthly genre book report projects. The adopted texts are *Houghton Mifflin Reading and English.*, as well as self-selected independent reading texts.

*Students in the fourth grade will learn to:*

- Apply the following Reading Strategies: predict/infer, phonics/decoding, monitor/clarify, question, evaluate, and summarize.
- Utilize the following Comprehension Strategies: recognize story structure, determine cause and effect, recognize author's viewpoint, understand text organization, note details, understand sequence events, make inferences, make generalizations and judgments, categorize and classify, compare/contrast, distinguish between fantasy/realism, predict outcomes, distinguish between fact/opinion, problem solve, draw conclusions, and identify the topic, main idea, and supporting details of a passage.
- Follow oral and written directions.
- Read aloud fluently, at the appropriate rate.
- Recognize sound and letter patterns, understand word structure, and spell frequently misspelled words correctly.
- Develop and expand vocabulary skills.
- Use correct grammar and mechanics.
- Use the Writing Process (pre-write, draft, revise, edit, and publish).
- Apply the Traits of Writing (ideas, organization, word choice, conventions, voice, sentence fluency, and presentation).
- Write the following genres: Personal Narrative (both fiction and non-fiction), Creative Story (Legends), Compare & Contrast, Research Report, Personal Opinion, Description, Expository, Response to Literature, and Friendly Letter.
- Deliver a presentation displaying oral speaking skills.

## **Math:**

*Fourth Grade Everyday Mathematics* emphasizes the following content strands: Numeration, Operations and Computation, Data and Chance, Geometry, Measurement and Reference Frames, and Patterns, Functions, and Algebra.

*Students will learn to:*

- Read, write, and compare whole numbers through the millions, decimals through the thousandths, negative numbers to -20, and fractions.
- Understand relations between fractions, decimals, and percents, locate fractions and mixed numbers on a number line, as well as generate equivalent fractions.
- Add, subtract, multiply, and divide multidigit whole numbers and decimals.
- Round from millions to hundredths.
- Create, read, and interpret graphs.
- Identify landmarks in data sets including range, median, mode, and mean.
- Locate points on a coordinate grid.
- Draw and measure angles as well as classify angles as acute, obtuse, or right.
- Classify lines as parallel, intersecting, or perpendicular.
- Recognize and use transformations, including reflections, rotations, and line symmetry.
- Use tools to measure inches, centimeters, feet, meters, yards, length, area, volume, weight, temperature, and time.
- Find area, perimeter and volume of shapes.
- Use letters and other symbols for unknowns and simplify expressions containing parenthesis.
- Understand and write number models for number stories.

### **Science:**

In fourth grade, students apply the Scientific Method to complete several labs throughout the year. Students learn to: ask a question, do background research, construct a hypothesis, test their hypothesis by doing an experiment, analyze their data to draw a conclusion, and communicate their results.

### **Life Science**

*Students will learn to:*

- Identify native plants introduced to Europeans through the Columbian Exchange.
- Use the School Garden to observe and interact with living plants.
- Observe that living things are made up of cells.
- Compare plant and animal cells.
- Identify plant parts and describe their function.
- Understand that different parts of the plant work together to carry out life processes.
- Explain the process of photosynthesis.
- Understand that all living things depend on one another to meet their needs.

- Understand that stability and change in ecosystems result from changes in climate, human activity, introduction of non-native species, or changes in population size.
- Evaluate the impact of human activity and technology on ecosystem vitality.
- Examine the unity and diversity of living organisms and how organisms can be compared scientifically.
- Explain why sound is an effective means of communication and navigation for whales.
- Identify whale anatomy and the significant role anatomy plays in the survival of the species.
- Compare and contrast baleen and toothed whales.
- Summarize the migration patterns of various whale species.

## **Earth Science**

*Students will learn to:*

- Understand that Earth's surface is constantly changing and that some changes take place quickly.
- Explain that processes deep within the Earth's crust and upper mantle can cause earthquakes and volcanoes, which cause rapid changes to Earth's crust.
- Model earthquakes.
- Identify landslides and mudslides as sudden movements of large amounts of rock and soil down a steep slope.
- Model erosion caused by a glacier carrying sediments.
- Identify weathering as the breaking down of rocks at Earth's surface by natural processes.
- Identify erosion as the process in which weathered rock is picked up and carried away, and deposition as the dropping of sediments by water, wind, and ice.
- Model the water cycle and describe the changes that occur.
- Identify three states of water.
- Describe the water cycle.
- Describe different kinds of clouds and forms of precipitation.
- Predict the positions of groups of stars using a star clock.
- Classify stars and recognize constellations.
- Understand that the universe is made up of billions of galaxies held together by gravity.

## **Social Studies:**

### **Discovery and Colonization of the Americas**

*Students will learn to:*

- Describe landforms and other physical features of the United States.
- Explain what regions are and describe the different types of regions.
- Summarize how people first came to the Americas.
- Explain how language, traditional lore, music, dances, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture.
- Describe the period of European arrival and exploration in the Americas between 1400 and 1550.
- Describe and evaluate the significance of Columbus' voyages to the Americas.
- Use latitude and longitude to determine absolute locations.
- Identify the reasons for the establishment of early English settlements.
- Describe the experiences of settlers of Jamestown.
- Explain why and how the Pilgrims and Puritans settled in America.
- Identify which English colonies were in each of the following regions: New England, Middle Colonies, and Southern Colonies.
- Describe interactions between Native Americans and New England settlers.
- Describe major industries, especially those related to sea, in New England.
- Identify features of home and community life in New England.
- Understand the impact of the whaling industry on the early United States economy.
- Identify significant whaling port cities of New England.
- Describe and evaluate the significance of James Cook's voyages to the Hawaiian islands.
- Describe the changes in Hawaiian culture through contact with Westerners.
- Explain how and why the Hawaiian Monarchy was overthrown.
- Describe the events that led up to the bombing of Pearl Harbor.
- Identify features of home and community life during martial law of WWII.
- Celebrate the history and culture of the Hawaiian Islands on May Day.

### **Art:**

Fourth grade Art emphasizes the elements of art and the principles of design as the basic building blocks for art appreciation and production. Closely following the fourth grade curriculum, the emphasis is on the art, culture and environment of Hawaii.

*Students in this class will learn to:*

- Generate ideas for works of art through discussion.
- Recognize the importance of traditional art and culture in Hawaii.
- Create original works of art that uses themes, ideas, and art forms from Hawaiian culture.
- Observe and render three dimensional forms using contour drawing, proportion, and shading techniques.
- Use thumbnails sketches to generate ideas for art production.

- Identify and use the characteristics of color including hue, tint, and shade.
- Identify and use variety, repetition, and unity in a work of art.
- Formulate questions about works of art from past and present cultures.
- Produce art work that uses symbols and themes.
- Use an expanding art vocabulary while describing his/her work and the work of others.

### **Music:**

Grade Level(s): 4-5

*Students will learn (to):*

- Skills needed to understand, participate in, and enjoy the art of music as a life-long activity
- Activities that develop memory, discovery, self-expression, observation, concentration and risk taking
- Perform before a live audience during Arts Night
- Cultural exploration of Hawaiian musical traditions
- Play the ukulele
- Read tablature and use it to learn new songs
- Strumming techniques to express different rhythmic patterns

### **Drama:**

Grade Level(s): 2-5

*Students will learn (to):*

- Develop an appreciation for self-expression through drama as well as an understanding of the art as students become the future audience and patrons of the theatre
- About theatre arts as an integral part of the human experience
- Study and practice theatre as an art
- Use props to help tell a story
- Creative movement
- Use their voices to convey different emotions
- Perform a staged musical production before a live audience

### **Physical Education:**

The goal of the Third through Fifth grade physical education program is to provide students with physically enhancing and rewarding experiences that contribute to a lifetime of healthy choices and endeavors. Students in Physical Education will learn to:

- Apply fundamental skills within the areas of fine/gross motor skills, spatial awareness, flexibility, strength, rhythm, coordination and balance to athletic games with continued development of work ethic, sportsmanship, and team camaraderie.

- Work on coordination and body awareness through throwing, catching, kicking, and running activities.
- Apply skills and concepts of stretching, breathing, warm-up and cool down, and endurance to enhance their athleticism and encourage the synthesis of mind and body.

Classes will be held on Maui Prep’s lower school field and Napili Park throughout the school year and in the dining hall when weather dictates. Students are expected to abide by and uphold Maui Preparatory Academy’s honor code and core values of pursuit of excellence, seeking and appreciating challenges, accepting and appreciating the differences of others, exemplifying the highest ethical and moral behavior, and promoting environmental stewardship.

### **Technology:**

Lower School Technology Electives are designed to provide students with basic understanding of how technology works, strategies to appropriately apply technology skills for school and personal tasks, and resources for supplementing academic skill development. Each elective course is customized with project based learning to meet student interests and current developments in technology.

*Students in Lower School Technology Electives will learn to:*

- Use input and output devices efficiently and effectively.
- Discuss issues related to responsible and safe use of technology and information and describe personal consequences of inappropriate use.
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.
- Use general purpose productivity tools and tutorial software to support personal productivity, work on skill deficits, and facilitate learning throughout all content subject areas.
- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create products for audiences inside and outside the classroom.
- Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) efficiently and effectively to access remote information, developing solutions or work products, communicate with others, and research personal interests.
- Use technology resources (e.g. data collection software, spreadsheets, video, educational software) for data analysis, problem solving, self-directed learning, and extended learning activities.
- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

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# **Fifth Grade Curriculum Overview**

By the end of the fifth year, students will be able to demonstrate skills and competencies in the following curriculum areas.

## **Language Arts:**

Throughout the fifth grade year, students interact with a variety of texts, including realistic fiction, fantasy, historical fiction, biography, and informational texts. Students read and respond to texts during read aloud, shared reading, guided reading, and independent reading. Fifth grade students are expected to leave elementary school prepared to read and write with confidence in a variety of modalities for a wide range of audiences. *Students in the fifth grade will learn to:*

### **Read independently**

- Select appropriate books and apply the following reading strategies: predict/infer, phonics/decoding, monitor/clarify, question, evaluate, and summarize.
- Utilize the following comprehension strategies: cause and effect, author's viewpoint, sequence of events, inference, compare and contrast, fact vs. opinion, main idea and supporting details.

### **Apply appropriate grammar, usage, and mechanic skills**

- Identify sentence structure, parts of speech, rules of usage, punctuation, capitalization.

### **Apply spelling strategies**

- Articulate rules of words and letter patterns, structural patterns, visual patterns, and relationships of words.

### **Explore various modes of writing**

- Identify the qualities of descriptive, personal narrative, personal opinion, compare & contrast, creative story, informational, and poetic forms of writing;
- Engage with the Traits of Writing: ideas, organization, word choice, conventions, voice, sentence fluency, and presentation.

### **Apply research skills:**

- Choose a topic, construct a thesis statement, collect information, note take, and organize information.

### **Appreciate literature**

- Engage in class read-alouds and book-talks.

## **Math:**

Building on previous years, *Fifth Grade Everyday Mathematics* emphasizes the following content strands: **Numeration, Operations and Computation, Date and Chance, Geometry, Measurement and Reference Frames, and Patterns, Functions, and Algebra.** *Students in the fifth grade will learn to:*

- Read, write, and compare negative numbers, fractions, whole numbers through billions, and decimals through thousandths;

- Use paper-and-pencil algorithms to add, subtract, multiply, and divide multi-digit whole numbers and decimals;
- Translate among fractions, decimals, and percents; express probabilities as fractions, decimals, and percents;
- Add, subtract and convert between fractions and mixed numbers;
- Find least common multiples and greatest common factors, and multiply and divide fractions;
- Formulate a question, carry out a survey or experiment, record data, and communicate results;
- Measure and draw angles, including reflex and straight angles; identify and define right, isosceles, and equilateral triangles;
- Understand the relationship between the volumes of cones/pyramids and cylinders/prisms;
- Measure and estimate length, area, volume, weight, and capacity;
- Evaluate simple algebraic expressions and use variables and equations to represent situations.

### **Science:**

Upon completion of the fifth grade science curriculum, each student will have a basis for a deeper understanding of the scientific process and the natural world around them. Fifth grade science explores three primary areas of study: **Life Science, Earth Science, and Physical Science**. *Students in the fifth grade will learn to:*

- Recognize cells as the basic structural and functional units of all living things;
- Identify the many systems of the human body, each of which is important to survival;
- Recognize that a community is made up of populations of various plants and animals that live in an ecosystem;
- Describe how human activity can alter the conditions of an ecosystem;
- Determine alternate energy sources to extend the life of nonrenewable resources;
- Identify and define characteristics of climate and weather;
- Describe how natural cycles affect the composition of Earth's atmosphere;
- Identify the characteristics used to classify stars;
- Name and describe the stages in the life cycle of a star;
- Recognize atoms as the basic units of matter;
- Identify the three states of matter and understand the various changes that can occur to matter;

### **Social Studies:**

Fifth grade Social Studies will expand upon students' knowledge of Hawaiian history, placing it in the context of post-western contact and the expansion of the United States. Spanning over 500 years of American History, *students in the fifth grade will learn to:*

- Describe how the first people came to the Americas, where they settled, and how they lived;

- Discuss how new knowledge and inventions led to further world exploration, leading to the Spanish conquest of the Americas;
- Interpret information from multiple points of view as it pertains to the establishment of early English settlements in America;
- Understand cost and benefit analysis to make decisions and how these decisions influenced historical events;
- Discuss the many causes of the American Revolution and describe the struggle to form a new nation as outlined in the Constitution of the United States;
- Identify the three branches of the United States government and how the powers of each are limited;
- Explore the conflict within the United States over slavery and identify the main causes of the Civil War;

### **Art:**

Art 5 will provide the framework needed for Middle School Art. *Students in this course will learn to:*

- Create an original work of art that uses themes, ideas, and art forms from American history.
- Emphasize spatial relations in works of art.
- Identify and create tessellations.
- Develop ideas for works of art by conducting research, making preliminary sketches, and constructing models.
- Collaborate with others to create a work of art that characterizes a historical time period.
- Identify the influences of historic events, subject matter, and media in works of art.
- Identify and apply abstract elements of art and principles of design to artwork.
- Demonstrate an awareness of the rules of composition.
- Demonstrate the ability to use tools of measurement.
- Use written and oral communication, to express an opinion about his/her artwork and the art of others.
- Explore an increasing variety of art media using a variety of expressive and technical approaches.

### **Music:**

*Students in the fifth grade will learn to:*

- Understand, participate in, and enjoy the art of music as a life-long activity;
- Develop memory, discovery, self-expression, observation, concentration and risk taking;
- Perform before a live audience during Arts Night;
- Explore Hawaiian cultural and musical traditions;
- Play the ukulele;
- Read tablature and use it to learn new songs;

- Apply strumming techniques to express different rhythmic patterns;

### **Drama:**

*Students in the fifth grade will learn to:*

- Develop an appreciation for self-expression through drama as well as an understanding of the art as students become the future audience and patrons of the theatre;
- Explore theatre arts as an integral part of the human experience;
- Study and practice theatre as an art;
- Use props to help tell a story;
- Express themselves through creative movement;
- Use their voices to convey different emotions;
- Perform a staged musical production before a live audience;

### **Physical Education:**

The goal of the Third through Fifth grade physical education program is to provide students with physically enhancing and rewarding experiences that contribute to a lifetime of healthy choices and endeavors. *Students in Physical Education will learn to:*

- Apply fundamental skills within the areas of fine/gross motor skills, spatial awareness, flexibility, strength, rhythm, coordination and balance to athletic games with continued development of work ethic, sportsmanship, and team camaraderie.
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