



## **St. George's School Curriculum will**

**Nurture** each child so she/he can realize potential gifts and talents through personal attention to individual needs in small classes

**Integrate traditional Episcopal values of reason and faith** through hymns, psalms, chapel and commitment to community.

**Prepare students who transition** from St George's School for success in their next school by closely working with each student, family and the receiving school, whether in Clifton Park, Dubai or Beijing.

**Meet and exceed** the New York State expectations for academic achievement with high standards of academic excellence that are valued internationally.

**Develop strong literacy skills** through daily enjoyment of rich literature (fiction and non-fiction), integrated with mastery of phonics and comprehension skills. Shared inquiry discussion prompted by interpretative questions in the Junior Great Books program will build thinking and listening skills. (i.e. after listening to an authentic version of "*Jack in the Beanstalk*," the children might discuss possible answers to this question: "Why did Jack go up the Beanstalk for the third time?")

**Promote strong math understandings and skills** through a variety of approaches including hands-on math manipulatives and application to real life problem-solving (i.e. planting tree seedlings in order to discover how to create a healthy forest near the school; drawing diagrams and maps to scale; figuring out how many samples of different leaves could we fit onto the cover of our tree notebook; creating and analyzing simple surveys of the trees with the most colorful leaves). All the math skills of estimation, numeracy and math operations required by the NY State standards will be taught in a variety of ways, not through a variety of math programs.

**Engage students in hands-on scientific investigation** as they explore their world, inside and around the school. The program will be modeled on the exemplary *Science Start* curriculum endorsed by the National Science Foundation and researched by specialists in the Early Childhood Center at the University of Rochester. For instance, a Kindergarten unit on trees could involve close observation of trees around the school, recording of data, use of correct terminology (lobed or fringed leaves, application of math skills of measurement and graphing, the creation of a booklet showing what trees provide to the environment and related art projects).

**Bring social studies to life** by having the students explore major aspects of world cultures compared to their own current world. A key concept (such as 'Inter-relationships', 'Patterns', 'Change' or 'Cycles' from history and geography) could form the kernel for each unit so that the students will be engaged in forming deep understanding. For example, first graders could study ancient Egypt through the lens of "Change" as they seek clues to how the Middle Kingdom Egyptians lived by close examination of art from the Pyramids (as in the game, "I Spy"). They could learn about the role of water in the art, religion, farming and government through studying the rhythm of the Nile, constructing a clay model of the Nile delta showing irrigation, preparing displays of their agricultural products, create diagrams or models of the Pyramids, color maps of the continent of Africa, the Mediterranean Sea and the countries to the east of the Nile. In looking at a large map, the students could speculate: "Why was Egypt so important to the whole Mediterranean world and to us today?"

**Infuse art, music and drama** throughout the academic subjects

**Offer daily unstructured play** to enhance children's social, emotional and intellectual development as recommended by current research and best practice.