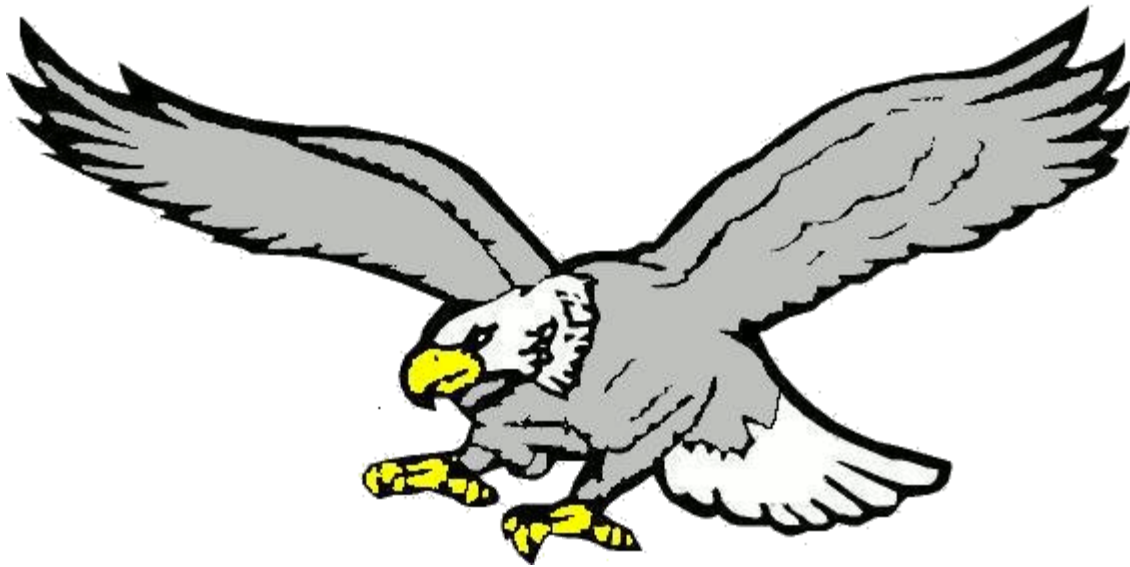


Elementary School Course Guide



Bermudian Springs Elementary School

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Table of Contents

Introduction	3
Administration	3
School Counselor	3
Grading Scale	4
Kindergarten	4
First Grade	6
Second Grade	8
Third Grade	10
Fourth Grade	12
Encore Classes	14
Special Services	17

Introduction

At Bermudian Springs Elementary School, we value educating the whole child, focusing our instruction on developmentally appropriate practices and social and emotional learning opportunities in order to provide our students with the best learning experience possible. We believe that a child's elementary school experience should be one that is challenging, rewarding, and enjoyable! Our school is committed to providing every student opportunities to find their passion and purpose to become responsible and productive citizens. Through a variety of course offerings, we inspire students to reach their fullest potential and to find individual success in and beyond the classroom. At Bermudian Springs Elementary School, we want school to be a place to experience the excitement of learning, as well as a place where the students, parents, and school staff form a partnership.

The elementary school course guide has been compiled to explain the curricular offerings for students in kindergarten and grades 1, 2, 3 and 4. Please take the time to read it and review the offerings. Every student is given the opportunity to master grade level skills and achieve his/her highest potential. With your support and direction along with the assistance of our professional staff, we will work collaboratively to provide learning environments where students can grow, achieve success, and have an educational experience encouraging the love of lifelong learning.

Administration

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Grading Scale

Grades are issued in accordance to the grading scale of Bermudian Springs School District. Report cards are issued at the end of each 45-day marking period.

Kindergarten through second grade utilize a standards-based report card that uses a 1-4 scale. A score of a 3 is the end of year goal, indicating a student has achieved the end of grade-level expectation.

The grading system for third and fourth grade is as follows:

- A: 90 - 100
- B: 80 - 89
- C: 70 - 79
- D: 60 - 69
- F: 0 - 59

Kindergarten

Students receive instruction in English language arts, mathematics, social emotional learning, science and/or social studies throughout the day to meet both grade level and differentiated needs. In addition, students rotate between Encore classes that include art, music, physical education, media explorations, and structured play.

English Language Arts

Students in kindergarten transition from oral to written literacy. They demonstrate their understanding of the features of print as they learn to track print and develop a sense of letters, words, and sentences. Students develop their phonological awareness skills through activities such as rhyming, counting syllables, and isolating beginning sounds. Students connect letters with their corresponding sounds as well as develop other grade level phonics skills. They develop comprehension strategies that enable them to read grade-level texts, including both story books and informational texts, with purpose and understanding. Students identify characters, setting, and major events in stories as well as retell details in informational books.

Students write sentences and stories using their letter sound knowledge to spell phonetically. As writers, they focus their writing on one specific topic, use descriptive words and create illustrations rich with details. Students write stories in which they describe experiences and events or form an opinion as they choose between two topics. They use grade appropriate conventions in their writing such as capital letters and end punctuation.

Kindergarten students participate in collaborative conversations with peers and adults in small and larger groups, sharing stories, familiar experiences, and interests. Students ask and answer questions in order to seek help, gain information, or clarify something that is not understood.

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Mathematics

In kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in kindergarten should be devoted to numbers than to other mathematical topics.

Grade Level Modules

Module 1: Classify and Count Numbers to 10

Module 2: Identify and Describe Shapes

Module 3: Comparison with Length, Weight, and Numbers to 10

Module 4: Number Pairs, Addition and Subtraction of Numbers to 10

Module 5: Numbers 10-20, Counting to 100 by 1 and 10

Module 6: Analyze, Compare, Create, and Compose Shapes

Social Studies

In Kindergarten, instructional time should focus on learning about civics and government, geography, history, and economics. Students will use their personal experiences to make connections to the world around them. Instructional opportunities are embedded in other content areas to allow students to apply their knowledge.

Grade Level Topics

- Needs and wants
- Roles and responsibilities of community members, family members, and citizens
- Conflict resolution
- Goods and services
- Maps
- Fact and opinion
- Pennsylvania artifacts and history
- Cultures

Science

In Kindergarten, instructional time should focus on biological sciences, physical sciences, earth and space, environment and ecology, and scientific thinking. Students will use their prior knowledge and experiences to make connections to discover the world around them. Cross curricular opportunities will be presented to extend their learning, as well as, hands on learning experiences.

Grade Level Topics

- Living and nonliving
- Life cycles of plants and animals
- Weather and seasonal changes
- Ask and answer questions about animal and climate changes through seasons
- Properties of matter
- Water cycle
- Habitats
- Reduce, reuse, and recycle
- Digital citizenship

First Grade

Students receive instruction in English language arts, mathematics, social emotional learning, science and/or social studies throughout the day to meet both grade level and differentiated needs. In addition, students rotate between Encore classes that include art, music, physical education, media explorations, and structured play.

English Language Arts

In first grade, students move toward independence as readers. They learn and apply more advanced phonological and phonics skills as they fluently read a variety of grade-level appropriate literary and informational texts. As they engage with texts, they expand their knowledge and use of vocabulary. They demonstrate their understanding of the details and central message in texts through activities such as retelling literature in sequence, explaining similarities and differences between texts, and asking or answering questions.

First grade students also write for a variety of purposes. They write to inform, to support an opinion, and to describe an experience. As they write, they organize their content, include a sense of closure, and use a variety of words and phrases. They master grade level conventions of language and use complete sentences when writing and speaking. First grade students also listen critically and pose clarifying questions.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Mathematics

In first grade, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Grade Level Modules

Module 1: Addition and Subtraction of Numbers to 10 and Fluency

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- Module 2: Place Value, Comparison, Addition and Subtraction of Numbers to 20
- Module 3: Ordering / Expressing Length Measurements as Numbers and Telling Time
- Module 4: Place Value, Comparison, Addition and Subtraction of Numbers to 40
- Module 5: Identify, Compose, and Partition Shapes
- Module 6: Place Value, Comparison, Addition and Subtraction of numbers to 100

Social Studies

In first grade, students develop a foundation of social studies, economics, history and the government. Students will use their personal experiences and understandings of themselves in relation to their families, homes, and schools to expand their understanding of the community and larger world.

Grade Level Modules

- Module 1: Civics and Government
- Module 2: Communities
- Module 3: Economics
- Module 4: Geography/History

Science

In first grade, students are given opportunities to conduct experiments, gather data, and make conclusions to develop skills that support discovery about the natural world and the scientific process. Classrooms and learning environments promote curiosity. Open-ended questions encourage problem solving and support students' learning of the world around them.

Grade Level Modules

- Module 1: Biological Sciences
- Module 2: Physical Science
- Module 3: Earth Science
- Module 4: Environment and Ecology

Second Grade

Students receive instruction in English language arts, mathematics, social emotional learning, science and/or social studies throughout the day to meet both grade level and differentiated needs. In addition, students rotate between Encore classes that include art, music, physical education, and media explorations.

English Language Arts

In second grade, students begin to read with greater accuracy and fluency. They conduct more sophisticated word studies and use their decoding skills and expanding sight word bank to read longer, more complex texts - including fables and folktales from diverse cultures. Students recount the stories they read, determining the central message, lesson, or moral and describe how characters respond to major events and challenges. As students read grade level text, they cite textual evidence to support the author's purpose. They acquire and use grade-appropriate general academic and domain specific vocabulary.

Students in second grade deepen written and verbal communication skills. In addition to informational and narrative writing, students create pieces that state their opinions supported with reasons, using linking words to connect ideas and providing a concluding statement or section. Written text becomes more readable throughout second grade as students use grade-appropriate grammar and conventions including plural and proper nouns, prefixes, and suffixes. Students engage in collaborative, respectful discussions about topics and texts. They use technology to record, present, and embellish both written and verbal communication using audio recordings, drawings, or visual displays and digital publishing tools.

Grade Level Modules

Module 1: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Module 2: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Module 3: Integration of Knowledge and Ideas: Connecting Ideas Within One Text, Part 1

Module 4: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 2

Module 5: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Module 6: Integration of Knowledge and Ideas: Connecting Ideas across Texts, Part 2

Mathematics

In second grade, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes and partitioning them into equal-sized pieces (halves, quarters and thirds) while developing an understanding that the more pieces in the whole, the smaller the piece. Students will also work to apply

their mathematical knowledge to solve real-world problems using a variety of strategies.

Grade Level Modules

Module 1: Fluency of Sums and Differences to 20 and Word Problems to 100

Module 2: Addition and Subtraction with Length and Time

Module 3: Place Value, Counting, and Comparison of Numbers to 1000

Module 4: Addition and Subtraction of Numbers to 1000

Module 5: Preparation for Multiplication and Division

Module 6: Comparison, Addition and Subtraction with Length and Money

Module 7: Recognizing Angles, Faces, and Vertices of Shapes, Fractions of Shapes

Social Studies

In second grade, instructional time should focus on learning about economics, history, and the workings of the government, beginning with students' personal experiences and their initial understanding of themselves in relation to their families, homes, and school. Gradually, students will expand their understanding to include communities and the larger world. As their perception grows, they further expand their scope to understand how systems work together.

Grade Level Modules

Module 1: Civics and Government

Module 2: Economics

Module 3: Maps and Geography

Module 4: Local History

Science

In second grade, instructional time should focus on science, technology, engineering, mathematics, and learning through hands-on exploration. Students explore, experiment, invent, design and test solutions, and form ideas about how the world works. Technology, engineering, and mathematics are the application of science to the design, creation, and construction of things. Students who are given opportunities to conduct experiments, gather data, and make conclusions are developing skills that support discovery about the natural world and scientific inquiry.

Grade Level Modules

Module 1: States of Matter

Module 2: Aquatic Animals

Module 3: Moon Phases

Module 4: Agriculture, Natural Resources, Energy

Third Grade

Students in third grade receive instruction by a departmentalized team of teachers. Teachers within the grade level teach English language arts (ELA). The ELA teachers are partnered with a teacher who teaches mathematics, science, and social studies. Students receive instruction in English language arts, mathematics, social emotional learning, science and/or social studies throughout the day to meet both grade level and differentiated needs. In addition, students rotate between Encore classes that include art, music, physical education, STEAM, and health.

English Language Arts

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore the author's point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, especially narratives. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

Grade Level Modules

Module 1: Becoming a Close Reader and Writing to Learn

Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)

Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)

Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)

Module 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)

Module 6: Gathering Evidence and Speaking to Others

Module 7: Literary Analysis

Mathematics

In third grade, instructional time should focus on five critical areas: (1) developing

understanding of multiplication and division and strategies for multiplication and division within 100 (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; (4) describing and analyzing two-dimensional shapes; and (5) solving problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.

Grade Level Modules

Module 1: Multiplication and Division with Factors of 2,3,4, 5, and 10

Module 2: Problem Solving with Mass, Time, Capacity, Length, and Money

Module 3: Multiplication and Division with Factors of 6,7,8, and 9

Module 4: Multiplication and Area

Module 5: Fractions as Numbers on the Number Line

Module 6: Collecting and Displaying Data

Module 7: Word Problems with Geometry and Measurement

Science & Social Studies

In third grade, content is alternated between science and social studies throughout the year. Many of the units expand upon concepts taught in prior grades and allow students to investigate those topics in greater depth. Many modules take a project-based approach to learning and provide students hands-on opportunities to demonstrate their learning.

Grade Level Modules

Module 1: The Scientific Method

Module 2: Communities, Landmarks, and Immigration

Module 3: Weather and Climate

Module 4: Geography

Module 5: Animals through Time

Module 6: The Power of Plants

Module 7: Economics

Fourth Grade

Students in fourth grade receive instruction by a departmentalized team of teachers. Teachers within the grade level teach English language arts (ELA). The ELA teachers also teach social studies, capitalizing on cross curricular opportunities. ELA teachers are partnered with teachers who teach mathematics and science. Students receive instruction in English language arts, mathematics, social emotional learning, science and social studies throughout the day to meet both grade level and differentiated needs. In addition, students rotate between Encore classes that include art, music, physical education, STEAM, and health.

English Language Arts

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. They examine multiple points of view and the structural elements of text. Emphasis is on drawing evidence from text as they read, discuss, reflect, and respond to informational text and a wide variety of literary genres with an inclusion of texts from other cultures. They explore the theme of texts and begin to move from integrating information from one text to several texts. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Students write for a range of purposes, including describing, telling a story, and explaining. They produce writing that goes beyond formulaic compositions to more self-directed pieces that include domain-specific vocabulary, precise language, and using transition words to convey meaning. Because they are aware of the interdependence of the topic, audience, purpose, and form, they select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering, paraphrasing, and synthesizing facts and details from a number of resources to express and justify an opinion. There is an increased use of technology, including the internet. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

Grade Level Modules

Module 1: Becoming a Close Reader and Writing to Learn

Module 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)

Module 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)

Module 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)

Module 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)

Module 6: Gathering Evidence and Speaking to Others

Module 7: Literary Analysis

Mathematics

In fourth grade, instructional time should focus on four critical areas: (1) developing understanding and fluency with multi-digit multiplication including familiarity with patterns, factors and multiples, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction/decimal equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry; and (4) solving problems involving length, weight, liquid, mass, volume, time, area, and perimeter.

Grade Level Modules

Module 1: Place Value, Rounding, Fluency with Addition and Subtraction Algorithms of whole Numbers

Module 2: Unit Conversions: Addition and Subtraction of Length, Weight, and Capacity

Module 3: Multiplication and Division of up to a 4-Digit Number by up to a 1-Digit Number Using Place Value

Module 4: Addition and Subtraction of Angle Measurement of Planar Figures

Module 5: Order and Operations with Fractions

Module 6: Decimal Fractions

Module 7: Exploring Multiplication

Social Studies

In fourth grade, instructional time for social studies focuses on learning about economics, the workings of the government, and history. History begins with Pennsylvania and expands to the United States and World throughout the year.

Grade Level Modules

Module 1: Civics and Government

Module 2: PA History

Module 3: US History

Module 4: World History

Module 5: Geography

Module 6: Economics

Science

In fourth grade, science standards cover a wide variety of topics from energy, earth sciences, life science, and agriculture and the environment. These unit topics may expand upon concepts taught in prior grades and allow students to investigate those topics in greater depth. Many modules study the natural and human-made world through inquiry, problem-solving, critical thinking, and authentic exploration. This provides students with a more hands-on opportunity to demonstrate their learning.

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Grade Level Modules

Module 1: All About Energy

Module 2: Electricity

Module 3: States of Matter

Module 4: Earth Science

Module 5: Life Science

Module 6: Agriculture & Environment

Module 7: Space

Encore Classes

Art

In kindergarten, students are exposed to a variety of art mediums while building their foundational skills and knowledge. Students will progress through units in drawing, painting, sculpture, ceramics, printmaking, collage, and fibers, while building their skills with different art tools.

In first grade, students will progress in their skills and knowledge of art in units on drawing, painting, sculpture, ceramics, printmaking, and fibers. They are introduced to warm and cool colors as they learn about color theory, and are introduced to aspects of composition. Students are introduced to different materials and tools in painting, ceramics, printmaking and fibers.

In second grade, students continue their learning of color theory by learning about value scale and blending colors. They focus on developing their compositional drawing skills by learning about space, overlapping objects, texture and components of a strong composition. They will experiment with creating 3-dimensional art during their sculpture and ceramics units and advance in their use of materials in printing making and collage.

In third grade, students will dive deeper into building their skills in units on drawing, painting, sculpture and ceramics. Students will learn how to show depth in their drawings, by learning about scale and continue their knowledge of color theory with the introduction to an advanced color wheel and tertiary colors.

In fourth grade, students will complete their elementary art experience applying their learning from their entire elementary career. They will learn about analogous, monochromatic and complementary colors while creating their own advanced color wheel. Students will experiment with 1-point perspective drawing and sculpture using wire & modeling clay to create armatures.

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General Music

In kindergarten, students will begin their musical experience and exposure by engaging with, moving to, and listening to folk music and music from around the world. Students will build a repertoire of vocabulary to describe and experience music such as loud vs soft, fast vs slow, long vs short, and high vs low. In kindergarten, students will develop their readiness skills through movement and games as they explore vocal exploration, feel the steady beat, and develop their ability to match pitch and sing in-tune. The steady beat will be recognized and later compared to the concept of rhythm. Students will play a variety of classroom instruments and experience folk music through singing, playing, games, and movement.

In first grade, students will continue to improve their aural and performance skills, and will begin learning musical literacy through both reading and writing. They will expand upon their basic kindergarten experiences to identify and name music elements and vocabulary. Students build upon their kindergarten learning of beat vs rhythm by learning specific rhythmic elements including quarter note, eighth note pair, and quarter rest. Additionally, they will apply these elements as they learn about the concept of meter. Melodically, first grade students will transition from their understanding of high versus low to naming the sounds as so-mi, later adding on la and learning to read these pitches on the musical staff. Students will play a variety of classroom instruments and experience folk music through singing, playing, games, and movement.

In second grade, students will continue to improve their aural and performance skills, and their ability to read and write music. They will expand upon their knowledge of music by adding to their rhythmic and melodic vocabulary with more complex concepts. Students will specifically begin to identify both shorter and longer sounds rhythmically, compared to their first grade elements, learning about beamed sixteenth notes and the half note. Second grade students will begin working with the tie symbol and 4 meter. Melodically, students will move forward in the pentatonic scale to add the home tone do (along with reading on the 5-line staff with do clef) and then completing the scale with re. Students will play a variety of classroom instruments and experience folk music through singing, playing, games, and movement.

In third grade, students will continue to improve their aural and performance skills, and their ability to read and write music. They will expand upon their knowledge of music by adding to their rhythmic and melodic vocabulary with more complex concepts. Students will specifically identify the rhythm of syncopa, which is the first syncopated rhythm in their repertoire. In addition, students will be learning about the concept of how known pitches repeat higher and lower, starting with the element high do and moving onto low la and low so. During third grade, students will learn another system for reading melodic pitches using the treble clef and absolute pitch names. They will begin associating these letter names with tactical instruments, in preparation for fourth grade band and vocal ensemble opportunities. Students will play a variety of classroom instruments and experience folk music through singing, playing, games, and movement.

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In fourth grade, students will continue to improve their aural and performance skills, and their ability to read and write music. They will expand upon their knowledge of music by adding to their rhythmic and melodic vocabulary with more complex concepts, as they prepare for their participation in instrumental and vocal ensembles. Students will specifically learn hybrid rhythms for the first time, such a ti-tiki, tiki-ti, tam-ti, and ti-tam. Another first musical experience will be to move being the pentatonic scale to learn the pitch fa. fourth grade students will also be exposed to the concept of accidentals, learning about the # symbol. Students will play a variety of classroom instruments and experience folk music through singing, playing, games, and movement.

Physical Education

In kindergarten, first grade and second grade the students practice their hand-eye and foot-eye coordination through individual and group activities that involve catching, kicking, throwing and dribbling. The activities also incorporated locomotor movements such as walking, skipping, galloping, jogging and running, as well as manipulative skills such as catching, kicking, throwing and dribbling. With continued repetitions, the students improve their basic skills. These skills and movements are the foundation for our entire program.

In third grade and fourth grade the students review and practice the different locomotor movements and manipulative skills, such as skipping galloping, catching and kicking, and apply them to individual and group activities. The students are also introduced to some sports such as soccer, volleyball, and basketball with emphasis on the skills of the sport, not the actual game.

In the elementary physical education program, the students are required to maintain a very high level of sportsmanship. It is also an excellent environment in which the students can demonstrate their cooperative and social skills as they interact with each other.

Media Explorations

In kindergarten and first grade, students attend Media Explorations twice during a six-day cycle. In second grade, students attend Media Explorations once during a six-day cycle. During this time, students are introduced to a wide variety of literature, browse and check-out books from the Media Center's expansive collection of texts, and are given choice and freedom to explore different materials to develop their creativity, communication, critical thinking, and collaboration skills.

In third and fourth grade, students are encouraged to visit the Media Center as often as they would like during designated times each day. Students are encouraged to browse and check-out books from the Media Center's expansive collection of texts to meet their personal and educational needs.

Discovery Room

In kindergarten and first grade, students will visit the Discovery Room at least one per six-day cycle. Play-based learning in our Discovery Room allows students to create, adapt, explore, experiment, learn, communicate, socialize and problem solve in a familiar environment with peers and individually. It has cooperative play areas to build with using items such as Legos, blocks and tinker toys. Our dramatic play areas include a pizza shop, a veterinarian clinic and a theater with a stage. There is also a library of picture books to discover with a friend or on their own.

The foundational belief of purposeful play is that learning should support the development of the whole child and allow for active manipulation of learning materials to extend children's understanding and enhance their interest in the disciplinary subject matter.

Structured Play

In kindergarten and first grade, students will be offered lessons taught by the school counselor once during a six-day cycle. Skills for learning, empathy, emotion management, and problem solving will be the focus of the lessons. Students will have the opportunity to participate in games, listen to stories, and enjoy fun activities. The goal is for students to develop skills in taking turns, waiting, advocating for oneself, improving social skills, and team building.

Foundations

In second grade, a hybrid course will be offered with the purpose of exposing students to STEAM and Health topics while also building on previously taught social and emotional competencies from Structured Play in earlier grades. The course will be taught in trimesters where each third of the year is focused on one of the aforementioned areas. This course will be taught collaboratively by our STEAM teacher, Health teacher, or school counselor. Students will have the opportunity to explore and develop foundational skills to prepare them for third and fourth grade STEAM and Health classes, as well as further enhance their social emotional development and career exploration. This course will end with a culminating activity, seamlessly weaving STEAM, Health, and social emotional development and career exploration into a project based learning opportunity.

Health

In third grade and fourth grade, a health and wellness course will be offered with the purpose of educating students on healthy lifestyle choices and information about the human body. The course will cover body systems such as the digestive system, circulatory system, immune system, and respiratory system. Additionally, students will gain knowledge in the areas of nutrition, healthy relationships, mental health, and the benefits/types of physical activity and exercise.

STEAM

The Bermudian Springs School District defines STEAM as an inclusive, interdisciplinary, and innovative approach to learning that encourages initiative & self-direction, critical thinking & problem solving, collaboration, global citizenship, creativity & innovation, and communication.

In third grade, students will be introduced to the basic concepts of STEAM education. STEAM is an acronym that stands for science, technology, engineering, art, and mathematics. The goal of this course is to help students solve problems, both hands on and using software designing skills. All concepts and projects will be explored in a project based setting that allows students to use problem solving skills to complete tasks. Students also will learn what it means to apply the 4C's of student achievement. The 4C's stand for creativity, communication, collaboration, and critical thinking.

In fourth grade, students now have the basic understandings of STEAM education and how to problem solve using the 4C's. Students will explore more global issues by identifying problems and solutions specific to the tasks given. These problems will be self-assessed based on student outcome and steps taken to find the solutions. Students will also learn the importance of taking risks and having perseverance as some tasks may be challenging to them. New vocabulary will also be introduced to students that focuses on coding and creating algorithms to create new computer software designs.

Band

In fourth grade, students will have the opportunity to learn beginning skills on a wind or percussion instrument, while also receiving an introduction to practice and rehearsal skills. Students will begin to develop listening skills required to hear how all the instruments in band fit together during a performance. These skills will demonstrated during a public performance in the spring.

Ensemble

In fourth grade, students will have their first choir experience, receiving an introduction to rehearsal and practice skills, rehearsal preparedness, and vocal technique. Students will be introduced to unison and two part music and perform repertoire from a variety of cultures and contexts. Students will demonstrate this learning through performances that take place in the winter and spring.

Special Services

Reading Specialists

Reading specialist support is focused around targeted small group instruction. Students meet with a reading specialist during the guided reading block, in addition to meeting with their classroom teacher. The reading specialists work with small groups of students and focuses on phonics instruction and targeted, specific guided reading instruction. Students also benefit from individual goal setting and frequent progress monitoring. Students are selected based on a variety of reading assessments, as well as teacher input. Assessments are then used to create individual goals and to design targeted instruction.

ESL (English as a Second Language)- Grades K-4

This class is designed for students for whom English is not their first language, and who are in the various stages of learning English. ESL class works on English skills in four domains- reading, writing, speaking, and listening. Depending on their level, students may have one or two periods of ESL. For newly arrived students, the goal is to help them adjust to being in the U.S and to help them gain English skills which will allow them to be successful in their classes at Bermudian, as well as in communication with native English speakers outside of school. For intermediate to advanced students, the goal is to help them develop and refine their English skills, with a large focus on academic language vocabulary and usage as well as reading comprehension. Emphasis is placed on higher-level English skills, both oral and written.

Special Education

Instruction for students with learning disabilities is provided in the Learning Support Program. Small group instruction in the learning support classroom is available for students who need more intensive remediation and support. Eligibility for this support is determined by the individualized educational program designed for the student based on his/her level of need. A least restrictive environment is always preferred to a more restrictive environment based upon ability and individualized student needs. Students are always placed with peers in the regular education curriculum first unless a child's disability does not allow him/her to make progress according to individualized goals in that setting. Modifications and adaptations are provided within the regular education classroom as needed. If progress cannot be made in the regular education setting with these supports, a more restrictive approach is utilized where students are pulled from a regular education classroom and instructed in a more restrictive setting with peers who have similar deficiencies thus affording a better opportunity for growth during the

school year. This growth is monitored consistently throughout the school year in the special education classroom and adjustments can be made at any time to provide the student FAPE (free appropriate public education). Instruction within the special education classroom is based on the regular education curriculum and the student's individual goals for personal improvement.

Gifted Education

In elementary school, gifted students' needs are targeted in a three-fold approach: pull-out mixed grade gifted seminar, grade-level subject-based enrichment projects, and adjustment to classroom expectations and instruction. The pull-out, enrichment seminars occur at least once (30-45 minutes) per six-day cycle. This provides students with opportunities to be challenged with like-minded peers, work on personal interest projects, discuss and develop their social and emotional needs, and develop cognitive skills such as divergent thinking challenges and deductive reasoning. The second support is through targeted enrichment groups in grades 3, and 4 in language arts and math. These groups meet approximately two meetings (30-45 minutes) per six-day cycle with the gifted support teacher, and sometimes occur in the regular classroom space, and sometimes as pull-out groups. Students engage in higher-level project-based learning that extends the current math and reading skills to a greater depth and breadth. These projects and standards are planned and created as a collaborative effort between the content teachers and the gifted support teacher. The third method of support for gifted students is the adjustment of grade-level content delivered by the classroom teacher, and is planned collaboratively with the regular education and gifted support teacher. Examples of adjustments include replacing repetition with challenge assignments, supporting grade-level teachers in planning projects for guided math and reading groups, and finding creative supports for unique students such as adjusted content on SeeSaw, learning menus for individual choice, etc.