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Village
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CURRICULUM GUIDE



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Specific coursework at VCS is determined on a year-by-year, class-by-class, student-by-student basis. Contents of this guide are subject to change.

EDUCATIONAL PHILOSOPHY

At VCS, children are immersed in their education. Students experience hands-on, project-based learning as well as direct instruction, repetition, review and reinforcement. We teach subject matter in depth with a strong interdisciplinary focus; children gain a substantial body of knowledge along with the ability to make connections between various areas of learning.

Our program challenges students to reach their full potential through myriad opportunities for cognitive, social, emotional and physical growth. Children master material in different ways; we provide diverse approaches to subject matter. Teachers may ask students to write about a topic, graph it, debate and test it, contact a world-renowned researcher about it, act it out, paint it or explore it through other activities that tap into the children's talents.

VCS students are intellectual investigators who question assumptions, express their opinions with confidence and turn to one another – not just the teacher – as valued sources of information. The lively discourse of a diverse classroom advances their thinking and self-expression. They're empowered to take intellectual risks that discipline and stretch their minds.

We develop self-motivated students who continue to value learning as a challenging and rewarding process throughout their lives. Our graduates are skilled readers and writers, critical thinkers and creative problem solvers, respectful leaders and enthusiastic collaborators; they are well prepared to succeed in high school and beyond.

CORE CURRICULUM

Social studies forms the nexus of the integrated VCS curriculum. Through their exploration of human communities across history and the world, VCS students gain an understanding of themselves and others as social beings creating and living in cultural contexts that both reflect and define who they are.

The VCS social studies program provides for in-depth, hands-on learning experiences across subject areas. Geography, artwork, scientific inventions, literature, musical traditions, architecture, religious and political ideologies all may be explored and analyzed to understand their impact on history and our current world.

Our curriculum has a consistent scope and sequence complemented by subject matter inspired by the evolving interests of teachers and students. Beginning with a study of their own communities in which they live, their families, classrooms, school and neighborhoods—through to their studies of complex ancient and modern civilizations, our coursework promotes an appreciation for human diversity and interdependence while imparting knowledge and supporting students' mastery of skills.



ACADEMIC OVERVIEW

Lower School – Grades K-1

During these early years, VCS students master the basic skills of reading, writing and mathematics; they also develop crucial social skills and self-confidence as learners.

Young children need an array of sensory experiences to develop their cognitive abilities. We enrich the homeroom academic program with small-group, specialist-taught classes in art, library, music and woodshop along with physical education and daily active play in our gym, play yard and rooftop playground.

Teachers meet with parents on two scheduled conference days each year; student progress reports are sent home in winter and spring.

Lower School – Grades 2-5

Older children are capable of more abstract learning, but they continue to need a balance between conceptual, intellectual work and hands-on experiences to become agile thinkers and problem solvers.

Our program emphasizes the refinement of academic skills in a stimulating environment where the acquisition of new skills can be put to effective use. Specialized subjects – science, technology, drama, Spanish, STEAM – and regular homework are added to an already rigorous curriculum. We deeply immerse students in every aspect of their studies; children may act as archaeologists in ancient Egypt, brush painters in China, biologists in Hudson River Park or American pioneers heading west.

Children begin taking standardized tests as a practical measurement of recognized standards. Student progress reports are sent to families in winter and spring; teachers meet with parents on two scheduled conference days each year.

As the curriculum expands, teachers help students navigate the increasing complexities. Students learn time-management skills and begin using an

ACADEMIC OVERVIEW

organizational system that continues through Upper School. Digital technologies provide further opportunities for customized, hands-on learning.

Upper School – Grades 6-8

The Upper School program is a carefully balanced, challenging blend of required studies and elective courses that guides students from concrete to abstract thinking. We continue employing both traditional and innovative teaching methods to ensure pre-adolescents remain engaged, active learners. Teachers and advisors provide steady guidance and support as children mature into young teens.

Students encounter a rigorous curriculum including algebra, chemistry, three world language options – Spanish, Latin, Mandarin – and a rich array of elective coursework on topics like Model Congress, Japanese culture, Shakespeare, biodiversity, novel writing and vocal ensemble. Our *VCS Beyond* initiative offers students unique opportunities to stretch their minds and explore their world through programs to travel abroad, be an apprentice alongside working professionals and partake in scientific research camps. Students' physical development remains important; we offer a structured physical education program, daily recess and opportunities to participate in interscholastic athletics. Students employ effective scheduling strategies, developing self-disciplined study habits.

Each student's advisor communicates regularly with parents about their child's academic and social development. Parents confer with subject-area teachers twice each year and progress reports are sent home in winter and spring. Standardized testing continues through Upper School. 8th Graders take our High School Prep class to mentor them through the high school placement process.

Small classes, individual guidance and demanding instruction prepare our Upper School students to move into high school with ease and confidence.



SOCIAL STUDIES

The VCS social studies program provides the means through which we help children understand their world and the world of other peoples across time and space. Students master interdisciplinary skills through their social studies coursework. They expand their intellectual framework and feed their curiosity, becoming self-motivated, critical thinkers for a lifetime.

Our emphasis on concepts as the underlying foundation for social studies puts us firmly in accord with the approach recommended by the National Council for the Social Studies' Curriculum Standards for Social Studies. Our approach to geography is consistent with the standards of the National Geography Standards of the National Geographic Society.

Lower School – Grades K-1

The Kindergarten and 1st Grade social studies curriculum focuses on the theme of “Here and Now” as children explore their own environments of home and school, neighborhood and city. Students frame their studies around tangible subjects of interest such as jobs, neighborhood studies, family traditions, food and bridges.

A food study year might incorporate learning about universal needs vs. desires, agriculture and animal husbandry through a visit to a farm, family heritage through recipe sharing, nutrition, botany and the different jobs undertaken as food makes its journey from seed to plate – including food students grow themselves in the VCS rooftop garden.

Our bridges curriculum engages students with the urban landscape of New York City. Children study different bridges, research their histories and appreciate their importance as links between communities. Using their measurement, building and teamwork skills, students construct their own bridges, providing important lessons in patience, motivation and creativity along the way.

Selected Key Skills

- Uses maps as tools
- Understands that people in a community work together
- Identifies similarities, differences among people, cultures
- Connects information between sources

Lower School – Grades 2-5

Grades 2-4 – New York’s Past

Children at this age can grasp broader concepts of time and are ready to learn about New York City’s past. Students may study the culture of local Native American groups and the arrival of the Dutch and other European and African settlers to this region.

Students read and make maps, exploring New York’s geography, topography and ecosystems. They visit museums and cultural sites such as the National Museum of the American Indian, American Museum of Natural History, The Staten Island Museum and Inwood Hill Park. Students incorporate their social studies content with projects in other subjects like art, physical education, music, science and literature.

On the Move in America

The social studies curriculum moves back in time and further away in place as children’s curiosity and interests increasingly move outwards. Students cover a variety of units to build their understanding of the push and pull forces that spur human migration. They might learn about different waves of immigrants who landed in New York City. They might concentrate their studies on the great migration of African-Americans from the rural south to the urban north. They might spend significant time on America’s westward expansion, taking a journey along the Oregon Trail, even forming a virtual wagon train and sharing the journey with students in other schools.

Reading, discussion, role-playing, field trips, dramatic reenactments, written assignments and art projects plunge students deep into historical contexts, providing them with a new, multifaceted understanding of their own, movement-filled American culture.

Grade 5 – Contrasting Ancient Civilizations

Students examine a contrasting civilization on a different continent using a framework of questions such as: How have people adapted to and changed their natural environment? What are the values of a society? What can we learn about a culture by analyzing their art, folktales, government structure, religious traditions and technology? How do societies interact? What is history and how do accounts of events change?

Selected Key Skills

- Reads various maps: climate, political, product, topographic
- Uses geographic tools to identify resources, locate latitude, longitude
- Identifies similarities, differences amongst peoples, cultures
- Understands how places are influenced by physical geography, surrounding cultures
- Understands concepts of chronology, key historical events



To this end, students have studied Egypt, the Middle Ages, ancient Greece and specific cultures within Africa, China and India. Activities and assignments are similarly diverse. Students have interviewed students in New Zealand via video-chat to understand that culture’s past and present. They’ve performed the *Iliad*, rebuilt Egyptian tombs complete with hieroglyphics and enacted the *Ramayana* using their own props, puppets and masks.

Upper School – Grades 6-8

As in Lower School, a homeroom teacher teaches both English and social studies to 6th Grade students allowing for an integrated approach to these two subjects. Students in 7th and 8th Grades take a more departmentalized approach, studying social studies, American history and English as discrete courses.

Grade 6 – American Identity: The Evolution of “We The People”

Students explore and compare the experiences of various historically marginalized groups within the context of U.S. history. Students view America’s past through a lens sharply focused on civil rights and social justice issues as they examine the concepts of discrimination, activism, the historical interpretation of the Constitution and the evolving American identity.

Approaching all resources in a multifaceted manner, students are expected to use facts and data to create a concrete historical narrative, connecting abstract concepts to both overall thematic structures and to specific periods or historical events. Assignments and activities include comparative and persuasive essays, debates, formal research projects, role-playing and class discussion.

Selected Key Skills

- Uses various tools, sources to understand geography
- Understands concepts of chronology
- Analyzes historical events
- Identifies similarities and differences among cultures
- Applies information from field trips to class activities

Selected Key Skills

- Synthesizes historical contexts from multiple perspectives
- Inferences, arguments supported by logical reasoning, evidence
- Comprehends historical, literary sources; summarizes ideas, causes/ effects
- Engages in research to build, use knowledge
- Writes clearly, well-organized approach with expanding vocabulary



Grade 7 – Foundations of Western Thought

Students undertake a comprehensive study of ancient Greece and Rome, the birthplace of Western thought. Through primary source examination, secondary source reading, class discussions, individual writing and cooperative learning, students seek to answer essential thematic questions across unit topics including: human environment interaction, mythology, values and philosophy, social status, archeology, social control and legacy of civilizations.

Major projects may include: an extensive Greek god role-play project, a thought-provoking philosophy paper, a mock session of the Athenian Assembly, a reenactment of the Greek Olympics, an exploration of Roman social status and its influence and a large-scale research project focused on legacies of Greek and Roman architecture.

Grade 8 – American History

Students focus on U.S. history from colonization through the Reconstruction period, examining the complex formation of American society and government. Class readings are drawn from a variety of sources and include *The American Journey*, *A People’s History of the United States*, *Reasoning with Democratic Values: Ethical Problems in United States History, 1776*, *Narrative of the Life of Frederick Douglass* and *The Gettysburg Address: A Graphic Adaptation*.

Students learn to view historical events through the eyes of individuals who witnessed them. To that end, students might conduct a mock trial of the Boston Massacre or hold an Abolitionist Convention to solidify their understanding of the conflict and struggles that led to the Civil War. They might convene a Constitutional Convention, draft their own constitution and engage in formal debates.

Selected Key Skills

- Analyzes the interrelationships of a civilization’s components e.g. government, religion, trade
- Understands how historical events can impact people over time
- Asks probing questions; makes convincing arguments
- Makes meaningful connections between literary works
- Integrates factual details into writing; avoids unsupported generalizations

SOCIAL STUDIES

Students write frequently and in depth, producing research projects, comparative and analytical essays and creative writing assignments. Study and test-taking skills such as note taking, annotating, paraphrasing and time-management are also addressed throughout the course.



Selected Key Skills

- Analyzes subjectivity of historical study; synthesizes contexts from multiple perspectives
- Locates, uses valid primary, secondary sources for research, argument
- Develops sophisticated arguments; supports ideas with logical reasoning, evidence
- Draws connections between historical and current events
- Writes clearly and persuasively





LANGUAGE ARTS

The VCS language arts program develops students into avid readers, skilled writers and confident public speakers.

From their very first day at VCS, children are expected to spend time each evening reading for pleasure and intellectual growth. As they progress, students learn to reflect on their reading, analyze texts and create their own works.

Language arts coursework closely aligns with social studies topics through the Lower School. Upper School students delve into great literary works, using their understanding of cultural contexts and critical thinking skills to enhance their appreciation of literature for its own sake.

Lower School – Grades K-1

Each student becomes a reader and writer at a different pace. VCS customizes instruction to meet the needs of the children.

For new readers, VCS uses a multisensory program to build the foundational skills necessary for reading. Students develop associations between letters (visual), sounds (auditory) and motor patterns for writing these letters (kinesthetic). As these associations become automatic, children begin reading and writing.

Students focus on consonant-vowel-consonant words. They also learn to identify various vowel patterns to decode unfamiliar words. Alongside the phonics-based instruction, sight words (words that cannot be decoded and must be learned by sight) are introduced. Students develop age-appropriate comprehension skills through

stories read aloud by the teacher and those they read independently.

Students develop as readers and writers. They solidify decoding skills and begin examining texts for meaning while building their comprehension. They write complete sentences and collaborate on stories with beginning, middle and end.

Students also begin presenting their ideas to their classmates, becoming comfortable with public speaking and setting a precedent for future assignments requiring confident oratory skills.



Selected Key Skills

- Applies phonetics skills to read unfamiliar words
- Self-corrects while reading
- Uses text evidence to answer comprehension questions
- Identifies story elements e.g. setting, plot
- Chooses appropriate independent reading material

Lower School – Grades 2-5

Grades 2-4 are an exciting time for young readers as they make the transition from learning to read, to reading to learn. Students begin to focus more on comprehension and fluency skills as they complete a weekly reading log, reading their way through recommended books throughout the year.

Students are reading and analyzing novels, periodicals, poetry and nonfiction to support comprehension and critical thinking skills. Students demonstrate understanding of character, theme, plot and literary devices. By Grade 5 students are discussing and debating literature and learning how to support their opinions and interpretations of texts.

Starting in Grade 5, students learn about and practice various approaches to the six core traits of writing: ideas, organization, voice, sentence fluency, word choice and conventions. Using a writing workshop format, students develop their “voice” and improve the clarity and fluency of their compositions.

By the end of Grade 5, students have written journals, expository essays, newsletters, narratives, fables, comic strips, poems and research reports.

Upper School – Grades 6-8

Grade 6

Grade 6 English offers students opportunities to explore personal perspectives and make empathic connections to the essential ideas and questions in their social studies curriculum. Students read a variety of texts including novels, short stories, poems, plays and personal narratives.

Selected Key Skills

- Reads fluently with comprehension across genres
- Recalls facts, makes predictions and inferences from texts
- Determines meaning of words as used, including figuratively
- Compares, contrasts characters, setting, events in story
- Produces summary of main ideas, relevant details

LANGUAGE ARTS

They draw connections between fictional depictions and fact-based material covering topics like the American civil rights movements, African-American history, the Chicano movement and Japanese-American experiences during World War II.

The class incorporates diverse writing assignments to help students develop their expository and creative work. Through direct instruction, drafting and teacher-student conferencing, they gain a firm understanding of the writing process as well as the proper mechanics of grammar and vocabulary.

Selected Key Skills

- Recognizes, interprets figurative language
- Makes relevant, meaningful connections between texts
- Writes grammatically correct sentences
- Applies outlining skills when writing
- Elaborates writing using details and examples

Grade 7

Grade 7 English delves deeply into literature, grammar and vocabulary, while also incorporating creative, interactive and cross-curricular elements. As a discussion-based class, students arrive having prepared assigned readings, written exercises and annotation for each session. Students also undertake in-depth writing, public speaking and group projects throughout the year.

Selected Key Skills

- Comprehends overall narrative of assigned literature
- Clearly articulates thoughts during discussions
- Completes notes and annotations
- Effectively structures a persuasive essay
- Implements learned vocabulary in assignments

Students typically cover multiple unit studies. For discussions of symbol, allegory and societal power, they might read *The Crucible*, *Lord of the Flies* and *Animal Farm*. To enrich their skills with rhyme, meter and memorization, they might survey Shakespearean sonnets and compose their own iambic pentameter poetry. To study both the principles of Islam and visual literary formats, they might examine the digital graphic novel *The 99*.

LANGUAGE ARTS

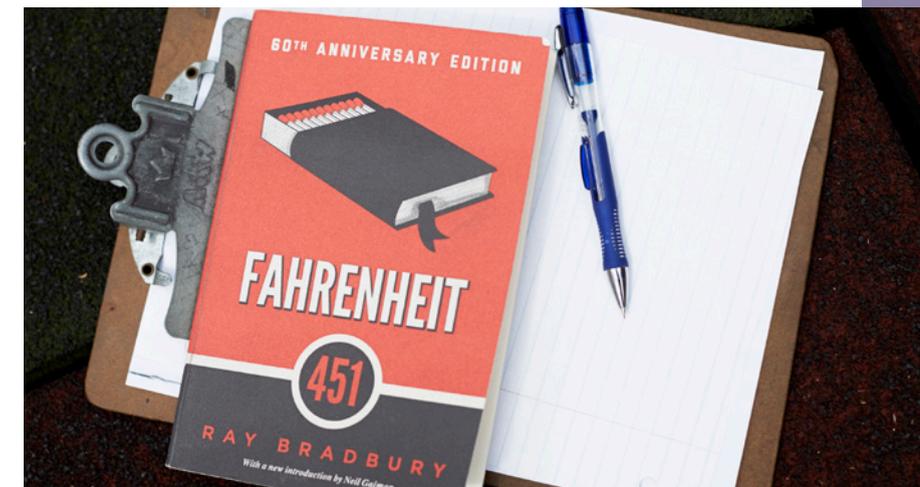
Grade 8

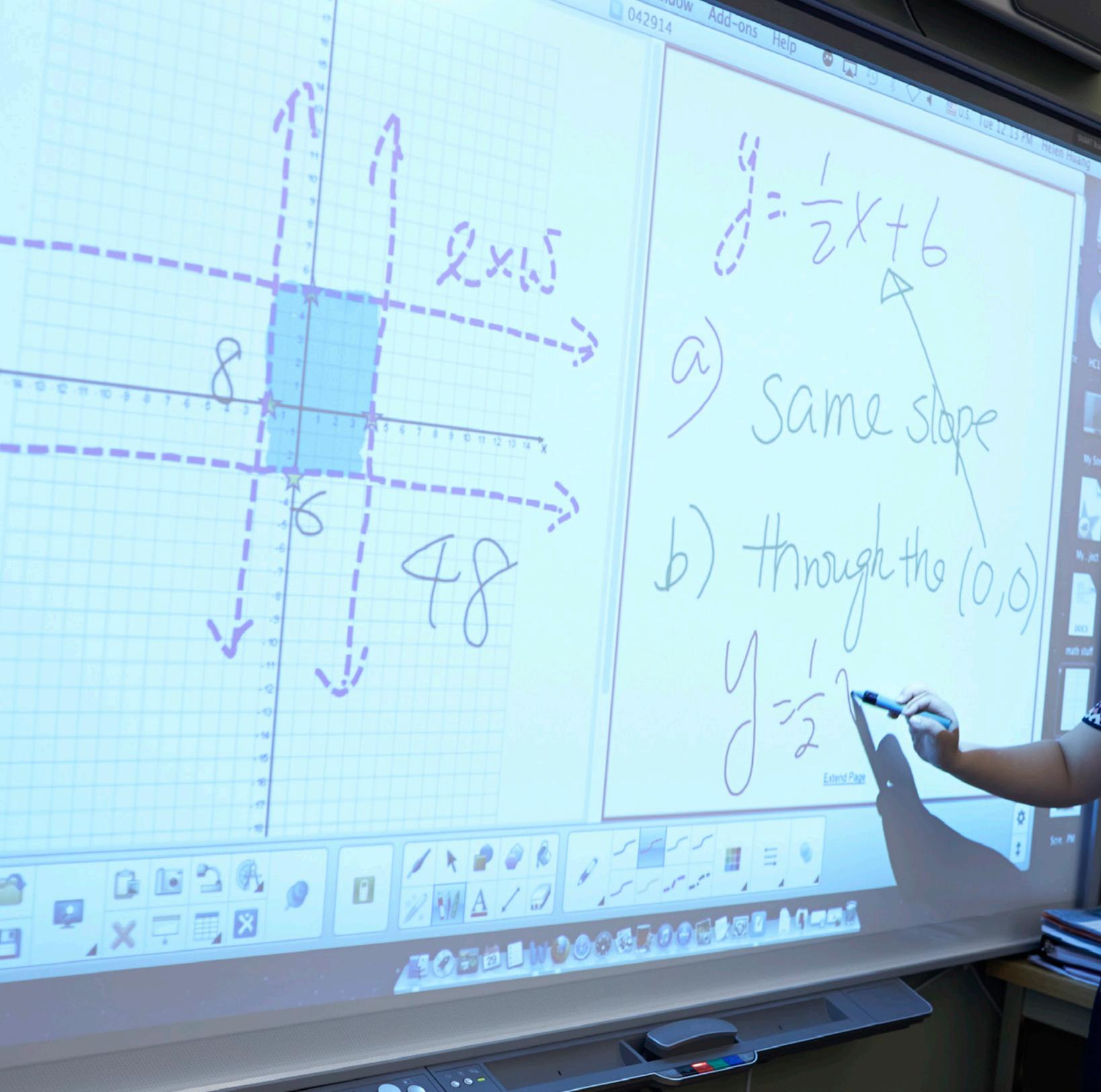
Grade 8 English is a seminar-style forum emphasizing close reading and analysis of texts. Homework is key; students prepare for class through readings and critical thinking exercises to be discussed the following day. Literary works studied may include *This Boy's Life*, *My Antonia*, *The Catcher in the Rye*, *Of Mice and Men*, *Twelfth Night*, *A Midsummer Night's Dream*, *The Glass Menagerie*, *A House on Mango Street*, as well as the poems of Robert Frost, Emily Dickenson, Langston Hughes and a variety of contemporary poets.

Selected Key Skills

- Analyzes literature; comprehends its structural elements
- Appreciates works' cultural, social, political underpinnings
- Writes formal, thesis-based expository essays
- Revises thoughtfully; edits using proper grammar, spelling, punctuation
- Delivers articulate, confident oral presentations

Challenging assignments hone students' expository and creative writing skills; students understand writing as a process vital to intellectual and personal development. Students enhance their active listening and public speaking skills through exercises, discussions and oral presentations designed to help them clearly articulate their ideas and effectively respond to constructive criticism.





MATHEMATICS

The VCS math program incorporates direct instruction, exploration, guided practice and independent study to develop students' mathematical proficiency in alignment with standards defined by the National Research Council.

In Grades K-6, we employ *Math in Focus: Singapore Math* as our curriculum and guiding pedagogy. This program emphasizes metacognition, conceptual understanding, procedural fluency, reasoning skills and productive attitudes toward mathematics.

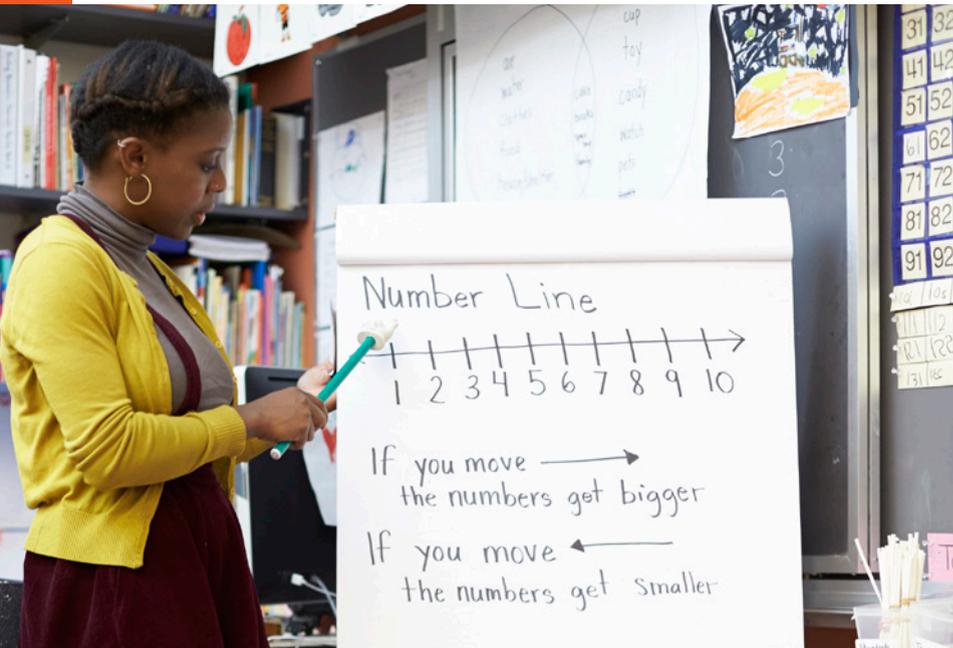
Students in 7th and 8th Grades advance their abstract thinking and operational skills, completing a rigorous Algebra 1 course.

Lower School – Grades K-1

At this age, we focus on children’s development as mathematical thinkers. Students explore mathematical concepts by using manipulatives like base ten blocks and other learning tools that help them develop a variety of strategies for problem solving. Students complete math exercises covering place value and operations such as addition, subtraction, multiplication and division.

Selected Key Skills

- Understands place value through three digits
- Collects, organizes data in various ways
- Understands units of measurement and trading concepts
- Performs operations: addition, subtraction, multiplication, division
- Communicates mathematical thinking effectively



Lower School – Grades 2-5

Students in Grades 2-5 employ *Math in Focus: Singapore Math* in conjunction with virtual and hands-on tools, skill-building games, journals, technology, model drawing and student workbooks. Math groups allow students to experience different roles as mathematicians; myriad activities, including homework, provide the guided and independent practice necessary for skill mastery.

Selected Key Skills Grade 2

- Effectively communicates mathematical thinking
- Understands place value through thousands
- Multiplies using repeated addition, skip counting, arrays
- Understands division concept making equal groups, using repeated subtraction
- Estimates, measures and compares units of length, capacity, mass
- Classifies, compares plane and solid shapes
- Identifies parts of a line and curves

Selected Key Skills Grade 3

- Manipulates various math processes within problem-solving situations
- Understands decimal place value
- Multiplies, divides whole numbers in the thousands
- Identifies patterns, both numerical and geometrical
- Makes and interprets bar graphs
- Measures using metric and U.S. systems
- Computes perimeter of triangles and quadrilaterals

Selected Key Skills Grade 4

- Solves multi-step problems; memorizes basic facts
- Writes simple variable expressions to model word problems
- Understands fraction, percentage, decimal equivalents
- Adds and subtracts fractions using models, algorithms
- Finds statistical measures: mode, mean, median, range
- Extends multiplication, division skills to multi-digit arithmetic
- Computes perimeter of polygons, area of rectangles

Selected Key Skills Grade 5

- Uses variables to model problems
- Solves multistep equations using order of operations
- Understands exponential notation
- Understands expanded form place value up to billions
- Extends multiplication, division skills to fractions, decimals
- Analyzes and graphs data
- Computes volume of prisms

Upper School – Grades 6-8

Grade 6: Pre-Algebra

Students' Singapore Math program culminates with this intensive review of fundamental mathematical concepts. Coursework then moves into new areas including integers and pre-algebraic topics including order of operations, properties, expressions and equations.

Selected Key Skills

- Understands, articulates how mathematical concepts interconnect
- Demonstrates procedural fluency across operations
- Analyzes, interprets, represents data accurately
- Accurately applies operations using fractions, decimals and rational numbers
- Creates and simplifies algebraic expressions
- Understands relationships between ratio, proportion and percent

Grade 7: Algebra I

In this, the first year of a two-year Algebra I curriculum, students develop the abstract thinking needed to master algebraic concepts. Students tackle in-class exercises, take quizzes and unit tests and complete daily assignments. Our instruction draws from Algebra I textbooks as well as supplementary materials and online resources.

Selected Key Skills

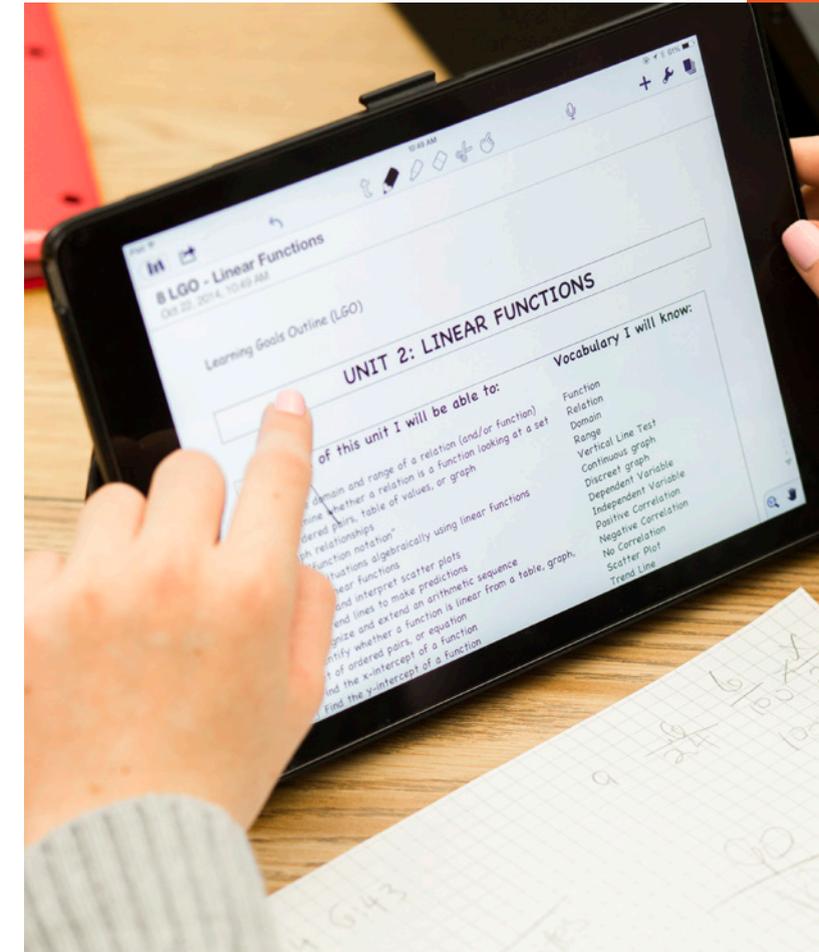
- Applies and adapts a variety of appropriate strategies to solve problems
- Internalizes the abstract nature of algebra
- Uses algebraic vocabulary and notation with precision
- Can solve multi-step algebraic equations in one variable
- Applies properties of exponents to simplify expressions
- Adds, subtracts, multiplies polynomials

Grade 8: Algebra I

In their second year of algebraic study, students expand their algebraic knowledge from the linear to the quadratic and focus on understanding the underlying concepts as well as using precise algebraic notation and producing exact calculations. Our iPad-based coursework engages students through dynamic, interactive exercises and customizable opportunities to challenge their skills and review material as needed.

Selected Key Skills

- Factors polynomials
- Uses appropriate strategies of algebraic fractions to solve word problems
- Solves simultaneous equations
- Graphs linear inequalities in two variables
- Simplifies and calculates radicals
- Solves and graphs quadratic equations
- Demonstrates organized, consistent class preparation





TECHNOLOGY & STEAM

VCS students learn to effectively use a variety of digital technologies and online learning programs as tools to enhance their education. Laptop computers, e-readers, iPads, SmartBoards, 3D printers, document cameras and more seamlessly blend into the life of the school as students use digital tools to interact, analyze, create, code, document, present and publish work.

Students deploy Google Drive, Microsoft Office, iWork, Adobe Photoshop and other applications to create, organize and collaborate on projects. VCS also provides access to e-learning programs like Fluencia (Spanish), Sadlier Connect (vocabulary), NIH Labs (science), among others for individual and classroom coursework.

Our STEAM program integrating science, technology, engineering, art and math offers exciting opportunities to build multiple skills at once. STEAM students learn to design, build and code robots. They develop video games from idea to completion. They explore the fascinating possibilities of industrial design using 3D printing and more.

All along, students are learning to use computer languages to code programs. VCS graduates become fluent in this essential grammar of modern life, coding with visual programs such as Tynker, Mindstorms and Scratch as well as text-based languages like Java, Javascript and Python. We continue to expand opportunities in this evolving, exciting area of modern education.

Lower School – Grades K-1

Young children need primary experiences to develop their social abilities and hands-on, physical tools to develop their fine motor skills. Technology is integrated into K-1 classrooms as teachers use SmartBoards, document cameras and other digital tools to advance curriculum-based activities.

Students may encounter manipulatives like Bee-Bot mini robots and iPad applications like Scratch Jr. to challenge their problem-solving and visualization skills, providing multiple pathways for children to consolidate new knowledge.

Lower School – Grades 2-4

Technology Lab classes meet once a week in Grades 2-4. Each student is equipped with his/her own device to make the most of every hands-on lesson. Students build a repertoire of project-enhancing skills in graphic design, video/audio and sensor-based tools like Little Bits. In addition to technical skills, students learn how to safely navigate digital spaces, evaluate findings critically and respect the privacy and legal rights of others, online and off.

Technology – Grade 2

Students log on to the VCS network, learn about the Mac OS platform, begin keyboarding and master basic operations. Using Kid Pix, they build graphic design skills with geometry-based projects. Students program Ozobot robots using Ozocodes to enhance sequential thinking skills and grasp coding concepts. Working as industrial designers, students sketch ideas and realize them as real objects using our 3D printers.

Selected Key Skills Grade 2

- Understands technology concepts, systems, operations
- Uses logical reasoning, coding concepts to program Ozobot robots
- Creates drawings, graphics, 3D designs
- Able to navigate Internet to class-related information
- Uses best practices for digital privacy, security

Technology – Grade 3

Students imaginations come alive as they begin coding engaging animated characters and stories using Scratch, a visual programming language from MIT. Spatial awareness, geometry and computational math skills grow as students continue their industrial design studies using TinkerCAD. With increasing precision, these budding engineers transform two-dimensional designs into 3D objects. Students also learn about the physical components of a computer.

Selected Key Skills Grade 3

- Demonstrates understanding of file hierarchy
- Designs and codes animations using sequences, loops, conditionals
- Creates digital presentations that integrate text, visuals, sound
- Designs 2D and 3D work
- Recognizes rights, responsibilities, opportunities of digital citizens

Technology – Grade 4

Students become video game designers, working through the process of identifying the game structure, designing gameplay, testing, soliciting feedback, debugging and iterating improvements. They expand their programming skills in Scratch while seeing an entire game project to completion. In connection with their social studies curriculum, students use Minecraft to design structures and environments typical of the historical period being explored.

Selected Key Skills Grade 4

- Employs spreadsheet software to create tables, charts, graphs
- Designs and codes animations using loops, conditionals, variables, event handlers
- Demonstrates comfort with different tools, program functions
- Uses proper keyboarding techniques
- Demonstrates awareness of their digital-world actions as permanent

**STEAM – Science, Technology, Engineering, Art, Math
Grades 5, 6, 7**

In STEAM, students work on projects that explore this essential question: How can we apply what we know about science, technology, engineering, art and math to meet our needs?

Students work primarily in small groups on design challenges, and apply the (engineering) design process as a protocol for problem-solving. They conduct research, brainstorm multiple approaches to a challenge, produce scaled drawings and negotiate their ideas with teammates as they work to build models and prototypes.

STEAM students continue to expand their digital repertoire, making informed decisions about which tools will best help them communicate and realize their inspirations and ideas – exploring everything from typography to the latest in sensor technologies.

Robotics, Toy Design – Grade 5

Students conduct a brief study of robots – what makes up a robot, what robots do, how they are used in the real world and how they may or may not benefit society. Students work cooperatively to build and program a “Mars Car” robot that interacts with the physical world through sensors and motors. And they write computer programs to control their robots.

Students next embark on a toy design project, including: designing, planning and marketing a safe and lightweight toy prototype for young children. They conduct focus groups with youngsters in Grades K/1, learning to balance the desires of their target audience with their preferences as designers. Final presentations include an advertisement for their new product.

Selected Key Skills

- Organizes equipment appropriately
- Can comfortably use different tools and program functions
- Able to test and modify sequences of programming instructions
- Works cooperatively
- Follows directions well

Selected Key Skills

- Solves engineering challenges collaboratively
- Uses organized process to test, evaluate designs
- Revises designs based on testing results
- Provides constructive feedback

Robotics, 3D Printing, Sustainable Fashion – Grade 6

Students deepen their robotics study with an examination of ethical questions sparked by this growing industry, including a future of self-driving cars. Students work together to build and program a robotic prototype of a self-driving car that interacts with the physical world through sound, touch, ultrasonic sensors, light sensors and motors. They code solutions to real-world challenges like stopping the motor when an object or person is detected on the roadway.

Students delve into an independent 3D printing project employing Makerbot and/or Ultimaker equipment and online resources – creating products like polyhedron-shaped dice used for games in math class and mini rollercoaster cars used in science class.

Students also discuss common waste materials in manufacturing and challenge themselves to devise a clothing accessory created from such castoff resources. Once prototypes are complete, students apply design thinking to organize and present a fashion show to showcase their work.

Video Game Design, Furniture – Grade 7

Students expand their conceptual and development skills into the worlds of video game and furniture design. Using online software, students develop a video game from concept to completion. In a furniture engineering challenge, students must construct a chair capable of supporting their weight using only newspapers, tape, and a small square of cardboard.

Selected Key Skills

- Uses deliberative design process for generating ideas, testing theories, solving problems
- Deploys variety of technologies to create new, useful, imaginative solutions
- Develops, tests, refines prototypes with iterative process
- Engages in positive, safe, legal, ethical online behavior
- Understands, respects intellectual property rights and obligations

Selected Key Skills

- Uses an iterative design process to incrementally improve work
- Defines and uses variables effectively
- Debugs code independently and accurately
- Works productively and collaboratively on projects

Throughout various projects, students apply their knowledge of coding concepts, visual programming languages like Scratch, and text-based languages such as Processing. They encounter the intricacies of syntax and code. Ultimately, students export their Processing code into Javascript, embedding it into websites for instant review of their designs, animations and visual effects.

Computer Programming – Grades 2–8

Being able to create programs with computer languages is as essential to modern students as English grammar and a working knowledge of another world language like Spanish. The VCS coding curriculum empowers students as they learn to control computers and other tools while building their logical thinking and problem-solving skill sets through persistent, collaborative work.

Our Technology and STEAM courses introduce students to computer programming in Grades 2-4 through the use of Scratch, a visual programming language created by the MIT Media Lab, learning core computational concepts such as iteration, loops and conditionals. Students use their new language to create interactive stories, animated adventures and multimedia games.

Grade 5 and 6 students continue their coding study with robotics, using logical thinking, Boolean logic and the scientific method to program solutions to coding challenges. As engineers, they harness the versatility of the building system and deploy their visual programming skills to influence diverse creative outputs.

Our coding study culminates in Grade 8 with a year-long course in Java, introducing students to a text-based language that allows more freedom of design. Students learn key concepts that led to the invention of modern programming, such as user interfaces and data structures and apply these concepts as they gain experience in computational problem-solving. Students exit our program with a strong foundation in computer science, understanding both the benefits and inherent limitations of algorithmic programming. Elective coursework offers additional opportunities to go deeper into coding languages like Python and more creative experiences such as programming Arduino electronics and mini drones.





SCIENCE

The VCS science curriculum is designed to stimulate scientific curiosity and develop critical thinking skills.

Our inquiry-based program emphasizes learning by doing: observation, classification, measurement, prediction, experimentation, recording data, analyzing results and communicating findings. Our graduates master both conceptual and factual knowledge across scientific subjects, preparing them well for high school requirements.

Students are challenged to be analytical critics of scientific information disseminated in popular culture, the media and among peers. They return again and again to the scientific method – learning to systematically ask questions, test hypotheses and present results in class and at Science Fair events.

VCS Beyond additionally offers opportunities for budding scientists to partake in field research with summertime programs like OceansWide Science Camp.

SCIENCE



Lower School – Grades K-1

Active, hands-on science experiences are integrated into the curriculum. Classroom and field studies reflect children’s natural interest in the world around them.

Students may explore topics such as where food comes from, how bridges are constructed, the properties and uses of cement and how New York’s skyscrapers remain standing. Children explore local animal habitats, notice patterns in nature, examine rocks and water and deepen their appreciation for physical/sensory abilities, both their own and those of other species.

Selected Key Skills

- Observes, predicts and asks questions
- Demonstrates knowledge of scientific concepts
- Communicates effectively about investigations and explorations
- Plans, organizes and carries through tasks
- Works both independently and cooperatively on scientific inquiry

Lower School – Grades 2-4



In Grades 2-4, students begin laboratory work in the VCS Science Lab as they explore topics in three broad areas of science: earth science, physical science and life science. Working individually, in pairs and in small groups, students manipulate real objects, learn to use basic science equipment and write lab reports. Whole group and small group sessions allow for explanation, demonstration, investigation, interpretation and analysis.

While specific topics vary throughout the year, and from year to year, we consistently emphasize the scientific process skills students must incorporate into any empirical endeavor.

SCIENCE



Selected Key Skills

- Shares observations, makes predictions, tests assumptions
- Measures, records, interprets and communicates data
- Understands core concepts of physical, life and earth sciences
- Generates new questions based on own investigations
- Seeks corroborating/conflicting information from multiple sources

Earth science topics include units on water, its properties, life cycle and importance; geology, plate tectonics and volcanoes; air, its composition, properties and environmental implications.

Physical science topics include units on electricity, circuit construction, testing conductors; light and its properties, reflection, refraction; energy from both physics and environmental perspectives; and simple machines and force and motion.

Life sciences topics span botany, zoology, human anatomy and health, including reproductive development and decision-making.

Upper School – Grades 6-8

Upper School students transition into a departmentalized science curriculum, devoting an entire year to one core area of inquiry. This ensures our graduates master both conceptual and factual knowledge across topics in earth science, life science and physical science.

Textbook coursework, active lab learning, student-created visual presentations and independent research form a dynamic curriculum for students to continue developing their skills as critical thinkers who can observe, measure and evaluate scientific evidence and then draw conclusions and articulate findings to others.

Upper School science class requirements include homework, research and tech projects, written reports, lab work, class participation and exams.

SCIENCE



Grades 5 and 6 – Physical Science

Students embark on a two-year journey exploring all aspects of physical science: concepts, research techniques and scientific experimentation. The pedagogy driving this program integrates seamlessly with students' STEAM coursework emphasizing creative problem solving, design thinking and the scientific method.

Grade 5 students undertake coursework covering force and motion, simple machines, mummification and other scientific processes from ancient Egypt, pendulums and more.

Grade 6 finds students progressing into more complex areas of scientific inquiry as they delve into Newton's laws of motion, build Rube Goldberg devices, present papers on kinetic energy (featuring roller coasters) and undertake independent research projects on topics like thermodynamics, magnetism and compression waves.

Grade 7 – Life Science

Students investigate topics in life science, including: taxonomy, biodiversity, cellular biology, genetics and the nature of life.

Students make empirical inquiries and pursue primary research. Students are also asked to situate scientific research historically and culturally while developing an understanding of the many ethical questions

Selected Key Skills Grade 5

- Demonstrates knowledge of scientific concepts
- Makes, records qualitative/quantitative observations
- Evaluates evidence of physical/chemical change
- Organizes information, draws conclusions
- Adopts new scientific vocabulary

Selected Key Skills Grade 6

- Conducts scientific investigations
- Presents research project on energy resources
- Understands, can explain kinetic, potential energy
- Designs, constructs demonstration of overcoming inertia
- Uses mathematics to analyze, present quantitative data

SCIENCE



that emerge from research in the life sciences. For example, students read *The Immortal Life of Henrietta Lacks* as a foundational text for discussions about bioethics and scientific advancement.

Through primary and secondary sources, active labs, virtual labs (NIH, PBS, BBC), documentary films, museum trips and current events, students have the opportunity to delve deeply into multiple topics and produce sophisticated scientific work. Students present findings at the Living Museum Science Fair.

Grade 8 – Chemistry and Environmental Science

Students spend one semester encountering chemistry topics including: the nature of matter, the periodic table of elements, kinetic theory, chemical nomenclature and chemical reactions created by various acids, bases and gases.

The other semester, students investigate the interdisciplinary field of environmental science. Topics include: ecosystems and biodiversity, population, urbanization, food systems, energy usage, waste management, pollution, climate change and roles of policy, ethics, economics and justice in sustainable development.

Class experiments are integral to this course. Students work in class with guided experiments leading to self-directed experimentation. Grade 8 presents a Science Fair to the school demonstrating the experiments they chose.

Selected Key Skills Grade 7

- Identifies, asks testable scientific questions
- Conducts experiments using proper lab procedure
- Integrates current events into daily assignments, discussions
- Completes independent, evidence-based research
- Acquires, uses new scientific vocabulary

Selected Key Skills Grade 8

- Understands the nature of matter, chemical reactions
- Understands connection between environmental, social, economic factors in sustainability
- Performs lab experiments accurately and carefully
- Writes quality lab reports
- Effectively uses technology to make scientific presentations



WORLD LANGUAGE

The VCS world language program opens up new worlds of communication and cultural understanding for students. We introduce the program at an age that will develop the neurological tools for a lifelong capacity for language acquisition. Our curriculum aligns with the National Standards for Foreign Language determined by the American Council on the Teaching of Foreign Language.

Our goal is for every VCS graduate to achieve basic conversational fluency in Spanish. Upper School students are provided the opportunity to continue their Spanish studies, or to switch to Mandarin or Latin coursework.

Lower School – Spanish

Children begin their Spanish studies in Grade 2 and progressively build their skills through Lower School. Students receive direct instruction on linguistic mechanics, vocabulary and the varied cultures of Spanish-speaking countries.

Since consistency, repetition and review are key to learning a new language, students engage in diverse, challenging reinforcement activities that immerse them in Spanish. Typical activities include: creating flashcards, completing puzzles, singing, playing conversation-practice games, writing journals, taking mock journeys through countries like Argentina and Costa Rica and performing traditional dances.

By Grade 5, students have built an extensive conversational Spanish vocabulary. Foundational, familiar topics expand and requirements for reading, writing and speaking increase. Children learn geographical terminology, read short novels in Spanish and compose Spanish poems to recite to their classmates from memory.

Selected Key Skills

- Retains and applies vocabulary
- Demonstrates accurate pronunciation
- Understands, applies grammatical rules and concepts
- Participates in conversational activities



Upper School - Spanish, Latin or Mandarin

Students select one language to study for three consecutive years, providing the equivalent of at least a Level 1 high school course. VCS graduates often place at Level 3 in high school coursework.

Cultural study, field trips, assigned reading, composition exercises and independent projects complement students' rigorous, text-based coursework. Students make classroom presentations and take tests to help them achieve written, aural and oral proficiency.

Our VCS *Beyond* initiative also offers opportunities for studying abroad, providing invaluable stays with local families, trips to cultural sites and tastes of the country's cuisine.

Mandarin

Upon completing this three-year course, students attain basic conversational fluency as well as the ability to read and write in Mandarin. Students work to develop a wide-ranging vocabulary on topics such as clothing, food, body parts, sports, visiting friends, making phone calls, daily routines and weather. Class-time is focused on speaking and listening using practical conversational language.

Students learn about Chinese culture, including the pop culture of modern-day youth. Students write analytical essays and prepare presentations that illustrate the influence of language on a culture and its worldview.

Selected Key Skills

- Recognizes, reproduces Mandarin sounds with accuracy
- Gains accuracy in writing pinyin and tones
- Recognizes, reproduces Chinese characters and radicals
- Incorporates new vocabulary into known structures to express ideas
- Able to write in Mandarin using a computer



Latin

Latin students develop their grammatical skills to include: regular and irregular verbs in all six tenses, declension nouns, pronouns, the cases and their functions, adjectives and agreement. Students continually build their vocabulary through memorization of Latin words, exercises in decoding English derivatives and games like Latin Scrabble. Preparation for the National Latin Exam provides further opportunities for translation practice and skills mastery.

Students also study cultural, social and historical aspects of ancient Rome. They might investigate ancient medicine, explore women’s roles in Roman society or create comic strips featuring a Roman god as a superhero. Students complete translations and artistic projects inspired by Latin-speaking authors including Erasmus, Horace and Ovid.

Selected Key Skills

- Understands, retains Latin grammatical concepts
- Identifies, analyzes word endings; builds Latin and English vocabulary
- Performs accurate translation
- Engages with Roman cultural material
- Uses context to infer meaning in written Latin



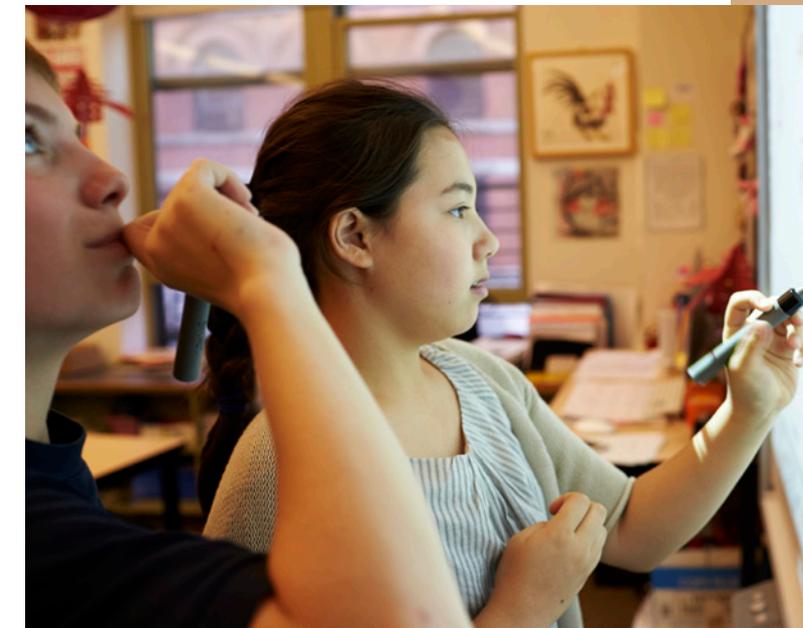
Spanish

Building on their earlier studies, students in Grades 6-8 develop their listening, speaking, reading and writing skills while expanding their cultural awareness of the Spanish-speaking world. Oral communication is emphasized; students put new grammatical structures into immediate practice, expressing themselves with increasing fluency and accuracy. Grammar topics include past and present verb tenses, pronouns and noun-adjective agreement.

Cultural study expands to include units on the influence of Spanish-speaking populations in the United States and the salient cultural differences between Mexico and Puerto Rico. Virtual trips to Oaxaca, Barcelona and Quito allow students to make connections to and comparisons with their American lives. Students may also take field trips to see prominent Spanish-speaking artists perform.

Selected Key Skills

- Retains, applies new Spanish vocabulary including idioms
- Retains, applies more advanced grammatical concepts
- Speaks in class with ease and authentic pronunciation
- Completes compositions with accurate spelling, grammar





PHYSICAL EDUCATION

Our physical education program exemplifies VCS's commitment to active, meaningful learning experiences that educate the whole child. Children develop psychomotor, cognitive, athletic and social skills through a rich array of daily recreation activities, indoor/outdoor play, games and sports.

VCS physical education courses include instruction in basic skills, game rules and safety procedures for a variety of fitness pursuits, with an emphasis on sports. Our curriculum is aligned with the National Association of Sport and Physical Education (NASPE).

We provide a safe environment where positive attitudes toward physical activity blossom and endure for a lifetime of benefits.



Lower School – Grades K-1

Our youngest students explore the joy of movement and develop their fine and gross motor skills through a wide variety of games and activities. We ask children to use their “bodies” of knowledge – originality, inventiveness, concentration, memory and critical thinking skills – as they enjoy movement and develop social awareness.

Lower School – Grades 2-5

As children progress through the Lower School, physical activities become more specialized to enrich students’ awareness of body mechanics, build their confidence and deepen their skills repertoire. Our program encourages students to find enjoyment through challenging themselves.

We use myriad lead-up games to build skills for various sports that are introduced throughout the year, including: soccer, volleyball, touch football, ultimate Frisbee, kickball, t-ball, gymnastics, handball, basketball, softball and bocce ball. Rules and strategies are explained; cooperation and courtesy are emphasized.

Selected Key Skills

- Participates eagerly in daily physical activities
- Demonstrates competent motor skills and movement patterns
- Communicates effectively with classmates
- Takes risks and makes good choices when selecting physical activities

Selected Key Skills

- Works to develop sport-specific skills
- Achieves a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior
- Listens to and follows specific cues and instructions during game play
- Demonstrates an appreciation for physical activity



Upper School – Grades 6-8

The Upper School curriculum focuses on further developing students’ sport-specific skills, team play and sportsmanship. We also offer an array of cooperative games, communication exercises and teambuilding challenges that encourage physical and emotional growth. Students take physical education class four periods a week; classes are held at Pier 40’s sports and recreation facilities as well as in our own gymnasium and play yard.

Many students also enjoy our interscholastic athletics program spanning soccer, volleyball, track and field, basketball and softball. VCS student-athletes shine with school pride, taking pleasure from diligent practice and hard-fought matches with players from other schools. Students who volunteer to play must make a commitment to participate fully. There is a no-cut policy; all children may enjoy the camaraderie and excitement of competition.

Selected Key Skills

- Achieves a health-enhancing level of fitness
- Asks for help when needed as skills are developed and refined
- Exhibits good sportsmanship, respecting self and others
- Challenges self to take risks in new athletic arenas
- Values physical activity for health, enjoyment, challenge, self-expression, social interaction



ART & THEATER

The arts provide an important way for students to learn about their world and communicate their thoughts and emotions. Our program emphasizes exploration and the development of children's artistic process skills.

Students master basic techniques across multiple media and experience both the challenge and the pleasure of visual self-expression. Students also discover art amid the cultural richness of New York City. VCS hosts artists-in-residence who share their work and insights; classes regularly visit area studios, galleries and museums. VCS is an active participant in the Whitney Museum's school partnership program.

Our Theater Arts program cultivates an environment of exploration and understanding of the discipline. Through creation, performance and response, students gain confidence, collaborative skills and an appreciation for production that will serve them well throughout life.

The VCS Repertory Theater Program also offers master classes by working industry professionals as part of *VCS Beyond*.



Lower School – Grades K-1

Art class at the beginning level is designed to be an exciting, discovery-rich experience where children are encouraged to touch and manipulate the materials that interest them. Students learn to channel their imaginations while building their fine motor skills and observational powers.

For many young students, art making is both a visual and a verbal process. Once a drawing, painting or clay sculpture is finished, students often become effusive storytellers who enjoy explaining their work, often in great detail.

Selected Key Skills

- Explores art media with interest and enthusiasm
- Incorporates life experiences into artwork
- Stays on task; is disciplined and conscientious

Lower School – Grades 2-5

Children continue to refine and develop their skills in areas including painting, drawing, sculpture, construction and printmaking. Each class begins with a motivating question that deepens students' connection with their subject. They acquire techniques of increasing complexity to enhance their work and study topics like perspective, shading, mood creation and portrayal of human figures at rest and in motion.

Art activities that integrate students' social studies curricula are of great importance during Grades 2-5. Art specialists collaborate with classroom teachers to define projects that expand and deepen students' understanding of the cultures under examination.

Selected Key Skills

- Actively engages in exploration of materials and ideas
- Understands, applies new techniques
- Develops works of increasing sophistication



Upper School – Grades 6-8

The Upper School art curriculum meets the growing interests and abilities of pre-adolescents with projects that develop their observational and manipulative skills as well as their capacity to think symbolically and metaphorically. In addition to hands-on exploration and practice, students are introduced to artists from other time periods and cultures, helping them to connect their own work to a larger artistic legacy.

Grade 6 students focus their studies around the design principles of balance, emphasis, movement, rhythm, contrast and harmony, producing both imaginative and representational work.

Grade 7 students develop narrative pieces and investigate the possibilities of both abstraction and realism, finding ways to express their ideas using multiple approaches.

Grade 8 students explore the theme of self-portraiture using a variety of material and conceptual approaches. They combine technical proficiency with their own opinions and sense of self to convey who they are and depict the world they create for themselves.

Drama - Grade 5

Students begin their journey into the art of acting through the techniques of Stanislavski, including movement exercises for the actor and an introduction to basic voice.

Selected Key Skills

- Makes insightful observations when discussing works of art
- Carefully plans and develops new ideas for art projects
- Uses materials inventively and expressively
- Incorporates reflection and revision into work

Selected Key Skills

- Identifies, applies concepts of given circumstance, objective, intention
- Analyzes impact of variations on overall work
- Collaborates well
- Focuses on task at hand

ART & THEATER

Drama – Grade 6

Coursework expands into new concepts in acting theory and application. Students develop a greater understanding of script analysis, characterization, style and the relationship between actor and audience.

Theater Production – Upper School

Upper School students serve as cast and crew for three productions undertaken each year: a drama or comedy, a musical and The Student Theater Festival. Recent productions featured the works of Arthur Miller, Oscar Wilde, Thornton Wilder, Mary Rodgers, Lynn Ahrens and Stephen Flaherty. The Student Theater Festival is written, directed and performed by students in a structured environment.

Selected Key Skills

- Actualizes, articulates choices
- Listens, responds to scene partners
- Uses self-knowledge to inform, motivate choices
- Works as productive ensemble



ART & THEATER





WOODSHOP

In woodshop, students master basic woodworking skills in a safe, developmentally appropriate manner. Children experience a sense of pride and accomplishment as they see their work take shape through their own practice and persistence.

Students discover how to use basic hand tools and measurement devices as they complete projects often related to the social studies themes they are exploring. Over time, students develop a vocabulary of techniques and a particular style of working in the woodshop.

WOODSHOP

Lower School – Grades K-1

Woodshop students learn how to plan and build their own ideas and work on projects including: shapes on wheels, pocket cars, shelves, birdhouses, sculptures and percussion instruments. Children are introduced to tools throughout the year and are taught proper usage of the hammer, eggbeater drill, brace drill, coping saw, cross-cut saw, as well as sanding and shaping devices.

Lower School – Grades 2-5

Woodshop study focuses on exploration of ideas, planning and construction, as well as making connections to other curriculum subjects.

Students expand their working vocabulary and tool repertoire. They learn proper use of the Japanese pull saw, surface design techniques and strategies for reclaiming and repurposing materials. In addition to required projects, children choose an independent project to complete such as puppets, boxes, shelves and musical instruments.

Selected Key Skills

- Safely uses basic hand tools
- Actively explores and engages with materials
- Learns to follow and adapt to woodshop procedures
- Develops woodshop vocabulary
- Thoughtfully articulates ideas and questions about the subject matter

Selected Key Skills

- Becomes more skilled with a variety of tools
- Actively explores project ideas through drawings and plans
- Exercises good measuring skills
- Works collaboratively to complete group projects





MUSIC

Music education at VCS is an active process integrating Dalcroze, Kodaly and Orff methodologies; we use movement, singing, games, drama and instrumental play to teach musical skills. Music course content is connected to students' social studies curriculum whenever possible, deepening their appreciation for the cultures and time periods they are exploring.

We also take full advantage of our New York City musical community. VCS regularly hosts performing artists who offer mentorship and role modeling to students. Group outings to live performances of classical, jazz, opera, world and other musical styles cement learning and foster a lifetime love for great music.

MUSIC



Lower School – Grades K-1

Through movement and varied activities, children demonstrate steady beat, learn to count phrase lengths and explore the musical qualities of sound: high/low, fast/slow, loud/soft. They also learn to recognize rhythm notation e.g. eighth notes and whole rests.

Students sing age-appropriate songs and play games. Singing on pitch and listening carefully are continually encouraged. Children listen for musical form, expressed as same or different; they learn how to differentiate pitch and the notes of the scale.

Selected Key Skills

- Sings on pitch with good tone
- Changes movement to reflect beat
- Reads basic rhythm and pitch notation
- Keeps time in an ensemble
- Is focused and attentive in small and large group activities



The children follow Kodaly hand signs to sing patterns using these notes as well as create their own patterns.

Children use Orff instruments (xylophone, metallophone, glockenspiel, claves, hand drum) to accompany their singing by playing the beat, rhythm and eventually, two contrasting parts. They also take turns being the “conductor”, positively reinforcing teamwork.

MUSIC



Lower School – Grades 2-5

Singing, movement and instrumental playing continue to reinforce musicality in Grades 2-5. Students’ repertoire expands to include elements aligning with their social studies curriculum, such as Native American musical games, Chinese ribbon dance and jazz. Ensemble teamwork continues to build in importance and complexity as students learn to sing harmony, play different percussion instruments and perform for audiences.

As their fine motor skills develop, children receive additional training on a wind instrument, initially the soprano recorder and by Grade 5, alto, tenor and bass recorders. Private lessons on additional instruments are available to interested students starting in Grade 4 through the VCS Instrument Lessons Program.

By completion of the Lower School, students have a broad appreciation of many types of music and the skills and literacy to participate in our Upper School ensembles.

Selected Key Skills

- Reads rhythm notation and performs rhythms clearly
- Reads pitch notation, transcribes sung patterns into notation
- Applies musical concepts to creating and improvising music
- Demonstrates good recorder technique
- Embraces the challenge of singing harmony
- Monitors, adjusts own sound
- Works well in an ensemble



Upper School – Grades 6-8

Upper School students are exposed to a wide variety of music and continue building their literacy and ensemble skills. All Upper School students choose an ensemble or process-based class from our electives program. Students may also elect to study an instrument through our after school music program; private lessons in flute, clarinet, saxophone, trumpet, trombone and drum set are also offered.

Selected Key Skills

- Challenges self to take risks, try new experiences in ensemble work
- Understands and applies musical techniques studied
- Brings original musical ideas to discussion
- Shows continuous improvement in performance



SAMPLE MUSIC ELECTIVES

Broadway Theater Experience

Young actors experientially discover the musical theater world, including its history and all aspects of production through individual and group activities.

Chorus

Students develop musicality as ensemble singers capable of performing melody and harmony in a concert setting. Exercises promote proper breath control, diction, sensitive phrasing and good vocal tone.

Young Composers & Improvisors Workshop (Y.C.I.W.)

Guided by professional musicians, students learn to compose their own original music – including proper notation – while developing their understanding of how music works. The course culminates in an extraordinary school concert where students' professional musician mentors perform the student pieces.

Guitar Ensemble

Guitarists develop their skills by analyzing and performing some of their favorite music in a group setting. Students expand their chord vocabularies and strumming patterns while exploring improvisation and timing variations.

Rock Band

Students rehearse and perform a diverse rock repertoire of their choosing. Band members contribute their individual talents – at various skill levels – to create a fun, high-energy show.

Jazz Dance

Students build their dance vocabulary by performing traveling and center work as well as original choreography by the teacher and students themselves. Dancers survey jazz dance's history and influential choreographers.



LIBRARY

Developing confident researchers and fostering a lifelong love for reading is the aim of the VCS library program. VCS students follow a library curriculum that introduces them to reference resources, research techniques and special-interest books.

Our librarians collaborate with teachers to prepare reading lists and recommended resources for students pursuing in-depth research and analytical projects. The VCS library houses nearly 20,000 books and subscribes to leading periodicals and databases accessible through the VCS website.

Librarians also help students discover engaging books that appeal to their interests, thereby encouraging reading for enjoyment. Students in Grade 2-5 and Upper School students return the favor; they play a vital role in the library's annual Book Fair, helping to create event artwork and serving as "readers' advisors" to younger students and other shoppers.

LIBRARY

Lower School – Grades 2-5

Grades 2-4 students spend their year reading around the library. They explore a new Dewey subject each week, then move into fiction and basic reference materials. Students expand their reference repertoire, complete a unit on folktales and delve into genre fiction.

Grade 5 students participate in our mock Newberry Awards. Students receive the official selection criteria and a list of 15 or so books that are strong Newberry contenders. Students build critical-thinking skills as they read, write about and discuss the year's books.

Upper School – Grades 6-8

At this developmental stage, students are forming strong interests and opinions; books by outspoken individualists resonate deeply with young adolescents. VCS channels that enthusiasm with a Grade 6 library curriculum focused on banned books. In this weekly, e-books-based class, students discuss and debate the themes found in challenged-and-challenging works, completing several projects throughout the year.

Grade 7 has a monthly scheduled library time where students may choose books and engage in independent reading. Grade 8 students use the library in a flexible capacity, checking out books for pleasure reading and research projects.





UPPER SCHOOL ELECTIVES

Elective courses provide opportunities for Upper School students and teachers to explore an area of shared interest and/or try their hand at something new. Each semester, each student chooses a new elective. The program empowers students to shape a part of their curriculum, a developmentally appropriate exercise during their Upper School years.

Electives meet twice weekly in inter-aged classrooms. Students in Grades 6-8 select from the same array of classes. Course topics vary; here are a few examples:

Advanced Professional Educational Experience (APEX)

In Master Class seminars, students meet working professionals and hear their thoughts on a course-wide theme e.g. innovation. Students take those insights, conduct their own research, do field work and deliver a compelling final presentation.

Model Congress

Students write original bills, debate and defend their ideas and participate in the Model Congress held each spring at an area school.

Coding

Students expand their foundational programming skills into text-based languages including Python and JavaScript, working with diverse data sets – numbers, strings, Boolean – to work on independent challenges that incorporate loops, functions and conditional statements.

The Art & Craft of Writing

In this writing workshop, students draw inspiration from accomplished writers, perform fun writing exercises, share work and give constructive feedback.

Birds and Birdwatching

Students learn field identification, natural history and tips and tricks used by the world's best birders.

From Shakespeare to Musical Theater

Students compare scenes from Shakespeare's plays with more contemporary interpretations, surveying works like *Hamlet*, *The Lion King*, *Romeo & Juliet* and *West Side Story*.

Japanese Culture

Students explore Japan's fascinating and vibrant pop culture through games, Japanese language, anime and more.

Mathematical Puzzles & Wonders

Students plumb the mysteries and marvels of math by solving puzzles, exploring paradoxes, building platonic solids and playing strategy games.

Studio Art

Students develop their abilities and technique as they work on individual art projects or collaborate with peers.



UPPER SCHOOL STUDENT GROUPS

Students of Color Support (S.O.C.S.)

S.O.C.S. meets bi-monthly, mainly to discuss the issues concerning students of color in and out of independent schools. Attendance is voluntary; students decide their level of participation. In addition to supporting students of color, S.O.C.S. sponsors several Upper School Community Meetings, usually to celebrate a specific ethnic heritage and often ends the year with a Heritage Luncheon.

Cultural Awareness for Everyone (C.A.F.E.)

This student group meets bi-monthly and promotes acceptance of difference. C.A.F.E. is primarily a discussion group; films and articles often provide a framework for conversation. The group also organizes diversity themed symposia, neighborhood walks exploring the LGBT history of Greenwich Village and Upper School Community Meetings focusing on a variety of topics such as Women's History.

Student Advisory Board

The student advisory board provides a voice for all students as members participate in administrative decision-making on issues affecting student life at VCS. In its bi-monthly meetings, the group has generated ideas addressing everything from kitchen menus to internet safety. The board offers valuable leadership experience in seeking change, advocating positions, negotiating agreements and communicating with peers and adults.



COMMUNITY SERVICE PROJECTS

At VCS, we strive to develop the skills students need to work and live together, both at school and in the world outside our walls. Community service projects mobilize and focus children’s generous spirits while setting a precedent for a lifetime of civic responsibility.

Students in each age group lead community service projects throughout the year, working with the entire community and sharing their activities and achievements with the whole school.

Our annual Service Day brings the entire VCS community together to complete several projects in a single, activity-packed day. For example, Kindergarten and 1st Grade students and parent volunteers have planted dozens of seedlings for local community gardens. Grade 2-5 students and parent volunteers have created LEGO kits for children living in homeless shelters and worked to benefit groups training canine rescue teams. Upper School students and parent volunteers have stocked food banks, created a community center library and built recreational facilities for homeless children.

AFTER SCHOOL ACTIVITIES

Intellectual engagement and lively conversation extend beyond the school day for VCS students. We continuously seek to offer exciting, relevant activities to students who have the time, energy and interest to pursue them.

Lower School students may participate in our supervised, drop-in PlayGroup from dismissal until 6:00 p.m. (billed at a reasonable hourly rate). Our AfterSchool program offers various classes in art, music, chess, sports, etc. for an additional fee. Study Center is available to to children in 3rd-5th Grade at no additional cost, offering a supervised environment for completing homework and reading.

Our Upper School program spans everything from Art Studio to yoga and is available at no additional fee. Offerings like Rube Goldberg 101, VCS Runs NYC, VCS Yoga, Biodiversity Club, The Art of Problem Solving, Classics club and more ensure every can student find a curiosity-piquing activity to explore.



VCS BEYOND

Students may choose to participate in enriching experiences offered through our *VCS Beyond* initiative. These activities stretch imaginations while transforming classroom lessons into real-world adventures in learning. *VCS Beyond* programs require payment of fees outside of tuition.

OceansWide Science Camp offers students in Grades 6-8 two weeks of hands-on scientific research projects in and around Acadia National Park in Maine. This June program includes science at sea, whale-watching, studies of maritime history and navigation, deep looks at intertidal organisms and much more. Students work with scientists on individual and team projects, growing their scientific acumen while making new friendships.

Language study abroad is one of the best ways to cement learning and deepen understanding of cultures, including one’s own. VCS offers two-week trips for Grade 8 students during Spring Break. Groups have ventured to Spain, Italy, China and Taiwan, with new destinations always in development. While abroad, students take daily language classes, spend time living with a local host family, travel to important cultural sites and sample diverse native dishes. Students’ fluency improves as does their appreciation for the wider world.

Instrument lessons are available to students in Grade 4 or older through our VCS Conservatory Program. Children cultivate their technical and reading skills using their own instruments (except drums) and share their work during a springtime recital.

The VCS Repertory Theater Program offers aspiring theater professionals in Grades 6-7 immersive master classes from working actors, directors, choreographers and skills coaches. The intensive workshops culminate in a final showcase performance for family and friends. The program is part of VCS Conservatory.

Village Community School

Village Community School

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