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***Providing an exemplary 21st century education with a global perspective to students of the Temecula Valley.***

#### **SCHOOL MISSION STATEMENT**

Our mission at Oakhill Academy is to provide an exemplary 21st century education with a global perspective. We provide a personalized rigorous curriculum taught by passionate, highly qualified educators. Principles of Ownership, Wisdom, Leadership, and Service (O.W.L.S.) drive all aspects of our program. Through these principles students are encouraged to think critically and creatively, and to live meaningful lives as responsible world citizens.



**CORE PRINCIPLES**

**Ownership**

**Wisdom**

**Leadership**

**Service**



**LEARNER OUTCOMES**

**OWNERSHIP-** *I own my own actions, both good and bad. I am proud of my good decisions and I take responsibility for my unwise decisions.*

*I will:*

- Think independently and reflect upon behavior and learning to promote intellectual, physical, and emotional growth.
- Demonstrate responsibility and accountability for my actions.
- Plan for achieving future goals.
- Use decision making processes that are logical and effective.
- Show, understand, and appreciate the value of hard work.

**WISDOM-** *I am here to learn. I use what I know to make my home, my classroom, my city, my country, and my world a better place.*

*I will:*

- Apply critical thinking skills to resolve challenges in creative ways.
- Synthesize, evaluate and apply information.
- Use technology tools effectively, creatively, and responsibly.
- Recognize global issues and their impact on individuals and communities.
- Apply active listening, speaking, reading and writing strategies to real-world situations

**LEADERSHIP-** *I am a person of action. I don't wait for others to tell me what to do. I lead others to do the right thing.*

*I will:*

- Contribute my time and talents to improve the quality of life for others, value diversity and remain culturally sensitive.
- Be proactive and seek to be positive agents of change.
- Foster positive relationships in diverse settings.
- Demonstrate ambition and take initiative to set challenging goals.
- Appreciate the contributions of others.

**SERVICE-** *I take care of those around me. I always look for ways to help someone in need.*

*I will:*

- Model compassion for fellow human beings.
- Connect to my community to help resolve real-world problems and make a positive impact.
- Share responsibilities and am mindful of the opinions and contributions of others.
- Acknowledge my unique talents and gifts and share them with others in a positive way.
- Use my time, energy, and talents to improve the quality of life for myself, my school, community, state, nation, and world.



## General Information about our Elementary Program

Our elementary program combines core content areas such as literacy, math, science, and social studies, with co-curricular subjects like music, art, library, and physical education to provide our students with a well-balanced, developmentally appropriate set of experiences that promote creative thinking, support curiosity about learning, and develop global awareness.

Our instructional strategies are based on the best practices found around the world and encourage inquiry and critical thinking. Through careful and ongoing assessment of a child's development, teachers provide an instructional program that equips children with the skills, concepts, and tools needed for continued learning. A low teacher-to-student ratio helps to support learning.

Through the use of a the Responsive Classroom approach, teachers endeavor to foster the social skills of cooperation, assertion, responsibility, empathy, and self-control in all students.

## SPECIAL AREA CLASSES

In addition to the regular classroom subjects above, children in the elementary school attend classes with trained specialist in the following areas.

### ART

Students are taught the basic foundations in art production to develop the knowledge, techniques, and processes for creative expression. Emphasis on the role of art in cultures throughout history. Instruction concentrates on technique, compositions and processes of visual problem solving. Exploration of traditional and non-traditional art media including; watercolor, tempera and acrylic painting, printmaking, paper construction, collage and clay. Discovery through multidisciplinary lessons in conjunction with classroom curriculum is also a focus.

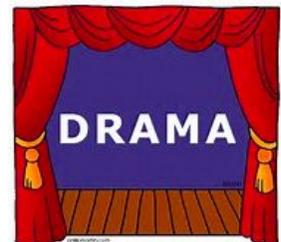


### WORLD LANGUAGES (SPANISH, FRENCH, and CHINESE)

To succeed in the twenty-first century, today's students need to develop linguistic and cultural literacy, including academic knowledge and proficiency in English and world languages and cultures. But learning about languages and cultures is not enough; rather, our students are provided with opportunities to learn languages and cultures through participation in communicative interactions that prepare them for real-world language use and global citizenship. We believe that language learning needs to be a lifelong endeavor.

### DRAMA

Our drama program a process-oriented class in which students rehearse and perform a scripted play. Students are introduced to acting, stage essentials, drama theory, auditioning, monologues, scene studies, objective work and improvisational skills. In addition, students learn about self-discipline and the importance of hard work, creativity and imaginative play, listening and observation skills, and self confidence. Our aim is for students to enjoy the rewards that come with working together to achieve a common goal through the study of the dramatic



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arts. Each year, our students will be involved in a winter production and a spring production. In addition to these shows, students will share their learning about drama in three showcases throughout the year, at the end of each trimester.

## LIBRARY

The mission of Oakhill Academy's school library is to provide an accessible, enjoyable, welcoming place for students and teachers to find books, resources, and materials that will promote a love of reading and lifelong learning.



## MUSIC



The teaching of music develops pupils' ability to listen and to appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfillment. Students learn technical skills and the core elements of performing, composing, appraising and listening.

## PHYSICAL EDUCATION

Through the Physical Education Program, the students perform activities that develop fine and gross muscle coordination. They learn the fundamentals of soccer, basketball, and other organized sports. Sportsmanship and teamwork are stressed at all grade levels.





## KINDERGARTEN PROGRAM DESCRIPTION

### Ready for the Day

We feel it is very important that your child start the day calmly. Arriving at school on time will help your child and his/her classmates begin their day in the best possible way. We line up on the playground promptly at 8:15 am.

### Absences

There is nothing that can replace in-class participation. Your child is learning new things every day and needs to be in class in order to feel truly engaged in what we are learning. We realize there are times when you child will need to be absent due to illness or other emergencies. If your child is ill, please DO NOT bring him/her to school. In case of serious illness or emergencies, please let the teacher or the office know as soon as possible.

**After an absence of 3 days, a signed medical certificate will need to provide before returning to school.**

### Discipline

Kindergarten uses common discipline techniques to facilitate an effective and happy environment among the children. We sing songs and ring the chime to signal the children to STOP, LOOK, and LISTEN. If a child is having difficulty controlling his/her voice or body, we have the child take a quick break in the "Thinking Chair". This is a place where the child takes time to think about what behavior is expected, get themselves back under control and when ready, come back to the working area. The "Thinking Chair" is usually introduced after several weeks of school. All children are expected to show kindness to others, to listen carefully and to respect themselves, their teachers and peers.

**Please note that Oakhill Academy policy has a zero tolerance for any child who physically harms another. If this should occur, the parents will be called and asked to pick up their child from school.**

### Communication

Open communication between home and school is essential. Please feel free to contact us if you have any question or concerns that you would like to share. We are available on school email or after school. If you feel you would like to set up a meeting regarding your child, please let us know. Any notes or emails you send will be answered as promptly as possible. Your child has been provided with a white binder to send papers back and forth. This binder should be returned DAILY.

### Friday Newsletter

Kindergarten will post the "Friday Newsletter" each Friday on the class website. We will include activities and classes that the children have participated in during the week, in addition to any special news or events that have taken place.



### Please Don't Forget

- If you will not be picking your child up from school as usual, please write the name of the person collecting your child on the form by the classroom door.
- Label ALL of your child's belongings.
- No toys allowed in school.
- No sweets or chewing gum are allowed in school.
- Please check each night for communications from school.
- If your child has allergies the kitchen needs to be aware of, PLEASE SEND A DOCTOR'S NOTE.
- Please make sure your child has a change of clothes to keep in school. PLEASE LABEL EVERYTHING.
- Birthdays are special days that we enjoy celebrating. You are invited to help us celebrate your child's birthday at school. Please inform your child's teacher a few days in advance if you would like to send in a special treat for all of the children. We ask that you keep the celebration as simple as possible. To avoid hurt feelings, birthday party invitations must be distributed outside of school unless the whole class is invited.

## LITERACY

The Language Arts Program has been developed to enable all students to be introduced to language as a viable form of communication, an invaluable skill, to extend thinking about themselves, others and the world, and an art to be enjoyed. Language as a skill provides the students with important tools to listen attentively, to speak fluently, to read and comprehend, to compose and to be clearly understood. The integrated approach to language arts defines the curriculum with a form of authentic, literature-based instruction. This exposure to a variety of authors vicariously opens new worlds of adventure, interesting characters, social issues, and cultures from around the world.

## Reading

At Oakhill, we aim to develop reading fluency, thinking, and independence and the ability to apply the skills they are taught in reading for pleasure as well as for constructing meaning about what they read in the content areas.

Responding to literature is another integral part of our reading program. Students are encouraged to make connections about their reading by responding to what they have read in words, pictures, or discussions with other students and teachers. As students progress through the elementary grades, the elements of fiction and nonfiction texts such as setting, characterization, plot, problem and solution, glossary, captions etc. are introduced and reinforced. Students are taught to use strategies like paraphrasing, retelling, and visualization to help them make sense of what they read.

# Reading



In all grades, teachers read aloud to students as well as encourage them to read independently or with a partner. Each grade level has an extensive classroom library with a full range of books including poetry, realistic fiction, fantasy, science fiction, and classic novels. In addition, the elementary school library is



well-equipped with a wide variety of reading materials. Students are encouraged to borrow materials that interest them as well as to use library as a quiet place to simply sit and read a favorite book.

**Research demonstrates that the single best predictor of reading achievement is the amount of time spent reading.**

The Reader’s Workshop model is used to ensure that all students are reading books that are “just right” for them, and that they are able to advance appropriately based on their own personal stage of readiness and interest.

**Writing**

Writing skills are developed at all levels of the Elementary School curriculum. Children write daily as they explore ideas, communicate their experiences, and respond to the literature they read. The Writer’s Workshop approach helps students develop fluency and build confidence in writing. This model involves a mini-lesson where the teacher explicitly teaches strategies and skills related to a genre study. Students write to topics of their choice and have the opportunity to develop pieces through the full writing process of drafting, revising, editing, and then producing a final copy. Teachers are able to confer with individuals and small groups of students to help with revision and editing and provide individual instruction. The Writer’s Workshop will foster high-level thinking through regular chances to synthesize, analyze, and critique while building writing independence.



**Spelling/Word Work**

Beginning in Junior Kindergarten, children are encouraged to make the connection between sounds and letters in words, and by Grade 1 they begin to make a gradual transition from invented to standard spellings through the study of some high-frequency words and common spelling patterns. In Grades 2–5, children are held accountable for correctly spelling more difficult high-frequency words, while learning to apply spelling generalizations and patterns. Children are taught how to consult a dictionary and electronic spell-checkers for spelling assistance, and final drafts of writing are edited for correct spelling.



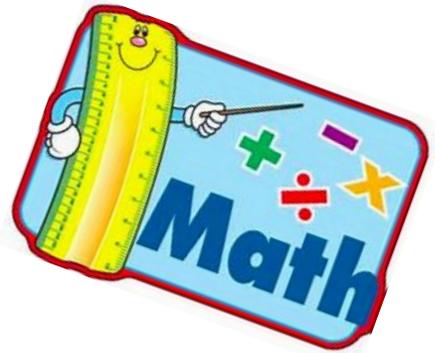
LANGUAGE ARTS UNITS OF STUDY		
READING	WRITING	WORD WORK
Welcome to Kindergarten	Launching Writer’s Workshop	Unit 1: Letters and Sounds Print and Word Awareness Phonemic Awareness Rhyming Story Retelling Beginning Composition Skills Fluency/phrasing with echo and choral reading
We are Readers		
Readers Read, Think and Talk	Writing for Readers (Narratives)	Unit 2: Phonemic Awareness



Readers Use Our Powers		Story prediction Alphabetical Order Upper Case Letter Formation
Readers Study Patterns		
We Can Be Reading Teachers	How-To Books (Information)	Unit 3: Blending, Segmenting, and Manipulation of Sounds Distinguishing long and short vowels Narrative Story Form: character, setting main events High Frequency Words
Reading For Information		
Readers Are Brave	Writing of All Kinds (Opinion)	Unit 4: Phoneme Segmentation Concepts of Digraph, keywords and sounds Decoding three-sound digraphs Spelling three-sound digraphs Spelling of CK at end of words Narrative Story Form
Readers Get to Know Characters		Unit 5: Sentence Structure Sentence Dictation Narrative Fiction vs. Informational Books

**MATHEMATICS AND NUMERACY**

The impact of technology on society and a scan of the future trends clearly indicates that instruction must go beyond the content taught and actively engage learners in demonstrating how they can select, interpret, use, and share selected information. The mathematics program at Oakhill incorporates into the curriculum both conceptual and procedural understandings of math as well as arithmetical computation, ensuring that students have a deep understanding of math concepts and are strong problem solvers who can compute well and communicate their thinking. The seven strands of mathematical concepts are introduced, developed, and enhanced at every grade level with a spiraling curriculum that builds on the skills learned in prior years. These strands include: *Computation, Problem Solving, Numbers and Operations, Statistics and Probability, Measurement, Algebraic Concepts, and Geometry.*



In addition to the content standards, the Common Core integrates 8 Standards for Mathematical Practice. These describe a variety of proficiencies that teachers should focus on developing in their students. These practices draw from both The National Council for Teachers of Mathematics (NCTM) and the National Research Council’s report *Adding it Up*.



## Standards for Student Mathematical Practice

**1** **Make sense of problems and persevere in solving them.**

**Keep on going!**

**2** **Reason abstractly and quantitatively.**

Write a story for the mathematical equation  $\frac{1}{2} \times 4$

Do Juan exercise  $\frac{1}{2}$  hour a day for 4 days. How many total hours does he exercise?

**Think what makes sense.**

**3** **Construct viable arguments and critique the reasoning of others.**

$\frac{2}{4} = \frac{1}{2}$  I agree.

**Talk and explain.**

**4** **Model with mathematics.**

$\frac{1}{2} \times 4 = 2$  or  $4 \times \frac{1}{2} = 2$

**Show your thinking.**

**5** **Use appropriate tools strategically.**

$3 \times 2 = 6$

**Use the right tools.**

**6** **Attend to precision.**

symbol equals (the same as)

$120 \text{ minutes} = 2 \text{ hours}$

units of measure

**Check your work.**

**7** **Look for and make use of structure.**

$8 + 4 = 12$

**See the pattern or connection.**

**8** **Look for and express regularity in repeated reasoning.**

**See the pattern or connection.**

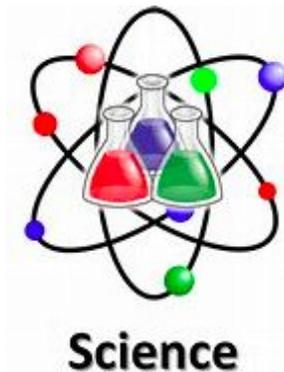
RESA SERVICE LEADERSHIP COLLABORATION EXCELLENCE | COMMON CORE

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in kindergarten is devoted to number sense than to other topics.

The specific learning mathematical units for kindergarten are as follows:

- Module 1: Numbers to 10
- Module 2: Two-Dimensional and Three-Dimensional Shapes
- Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
- Module 4: Number Pairs, Addition and Subtraction to 10
- Module 5: Numbers 10-20 and Counting to 100
- Module 6: Analyzing, Comparing, and Composing Shapes

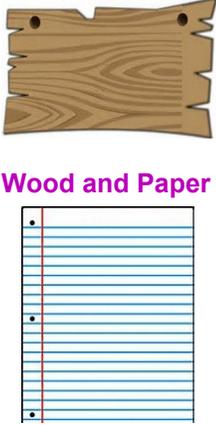
## SCIENCE



The science program at Oakhill uses the inquiry method based on the FOSS Science System and correlated to appropriate standards and benchmarks. FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific



enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world.

FOSS KINDERGARTEN MODULES		
LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE
<p><b>Animals Two by Two</b></p> 	 <p><b>Wood and Paper</b></p>	 <p><b>Trees</b></p>

### SOCIAL STUDIES

The elementary social studies curriculum is designed to promote curiosity about the world in which we live. Through readings, activities, and discussions, students begin to understand about where they live, how the first civilizations began, the development of society, and the interrelatedness of the environment and human activities. At each grade level the eight key areas of social studies (standards) are addressed through an overarching theme. These standards require



students not only to acquire core knowledge in history and social science, but also to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. In kindergarten through grade three, students are introduced to the basic concepts of each discipline: **history**, **geography**, **civics**, and **economics**.

Beginning at grade four, the disciplines are woven together within the standards at each grade. The critical thinking skills that support the study of history–social science are outlined in the sections for grades five, eight, and ten. To approach subject

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matter as historians, geographers, economists, and political scientists, students are expected to employ these skills as they master the content.

## *Kindergarten—Learning and Working Now and Long Ago*

Learning and Working Together

National and State Symbols

Working Now and Long Ago

Geography of the Neighborhood

Time and Chronology

Reaching Out to Times Past



OWNERSHIP



WISDOM



LEADERSHIP



SERVICE