Lower School Program Overview
Nursery–Grade 5

Ambitious academics • Engaged students • Balanced lives
Our Mission
An independent, Nursery through Grade 12 coeducational day school, Trevor Day School educates college-bound students to achieve academic and personal excellence in an inquiry-driven, idea-rich community. Trevor celebrates diversity of thought, experiences, and culture; promotes compassion, collaboration, courage, and creativity; and develops in children a recognition of their own unique potential as lifelong learners and leaders who act as responsible global citizens.

Our Vision
Trevor Day School graduates students who:
- face challenges with self-confidence and a willingness to risk failure
- approach new ideas and experiences openly
- engage deeply with academic material and concepts
- think flexibly in problem-solving
- adopt innovative technologies and methodologies readily
- assess and synthesize information critically
- communicate with respect for content, form, and audience
- work independently as well as collaboratively
- act responsibly as global citizens
- value lifelong learning
- balance high achievement with a love of learning

Our Values
In our learning community we value:
- diversity of ideas, ways of learning, experiences, and cultures
- trust in the members of our community
- teamwork and strong relationships
- inquiry
- hard work
- personal growth
- passion for learning

In our teaching we value:
- mastery of an ambitious academic curriculum
- creative and hands-on activities that engage students
- responsiveness to the individual as well as to the group
- thoughtful innovation
- critical and creative thinking

The offerings listed in this Program Overview are accurate as of publication, but are subject to change. This guide is not meant as a curriculum catalog, but as a general guide to the Lower School program. Revised August 2020.

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# Contents

**Trevor Overview**
- Why Trevor?........................................................................................................... 2
- Inquiry-Based Learning ....................................................................................... 2
- Signature Family Conferences / Progress Reports ........................................... 2
- A Diverse Community ........................................................................................ 3
- Sustainability ........................................................................................................ 3
- Learning Beyond the Classroom ........................................................................ 3

**The Lower School Program**
- Curriculum and Subject Overview ................................................................... 4
- Academic Support ............................................................................................... 7
- Library .................................................................................................................. 7
- AfterSchool ......................................................................................................... 7
- Music and Theatre Conservatory ...................................................................... 7
- Nursery Curriculum Map .................................................................................... 8
  - Nursery .............................................................................................................. 9
- Pre-Kindergarten Curriculum Map .................................................................... 11
  - Pre-Kindergarten ............................................................................................. 12
- Kindergarten Curriculum Map .......................................................................... 14
  - Kindergarten ................................................................................................... 15
  - Grade 1 ............................................................................................................ 17
  - Grade 2 ............................................................................................................ 18
  - Grade 3 ............................................................................................................ 20
  - Grade 4 ............................................................................................................ 21
  - Grade 5 ............................................................................................................ 23

**Looking Ahead: The Middle School** ................................................................. 26

**Looking Ahead: The Upper School** ................................................................. 28

**Additional Middle and Upper School Highlights**
- Service Learning ................................................................................................ 30
- Athletics ............................................................................................................. 30
- The Arts ............................................................................................................. 30
  - Performing Arts ............................................................................................... 30
  - Music ................................................................................................................ 30
  - Visual Arts ....................................................................................................... 30
- Choreolab .......................................................................................................... 30
- Theatre Productions ......................................................................................... 31
- Clubs ................................................................................................................... 31
Trevor Overview

Why Trevor?
At Trevor, we recognize that each student comes to school with innate curiosity, great potential, and a natural desire to learn and grow. It is our responsibility and privilege to harness these inherent characteristics and connect them to each student’s academic experience. By doing so, we put each child at the center of their learning. With the individual child as our focal point, we have an even greater capacity to develop deep intellectual foundations and complex learning skills within our students, preparing them for their academic futures.

Our ambition for each student is to be fully engaged in intellectually stimulating and fulfilling work that drives well-earned success, genuine happiness, and an ongoing love of learning. Engagement and fulfillment are found in activities that draw upon a young person’s talents, challenge their abilities, and respond to the innate question “Why?” at every turn.

Inquiry-Based Learning
Trevor students acquire a deep understanding of the subjects they study by engaging in deep investigations, compelling activities, contextualized discussions, and carefully crafted lessons. Rather than just reciting facts or following a predetermined path to a solution, students construct knowledge by grappling with essential questions and real-world concepts. In this process, the teacher acts as a guide and a facilitator, encouraging higher-order thinking and providing information and scaffolding, as needed. This is inquiry-based learning at Trevor, and students who are educated this way develop lifelong processes, habits of mind, and a love for learning that serves them into college and beyond.

Inquiry-based learning (IBL) is so effective because...
- it stresses content mastery over memorization.
- it develops a capacity to construct meaning through context, analysis, and synthesis.
- it asks students to be active participants in and develop ownership of their own learning.
- it accesses expert educators, both in and outside of the classroom.
- it transcends the classroom for real-world perspective.
- it is a collaborative learning style that strengthens each individual’s knowledge and understanding.
- it empowers natural curiosity and inspires a joy for learning.

Signature Family Conferences / Progress Reports
Trevor’s signature family conference breaks the standard mold of the parent-teacher conference. Instead of a chain of communication that circumvents the student, the family conference involves the student in the dialogue and empowers them to help recognize growth, solve problems, and take part in developing an effective educational plan.

The family conference is an extension of Trevor’s philosophies—not only to put students at the center of their learning experience, but also to give them age-appropriate responsibility for their own learning. Trevor developed its conferences over 20 years ago in conjunction with the Ackerman Institute for the Family, which provided the first prototype of the family-teacher conference in the public school system. The conferences employ thoughtful methodology developed over two decades. Trevor teachers and advisors invest time and care in the process, including preparing an agenda, pre-conferencing with students, leading a meaningful conference, and utilizing follow-up and evaluation to ensure the effectiveness of each conference. Together, the group members celebrate achievements, identify a student’s strengths, areas of interests, challenges—and finally, set goals together to implement an effective educational plan. Invariably, all participants have a greater level of investment in a plan that is developed from consensus and in which they have had a hand in creating.

Trevor holds family conferences twice per year. In addition to the biannual family conference, parents also receive two detailed written reports.
A Diverse Community
Trevor strives for commitment in its students, faculty, staff, and leadership to three interrelated principles: diversity, inclusion, and engagement with responsibilities beyond oneself. Informing all facets of school life, each of these principles is a guiding force in our curriculum, student services, admissions practices, faculty and staff recruitment, professional development, and ongoing strategic thinking and planning.

Multiple platforms promote equity and further conversations on diversity, inclusion, and engagement across the school community. Trevor’s Directors of Diversity lead this charge and are available for discourse and counsel at all times. A Steering Committee composed of the Directors of Diversity and parent representatives, including Parents Association Liaisons for Diversity, are also dedicated to this work.

Ongoing professional development for faculty and staff is of paramount importance to fostering an environment of trust and well-being for all members of the Trevor community. DIME² (Diversity, Inclusion, Multiculturalism, Equity, and Engagement), a community forum that furthers engagement between faculty, staff, and parents around issues of diversity, offers a variety of activities to facilitate discussion and encourage action. Events include documentary screenings, book clubs, outings, and guest speakers.

At the curricular level, Trevor teachers continually engage in professional development that focuses on diversity, equity, and inclusion. Classroom lessons, projects, libraries, and environments are routinely examined and refreshed to ensure that all aspects of individual diversity and difference are represented, discussed, and celebrated. Trevor is also proud to partner with Pollyanna, a racial literacy curriculum that we utilize in Nursery through 8th grade. Pollyanna’s thoughtfully designed lessons help our teachers and students to think and talk critically about race in America. By exploring race as a construct, students better understand America’s past and present, and can use this knowledge in productive ways that can make lasting, positive changes in society.

Sustainability
Educating for sustainability requires a myriad of small measures taken daily, in addition to a wide range of broad lessons learned and practiced over time. Intrinsically linked to service learning at Trevor, the value of conservation is instilled through a combination of curricular teaching and action. Service activities—such as mulching in Central Park, recycling, and reducing lunchtime food waste—link directly to lessons learned about conservation and one’s responsibility to the community.

Trevor partners with Black Rock Forest Consortium for training and resources related to educating for sustainability. With their support, across all grade levels and academic disciplines, Trevor integrates topics of sustainability into its curriculum—including systems change, global citizenship, and geographic identity.

Learning Beyond the Classroom
Bringing students out of the classroom to learn in the field is essential to developing critical thinking skills and fostering an excitement for lifelong learning. In each grade, there are regularly scheduled experiences embedded in the curriculum for students to step outside the classroom to explore, to inquire, to research, to expand their understanding—and then to bring these experiences back to the classroom, where they can continue their study and better understand connections within the curriculum. Questions, predictions, hypotheses, and personal interests abound during field study.

New York City and Beyond
Learning through contextual experiences is invaluable for young people. Trevor purposefully attaches study to travel to broaden students’ perspectives, and to illuminate lessons learned in the classroom. Students travel to destinations including Philadelphia, Shelter Island, and Yellowstone National Park.

Outdoor Education
Trevor students have a plethora of outdoor experiences, which help them learn more about themselves, their peers, and the natural environment. Outdoor education experiences emphasize the development of independence, self-confidence, problem-solving, and community building. They range from frequent trips to Central Park for birdwatching or tree studies, to day-long sails on the Hudson River.

Field Trips
New York City’s unmatched resources augment and enhance learning at Trevor. Students test their knowledge and understanding via real-world experiences and investigations at sites such as the African Burial Ground National Monument, New-York Historical Society, Storm King Art Center, the Guggenheim Museum, and Philipsburg Manor.
The Lower School Program
Curriculum and Subject Overview

Curriculum Overview
Trevor’s Lower School program empowers students, ages 2.8 through 11, to develop skills, knowledge, and strategies for learning and questioning throughout their education. Students build strong academic foundations while also pursuing emerging interests and developing the identities they will have as lifelong learners.

Students follow a classic Lower School curriculum to prepare for entry into the Middle School and the college-preparatory Upper School program. Students pursue academic excellence in a robust and well-rounded program that includes reading, writing, language arts (spelling, handwriting, grammar), mathematics, science, social studies, world language, technology and computer science, art, music, physical education, and library. Skilled teachers and inquiry-based learning methodologies further enliven this dynamic curriculum, helping to advance each child’s ability to think analytically and creatively. In the process, students’ natural curiosity is continually satisfied and expanded—thus inspiring a joy for lifelong learning.

Community building and group membership help children make the transition from home to a school environment. Expert head teachers lead every Trevor classroom, with support from associate teachers in Nursery through Grade 2. Specialists in music, physical education, Spanish, art, and library work with the children every week; recreational physical activity and outdoor play are also important parts of the schedule for every grade.

The curriculum is dynamic and developmentally appropriate, and it includes many opportunities for inquiry-based and hands-on experiences. Because children learn and work at varying rates, Trevor designs its curriculum to engage students at different levels. To challenge children, topics are often pushed to the edge of students’ understanding and competence levels. This approach works because the Trevor classroom is known to students as a safe place in which to take intellectual risks and to explore new areas of study.

English/Language Arts
An overarching target for all Lower School students is to become fluent, highly competent, independent readers. Immersed in a language-rich environment, children begin learning the fundamentals of reading and writing as soon as they arrive in Nursery. The early reading and writing program include a careful balance of skill development through letter recognition and formation, phonics, word study, spelling, handwriting, and exposure to age-appropriate books. Students often work in small groups to maximize progress and customize the program to their needs and level.

Students enter school with different experiences in reading and reading readiness; therefore, the program is customized to challenge each child at the appropriate literacy level. Reading specialists work with classroom teachers to provide optimal reading instruction for all students.

As students become fluent readers, their work shifts to the study of literature and the reading of informational texts in science and social studies. They read a wide variety of genres: fiction, nonfiction, folktales, historical fiction, dystopia, biography, short stories, myths, legends, and poetry. Books are read and analyzed (both through discussion and writing) for content and theme, for the effective use of language, and for character development. These studies are reflected through the numerous genre-based writing projects each student takes on, working through personal memoirs, persuasive writing, poetry, research writing, and five-paragraph essay structure. Students also work on higher-level decoding and phonics skills, including dictionary usage, root-words study, mechanic, and grammar basics.

Mathematics
The Lower School mathematics program is a rich combination of traditional computation skills (arithmetic), applied mathematics (math that we need and use in everyday life), and divergent mathematics (math that involves multiple strategies and answers). Always at age-appropriate levels, we teach the ability to conceptualize quantitative ideas, the understanding to identify/formulate mathematical relationships, and the means to solve increasingly complex problems.

Trevor’s math standards were developed by the National Council of Teachers of Mathematics, and are structured through the Dimensions Math Program, the newest iteration of Singapore Math. Through this engaging and challenging curriculum, topics are covered in a spiral manner; each grade-level curriculum builds upon that which was learned in previous years, with each year diving deeper into a concept. Students develop a strong number sense and the ability to understand concepts mentally, rather than just algorithmically. By structuring lessons to move from the concrete to the abstract, teachers develop
each student’s foundational understanding, upon which they can then apply higher-level conceptual concepts. Topics include number systems and number sense, graphing, fractions, probability, decimals, percents, geometry, measurement, and estimation. Manipulative materials, traditional workbooks, and teacher-made materials fully engage students. Through individualized assessment and attention, we challenge students to the highest level of their mathematical abilities and ensure that they head to Middle School with a solid foundation in the important mathematical skills and concepts necessary for their success.

Science
The Lower School science curriculum focuses on studies of the environment and the physical world. At every step, the aim is for students to develop the necessary tools and skills for scientific inquiry. What scientific investigation means to a three-year-old and to a ten-year-old is quite different, but we encourage all students to immerse themselves in opportunities to question and to find answers in the environment. As students progress through grades, they are exposed to connected concepts such as observing, collecting, classifying, predicting, researching, recording, and measuring. Every child learns the critical skills to perform experiments using the scientific method. They leave for Middle School with that essential foundation of skills and tools, having experienced in-depth studies on topics including the Hudson River, trees and birds of New York, simple machines, and the plant cycle.

Social Studies/History
Lower School students strengthen their awareness of commonality and diversity with carefully selected experiences. Students learn to articulate what they would like to explore and are then introduced to the many ways in which they can uncover information: asking questions, reading books, researching on the Internet, interviewing experts, conducting experiments, making observations, and more. Students have the opportunity to work together cooperatively and solve problems democratically—these are all key elements of the curriculum. Students are increasingly cognizant of their responsibility to their community.

In Nursery, social studies is essentially self-development. Students begin social learning and self-concept development—including character development—by practicing sharing, taking turns, listening, and verbalizing. In Pre-Kindergarten, the curriculum responds to students’ increased curiosity about their world and focuses on what they know best: their families and homes. Tools such as iPads show “Where in the World” we have traveled in our imaginations. Kindergarteners move a step further into a “Me Study,” a “School Study,” and various multicultural studies. First-grade students use Central Park as a laboratory in which to study both scientific and social interactions. Second-grade students explore their family histories and New York City’s different neighborhoods, to study changes across time. Beginning in 3rd grade, social studies evolves into the study of history. Third graders begin to study America’s past, with a focus on the indigenous Lenape peoples and the Hudson River. Fourth graders then move across the globe to study the ancient civilizations of Africa, before moving into early American history. Fifth-grade students continue their study of America by studying immigration and asking this engaging and multi-faced question: Who is America? They focus on multiple perspectives of justice, as seen through key moments in American history. Throughout the curriculum, students learn the skill of reading for content, the use of source material, and the organization and presentation of research.

Physical Education
Lower School physical education stresses awareness and control of one’s body, coupled with the development and mastery of age-appropriate skills. Children play games and use equipment designed to develop balance, a sense of their bodies in space, and both gross- and fine-motor control.

Starting in 1st grade, the program broadens to include an understanding of rules and strategies, as well as the importance of team membership and sportsmanship. Rather than work toward an arbitrary standard, students are encouraged to strive to reach their potential as athletes. They attend physical education classes for the equivalent of three periods a week. The program in 1st through 3rd grades focuses on laying a foundation for future physical development. Class activities aim to help students hone their motor skills, coordination, and balance, and to reinforce the experience of fun through physical activity. Movement and skills related to sports, games, dance, and everyday life are emphasized. The program uses equipment of progressive sizes to explore the demands of sports and games.

The curriculum for 4th and 5th graders introduces students to the skills, strategies, and rules of many different team sports—including soccer, cross country, basketball, lacrosse, handball, volleyball, ping-pong, badminton, softball, and track and field. The equipment and activities develop physical fitness components such as strength, flexibility, and balance.
Music
The music department endeavors to inspire students to have a lifelong love of music—as a vocation or avocation, as a creator, performer, scholar, or listener. Students experience each musical concept within the curriculum through listening, moving, speaking, singing, reading, notating, playing instruments, following composition, and creating through improvisation.

The Lower School program begins with a comprehensive curriculum based on the music education methods of Orff, Kodály, Dalcroze, and Gordon, and it includes music fundamentals, body movement, and vocal and instrumental training (Orff instruments). In 3rd grade, students begin to study the recorder. In 4th, they take up the ukulele. Fifth graders then choose between a wind or brass instrument as part of an introductory band experience. They also embark on a yearlong study of choral music and are introduced to musical theatre, culminating in a full musical production—complete with acting, singing, dancing costumes and sets. Private music lessons are also available through the Music Conservatory (offered after school to Pre-K–Grade 12 students).

World Language—Spanish
Teaching language at a young age facilitates the development of foundational language skills, including listening, speaking, and phonics. These skills progress over time, and students have the capacity to acquire more sophisticated skills such as reading and writing—becoming confident communicators.

Trevor believes that children learn language best when they actively participate in experiences that incorporate movement, music, and fun activities. Spanish is taught twice per week. Most of the lessons are conducted in Spanish; teachers use picture cues, movement, and gestures to convey meaning so that children can readily grasp the main ideas.

Initially, children demonstrate comprehension with non-verbal responses, such as following directions. Next, they are asked to speak in response, first echoing and then creating original answers, using their growing vocabulary. Students learn in the language and experience the culture. Songs, literature, poetry, art, games, and cuisine give students a perspective on the language and those who speak it.

Children need many listening experiences to lay the foundation for speaking, reading, and writing in any language. They must be asked to speak (and eventually write) Spanish to develop proficiency. Cultural authenticity is at the heart of the world language program, for it puts the language in its true context. It also educates students about a global culture that may well be different from their own. Students are consistently exposed to myriad cultural expressions—such as traditional texts, dances, and cooking.

Visual Arts
The visual arts program stresses a thoughtful commitment to the practice of art. Trevor believes that participation in and appreciation of the artistic process are integral to a complete education and that engagement with the arts is essential to the human experience.

The curriculum enables students to progress in a developmentally appropriate manner, to realize their personal voice, and to learn a visual language through dedication, experiment, and practice. Trevor believes that competency in art can be taught and is not limited to inherent talent; all students are artists at their own level of development. This includes the teacher—who, naturally, has more experience, but who also continues to evolve as an artist. This thoughtful process, which fosters the construction of meaning through art making, yields serious, focused, and consistently progressing artists. This process-oriented environment is evident in the quality of the students’ work, which is displayed on a rotating basis throughout the school year. This encourages reflection and builds confidence, a sense of community, and pride.

Students have access to a wide range of media that tap visual creativity and aesthetic awareness. They feel comfortable taking informed risks in pursuit of their own artistic expression. Art gives students tools to create their own visual vocabulary and enables them to articulate what they may not be able to express otherwise. Courses emphasize problem-solving ability—acknowledging and appreciating the interconnectedness of ideas, media, and subjects. Community projects and visiting artists add additional dimensions of experience.

Students meet twice per week for hands-on sessions. After exploring the physical properties of media, they match their discoveries to the expressive qualities of the materials. The art studio is a place for students to gain confidence in their individual creative abilities and to begin to critique the world around them.
Technology

Technology tools are used extensively to enhance the Lower School curriculum. Classrooms are infused with many types of devices, including Chromebooks and iPads, so students become adept with different kinds of platforms and applications.

Technology projects and coding activities at each grade level provide students with the opportunity to build essential 21st-century skills—such as computational thinking, creativity and innovation, communication and collaboration, critical thinking and problem-solving, and digital citizenship.

Technology is integrated into the classroom experience with shared iPad carts in Pre-K–Grade 5, shared Chromebooks in Grade 3, and 1:1 Chromebooks in Grades 4 and 5. Teachers embrace opportunities for integrating technology in their classrooms by providing instruction and exposure to relevant tools that enhance learning and create student-centered, inquiry-based learning environments.

Our newly designed Makerspace functions as a STEAM lab, where students can experiment, design, and build collaborative projects. Mixing what they learn in science, math, and art, classes participate in activities that combine hands-on work with conceptual planning. These might include woodworking, 3-D printing, laser-cutting, or design engineering, all of which relate to specific curricular goals.

Service Learning

In order to instill the importance of service and altruism, Trevor students engage in service learning throughout the year. Every grade level focuses on a category of service or connects with an outside organization with which they can partner or support. For example, Kindergarteners make pet toys for a local shelter, and organize a snack bag recycling program; second graders are stewards for NYC’s trees. (They clean, mulch, and beautify city tree beds located close to school.) Fourth graders collect, prepare, and distribute bagged lunches and toiletry bags at the Holy Apostle Soup Kitchen. By making service an ongoing process, rather than an isolated act, we build a personal and societal awareness and agency that our students take with them, into their continuing education and on to adulthood.

Academic Support

Academic support specialists are available for students who need additional organizational or academic support, in literacy, math or executive functioning skills. Teachers and/ or division directors refer students who need support to Trevor’s resident learning specialists. They establish a regular schedule to meet with these students in small groups, three to four times a week during the school day.

Library

The Trevor community celebrates books as critical sources of information, pleasure, reflection, and growth. Students enjoy weekly library classes during which they are exposed to a wide variety of literature, authors, and genres. After sharing stories and group activities, students browse the library collection to select books that appeal to them. Because parents play an integral part in fostering children’s enthusiasm for reading, Trevor invites parents to accompany their children in checking out books before and after school.

AfterSchool

After the school day ends, there are myriad opportunities for Trevor students to further explore educational and enrichment activities in a safe and inclusive environment.

AfterSchool opportunities include art, baseball, basketball, chess, craft studio art classes, coding, cooking, dance, fashion and jewelry design, Harry Potter and Hogwarts, Mandarin, martial arts, minecraft, rollerblading, running, soccer, and many more classes. The program also offers a dedicated homework lab for older students; known as Encore, it runs daily from 3:00–6:30 pm. Financial aid for Trevor’s AfterSchool programs is available at the same percentage as a family’s tuition financial grant.

Music & Theatre Conservatory

Trevor’s Music & Theatre Conservatory offers private and ensemble music and acting lessons for students, both novice and advanced. The Music & Theatre Conservatory is staffed with professional music and acting teachers and musicians who emphasize classical music as the foundation for learning and performing vocal and instrumental music. A wide range of wind, string, and percussion lessons as well as private voice lessons are offered during the school year. As part of our Theatre Conservatory, we offer private acting classes and semi-private scene-study classes. Students also have the option to continue lessons with their teachers during the summer. Regularly scheduled performances are held on campus. In addition to being open to all Trevor students, the Music Conservatory is available to Trevor parents and siblings. Financial aid for Trevor’s Music & Theatre Conservatory is available for up to 50 percent of a student’s tuition financial aid grant.
# Nursery Curriculum Map

## Nursery Children:
- Begin developing identities as individuals.
- Are increasingly able to be independent.
- Learn routines and follow directions.
- Use language to express thoughts and feelings.
- Grow familiar with being a part of a group or team.
- Begin to modulate their energy and focus for increasingly longer periods of time.
- Are endlessly curious and are naturals at inquiry-based learning.
- Explore art materials such as pencils, markers, glue, and paper.
- Readily engage in finger play, songs, and movement.
- Continue to develop their fine- and gross-motor skills.
- Enjoy counting to five and are introduced to one-to-one correspondence.
- Are building relationships within the classroom.
- Are developing self-care skills such as using the toilet, putting clothing on and off, and eating independently.

## Area | Concepts and Skills | Activities and Materials to Support Development
--- | --- | ---
**Community Building / Group Membership** | Learning to resolve conflicts | Circle Time and class meetings | Songs |
| Sharing materials | Discussions | Puppet shows |
| Collaborating/teamwork | Dictating ideas and stories | Poems |
| Developing compassion | Collaborating on class art projects | Reading aloud |
| Practicing self-regulation and impulse control | Singing | Acting out stories |
| Accepting limits and routines | Reading books | Dictating stories |
| Respecting others and oneself | Games to teach vocabulary | Rhyming games |

**Language Arts** | Developing a love of stories | Books as a source of information (beginning research) |
| Becoming aware of the alphabet | Counting |
| Learning the first letters of classmates’ names | Sorting |
| Noticing environmental print | Cooking |

**Math** | Use of mathematical language | Introduction to numerals |
| Introduction of one-to-one correspondence | Sorting |
| Sorting | Cooking |

**Inquiry in Social Science** | Observing | Class visitors |
| Questioning | Field trips |
| Reporting | Pictures of self and family |
| Pooling ideas | Art projects |
| Researching | Dramatic play |

**Inquiry in Natural Science** | Observing | Weekly hands-on experiments |
| Questioning | Study of weather |
| Reporting | Magnets |
| Pooling ideas | Food tasting |
| Researching | Mixing |

**Physical Education** | Group games | Practicing group skills (sharing, waiting for a turn, respect for peers, cooperation) |
| Gymnastics | Exploring body movements using different music (especially the difference between slow and fast) |
| Movement | Exploring balance, stretching, and flexibility |
| Yoga | Climbing |
| Fine-motor skills | Running |

**Music** | Orff approach to music and movement | Enjoying making music together through singing, movement, and games |
| | Exploring through improvisation using the Orff instrumentarium (percussion and mallet instruments) | Biweekly visits from the music teacher |

**Spanish** | Spanish | Introduction to Spanish |
| | Simple commands | Numbers one–five |
| | Colors | Shapes |
| | Sizes | Zoo animals |
| | Songs | Five senses |
| | Children’s literature | Biweekly visits from the Spanish teacher |

**Art** | Emphasis on exploration of media and risk-taking | Drawing with a variety of materials |
| | Painting with tempera and watercolors | Printing with stamps |
| | Collage and image making with paper | Sculpture construction with wood and paper |
| | Diwali to creative materials for self-expression and sensory experiences in classrooms | Rubbings with crayons |
| | Biweekly visits from the art teacher | Daily access to creative materials for self-expression and sensory experiences in classrooms |
For many families, it all starts here. The Nursery classroom is where children will begin to become independent individuals and lifetime learners. Trevor's Nursery program lays a strong foundation for enduring skills and knowledge.

Nursery is a nurturing program that fosters a trusting relationship between students and teachers. This trust allows children to feel safe to take positive risks to engage, explore, and create. Central to the curriculum is the focus on social and emotional development—becoming familiar with the classroom and teachers; learning to be comfortable in a group setting; developing routines and accepting transitions; establishing emotional security; developing relationships with teachers and peers; and exploring the world. To that end, the homeroom serves as the primary space for Nursery, reducing the number of transitions for the children.

Nursery students’ work is their play. Typical three-year-olds are still in an egocentric stage of development, and while play might only be in parallel, there is a growing recognition of others. Playtime is called Choice Time, a deliberate means of introducing the fundamental concept of making choices.

Regular use of outdoor spaces with climbing equipment and large blocks greatly enhances the young students’ development of gross-motor and social skills and gives them an opportunity for imaginative play. Sand and water tables are vehicles for exploring mathematical and scientific concepts as well as strengthening fine-motor skills.

Nursery Language Arts
Three- and four-year-olds work on becoming comfortable with words and using them to communicate. Through stories, songs, finger play, poems, and games, the children build vocabulary and fluency in fun and age-appropriate ways. The daily Morning Meeting is a language-rich time to come together as a group for sharing and bonding. Labels throughout the classroom foster the connection between words and everyday objects.

Nursery Mathematics
Counting games and songs are instrumental in teaching numbers in a fun and accessible way. Cooking can also bring math and science to life, as students ponder questions such as, “How many cups of flour do we need to make Play-Doh?” And, “Is a cup the same size as a spoon?”

Nursery Science
Nursery children are endlessly curious, always observing the world around them. They ask themselves: “What happens if we do this? How does this feel?” They are like sponges, soaking up all the sights, sounds, tastes, smells, and feelings that they encounter. Nursery teachers carefully plan rich and thoughtful scenarios that stimulate learning. Tools such as wooden blocks, water and sand tables, discovery tables, bowls, spoons, and hourglasses add to the experiences that build the foundation for future understanding of concepts in biology, chemistry, earth science, physics, and more. As we believe in the abundant value of outdoor time for young children, Nursery students spend a portion of each day in Central Park, playing, listening to stories, enjoying snack, and simply soaking in the natural beauty of this amazing resource.

Nursery Social Studies
A child’s world starts with a strong sense of self. Teachers help to expand this sphere of understanding to other people. Who are the people in your home? Whom do you love? Who are the people in your class? Whole group activities such as Morning Meeting allow for sharing stories about family life and school news.

Nursery Physical Education
Oh, how three-year-olds love to move! Teachers channel this passion with playful, structured movement activities such as dance, yoga, and games—all of which contribute to students’ body and space awareness, and their development of gross-motor skills. Nursery students learn about safety by introducing the concept of one’s own body in space, with the labels “My Body” and “Your Body.”

Nursery Music
Music is a natural medium for learning in young children. There is an innate interest in all things musical, especially when it is tied to movement. Songs and instruments are regular features in the Nursery classroom. Stories, games, language, and even directions are taught through music.
Nursery Spanish
Young children have a neuroplasticity that enables them to learn language relatively quickly, especially when puppets, dancing, singing, and food are involved! Through engaging activities, children are exposed to basic Spanish words, articulation, and pronunciation. These lessons help to develop both speaking and listening skills.

Nursery Art
In Nursery, art is about exposure to a variety of materials and the opportunity for students to explore them. Tearing, gluing, drawing, and painting are among the artistic activities that contribute to fine-motor skill development and help children realize their ability to create art.
Pre-Kindergarten Curriculum Map

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<tr>
<th>Area</th>
<th>Concepts and Skills</th>
<th>Activities and Materials to Support Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten Children:</td>
<td>■ are increasingly able to reason and use logic.</td>
<td>■ draw people and begin to use letters or words in their pictures.</td>
</tr>
<tr>
<td></td>
<td>■ learn routines and can follow directions.</td>
<td>■ easily memorize the words to songs and poems.</td>
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<tr>
<td></td>
<td>■ use language to solve problems.</td>
<td>■ continue to develop their fine motor skills.</td>
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<tr>
<td></td>
<td>■ like being a part of a group/team.</td>
<td>■ enjoy counting to 20 and practicing one-to-one correspondence.</td>
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<tr>
<td></td>
<td>■ are able to modulate their energy for increasingly longer periods of time.</td>
<td>■ are increasingly willing to take risks and reflect upon mistakes as a part of learning.</td>
</tr>
<tr>
<td>Community Building / Group Membership</td>
<td>■ Learning to resolve conflicts  ■ Sharing materials  ■ Collaborating/teamwork  ■ Developing compassion  ■ Continuing to practice self-regulation and impulse control  ■ Accepting limits &amp; routines  ■ Developing respect for others and oneself</td>
<td>■ Circle Time and class meetings when problems arise, throughout the day, and embedded in the curriculum ■ Discussions ■ Drawing ■ Dictating ideas and stories ■ Collaborating on class murals ■ Singing ■ Reading books ■ Making class books ■ Dramatic play ■ Classroom responsibilities ■ Small-group projects and investigations ■ Choice Time ■ Food tasting</td>
</tr>
<tr>
<td>Language Arts</td>
<td>■ Sense of being a “reader”  ■ Phonological awareness  ■ Beginning sounds  ■ Sound-symbol correspondence  ■ Concepts about print  ■ Alphabet  ■ Handwriting</td>
<td>■ Songs ■ Poems ■ Reading aloud ■ Acting out stories ■ Drawing ■ Dictating stories ■ Me Pages ■ Class books ■ Individual alphabet books ■ Rhyming games ■ Games to reinforce knowledge of beginning sounds ■ Books as a source of information (beginning research)</td>
</tr>
<tr>
<td>Math</td>
<td>■ Use of mathematical language  ■ Developing number sense  ■ Sorting/comparing/classifying  ■ One-to-one correspondence  ■ Predicting/estimating</td>
<td>■ Graphs ■ Sorting by attributes ■ Recognizing numerals ■ Introduction to writing numerals to ten ■ Recognition of shapes ■ Cuisenaire Rods ■ Pattern blocks ■ Unifix cubes ■ Color cubes ■ Unit blocks ■ Other manipulatives ■ Cheese Chart</td>
</tr>
<tr>
<td>Inquiry in Social Science</td>
<td>■ Observing  ■ Questioning  ■ Reporting  ■ Pooling ideas  ■ Researching  ■ Awareness of similarities and differences</td>
<td>■ Class visitors ■ Field trips ■ Pictures of self and family ■ Art projects ■ Dramatic play ■ Blocks ■ Group Time ■ Study of cultural similarities and differences (e.g., holidays, clothing, food, customs, languages) ■ Community helpers ■ Food tasting ■ Family Study</td>
</tr>
<tr>
<td>Inquiry in Natural Science</td>
<td>■ Observing  ■ Questioning  ■ Reporting  ■ Pooling ideas  ■ Researching  ■ Awareness of similarities and differences among plants, animals, and people</td>
<td>■ Weekly hands-on experiments ■ Study of weather ■ Habitats ■ Planets ■Magnets ■ Butterfly life cycle ■ Food tasting</td>
</tr>
<tr>
<td>Physical Education</td>
<td>■ Group games  ■ Gymnastics  ■ Movement  ■ Yoga  ■ Fine Motor Skills</td>
<td>■ Practicing group skills (sharing, waiting for a turn, respect for peers, cooperation) ■ Exploring body movements using different music (especially the difference between slow and fast) ■ Exploring balance, stretching, and flexibility ■ Climbing ■ Running ■ Jumping ■ Building with blocks ■ Balancing ■ Hopping ■ Sense of body in space ■ Daily play outside</td>
</tr>
<tr>
<td>Music</td>
<td>■ Orff approach to music and movement</td>
<td>■ Enjoying making music together through singing, movement, and games ■ Exploring through improvisation of the Orff instrumentarium (percussion and mallet instruments) ■ Learning to identify half, quarter, eighth, and dotted eighth and sixteenth notes</td>
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<tr>
<td>Spanish</td>
<td>■ Spanish</td>
<td>■ Introduction to Spanish ■ Simple commands ■ Numbers one–ten ■ Colors ■ Shapes ■ Sizes ■ Zoo animals ■ Songs ■ The five senses ■ Children's literature</td>
</tr>
<tr>
<td>Art</td>
<td>■ Emphasis on learning basic skills and becoming independent in the art studio</td>
<td>■ Drawing with a variety of materials ■ Painting with tempera and watercolors ■ Collage and image making with paper ■ Printing with stamps ■ Sculpture construction with wood and paper ■ Rubbings with crayons ■ Daily access to creative materials for self-expression and sensory experiences in classrooms (bi-weekly visits to the art studio)</td>
</tr>
</tbody>
</table>
Pre-Kindergarten

The Pre-Kindergarten curriculum is rich and varied, responding to the many ways that children learn and grow. Pre-Kindergarten children are learning to reason and to use logic; they learn routines and can follow directions; their ability to use language to solve problems increases; and they enjoy being a member of a group or team. Further, their interest in words increases, and they are beginning to incorporate letters or words into their pictures. They like rote counting and are practicing one-to-one correspondence.

Students become increasingly willing to take risks in their learning and are better able to accept mistakes. In Pre-Kindergarten, part of the day includes many choices; other time is devoted to focused work, such as studying patterns, investigating one of the five senses, and developing ideas that illustrate our similarities and differences.

The Letter of the Week study, which spans much of the school year, is a dynamic experience that includes traveling on a magic plane to new locations; tasting new foods during snack time; reading a special story; participating in a science experiment; and experimenting with handwriting—all of which connect with the chosen letter of the week.

Pre-K Language Arts

Pre-K language arts engages children in a variety of language and literacy activities that include recognition of sound-symbol relationships, phonemic awareness, and narrative storytelling, as well as writing uppercase and lowercase letters, recognizing print in the environment, and reading varied fiction and nonfiction literature to support literacy instruction.

Morning meeting times are an essential period when children “read” the Message of the Day, with its selected word content. As their literacy skills increase, children begin to “decode.” Every day, time is scheduled for them to “Look at a Book”; such moments serve as an introductory independent reading period in which children can engage with texts. By the end of the year, Pre-K students have gained significant skills in reading and writing readiness that serve as the foundation for their language and literacy growth in Kindergarten.

Pre-K Mathematics

Pre-K mathematics includes the use of mathematical language and has children developing number sense; exploring one-to-one correspondence; ordering; comparing; predicting and estimating; sorting; and writing numbers. The students find mathematical experiences within the natural environment: the symmetry of a leaf, the effects of temperature change on water, and other such tangible real-world scenarios.

Pre-K Science

Pre-K students expand upon Nursery’s science explorations with trips to Central Park and an apple orchard. Each week, students participate in a new science experiment that leads them to ask good questions and use their senses to predict, observe, and document their experience. The experiments are hands-on exercises, such as color mixing and taste tests to distinguish between salty, sweet, and sour tastes.

Pre-K Social Studies

Pre-K social studies responds to students’ increased curiosity about their world and focuses on what they know best: their families and homes. It engages children as they learn about commonly shared experiences and identify differences. Pre-K students participate in a variety of activities throughout the year that nurture interconnectedness and a sense of place within their families, school, larger communities, and the world. These activities include field trips, group cooking, art projects, and narrative illustrations.

Pre-K Physical Education

In Pre-K, students master basic locomotor movements and manipulative skills through carefully structured games that are playful and creative in nature. They are introduced to a wide range of materials—including different types and sizes of balls, beanbags, and balloons—all of which encourage the development of eye-hand coordination.

Pre-K Music

Music is experiential; our program involves movement, singing, and ear-training games. It also emphasizes singing and the sequential development of musical skills. Students experience and explore concepts such as meter, form, dynamics, and rhythmic and melodic notation. The curriculum includes drama games, creative movement, and folk dancing.
Pre-K Spanish
Pre-K Spanish experience is an introduction to comprehending different ways of thinking, communicating, and living in a global society. Teaching language at a young age facilitates the development of foundational skills, including listening, speaking, and phonics. With time, students progress to acquiring more sophisticated skills—such as reading and writing—that enable them to be communicative risk-takers.

Pre-K Art
Many Pre-K art projects stem from source materials found in Central Park. Materials are studied in depth in the art studio, and are eventually incorporated into artwork. Projects build students’ vocabulary around artistic methods, materials, and tools. Students are exposed to various artists and artistic traditions from around the world as they gain a deeper appreciation and understanding of art and artistic processes. They become fluent in artistic practices and begin to see the connections within interdisciplinary projects.
## Kindergarten Curriculum Map

### Kindergarten Children:
- are developing confidence and independence.
- have a growing understanding of cause and effect.
- use language to solve problems.
- can take responsibility for their own actions.
- practice group skills such as waiting for a turn, and sharing space and resources.
- learn to negotiate roles in social settings.
- are able to focus and participate in group settings.
- can follow multi-step directions.
- have an awareness of and are beginning to feel empathy for others.

### Area | Concepts and Skills | Activities and Materials to Support Development
--- | --- | ---
**Community Building / Group Membership**
- Learning to solve conflicts
- Sharing
- Collaborating/teamwork
- Developing empathy
- Continuing to practice self-regulation and impulse control
- Accepting limits and routines
- Respecting others and oneself
- Morning Meeting and class meetings when problems arise, throughout the day, and embedded in the curriculum
- Discussions
- Class contract
- Art
- Dictating ideas and stories
- Collaborating on class murals
- Singing
- Cooking
- Reading books
- Making class books
- Dramatic play
- Classroom responsibilities, such as jobs
- Whole- and small-group projects and investigations
- Choice Time
- Reflections on class discussions

**Language Arts**
- Developing sense of being a "reader"
- Phonological awareness
- Sound-symbol correspondence
- Concepts about print
- Alphabet
- Handwriting
- Songs
- Poems
- Read-alouds
- Acting out stories
- Drawing
- Class books
- Rhyming games
- Games to reinforce knowledge of letter sounds
- Books as a source of information (beginning research)
- Guided reading
- Sounds in Motion
- Wilson Fundations
- Teachers College Reading and Writing Program

**Math**
- Use of mathematical language
- Developing number sense
- Sorting/comparing/classifying
- One-to-one correspondence
- Predicting/estimating
- Measuring
- Patterns
- Problem Solving
- Applications in everyday life
- Counting
- Number strategies
- Graphs
- Sorting by attributes
- Recognizing numerals
- Introduction to writing numerals
- Shapes study
- Cuisenaire Rods and a variety of manipulatives
- Introduction to equations

**Inquiry in Social Science**
- Observing
- Questioning
- Reporting
- Brainstorming research
- Becoming aware of similarities and differences among people
- Class visitors
- Field trips
- Study of self and family
- School study
- Art projects
- Dramatic play
- Blocks
- Study of cultural similarities and differences (e.g., holidays, clothing, food, customs, languages)
- Community helpers
- Historical figures
- Global awareness
- Cultures around the world through stories and discussion

**Inquiry in Natural Science**
- Observing
- Questioning
- Reporting
- Brainstorming research
- Becoming aware of similarities and differences among people
- Class visitors
- Field trips
- Blocks
- Life cycles and life science (ladybugs, planting, penguin study, habitats, and pond study)

**Physical Education**
- Group games
- Gymnastics
- Movement
- Yoga
- Fine Motor Skills
- Practicing group skills (sharing, waiting for a turn, respect for peers, cooperation)
- Exploring body movements using different music (especially the difference between slow and fast)
- Exploring balance, stretching, and flexibility
- Climbing
- Running
- Jumping
- Building with blocks
- Balancing
- Hopping
- Sense of body in space

**Music**
- Orff approach to music and movement
- Enjoying making music together through singing and movement games
- Exploring through improvisation of the Orff instrumentarium (percussion and mallet instruments)
- Learning to identify half, quarter, eighth, and dotted eighth and sixteenth notes

**Spanish**
- Spanish
- Introduction to Spanish
- Simple commands
- Numbers 1–10
- Colors
- Shapes
- Sizes
- Zoo animals
- Songs
- Children's literature
- Culture

**Art**
- Emphasis on exploration of materials
- Learning basic skills and becoming independent in the art studio
- Drawing with a variety of materials
- Painting with tempera and watercolors
- Collage- and image-making with paper
- Printing with stamps
- Sculpture construction with wood and paper
- Rubbings with crayons
- Daily access to creative materials for self-expression and sensory experiences in classrooms (bi-weekly visits to the art studio)
The Kindergarten curriculum is robust and diverse in response to the many ways that children learn and grow. Kindergarten students have a growing sense of cause and effect. They use language to problem solve. Increasingly, they take responsibility for their own actions while continuing to practice group skills, such as waiting for a turn or sharing space, time, and resources.

Throughout the year, Kindergartners are learning to negotiate roles in social settings. They have a growing ability to concentrate and participate in groups (such as Meeting Time), and they can follow multi-step directions. They have an awareness of others and are beginning to feel empathy for them. They are starting to use what they have learned in a variety of scenarios, both in reading and writing. Increasing confidence and independence is a major developmental task in Kindergarten.

A Kindergarten Day at Trevor is likely to include:

- **Arrival**
  When Kindergartners arrive for the day, they independently check in on the SMARTBoard™, have quiet Choice Time, and then answer a Question of the Day. Questions drive purposeful discussions that welcome our young scholars and prepare them for a full day of learning. “How did you get to school today?” . . . “What did you eat for breakfast?” . . . “Who else had eggs this morning?”

- **Meeting Time**
  Sitting together in a circle, students review the day ahead, talk about daily jobs, and express feelings about their community. Meeting Time reinforces a sense of daily structure and emphasizes individual and group responsibilities.

- **Work Time**
  Work Time is a productive part of every day, when Kindergartners explore many foundational themes and academics, while also learning to manage their time. Self-portrait projects explore self-expression. Handwriting and other writing exercises complement Writing Workshop and help establish a love of written expression. Children actively learn mathematical building blocks, such as counting and estimation, while engaging with pattern blocks and Cuisenaire Rods. Studies of community intersect with students’ curiosity about the world. Science exploration, which focuses on animals and the environment, forms the basis of analytical thinking.

- **Specials**
  Students travel to specialist classes including art, music, Spanish, physical education, and the library. Each school day is enriched through explorations of creative expression, foreign language study, physical movement, and captivating stories.

- **Writing Workshop**
  Students learn to tell stories about their families and interests through pictures and words. The building blocks of literacy are developed with fun and engaging exercises that lead up to student-made books.

- **Lunch and Rest Time**
  Children eat lunch in the cafeteria and enjoy time together with their friends. The year begins with a study of nutrition to help guide students as they are selecting their school food for the first time. Following cleanup, they rest on mats and listen to music or look at books. After this recharge, they’re ready for an afternoon of learning.

- **Reading**
  The joys and challenges of reading are built into every Kindergarten day. A dynamic curriculum exposes students to decoding skills (such as phonemic awareness and syllabication) and reading comprehension strategies (such as sequencing and summarizing).

- **Central Park**
  Excursions across the street to Central Park are a part of almost every Kindergarten day. Nature walks, trips to the Central Park Zoo, and the collecting of leaves and other natural materials all enhance the learning experience in the classroom. Physical activities are also essential complements to academics, and Kindergartners joyfully look forward to regularly scheduled play in Central Park.

- **AfterSchool**
  Trevor’s robust AfterSchool program extends the learning day and offers dynamic classes—including martial arts, creative movement, and chess. Students also have the opportunity to take private music lessons through the AfterSchool Music Conservatory.
Kindergarten Language Arts
Kindergarten language arts recognizes that children have different levels of reading readiness, so the focus is on providing opportunities for students at every level to make predictions, sequence, summarize, and retell stories. The children participate in regular small-group classes that focus on phonics, decoding strategies, and comprehension skills.

Writing begins when children share experiences about their lives through drawings. Children then learn to label, use approximate spelling, edit, and publish their work. Throughout the year, they write short stories, lists, letters, poetry, and nonfiction. They also work on the formation of uppercase and lowercase letters, and discuss word spacing and basic punctuation. Through phonics lessons and word study, students are introduced to spelling patterns and sight words.

Kindergarten Mathematics
Kindergarten math includes counting (one-to-one correspondence is consolidated); measurement; patterns; shapes, and geometry; estimation and problem solving; number writing; place value; and an introduction to addition and subtraction.

Kindergarten Science
Major units of study include human nutrition, pond life, and polar animals. Kindergarten science focuses on an introduction to scientific tools, physical observation, and environmental issues in various habitats. Examples of a class inquiry include: What is the meaning of a life cycle, specifically as it relates to ladybugs and plants? What are some ways that we can care for the environment? What do living things need in order to survive?

Kindergarten Social Studies
Kindergarten social studies continues to respond to the curiosity that students are developing about the world; it expands their focus from their families and homes to their classroom and school. Topics include classroom community, a “Me Study,” interpersonal skills, a “School Study,” a look at 1st grade, and a variety of multicultural studies.

Kindergarten Physical Education
Kindergartners engage in activities and receive instruction in basic movement skills designed to build a sequential foundation for more advanced physical activities. Students are guided in the development of social skills, emotional expression, and self-control through participation in group games.

Kindergarten Music
Music is experiential. Trevor’s program involves movement, singing, ear-training games, and playing the rhythm and pitched instruments included in the Orff instrumentarium—both to experiment with improvisation and to learn structured accompaniments. The curriculum emphasizes the sequential development of musical skills. Students experience and explore concepts such as meter, form, dynamics, rhythmic and melodic notation. The curriculum also includes drama games, creative movement, and folk dancing.

Kindergarten Spanish
The Kindergarten Spanish curriculum advances students’ comprehension of different ways of thinking, communicating, and living in a global society. The two central units of the Kindergarten program are The Very Hungry Caterpillar and Picasso stories. Through these stories, students learn the days of the week; months of the year; Spanish vocabulary for fruits, shapes, and colors; common Spanish expressions; statements of basic states and needs, and parts of the face. Visual materials help them to associate words and meanings. Songs, rhymes, and videos expose them to Spanish phonetics and enhance the learning process.

Kindergarten Art
Kindergarten art projects are rooted in nature, with Central Park as a source of materials for study and development into artwork. Projects are also tied to literacy and build students’ vocabulary in artistic methods, materials, and tools. Students learn about various artists and artistic traditions, and gain a deeper appreciation and understanding of art and artistic processes from around the world. They become more fluent in artistic practices and begin to make connections within interdisciplinary projects.
First grade is an especially important year in a child's school experience. Beginning the school year with unbridled enthusiasm and an eagerness to learn, 1st graders start their academic journey with the major goal of becoming full-fledged readers. It is meant to be a year of success, in which each child experiences the feeling of being empowered through reading and writing. The daily schedule includes small-group work in reading and mathematics, so that students receive individual attention for optimal progress.

Signature Grade 1
Trevor has established a strong affiliation with the Wild Bird Fund, a nonprofit based on the Upper West Side. As part of the 1st-grade bird study, educational instructors from the Wild Bird Fund visit Trevor classrooms once a month to share their expertise and explain the work of the organization. Trevor students also visit the Wild Bird Fund site several times throughout the year to experience it in action.

As a culminating experience in late spring, 1st graders host a Central Park Store and museum for their parents and the Lower School community. This is an opportunity for students to share their different bird projects and to sell Central Park-related crafts. All proceeds are donated to the Wild Bird Fund and Central Park Conservancy.

Grade 1 Language Arts
Grade 1 language arts commences with an assessment of each student, for placement in a reading group at his or her appropriate level. Students work individually and cooperatively in reading groups throughout the year. Phonics, spelling, decoding, and comprehension skills are taught daily throughout the school year. Children write stories about their lives, as well as a nonfiction piece, an opinion piece, and poetry. They are also introduced to revision and editing. The formation of uppercase and lowercase manuscript letters is further taught and reviewed. Literature studies include a unit on fairy tales from around the world.

Grade 1 Mathematics
Grade 1 mathematics includes the study of complements of ten; addition and subtraction to 20; place value to 100; and number patterns. It also involves making and reading two- and three-item graphs; identification and computation with money; problem solving; memorization of math facts; and story problems. Math skills such as collecting and interpreting data are integrated into the students’ work in science and social studies.

Grade 1 Science
Grade 1 science centers around the study of Central Park, including a focus on the use of tools—including rulers, thermometers, scales, binoculars, and magnifying glasses—to enhance research and observation. Students learn how to ask good questions, hypothesize, and test. A highlight of the year is an in-depth study of Central Park’s birds.

Grade 1 Social Studies
Grade 1 social studies uses Central Park as a laboratory to study both scientific and social interactions. The class explores big questions such as: What is a community? What does ‘Commons’ mean? What do we already know about Central Park? Who designed the park and why? What jobs do people have in the park? How can we help take care of the park? What are different ways that people enjoy and use the park? What are the physical characteristics of Central Park’s bridges?

Grade 1 Physical Education
First graders are introduced to a wide variety of equipment while exploring new movement challenges and participating in more structured lessons that focus on skill development. Within rhythmic activities, students use equipment including ropes, scooters, and ribbons. During object-handling activities, students encounter beanbags, balls, and rings. During a gymnastics unit, students move through the apparatus—which includes mats, parallel bars, and balance beams—at their own pace, promoting a sense of ownership.

Grade 1 Music
In 1st grade music, the major rhythm and melody concepts explored include beat of duple meter; basic patterns using rhythmic values; vocal tone production; melodic patterns and direction; melody reading on a two-line staff; and the relationship between a sound source and its pitch. Lessons also survey harmony concepts such as texture and ostinato, and form concepts such as phrasing, rounds, and canons. Contrasts in tempo, timbre, music style, and traditions across cultures are also explored.
Grade 1 Spanish
The 1st-grade curriculum teaches students how to speak about themselves in Spanish. Throughout the year, students learn vocabulary through culturally connected activities that relate to everyday life and that are cognitively engaging. The unit “The Day I Was Born” includes lessons on seasons, weather, numbers, days of the week, and months of the year. Overlapping units create an ongoing vocabulary, which enables students to create basic sentences. Interdisciplinary connections are made with the 1st-grade Bird Study, including studying the quetzal, an iconic Central American bird. Songs, rhymes, and videos support language acquisition and the learning process.

Grade 1 Art
First graders are introduced to a wide variety of art skills and materials through painting, sculpture, printmaking, collage, and drawing. Their lessons focus on exploring the properties and expressive qualities of each material used, from tempura paints and watercolors to paper and recycled materials. First graders also learn to care for the tools and materials they use. They keep their artwork in individual portfolios in the art studio. Although some work is sent home periodically, the majority remains in their portfolios, so that they can refer to it during the year and recognize their progress.

Grade 2
Second graders enter the year familiar with the routines and expectations of classroom life; they approach learning with amazing energy. Much of what was introduced in the 1st grade is expanded upon or solidified in 2nd grade. Students like to study subjects in greater depth and to feel expert in their knowledge. Unit studies on family timelines, history, and trees are important opportunities for students to be intellectually challenged and introduced to the world’s complexity.

Second-grade students are developmentally ready to tackle higher-level cognitive challenges, such as learning the multi-step algorithms for addition and subtraction with regrouping. They have the conceptual ability to understand this abstraction, and the maturity to practice, master, and memorize multiple-step procedures.

Signature Grade 2
During the winter, each 2nd-grade class becomes engaged in a multidisciplinary unit of study based on a theme that asks students to think globally and consider human rights and needs. This is an opportunity for young students to reflect deeply and compassionately.

Regular trips to Central Park for the Tree Study help to teach identification skills, as students follow the seasonal changes of “their” trees. On trips to Black Rock Forest in Garrison, New York, 2nd graders explore forest life and learn how to identify the age of trees through tree “cookies.”

Word of the Week is a 2nd-grade tradition: Each week, students go home with one word to “research” and discuss with their families. The word relates to current schoolwork and is relevant to their world—examples include community, infinity, sustainability, and system. At the end of the week, students come together to discuss and arrive at a mutually agreed-upon definition. Often, a classroom lesson accompanies this discussion. This is an introduction to the study of vocabulary, as well as a way for families to connect with classroom life.

Grade 2 Language Arts
Grade 2 language arts introduces a more sophisticated study of fiction, initially based on character development and then on story elements. In literacy groups, students often discuss books and go on to write about what they are reading. Students also explore nonfiction books as they learn to organize facts and information for individual and group study. Continuing phonics work extends to semantic and syntactic strategies, and word patterns. Writing Workshop continues with memoirs, “how-to” books, and “long ago stories,” which are based on family interviews and rudimentary historical research. During the spring, students begin to learn cursive writing.

Grade 2 Mathematics
Grade 2 mathematics covers addition and subtraction strategies; standard measurement (linear and weight); place value to 1,000; addition and subtraction problems with regrouping; time-telling; a beginning study of fractions; and the memorization of +/- and facts 0–20, word-story problems.
Grade 2 Science
Grade 2 science focuses on change and growth. Each student selects an individual tree in Central Park and uses it as a benchmark to study the tree’s age, leaf shape, photosynthesis, seeds and germination, and use of chlorophyll. Essential questions include: How do scientists answer questions? How are plants a system? Why are trees important?

Grade 2 Social Studies
Grade 2 social studies explores individual family histories and different New York City neighborhoods—to study changes over time and immigration, both past and present. The class explores important questions such as: How do you establish community? What is similar and different about our lives today, as opposed to long ago? What is immigration, and how do we experience it in New York City?

Grade 2 Physical Education
During 2nd grade, students continue to develop foundational skills such as eye-hand coordination, a sense of self in space, and balance. Within rhythmic activities, students use Hula-Hoops, scooters, ribbons, and jump ropes in challenging ways. During object handling, they progress to using different-sized beanbags, balls, and rings in increasingly complex ways. Students also continue their progressive study of gymnastics.

Grade 2 Music
In 2nd grade music, the exploration of major rhythm and melody concepts includes the beat of triple meter; foundational patterns using rhythmic values; vocal tone production; melodic patterns and direction; melody reading on a five-line staff; and skips/steps/repeated tones. Harmony concepts studied include correct mallet technique, broken bordun, and two-part rounds and rhythmic scores, while the form concepts include introductions, and double bar and repeat signs. Students also learn about percussion categories and how to respond to a conductor’s cues.

Grade 2 Spanish
In 2nd grade, students build upon their developing Spanish skills through the following units of study: school materials, verbs, prepositions, and family and school life. These units contextualize the language so that students can apply Spanish in a meaningful way and in authentic situations. Throughout the year, they practice their language skills using specific vocabulary via dialogues, games, songs, storytelling, storybooks, online activities, and guided readings. Songs, rhymes, and videos emphasize Spanish phonetics and enhance the learning process.

Grade 2 Art
In 2nd grade, students continue to expand their art skills and materials usage through painting, sculpture, printmaking, collage, and drawing, using a wide variety of media such as tempura, watercolor, acrylic, wood, wire, CelluClay, paper, and a variety of drawing tools. Their studies include portraiture, the human figure, designs, patterns, and relief sculpture. They keep the majority of their artwork in individual portfolios in the art studio throughout the year for reference and recognition of their progress.
Grade 3

During 3rd grade, the balance shifts from developing skills to using skills to acquire knowledge. Children make the leap from “learning to read” to “reading to learn.” Increasingly, they read to acquire the necessary information to use throughout the curriculum. Third-grade students have learned how to work independently; they also know how to work collaboratively on academic challenges, and are developing the ability to understand other students’ explanations and perspectives. They are capable of studying past cultures in depth and using their reading skills to research various cultural aspects. They also have the cognitive maturity to understand a culture that is separate from their own, both in time and place.

Signature Grade 3
The yearlong, multidisciplinary study of the Hudson River provides an opportunity for 3rd graders to become experts on the waterway's ecology, its history, and its impact on various cultures—in essence, they become stewards of the river. There are many interactions with the Hudson, including a trip to Plum Point in upstate New York and a sail on the Clearwater—a replica of an 18th-century cargo sloop. Each fall, the grade participates in statewide data collection along the river's edge. Trevor is one of very few elementary schools involved; most are high school and university groups. The students then use this longitudinal data to study changes in the river over time.

Grade 3 Language Arts
In Grade 3 language arts, students become more independent readers who are able to sustain reading for longer periods of time. In small-group lessons they develop a more solid understanding of story structure (including setting, character, plot, conflict, and resolution) and the ability to compare books (finding similarities and differences in themes, symbols, time periods, and other literary traits). Students continue to develop spelling and decoding skills, and are introduced to the basics of grammar. Writing assignments include persuasive, paragraph, fiction, personal-essay and poetry writing. Cursive writing skills are mastered.

Grade 3 Mathematics
In Grade 3 mathematics, students fine-tune their ability to add and subtract higher numbers and are introduced to multiplication and division. They study place value to 10,000; multiplication facts to 12; fractions; geometry; graphing; data collection; and probability.

Grade 3 Science
Third-grade scientists conduct a yearlong study of the Hudson River, researching its uses, importance, pollution, and wildlife, as well as the role people play in its ecosystem and its connection to other urban rivers and estuaries. Examples of a class inquiry include: How is a river a “Commons”? How do we assess a river’s water quality? How do fish navigate the varying conditions in the Hudson River over their lifetimes? What are the differences between a food chain and a food web?

Grade 3 Social Studies
Grade 3 students study the American past—focusing on early New York cultures, beginning with the indigenous Lenape peoples. The curriculum emphasizes knowledge and understanding the concept of causality, geography, and daily tribal life. The class studies the Lenape and their relationship with the Hudson River, answering these questions: Where did the Lenape live, and what did they eat? What were their values? What kinds of shelters did the Lenape build? How did the Lenape view nature, and what role did it play in their everyday lives? Students also learn about the resourcefulness of the Lenape people by exploring the tools they created, using only natural materials. The year concludes with a Lenape fair, conducted by 3rd graders, for the school community.

Grade 3 Physical Education
Third graders engage in physical activities designed for the development of hand-eye and foot-eye coordination, which will support more specific sports skills in future grades. They participate in games that encourage fair play and facilitate the understanding of rules. By 3rd grade, students are confident using gymnastics apparatus, including balance beams, springboards, and horizontal bars. Within rhythmic activities, students use music to work in groups to create simple choreography with Hula-Hoops, ribbons, and scooters. During object handling, students progress to using different kinds of equipment in new sizes and shapes, and in more complex ways.
Grade 3 Music
In 3rd grade, the major rhythm and melody concepts explored include tonal patterns using rhythmic values with greater sophistication; meter signatures; song and scale patterns; and the music alphabet and its placement on the treble clef staff. Students learn the fingering and proper tone production on the soprano recorder. They discuss harmony concepts such as cross-over borduns and tonality differences, and form concepts such as AB and ABA form, and the coda. They also explore contrasts in space and dynamics, and appropriate audience and performance manners.

Grade 3 Spanish
The 3rd-grade Spanish curriculum has two thematic units: “La Rutina Diaria” (the daily routine) and “El Mercado” (the market). In “La Rutina Diaria,” children learn words and phrases that relate to their own daily actions, such as waking-up, bathing, and brushing their teeth. They continue to develop their listening, writing, and auditory skills. “El Mercado” features several mini-units, including ones on clothing, foods, and pets, and it has students transport themselves to an authentic market to buy and sell items. Songs, rhymes, and videos supplement the learning process and students’ exposure to Spanish phonetics.

Grade 3 Art
Third graders continue to hone their art skills and materials usage through painting, sculpture, printmaking, collage, and drawing, using media such as tempura, watercolor, acrylic, wood, wire, CelluClay, paper and a variety of drawing tools. Students also study mixed media, digital photography, and weaving. The 3rd-grade art, library, and technology teachers collaborate to create curriculum connections that bring the Hudson River study into multiple disciplines. Students see how collaboration works and how learning transfers throughout the Trevor community, not just within specific classrooms.

Grade 4
The hallmark of 4th graders is their industry; students identify their sense of worth by what they accomplish. This is the year in which students become motivated to develop speed and accuracy in the multiplication tables and to plan activities—such as a bake sale—with minimal adult assistance.

Fourth-grade students embrace independence and responsibility for their work and learning. Teachers become more subject-specific. Homework assignments expand beyond the review of classwork; they include preparation for participation in the next class and independent assignments. Fourth graders learn the skills and strategies needed for organization. They are, for example, given an assignment planner to help them detail tasks and manage time.

Signature Grade 4
For three weeks each spring, 4th-grade students participate with their 5th-grade peers in MiniTerm. They study special subjects (such as journalism, Greek mythology, and woodworking) that are not a part of the standard curriculum. They also work with faculty to create a musical performance for families and the entire Lower School. This production includes acting, singing, and dancing. It is also an opportunity for students to experience all that is involved in putting on a collaborative performance—from initial work with theatre games, to development of scenes, learning lines, to actual performing in front of a live audience.

The 4th grade also studies award-winning literature, including books that won the Caldecott, Newbery, and Coretta Scott King awards. Students have the opportunity to read great literature and to analyze the elements that make a book worthy. They complete the unit with a broad knowledge about great books, and they apply this knowledge to two service-learning projects. Every year, students choose an award-winning book and raise the funds to purchase a copy for each child at a nearby daycare center for at-risk families. Fourth graders visit them at least twice yearly to read with the students and partner with them to create art that relates to the book. In addition, they organize toiletry drives to create distributable bags at a local soup kitchen.
Grade 4 Language Arts
In reading, 4th-grade students become more analytical readers with the mindset that they are reading to learn. They practice comprehension strategies—making connections, visualizing, questioning, predicting, and inferring—in whole-class reading groups, small book clubs, and read-alouds. Students share their ideas in facilitated discussions and through written responses. They also explore the characteristics of a variety of reading genres, including realistic fiction, nonfiction, historical fiction and poetry. Class lessons focus on using evidence from texts to support ideas as well as inferring deeper meaning about characters and themes. Fourth graders also set reading goals, build stamina, and take responsibility for their own reading lives by tracking their independent reading progress.

In the 4th-grade writing curriculum, students learn how to effectively communicate their ideas through various writing styles. Using The Writing Revolution program, they develop their expository writing skills, focusing on sentence and paragraph composition, and using proper writing mechanics. Students compose realistic fiction narratives, informational and creative pieces, and poetry. They utilize rubrics and checklists to self-assess and set goals, and they engage in the writing process using mentor texts and feedback to elevate their written work. Writing instruction extends beyond language arts class and is integrated into every academic subject. Spelling and vocabulary are practiced contextually as well as during word study groups. Touch-typing skills are taught and practiced throughout the year.

Grade 4 Mathematics
In 4th-grade math, students focus on mathematical reasoning as well as thinking flexibly with numbers, widening their approach to a problem and deepening their number sense. During Math Workshop, they work independently, with partners, in small groups, and as a whole class to solve problems while strengthening their verbal and written mathematical skills. Some critical areas of study are: place value; multidigit addition, subtraction, multiplication, and division; fractions; geometry; measurement; and data analysis. Fourth graders also work closely with the math specialist on extension challenges and intervention lessons based on formative and summative assessments.

Grade 4 Science
Fourth-grade science explores several units of study throughout the year. Each unit sparks curiosity and nurtures a love of science. Using the scientific method and various research skills, students question the world around them, grow big ideas, and create and conduct experiments. In the beginning of the year, 4th graders focus on animals and plants in their environments, and learn about interdependence, survival, and adaptation. During the second unit of study, students learn that many of the phenomena that we observe on Earth involve interactions among components of air, water, and land. The third unit of study centers on movement and force. Students observe and describe objects in motion, exploring the effects of gravity, and manipulating and applying simple tools and machines to understand the relationships between mechanical forces and motion. Finally, students study the characteristics and properties of electricity and magnetism. They learn about simple circuits, conductivity, and magnetic force. Throughout the year, students engage in problem-based inquiry lessons, create and conduct research and experiments, and learn about influential scientists throughout history.

Grade 4 Social Studies/History
In social studies, 4th graders learn to ask big questions and conduct research to find in-depth answers. Through independent work and collaboration with peers, they take notes, organize ideas and present information on a variety of topics. Units of study include Ancient Civilizations of Africa, Age of Exploration, New Amsterdam, The 13 Colonies, and the Road to the American Revolution. Students begin the year with geography and timeline studies, which they then carry through each unit. They learn about life in the past through various outlets such as stories, artifacts, primary and secondary sources, videos, art, music and literature. Students develop their research skills, employing questioning, a variety of resources and note-taking to dig deeply; they then share what they have learned in the form of creative projects and/or presentations.

Grade 4 Physical Education
In the 4th grade, basic movement skills used in sports situations and games are reviewed, and students are introduced to specific sports such as soccer, Ultimate Frisbee, lacrosse, team handball, floor hockey, and volleyball. Students use gymnastic equipment to develop physical fitness components such as strength, flexibility, and balance. Engaging in fitness activities allows students to explore their physical capabilities and demonstrate an awareness of how fitness is integrated into all activities. Group games help students to develop a sense of fair play and builds community with their classmates.

Grade 4 Music
In 4th grade, the major rhythm and melody concepts explored include tonal patterns using rhythmic values with increasing sophistication as well as compound rhythms using these same values; meter-signature and bar-line placement; melodic contour; careful following of a unison vocal score; and continued fingering development and proper tone production on the
The harmony concepts studied consist of moving bordun, tonic accompaniment, and two- and three-part rounds, while the form concepts covered include the AABA and rondo forms. Students also learn about dynamic markings such as piano, forte, and crescendo. They are introduced to musical theatre as part of the MiniTerm musical.

Grade 4 Spanish
In Spanish class, 4th graders learn about the tropical rainforests of Central America, with a focus on cacao and how chocolate came to be the treat it is today. They learn an Aztec tale about Quetzalcoatl chocolate, and reenact the story. The final project is a green-screen movie that is posted on the Trevor Portal. The goal is for students to be able to speak in Spanish about the rainforest and its climate, and to detail its animals and their habitats. Songs, rhymes, and videos continue to be incorporated to enhance the learning process.

Grade 4 Art
Fourth graders continue to elevate their art skills and materials usage through painting, sculpture, printmaking, collage, and drawing, using a variety of media such as tempura, watercolor, acrylic, wood, wire, modeling material, paper and drawing tools. They study linocut printmaking, Kara Walker’s silhouettes, stop-motion animation, and hardcover book-making, and work on perspective and scale as they paint the human figure in motion, draw from observation, and create site-specific sculptures on a class trip to the Storm King Art Center.

Grade 5
Fifth grade is an important year for students to solidify important foundational skills in all subject areas, in preparation for their Middle School years. Attention is given to developing good work habits, personal responsibility, and self-advocacy. Students have more long-term assignments and are given more independence to complete them. The year is marked by many capstone experiences.

Signature Grade 5
With the 5th-grade classrooms arranged on the periphery of the floor, the large Common Room they surround acts as a flexible hub for different types of activities. Small-group work, breakout projects, whole-grade activities, as well as assemblies and study periods are all held in the Common Room, with teachers taking active roles as facilitators. The language teachers, math specialist, and technology integrator are also available here during any discretionary period, should students want to check in with questions or take an assignment further. The increased self-direction and independence this flexible workspace builds makes it the perfect stepping stone toward the larger world of Middle School.

For three weeks each spring, 5th-grade students participate in MiniTerm with their 4th-grade peers. They study special subjects (such as journalism, Greek mythology, and woodworking) that are not a part of the standard curriculum. They also work with faculty to create a musical performance for families and the entire Lower School. This production includes acting, singing, and dancing. It is also an opportunity for students to experience all that is involved in putting on a collaborative performance—from initial work with theatre games, to development of scenes, learning lines, to performing in front of a live audience—with 5th graders often taking the lead and being role models for their 4th-grade collaborators.

In the fall, all 5th graders travel to Shelter Island for a four-day adventure. They spend a full day at the Mashomack Preserve, which acts as the catalyst for their science unit on the ecosystem of sea marshes. With this firsthand experience and research, students formulate their inquiry and the direction for the unit, which includes visits to other marshes closer to home. During the 5th grader’s stay, trained leaders from Project Adventure run community-building and leadership-skills activities. The students return as a cohesive group, prepared to assume their leadership role as the oldest class in the Lower School division.

Grade 5 Language Arts
Fifth-grade language arts builds upon the reading and writing strategies developed during the first semester of the school year through The Writing Revolution program. The focus is on complex comprehension; students are expected to develop interactive reading skills, using the relevant text to support their ideas about characters and themes. Students also learn the fundamentals of a complete sentence, paragraph and five-paragraph essay.

The entire 5th grade reads several whole-class novels. Throughout the year, the students engage in units of study around genres, including historical fiction, biography, current events, fantasy, and dystopia. Each student independently reads an additional 25–40 fiction books, chosen from a comprehensive, carefully curated classroom library. Class discussions focus on
character development in different genres, the elements of a good fictional story, and the multiple perspectives represented in the many books the students read. Increasingly, students are expected to write analytical essays and research papers as well as creative pieces inspired by their reading and personal experiences. Writing skills are strengthened through regular lessons in vocabulary, spelling, and grammar through the online language arts program, Word Voyage.

Grade 5 Mathematics
The fifth-grade math curriculum begins with a review of multidigit multiplication and division calculations. The first unit of study, which focuses on number theory, includes divisibility rules for 1–12, multiples and factors, prime/composite numbers and prime factorization, as well as greatest common factor and least common multiple work. Next, students learn how to find the experimental and theoretical probability of an outcome or event, and discuss the concept of probability in general. Students then undertake an in-depth study of fractions using a variety of manipulatives and differentiated activities to explore equivalencies, the conversion of mixed numbers and improper fractions, and the comparison and ordering of fractions. With this foundational understanding, 5th graders learn to add, subtract, multiply, and divide fractions. They explore a variety of strategies for performing these operations and apply them to solving fraction-based word problems. Following this unit, the students learn about averages and calculate the mean, median, and mode of number sets.

As the year continues, 5th graders move into a study of geometry, which focuses on the area and perimeter of various polygons. They also examine, classify, and determine the properties for these different polygons. In addition, they learn to read and plot points on the Cartesian plane. Students next utilize their knowledge of fractions, percentages, ratios, and the metric system to solve problems with decimals. As they study rational numbers with decimals, students learn to add, subtract, multiply, and divide decimals, while understanding and applying concepts such as the Powers of 10. Leading up to the CTP exam in mid-May, 5th graders discuss and practice different test-taking strategies. Near the end of the school year, they also explore pre-algebra topics, including algebraic expressions, variables, exponents, square roots, and order of operations. In addition to daily homework, students utilize online platforms such as Splash Math, IXL, and Khan Academy to reinforce and enrich skill mastery.

Grade 5 Science
Fifth graders start the year learning about ecology and ecosystems, focusing on an in-depth investigation of Earth cycles and their relationships. The students learn about the importance of salt marshes, food webs, and ecological principles, including sustainability. They also study the negative impacts that people have on the environment and learn ways to make a positive impact instead. The students visit and explore the Mashomack Preserve on Shelter Island as part of their four-day outdoor education trip, furthering their study of how biological systems remain diverse and productive over time. They also learn about biomimicry, a science aimed at learning from nature to create sustainable solutions to Earth’s problems.

The second unit of science study focuses on Earth’s structure and changes to its surface. Fifth graders learn about the Earth’s internal structure, plate tectonics, earthquakes, and volcanoes. They study land formations—including archipelagos, canyons, deltas, and mountains, and the effect of soil, wind, and water erosion on them. A field trip to the American Museum of Natural History provides further engagement.

Next, fifth graders learn about the Earth’s atmosphere and its imperative relationship with the sun and the moon. In this unit, they explore weather formation, the water cycle, and water as a limited resource. They study how seasons occur and what causes the phases of the moon. To conclude this unit, the students travel again to the American Museum of Natural History and experience the space show at the Hayden Planetarium.

Fifth graders then begin a detailed study of rocks and minerals. During this unit, they examine specimens and perform hardness tests, streak tests, and density calculations to help identify them. Students take field trips to Astro Gallery of Gems on Fifth Avenue, as well as The Sterling Hill Mining Museum in New Jersey, both of which contextualize their work. Additionally, students connect their study of crystals with their knowledge of geometry to use nets to construct polyhedrons. To conclude the unit, students select a specific mineral to research. In addition to producing a written report, they make a drawing or model of their mineral, and present their project to the class, using Google Slides.

For their final unit, 5th graders research, organize, and present a project at the Annual Science Fair. In doing so, they continue to learn more about the process of the scientific method. Students also learn to identify independent, dependent, and control variables in experiments. This six-week inquiry-based undertaking is a wonderful means for 5th graders to consolidate and apply their knowledge of the scientific method and present their findings to the Lower School community.
Grade 5 Social Studies/History
The 5th-grade social studies curriculum focuses on multiple perspectives of justice, studied through the faces, voices, and experiences of various cultures and individuals during pivotal moments in history, as well as through Pollyanna, our racial literacy curriculum. Units include Voices of America, Indigenous Cultures, The U.S. Constitution, and Global Speeches, with a social studies inquiry project ending the year. Questions explored throughout the year include: How does a community decide what is fair? Why is an understanding of multiple perspectives important to building a just society? What are some examples of individuals who made or are making a difference throughout history and today?

Grade 5 Physical Education
The 5th-grade curriculum extends students’ knowledge and understanding of both sports and body movement. Sports such as rugby, cross-country, basketball, lacrosse, ping-pong, badminton, and softball are taught and approached with depth and complexity, which gives students a thorough understanding of each game. Students also study strategic concepts, thereby enabling them to become both active participants and intelligent spectators. Fitness concepts are reexamined, and new elements, such as agility and endurance, are promoted. A culminating gymnastics unit provides an opportunity for students to challenge themselves physically and emotionally.

Grade 5 Music
In 5th grade, the major rhythm and melody concepts explored include tonal patterns using sophisticated rhythmic values; contrasting simple and compound meter, the concepts of augmentation and diminution; and melodic contour. All 5th-grade students participate in band, with the option to learn either a wind or a brass instrument. Additionally, students participate in a yearlong study of choral music, and they are introduced to musical theatre as part of the MiniTerm musical. Performance becomes an increasingly significant part of their experience.

Grade 5 Spanish
In 5th grade, students learn the geography of Spanish-speaking countries. A unit on Colombia centers on coffee and the coastal and Amazon regions, tapping into associated folkloric stories. Students are introduced to singular and plural subject pronouns, and they learn how to conjugate the present tense of regular and irregular verbs. They practice speaking about themselves and others, and become comfortable carrying a conversation in Spanish, supported by exposure to progressively more complex songs, rhymes, and videos emphasizing Spanish phonetics.

Grade 5 Art
Fifth graders demonstrate increasingly advanced art skills and materials usage through their painting, sculpture, printmaking, collage, and drawing, using media such as tempura, watercolor, acrylic, wood, wire, modeling material, paper, and drawing tools. Their studies include digital photography, observation drawing, glass-tile mosaics, linocut printmaking, paint-brush stroke techniques, hardcover book-making, set design, and prop construction for MiniTerm. As a culminating experience, each student designs and creates a mosaic.
Looking Ahead: The Middle School (Grades 6–8)

Trevor’s Middle School program is focused on setting challenging, yet developmentally appropriate academic, social, and emotional expectations and goals for its students. An emphasis is on the students’ emerging understanding and increasing skills in collaborating, taking responsibility, and thinking critically. Middle School students also learn to integrate more discretionary time into their schedules, honing their independence and time-management skills as they take on heavier coursework loads and more responsibility—both academically and as school citizens. Mutual respect and trust among all community members create a safe environment in which students are encouraged to try new things and to take intellectual risks.

The Middle School division offers a **challenging academic curriculum** in an environment designed to enhance intellectual and personal development. Students in grades 6 through 8 follow a classic curriculum of English, mathematics, history, science, and world languages. Students choose between PE or participating on an athletic team for each season, and they can choose electives in the visual arts, performing arts, music, and computer science.

The **departmentalized schedule** is designed to introduce students to subjects taught by specialists and experts in their fields, and to promote more in-depth and nuanced inquiry and understanding of core curricular material.

The **Middle School Common Room** provides a unique environment for students to explore and practice their developing skills. When students are not in class, they spend their work periods in the Common Room. Teachers are available to offer guidance and support as students explore collaborative opportunities, work on time-management skills, hone their independence, and demonstrate responsibility for their own learning. Younger students learn from older Middle School students, who model appropriate behavior and leadership.

The **Middle School Advisory Program** is designed to support students’ intellectual and social growth in the crucial ages when their attitudes about learning and self-esteem are most challenged. Every subject-area teacher is an advisor to a group of approximately ten advisees in grades 6 through 8. Advisors review academic performance and monitor each of their advisee’s academic progress and social well-being. They act as student advocates and academic counselors, as well as family liaisons—they are often the individuals initially responsible for communication between Trevor families and the school.

For approximately four weeks each February and March, Middle School students are immersed in Trevor’s unique **MiniTerm**, which many first experienced in grades 4 and 5, as part of the Lower School. Through intensive units of study in a wide range of elective courses, Middle Schoolers can explore personal interests and develop new passions, all while collaborating with students in different grades and connecting with new teachers. Distinctive course offerings such as Forensics, Architecture, and Astronomy complement Trevor’s traditional English, math, and world language curricula, which continue through MiniTerm. To round out the experience, the last two hours of each day during MiniTerm are devoted to the arts. Students choose between staging a musical or a variety of dynamic arts electives.
## Middle School Course Sequence

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<th>Course</th>
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- **Introduction to Scratch** (art elective)
- **Introduction to Programming** (computer science elective)
Looking Ahead: The Upper School (Grades 9–12)

Upper School students pursue a rigorous college-preparatory program, with requirements in English, history, mathematics, science, world language, the arts, computer science, and physical education. Core courses such as algebra, American history, and biology pave the way for advanced electives, including programming and human genetics. While a strong academic foundation is carefully constructed, independent thought and imaginative problem solving are also cultivated. Students are encouraged to reach for ever-greater levels of excellence in their coursework, and to discover new strengths and interests as they deepen their knowledge base.

Both in and out of the classroom, students are supported in their quest to explore their interests, take intellectual risks, and push themselves beyond their comfort zones. They are encouraged to seek leadership opportunities in the classroom, on the field and stage, and in a wide range of extracurricular pursuits.

At the core of the teacher-student relationship at Trevor is an unparalleled advisory system. Advisors serve as the central collection point for information and oversee the totality of each student’s academic, social, and emotional development.

Trevor intentionally gathers all four Upper School grades, and all Upper School faculty members, into a bi-level open space called The Upper School Center. With teachers’ desks around the perimeter, The Center is where students use their discretionary periods, collaborate with classmates, and meet with teachers and advisors outside of class. Students and teachers can debate, create, think, and question in a space where everyone is equal. These common spaces engender exceptionally close student-to-teacher, student-to-student, and teacher-to-teacher relationships, and expose students to the dynamism of innovative thinking.

The College Counseling office uses presentations, meetings, a detailed manual, and a comprehensive website to ensure that students and parents receive thorough preparation for the college admissions process.

The formal process begins in midwinter of the junior year, when students and their parents are invited to Junior College Night. There, the college counselors present an overview of the college application process, highlighted by a panel of current seniors who have just completed it.

In the spring of the junior year, students are assigned a primary college counselor. The College Counseling office helps families to determine a list of schools to consider and advises families about testing procedures, financial aid, and college visits. The goal is for all students to apply to schools that are both challenging and appropriate.

Starting in the second semester of the junior year, students meet twice per ten-day academic rotation with peers and college counselors in small College Clusters. Clusters are research- and discussion-based, and emphasize collaborative work. Topics vary, but always include preparing an applicant profile, visiting colleges, writing a résumé for the college application, creating a balanced list, reading and reviewing applicant case studies, and preparing for interviews. In the fall of the senior year, students are assigned to new clusters, and group meetings resume. Students utilize this time to finalize their college selections and complete their applications.

The College Counseling office uses TCCi Family Connection from Naviance to help guide students and families through the college process. Students are also encouraged to access college information through a weekly bulletin of updated information, provided via email, and through Trevor’s college Portal page, which provides links to many useful resources.

The College Counseling office administers the PSAT exam to Grades 10 and 11 students in the fall of each year. The College Counseling office provides support for the administration of Advanced Placement (AP) tests. AP tests are administered in May to students who choose to take them. Students interested in sitting for an AP exam should contact the relevant department and the College Counseling office by early February. Trevor students register for the various SAT I, SAT II, and ACT tests through the appropriate testing services. College counselors discuss testing requirements with each student, as these vary from institution to institution.

During their final term, 12th graders explore an area of interest in great depth through a Senior Bridge Project. With targeted mentorship, students design projects and bring them to fruition. Bridge projects often include internships, independent study with Trevor faculty, community-service projects, and works of artistic and creative expression. Students conclude their Trevor journey with a tangible undertaking that reflects an appreciation for learning, a demonstration of integrity, and a commitment to excellence.
## Upper School Course Sequence

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<th>Course</th>
<th>9</th>
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<td>(Chemistry and Physics, taken concurrently)</td>
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<td>(Physics and Biology, taken concurrently)</td>
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<td>Problems in Science</td>
<td>Advanced Biology: Marine Biology</td>
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<td><strong>World Languages</strong></td>
<td>French 1 through French 4</td>
<td>Mandarin 1</td>
<td>Spanish 1 through Spanish 4</td>
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<td>French 5: Advanced 21st Century Topics in Francophone Cultures</td>
<td>Mandarin 2</td>
<td>Spanish 5: Advanced Arts &amp; Culture of Latin America</td>
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<td>Mandarin 4</td>
<td>Spanish 5: Advanced Literature &amp; Society</td>
<td>Spanish 5: Latin American &quot;Boom&quot;</td>
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<td><strong>The Arts</strong></td>
<td>Dance</td>
<td>Music</td>
<td>Theatre Arts</td>
<td>Visual Arts</td>
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<td>Introduction to Dance • Dance • Advanced Dance</td>
<td>Concert Band • Big Band • Trevor Clefs • Treble Chorus • Troubadours • Advanced A Capella • Advanced Jazz Ensemble • Music Theory</td>
<td>Basic Drama • Drama II • Theatre Design &amp; Production • Advanced Drama I and II • Advanced Show Production</td>
<td>Ceramics (Intro through Advanced) • Concentration on the Potter's Wheel • Mosaics • Painting &amp; Drawing • Drawing into Printmaking • Portfolio • Mixed Media • Stained Glass • Photography • Video Arts I &amp; II • Narrative Moviemaking I &amp; II • Film Adaptation • Experimental Movie-making</td>
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<td><strong>Computer Science</strong></td>
<td>Exploring Computer Science (required for Grade 9, if no other elective is taken) • Programming Fundamentals, Parts I &amp; II • Intermediate Computer Programming • Advanced Programmer's Workshop</td>
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Additional Middle School & Upper School Highlights

Community Engagement
Trevor has a long-standing commitment to service as an integral element of its curriculum. The school aims to help students develop a sense of responsibility for their community and become empowered citizens who thoughtfully engage with the world around them. Trevor’s goal is to integrate knowledge with empathy and social responsibility through a diversity of ideas and experiences. Each Middle and Upper School student is expected to complete a minimum of 20 hours of in- or out-of-school service each academic year.

Athletics
Trevor’s competitive athletics program emphasizes fair play, teamwork, and individual growth. A large percentage of Trevor students participate in the interscholastic athletic program, which complements and enhances their education. Trevor’s passionate coaches help build students’ self-confidence and encourage their commitment to qualities central to athletic participation, including, cooperation, hard work, dedication and sportsmanship. Trevor is a member of the New York State Association of Independent Schools Athletic Association (NYSAISAA) and the New York City Athletic League (NYCAL). Many of our teams and student-athletes are award-winning competitors at the league, city, and state levels. Trevor offers Middle School, JV, and/or Varsity level teams for Cross Country, Soccer, Volleyball, Basketball, Indoor Track, Baseball, Softball, Golf, Tennis, and Track and Field.

The Arts
The arts program at Trevor is composed of four distinct areas: dance, theatre arts, music, and visual arts. Each offers students a challenging and highly creative curriculum. Students are taught to approach the artistic process with focus and discipline—this results in opportunities to excel in their chosen fields, guided by an experienced faculty of artists and teachers. All Upper School students have the opportunity to complete three years of half-credit courses within the arts. Many students participate in more arts-related activities than required.

Performing Arts
Dance
Drama
Theatre Design and Production

Music
A Capella
Big Band
Chamber Ensemble
Concert Band
Jazz Ensemble
Music Theory
Treble Chorus
Troubadours

Visual Arts
Ceramics
Painting and Drawing
Printmaking
Mixed Media
Photography
Stained Glass
Video Arts

Choreolab
Choreolab is an annual dance concert for students in grades 7 through 12. Students are responsible for all aspects of the production: choreography, costume design, dancing, lighting, props, sets, and sound. Choreolab rehearsals are held every day after school for several weeks prior to the performance.
Theatre Productions
Trevor offers two Upper School theatre productions per year: a musical in the fall and a drama in the spring. Rehearsals are held after school. The Middle School also offers a musical as the culminating event in its MiniTerm.

Clubs
Trevor offers its students a wide array of clubs and activities. These groups meet regularly during lunch and community periods to discuss interesting topics, participate in activities, produce publications or materials, raise money and/or awareness, and provide a common ground for students with similar interests. Below is a partial list of clubs currently offered at the Middle and Upper School levels:

<table>
<thead>
<tr>
<th><strong>Middle School</strong></th>
<th><strong>Upper School</strong></th>
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<tbody>
<tr>
<td>Admissions Ambassadors</td>
<td>Literary Magazine</td>
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<td>Book Club</td>
<td>Marine Bio/Conservation</td>
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<td>Girls Who Code</td>
<td>Math Club</td>
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<td>Boss Ladies Who Run the World</td>
<td>Model Congress</td>
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<td>Current Events</td>
<td>Model United Nations</td>
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<td>Knitting</td>
<td>Multiple Identities, One World (MIOW)</td>
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<td>Lab Band</td>
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<td>Queers &amp; Allies</td>
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<td>Students of Color Affinity (SOCA)</td>
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<td>Tae Kwon Do</td>
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Lower School Admissions
Nursery–Grade 5

1 West 88th Street
New York, NY 10024
212.426.3355
LSadmissions@trevor.org

Middle and Upper School Admissions
Grades 6–12

312 East 95th Street
New York, NY 10128
212.426.3380
6-12admissions@trevor.org