

SCIENCE

FOREIGN LANGUAGES

READING

DANCE MUSIC

ART MATH

SOCIAL STUDIES

WRITING

TECHNOLOGY

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Dear Parents and Students,

Welcome to Roland Park Country School and particularly to the Lower School! I hope that I have the opportunity to meet you and your daughter at some point during the Admissions process.

As you consider various educational options for your daughter, I am sure your mind is filled with many observations, impressions, and questions. To help answer some of these, we have put together this Guide to the Lower School. We hope that it will provide you with a good overview of our Lower School program and give you a sense of RPCS. You may also want to look at our website (www.rpcs.org) to view photographs and learn more about our programs.

Please feel free to contact the Admissions Office if you have any further thoughts or questions. Enjoy your time learning about the Lower School at Roland Park Country School!

A quick snapshot of the day:

7:30–7:55 am	Students arrive and are greeted with a smile and a handshake. They proceed to the Multipurpose Room to greet their friends under the supervision of a teacher.
7:55–8:05 am	The students proceed to their classrooms and unpack.
8:05–8:25 am	Homeroom activities or Lower School Meeting
8:25–10:35 am	Classes
10:35–10:50 am	Snack Time: This is a well-timed break for a healthy snack brought from home and a chat with friends.
10:50 am–1:00 pm	Classes
1:00–2:00 pm	Lunch and recess: The girls enjoy a half-hour for both activities. Lunches may be brought from home or, in Grades Pre-First through Five, purchased in the Dining Hall.
2:05–3:10 pm	Classes and time to pack-up and organize
3:15 pm	Dismissal: Children leave by car, wait for older siblings, walk, or stay for an After-School Program

Sincerely,



Barrie G. Sigler
Lower School Head



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Lower School Mission Statement

The Lower School provides a nurturing environment for the maximum development of the youngest group of students at RPCS. Individual attention and consistent standards are hallmarks of the Lower School.

The academic program is designed to develop strong basic skills and to foster genuine pleasure in learning. Teachers use a variety of approaches and techniques to address individual learning styles. Students work independently and cooperatively in a variety of curricula that includes literature, math, science, history, foreign language, and writing. The use of technology is an integral part of opening the world of information and knowledge to students, and technology is actively used as a tool in learning. Girls develop a variety of problem-solving and critical-thinking skills and are challenged to be risk-takers in learning. The development of effective study skills and the ability to manage time effectively are emphasized. The academic program is enhanced by strong curricula in the areas of the arts and physical education. Care is given to foster an appreciation of cultural diversity from the earliest age. As each student progresses from Kindergarten through Grade Five, she is encouraged to assume increased academic and social responsibility.

The spirit of the Lower School is one of acceptance and appreciation for each individual, emphasizing the development of the whole child and a love of learning.



The Structure of the Lower School

The Lower School consists of Kindergarten through Grade Five. It also offers a Pre-First class. The students are divided into heterogeneous homerooms and smaller groups for instruction.

In addition, learning to respect others and to treat others kindly is an integral part of the Lower School. Emphasis on these values is woven throughout the curriculum and the child's school day.

All students enjoy the following subjects:

Language Arts
(reading, writing, grammar, spelling)

Math

Social Studies

Science

Foreign Language

Technology

Physical Education

Art

Music

Dance

Library

A Day in the Kindergarten Classroom

A world of discovery begins when a student enters the classroom setting for the first time. Kindergarten students are divided into two homerooms, each with its own teacher. Each girl spends most of her day with her homeroom, pursuing all of the subjects and activities available in the Lower School. For reading class, the Kindergarten students are divided into three groups according to the level of readiness.



"I like to learn Spanish. It's my *favorito* part of the day."

—Lucy, Kindergarten student

A typical day for a Kindergarten student might proceed like this:

8:05 am	Arrival and meeting together: The teacher and the students talk about the day's events, the weather, and the calendar. Usually there is some singing and often there is an opportunity for "show and tell." Two days a week, there is Lower School Meeting.
8:30–9:30 am	Reading instruction: The children work in three groups. Instruction places heavy emphasis on phonics and word basics. The three groups proceed at different rates according to the readiness of the students.
9:30–9:55 am	Playtime: Free play in the two classrooms or on the Little Playground.
9:55–10:35 am	Foreign Language class: The foreign language teacher will come to the classroom to teach the girls through songs, games, and stories. One semester will be the study of French and the other will be the study of Spanish.
10:35–10:50 am	Snack Time
10:50–11:30 am	Physical Education: The girls will enjoy time with the PE teacher learning simple skills and games.
11:35 am–12:15 pm	Music: The music teacher takes the girls to the Multipurpose Room where they learn a lot about pitch and rhythm through games and singing.
12:15–1:00 pm	Math: Students work on number concepts and recognition while developing basic skills, like counting, sorting, and gaining a sense of numbers.
1:00–1:30 pm	Lunch
1:30–2:00 pm	Recess (supervised)
2:00–2:40 pm	Quiet reading; projects
2:40 pm	Early dismissal (optional)
3:00 pm	Pack up to go home or to the After School Program

Science, social studies, handwriting, art, dance, library, and computer are part of the Kindergarten curriculum. Often, Mrs. Brune, Head of School, or Peggy Wolf, Director of Admissions, come to read aloud to the girls.

A Day in the Pre-First Classroom

Pre-First is a transitional year in which students grow and develop socially, emotionally, physically, and academically. Through a challenging curriculum and varied experiences each girl emerges confident, secure in herself, and ready to apply all of her well-honed skills in First Grade. There is one Pre-First homeroom which can be divided into separate reading and math groups as needed.



A typical day for a Pre-First student might proceed like this:

8:05 am	Arrival and meeting together: The teacher and the students sing the School song, have a time for sharing, and talk about the day's events, the weather, and the calendar. Two days a week there is Lower School Meeting.
8:30–9:30 am	Language Arts: The children are instructed and challenged at their own level. Instruction in phonics, reading comprehension, punctuation, handwriting, and writing skills are all part of the curriculum.
9:35–10:35 am	Math: Math skills and concepts, such as counting, shape recognition, addition, and subtraction, are developed and practiced using various modalities of teaching.
10:35–10:50 am	Snack Time
10:50–11:30 am	Dance: The Pre-First girls will walk with their teacher to the dance studio and begin their study of dance. Creative movement, spatial awareness, and body control are emphasized with these young dancers.
11:35 am–12:15 pm	Science: Either in the classroom or in the Lower School science lab, the students eagerly explore and study such topics as insects, penguins, and oceans.
12:15–1:00 pm	Library: The girls love to go to the library where they hear a story and check out books. They are always excited to show you which book they selected.
1:00–1:30 pm	Lunch
1:30–2:00 pm	Recess (supervised)
2:00–2:40 pm	Reading aloud, social studies, or quiet play
3:00 pm	Pack-up to go home or to the After School Program

Art, physical education, music, computer, foreign language, and social studies are part of the Pre-First curriculum.

“Being with my friends at recess is the best! We get to laugh and run around on the playground.” —Maggie, Pre-First Student

A Day in the First Grade Classroom

The First Grade provides students with a foundation for a lifetime of learning. Students in the First Grade enjoy small group instruction in every subject. Homerooms range from 15-20 students. There are small, achievement-based groupings for language arts and math. Each First Grade day begins and ends in the homeroom. The girls venture to different areas of the School for music, dance, art, computer, library, and physical education.



"One day I will travel the world, but first I will explore my neighborhood!"

—Lauryn, First Grader

A typical day for a First Grade student might proceed like this:

8:05 am	Arrival and meeting together: The teacher and the students sing the School song, have a time for sharing, and talk about the day's events, the weather, the calendar. Two days a week there is Lower School Meeting.
8:30–9:30 am	Language Arts: The children are instructed and challenged at their own level. Instruction in phonics, reading comprehension, punctuation, handwriting, and writing skills are all part of the curriculum. The girls are happy to read “real” stories and short books on their instructional level.
9:35–10:35 am	Math: Math skills and concepts, such as addition, and subtraction, telling time and counting money are developed in more detail and practiced using various modalities of teaching.
10:35–10:50 am	Snack Time
10:50– 11:30 am	Physical Education: Every other day the girls learn skills and develop their fine and gross motor skills by playing games and meeting small challenges.
11:35 am– 12:15 pm	Social Studies: Map skills and learning about their community are two aspects of the First Grade curriculum.
12:15– 1:00 pm	Foreign language: The language teacher comes to the classroom, and the girls learn by a kinesthetic approach which uses singing and games to teach French and Spanish.
1:00–1:30 pm	Lunch
1:30–2:00 pm	Recess (supervised)
2:00–2:40 pm	Homeroom time: A chance to work on a project, practice writing skills, or listen to a story.
3:00 pm	Pack up to go home or to the After School Program

Art, science, music, dance, computer, and library are part of the First Grade curriculum.

A Day in the Second Grade Classroom

In Second Grade, students' educational development is nurtured so that they are able to broaden their understanding and knowledge of the world. Second Grade students are placed into homerooms of 15-20 students and enjoy small group instruction for every subject. In language arts and math the girls are divided into groups of generally 10-12 students, allowing for more personal interactions with the teacher. As in First Grade, the day begins and ends in the homeroom. The girls venture to different areas of the School for music, dance, art, computer, library, and physical education.

"I want to learn how to sing in the chorus when I get older." —Elizabeth, Second Grader



A typical day for a Second Grade student might proceed like this:

8:05 am	Arrival and meeting together: The teacher and the students sing the School song, have a time for sharing, and talk about the day. There is often time for "Show and Tell." Two days a week there is Lower School Meeting.
<hr/>	
<p>On this particular day, the girls do not have language arts and math first. They are off to enjoy some of the varied and interesting resource classes which help to round out their Lower School experience. These students will have language arts and math after Snack Time.</p>	
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8:25–9:05 am	Science: The Second Grade students begin to learn about the Scientific Method as they study such topics as matter, invertebrates and vertebrates, outer space, and collecting and analyzing data.
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9:10–9:50 am	Music: The girls' study of music grows to include the beginnings of note reading as well as the development of the voice and appreciation of music.
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9:55–10:35 am	Computer: The students already know a lot about how to operate the computer, but in Grade Two they begin to formally learn the correct way to type, preparing them for effective word processing in the future, in addition to other computer skills.
<hr/>	
10:35–10:50 am	Snack Time
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10:50–11:50 am	Language Arts: A whole hour of language arts allows time for many activities. The Second Grade girls delve into fiction and non-fiction chapter books which sample many genres of literature. Writing skills continue to develop as the girls explore poetry as well as creative and expository writing.
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11:55 am–12:55 pm	Math: In their small groups, the students refine their addition skills, explore regrouping numbers in order to subtract, and delve into other math concepts such as data collection, geometry, time, money, and problem solving.
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1:00–1:30 pm	Lunch
<hr/>	
1:30–2:00 pm	Recess (supervised)
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2:00–2:45 pm	Social Studies: Map skills are an important part of the Second Grade curriculum. A study of cities, starting with Baltimore and including ancient cities in Egypt and Greece, are among the highlights of the curriculum.
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2:45–3:05 pm	Homeroom: This ending to a busy day is a quiet and organizing time, often ending with a chapter from a read-aloud book.

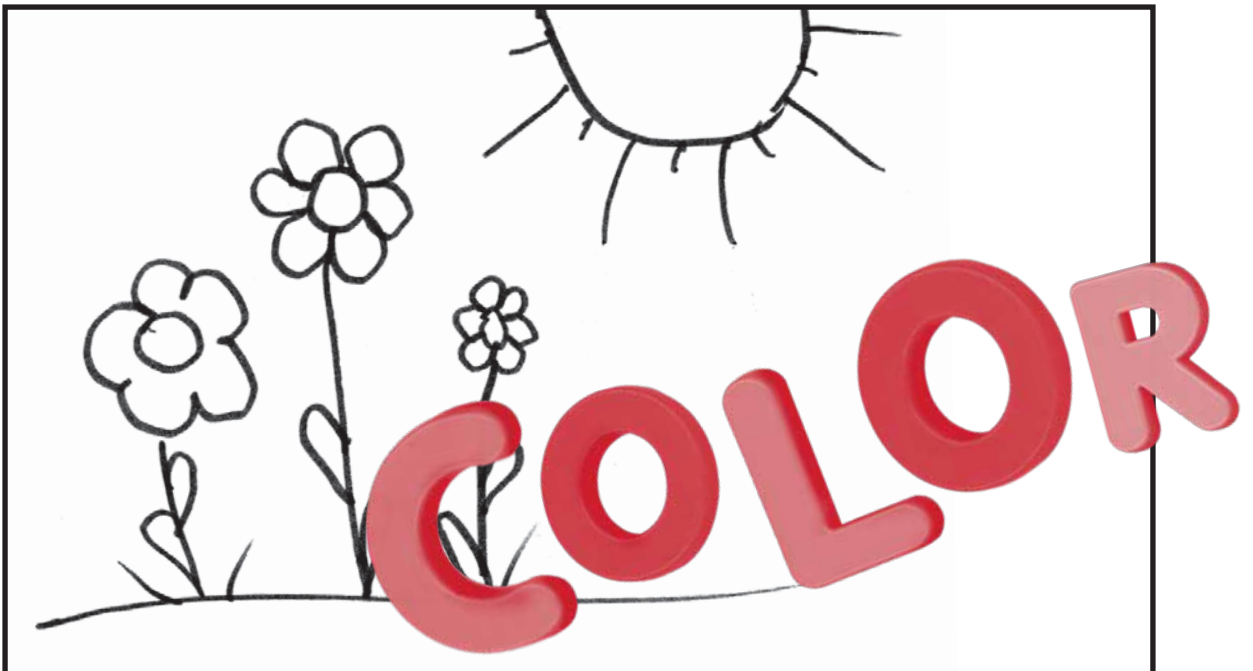
Foreign language, art, dance, physical education, and library are also part of the Second Grade curriculum.

A Day in the Third Grade Classroom

Third Grade is a growing-up year. The girls take on more responsibility for themselves and their work. As the year progresses they become more independent and self-reliant.

In Grades 3 through 5, the homeroom serves as the home base for the girls, and the homeroom teachers are their advisors. The girls attend almost all their classes in small groups, allowing for easy teacher-child interactions and attention.

“I want to put all the pictures I see in my imagination on paper.” —Caitlin, Third Grader



A typical day for a Third Grade student might proceed like this:

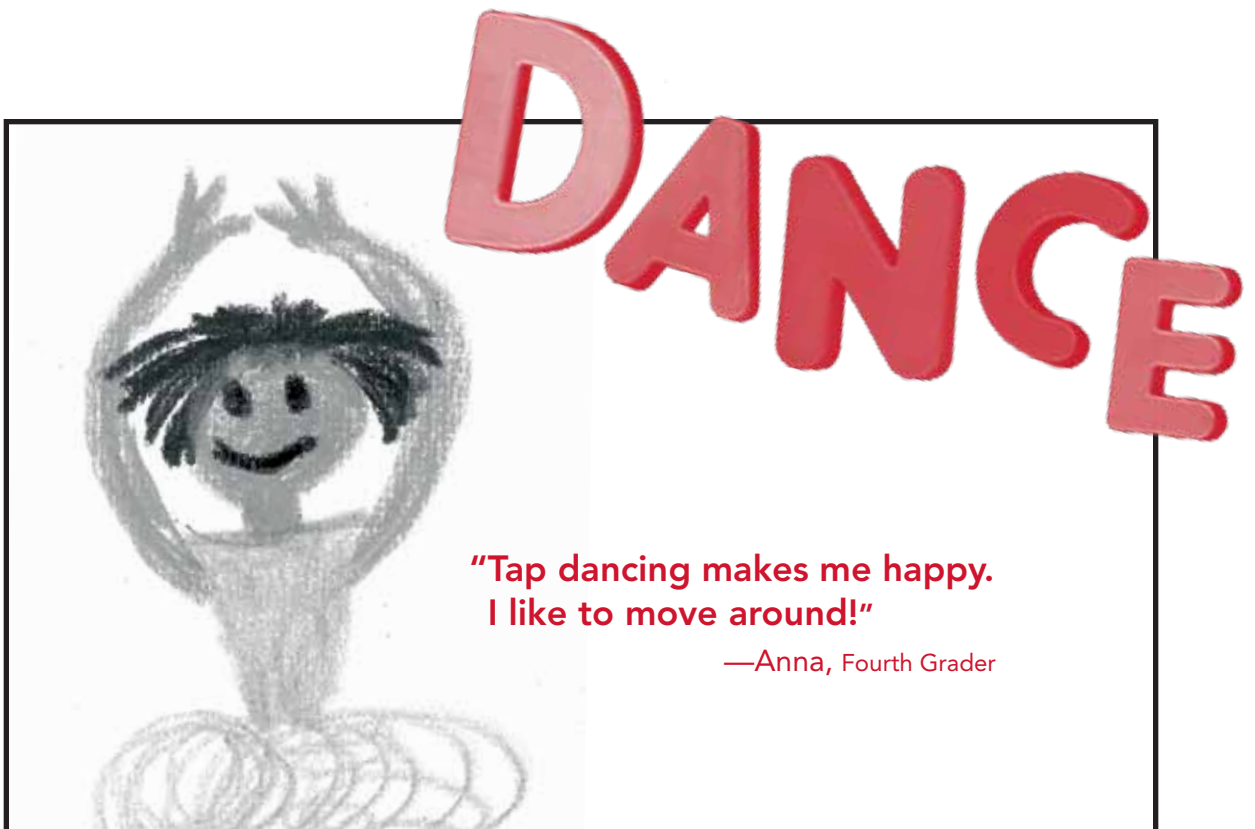
8:05 am	Arrival and meeting together: The teacher and the students meet together for announcements and organization for the day. Two days a week there is Lower School Meeting. On this day, the entire grade divides up into home-rooms to enjoy arts, social studies, and science classes.
8:25–9:05 am	Art: The Third Grade art curriculum encourages creative problem solving based on a foundation of the elements of art: line, shape, color, texture, form, and space. Students use these visual tools to create artistic responses to their environment and imagination. Emphasis is placed on creative thinking, developing fine motor skills, and control of art media and tools.
9:10–9:50 am	Social Studies: The Third Grade studies the life of the Woodland Indians. They then move into the Colonial Period of the United States. Their studies are enhanced by intricate crafts such as beading for Indian dresses and sewing mob caps and aprons.
9:55–10:30	Physical Education: The girls' skills are developing quickly, and they can catch, run, jump, and throw with accuracy. In class, they practice these skills, play games, and learn the basics of hockey, basketball, soccer, and lacrosse.
10:35–10:50 am	Snack Time
10:50–11:50 am	Language Arts: Comprehension skills and development of critical thinking are two important aspects of the curriculum in the Third Grade. Spelling, writing mechanics, and grammar skills are emphasized in language skills classes.
11:55 am–12:55 pm	Math: The Third Grade math curriculum, as in the other grades, addresses all kinds of math. The students study geometry, measurement, data collection, beginning algebra, and fractions. Emphasis is put on accuracy with computation and the understanding of multiplication and division.
1:00–1:30 pm	Recess (supervised)
1:30–2:00 pm	Lunch
2:00–2:45 pm	Science: The Third Graders enjoy a study of rocks and minerals, plants, and trees. All of this is greatly enhanced by the opportunity to explore the Backwoods, five acres of woods on the RPCS campus, complete with a gazebo for reflecting on what one has just seen.
2:45–3:05 pm	Pack up to go home or to the After School Program

Foreign language, music, dance, physical education, computer, and library are part of the Third Grade curriculum.

A Day in the Fourth Grade Classroom

The Fourth Grade year is a busy one as each student takes on more and more responsibility for herself and her own organization. There are long-term projects to complete as well as expository writing assignments in all subjects. The Fourth Graders show responsibility in the community as well, helping with carpool, the younger children, and in the lunchroom.

As in Grades 3 and 5, the homeroom serves as the home base for the girls, and the homeroom teachers are their advisors. The girls attend almost all their classes in small groups, allowing for easy teacher-child interactions and attention.



A typical day for a Fourth Grade student might proceed like this:

8:05 am	Arrival and meeting together: The teacher and the students meet together for announcements and organization for the day. Two days a week there is Lower School Meeting. On this day, the girls start off with favorite resource classes. They will participate in language arts and math classes after Snack Time.
8:25–9:05 am	Foreign Language: At the beginning of Third Grade, Lower School students have the opportunity to concentrate their studies in either French or Spanish. They will continue with this subject throughout the Middle School, arriving in the Upper School at a highly proficient level. In these grades, the language classes are small, giving the student many opportunities to speak and read the target language and to understand the culture.
9:10–9:50 am	Computers: The girls continue to expand their knowledge of technology with an emphasis on developing research skills; they learn to make Power-Point presentations, devise tables, practice keyboarding skills, and browse the network efficiently and safely.
9:55–10:35 am	Library: Although the girls still enjoy hearing a story and selecting their own books from the well-stocked library, they also learn the basics of research and their way around the library. They gain their information from the printed word as well as from the Internet.
10:35–10:50 am	Snack Time
10:50–11:50 am	Language Arts: Writing and the development of the paragraph is important in Fourth Grade. As well, the students read lengthy novels, some addressing growing-up issues and others related to the social studies curriculum.
11:55 am–12:55 pm	Math: The students master computational skills in multiplication and division but also address measurement, fractions, decimals, and data interpretation.
1:00–1:30 pm	Recess
1:30–2:00 pm	Lunch
2:05–2:45 pm	Dance: On this day, some of the Fourth Graders enjoy a class in dance. Other years the students have worked on basic movement, ballet, and modern dance skills. In Fourth Grade, the dancers continue working on all these dance forms, but they have a wonderful time with the addition of tap dancing to the curriculum!
2:45 pm	Play: After a busy day, the girls love having a chance to play on the playground, swings, and basketball court.
3:05 pm	Pack up to go home or to the After School Program

Social studies, science, music, art, and physical education are part of the Fourth Grade curriculum.

A Day in the Fifth Grade Classroom

Fifth Grade, the “senior year” of Lower School, prepares the student for a smooth transition into Middle School. The students have many opportunities to rise to challenging experiences, to partake in activities and projects, and to develop leadership skills and take on increased responsibility. Many of the community service projects are student designed and led.

As in Grades 3 and 4, the homeroom serves as the home base for the girls, and the homeroom teachers are their advisors. The girls attend almost all their classes in small groups, allowing for easy teacher-child interactions and attention.



“When I read a book it’s like taking a journey without leaving the classroom.”

—Paige, Fifth Grader

A typical day for a Fifth Grade student might proceed like this:

8:05 am	Arrival and meeting together: The teacher and the students meet together for announcements and organization for the day. Some committees or small groups get together to practice a poem or decide an issue. They prepare to report back to the rest of the class. Two days a week there is Lower School Meeting, in which the Fifth Graders often take a leadership role.
8:30–9:30 am	Language Arts: Fifth Grade language arts is full of lively discussion and writing as the students read and reflect on books which stretch their thinking and imaginations. The writing process takes the students from organization of concepts to rough draft to peer suggestion to editing and re-writing. The final product is a carefully crafted story or essay.
9:35–10:35 am	Math: In addition to the concepts and skills developed throughout their Lower School experience, the Fifth Grade student stretches into studies of prime and composite numbers, square roots, exponents and negative numbers, and scientific notation. Working with graphs and data, with and without the computer, is also part of the curriculum.
10:35–10:50 am	Snack Time
10:50–11:50 am	Art: The Fifth Grade art curriculum reinforces skills learned in the earlier grades, while exposing students to more advanced art media, tools, and techniques. Exploring concepts such as depth perception and realistic observational drawing helps students to express their maturing visual skills.
11:55 am– 12:55 pm	Social Studies: Many interesting topics and projects are part of Fifth Grade social studies. The students participate in a simulated archeological dig, a study of government in which the students become the officials of their model town, a trip to Annapolis to meet their legislators, an in-depth look at civil rights, and a study of immigration in which the students take on the persona of actual people who immigrated to Baltimore in its early years.
1:00–1:30 pm	Recess
1:30–2:00 pm	Lunch
2:05–3:05 pm	Music: The Fifth Grade students are singing two and three part harmonies, developing skill with Orff percussion instruments, and becoming more proficient with their recorders. Their music theory skills cover key signatures and Italian terms used in part singing.
3:05 pm	Pack up to go home or to the After School Program

Science, foreign language, dance, physical education, library skills, and computer are part of the Fifth Grade curriculum.

Lower School Features

LOWER SCHOOL MEETING

The entire Lower School, students and teachers, gathers together on Monday and Friday mornings for Lower School Meeting. This is a wonderful community gathering in which everyone participates. The School song is sung; announcements are made; and discussions, skits, or improvisations are presented to emphasize strong values. In addition, children perform individually or as a class. Someone may have a piano piece to play or a Spanish class may have a poem to recite or a First Grader may have a poem she has memorized to recite. The Lower School Meeting always ends with singing and a cheerful word for the day ahead. It is an important part of the spirit of the Lower School.

LOWER SCHOOL ACTIVITIES

Although most activities center around the individual grades, some are devoted to the Lower School as a whole. These activities tend to fall within the Activities period one day a cycle and often are of mixed-age groups. The younger children enjoy the company and guidance of the older girls, and the older girls enjoy nurturing the little ones. These activities may have to do with learning about another country or a leader such as Dr. Martin Luther King, Jr., or they may center around a community service project. Whatever the activity, the students benefit from getting to know children outside of their grade and feeling a part of the Roland Park Country School community.

COMMUNITY SERVICE

Learning how to share with others in our world is an important facet of the Lower School experience. The students have opportunities to participate in community service at many levels.

The Bear Hugs projects: These projects are organized by parents and are designed to be age appropriate with an educational component as well. The projects vary from year to year according to need and interest. Some past projects include making tooth fairy bags for children in “Pigtown” with toothbrushes and toothpaste inside; creating activity books to keep children staying at the Ronald McDonald House busy while waiting for appointments with doctors and for procedures.

Student driven projects: The older girls in the Lower School often come up with ideas for service projects and organize, promote, and follow through with them. They have led clothing, book, and school supply drives as well as raised money to send to Bea Gaddy and Hurricane Katrina Relief.

All-School projects: Lower School girls readily participate in School-wide projects such as the annual walks which are held to raise awareness and money for a good cause.

FIELD TRIPS

The Lower School students have many opportunities to learn outside the classroom. There are field trips at all grade levels included in the tuition. Some examples are:

Kindergarten and Pre-First: Maryland Zoo, Pumpkin Patch, National Aquarium

First Grade: Sinai Hospital, community shops, U.S. Post Office

Second Grade: Baltimore historic tour

Third Grade: Mount Vernon, National Museum of the American Indian

Fourth Grade: Fort McHenry, the Flag House, the Constellation, Junior Achievement’s Biz Town

Fifth Grade: Maryland Legislature, New London Archeological Dig, Genesee Valley, Biz Town, Baltimore neighborhoods

In addition, all grades make an annual trip to either the Walter’s Art Museum or the Baltimore Museum of Art.



PARENT-DAUGHTER ACTIVITIES

There are many special occasions for parents to be on campus, but there are several events which are designed for Parents and Daughters to come together for an evening of fun.

Lower School Dance Party is for First and Second Graders to come with a parent and learn line dances. It's easy and fun, and everyone has a great time.

The annual **Square Dance** is held each year for the parents and children of Grades 3 through 5. Everyone enjoys the camaraderie and fun of this informal evening.

The **5th Grade Pumpkin Carving Party** is a time for parents and daughters of our oldest grade to be creative and have a good time with other parents and daughters. When lined up with candles inside, the jack-o'-lanterns are amazingly varied and delightful.

CONCERTS

Lower School girls, from the littlest to the oldest, participate in two concerts, one in the winter and one in the spring. Evident from these two joyful events are the accomplishments of the girls in singing, instrument training, and dancing, and the pleasure that they get from performing. The girls' art work is also on display for everyone to see.



Frequently Asked Questions

WHAT IS A 10-DAY CYCLE?

Many school schedules are built on a Monday through Friday basis. At RPCS we structure our schedule on 10 school days. In that way, classes are not missed for holidays and other events, but picked up in order when school resumes. For example, if Thursday were Day 1, Friday would be Day 2. If Monday were a holiday, Tuesday would be Day 3 so that no classes are lost because of Monday's holiday.

WHAT ARE THE UNIFORM REQUIREMENTS?

For the most part, the girls and parents are happy with our uniform as it simplifies questions of dress in the morning. The following are the requirements for the uniform, all of which are readily available.

- **Blue regulation jumper**
- **White blouse with logo:** plain white blouse with long or short sleeves and a collar; white turtleneck with sleeves; white polo shirt with sleeves
- **Solid navy blue slipover/cardigan sweater or sweatshirt with RPCS logo**
- **Socks:** white bobby socks, navy blue knee-highs, navy blue tights, or navy blue leggings which are long enough to meet the ankle socks
- **Shoes:** below the ankle, flat, brown, tie oxfords or navy blue and white or black and white saddle shoes
- **Physical Education:** the girls wear red RPCS shorts with their white shirts or blouses. They change into white sneakers

WHAT IS HOMEWORK LIKE IN THE LOWER SCHOOL?

In the Lower School, homework is provided for practice and a reinforcement of skills taught in School. It helps students develop time management skills, discipline, and responsibility. Homework should be a successful and positive experience. It should not be such a burden that the child does not have time to play, converse with her family, and assimilate all that she has learned in her day.

The following are the guidelines for home assignments:

KINDERGARTEN (a collaborative effort)	Read to your child daily or have her read to you. Sight word practice.
PRE-FIRST	Read to your child daily or have her read to you. Spelling practice. Sight word practice. Ten minutes of another assignment.
GRADES 1-5	It's expected that each child will read or be read to each night. It's expected that each child will practice her math facts for 10 to 15 minutes each night.

Additional assignments should take, on average, increasing amounts of time as the child progresses through the Lower School.

First	10 minutes
Second	20 minutes
Third	30 minutes
Fourth	40 minutes
Fifth	50 minutes





WHAT FOREIGN LANGUAGES ARE OFFERED?

In Kindergarten, Pre-First, First, and Second Grades, the students take a semester each of French and Spanish. Their ears easily pick up the sounds and they quickly learn to speak with the correct pronunciations. In Third Grade the students are given the opportunity to concentrate in one of these two languages. They will continue this study throughout Lower and Middle School, becoming quite proficient by Upper School.

WHAT IS THE REPORTING SYSTEM LIKE?

The Lower School has four marking periods or quarters. After the close of each quarter, reports are sent home. The report consists of three parts: a progress report for academic subjects, comments from the teachers of the academic subjects at the end of quarters 2 and 4, and a progress report with brief comments from the teachers of resource subjects. The progress reports indicate the student's mastery of skills and concepts as well as her effort in each subject. RPCS believes that close communication between home and School is vital. Conferences between teachers and parents keep goals defined, clarify student needs and progress, and create a close partnership between parents and teachers. Parents are encouraged to confer with teachers throughout the academic year. However, three conference days are scheduled during the year on which parents are invited to meet with homeroom teachers.

IS THERE AN AFTER SCHOOL PROGRAM?

RPCS offers a contracted After-School Program for those parents unable to pick up their daughters at the regular dismissal time. This program operates from 3:15 to 6:00 pm. Play time, snacks, and crafts are all available as well as a study hall for the girls to complete their homework.

ARE THERE OPPORTUNITIES FOR PARENTS TO VOLUNTEER?

Volunteers are welcomed and appreciated at RPCS! There are countless opportunities to be part of the school. Parents serve as Network Reps, a communication link between the parents and the School; help with many Parents' Association projects such as the Used Uniform Shop, the Holiday Fair, and Teacher Appreciation Day; and add a helping hand in the School store or the Lower School library.

ARE THERE OPPORTUNITIES FOR PRIVATE MUSIC LESSONS?

RPCS offers private music lessons to its students as an extracurricular activity. Students in the Third Grade and above may study a variety of instruments.

Lower School Academic Curriculum

GRADE	LANGUAGE ARTS	MATH	SOCIAL STUDIES	SCIENCE
K	<p>Early Literacy Concepts</p> <p>Phonemic Awareness</p> <p>Letter Knowledge</p> <p>Letter/Sound Relationships</p> <p>Spelling Patterns</p> <p>High Frequency Words</p> <p>Word Meaning and Structure</p> <p>Word Solving Actions</p> <p>Guided Reading</p> <p>Handwriting</p>	<p>Counting</p> <p>Estimating</p> <p>Representing, Comparing, Reading, and Writing Numbers</p> <p>Addition and Subtraction</p> <p>Collecting Data and Graphing</p> <p>Measurement, Money, Time, and Calendar Skills</p> <p>Geometry and Patterns</p>	<p>All About Me</p> <p>Friendship</p> <p>Family and Thanksgiving</p> <p>Holidays Around the World</p> <p>Dr. Martin Luther King, Jr.</p> <p>Presidents</p> <p>Geography</p> <p>America and Its Symbols</p> <p>Women of Courage</p>	<p>Learning to Be a Scientist</p> <p>Kitchen Chemistry</p> <p>Healthy Habits</p> <p>Solar System</p> <p>Bees</p>
PRE-FIRST	<p>Phonics</p> <p>Reading: <i>comprehension, sight vocabulary, directions, concepts, fluency, fiction/non-fiction</i></p> <p>Punctuation</p> <p>Spelling</p> <p>Handwriting: <i>D'Nealian</i></p> <p>Grammar</p>	<p>Number Sense: <i>reading, writing, sequencing, and counting</i></p> <p>Addition</p> <p>Subtraction</p> <p>Time</p> <p>Weight</p> <p>Graphs</p> <p>Counting Coins</p>	<p>All About Me/My Family</p> <p>Seasons of the Year</p> <p>Holidays</p> <p>Johnny Appleseed</p> <p>Christopher Columbus</p> <p>Map Skills</p> <p>Safety</p> <p>"Our Community"</p> <p>"Animal Facts"</p> <p>Black History</p> <p>Presidents</p> <p>American Symbols</p>	<p>Oceans</p> <p>Penguins</p> <p>Hand on Physics</p> <p>Recycling</p> <p>Insects</p>
FIRST	<p>Phonics</p> <p>Reading: <i>comprehension, sight vocabulary, directions, concepts, fluency, fiction/non-fiction, critical thinking skills</i></p> <p>Punctuation</p> <p>Spelling</p> <p>Handwriting: <i>cursive</i></p> <p>Grammar</p> <p>Creative/Expository Writing</p>	<p>Number Order</p> <p>Patterns</p> <p>Addition</p> <p>Subtraction</p> <p>Time</p> <p>Weight</p> <p>Graphs</p> <p>Money</p> <p>Estimation</p> <p>Compare/Contrast</p>	<p>Class Rules/Procedures</p> <p>Getting Along With Others</p> <p>Our Community</p> <p>Seasons of the Year</p> <p>Holidays</p> <p>Map Skills</p>	<p>Solids, Liquids, and Gases</p> <p>Weather</p> <p>The Senses</p> <p>Organisms: <i>plants and animals</i></p> <p>Balancing and Weighing</p>
SECOND	<p>Phonics</p> <p>Reading: <i>comprehension, vocabulary, concepts, fluency, fiction/non-fiction, critical thinking skills, expression, public speaking</i></p> <p>Poetry</p> <p>Punctuation</p> <p>Spelling</p> <p>Grammar</p> <p>Creative/Expository Writing</p> <p>Research Skills</p> <p>Handwriting: <i>cursive</i></p>	<p>Addition</p> <p>Subtraction</p> <p>Time</p> <p>Graphs</p> <p>Money</p> <p>Estimation</p> <p>Measurement</p> <p>Geometry</p> <p>Word Problems</p> <p>Multiplication</p> <p>Division</p> <p>Fractions</p>	<p>Our City</p> <p>Holidays</p> <p>Rosa Parks</p> <p>Dr. Martin Luther King, Jr.</p> <p>Other Cities (Cairo, Athens)</p> <p>Native Americans</p> <p>Map Skills</p>	<p>Soil</p> <p>Matter</p> <p>Stars, Constellations, and the Moon</p> <p>Collecting and Analyzing Data</p> <p>Skin and Bones</p> <p>Invertebrates and Vertebrates</p>

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THIRD	<p>Reading: <i>comprehension, vocabulary, concepts, fluency, fiction/non-fiction, critical thinking skills, expression, public speaking</i></p> <p>Poetry</p> <p>Spelling</p> <p>Grammar</p> <p>Creative/Expository Writing</p> <p>Writing Process: <i>write, revise, edit, publish</i></p> <p>Handwriting: <i>cursive</i></p>	<p>Number Applications</p> <p>Multi-Digit</p> <p>Addition/Subtraction</p> <p>Computational Skills</p> <p>Graphs</p> <p>Estimation</p> <p>Measurements</p> <p>Geometry</p> <p>Word problems</p> <p>Multiplication/Division</p> <p>Fractions</p> <p>Place value</p> <p>Decimals</p>	<p>Geography</p> <p>Map Skills</p> <p>Native Americans</p> <p>Explorers</p> <p>Colonial Maryland</p> <p>Revolutionary Maryland</p> <p>Maryland and her 23 counties</p>	<p>Maps</p> <p>Chemical Test</p> <p>Simple Machines</p> <p>Plants and Trees</p> <p>Heart and Lungs</p> <p>Earth Forms</p>
FOURTH	<p>Reading: <i>comprehension, vocabulary, concepts, fluency, fiction/non-fiction, critical thinking skills, expression, public speaking, vocabulary</i></p> <p>Poetry</p> <p>Punctuation</p> <p>Spelling</p> <p>Grammar</p> <p>Mechanics</p> <p>Creative/Expository Writing</p> <p>Writing Process: <i>write, revise, edit, publish</i></p> <p>Research Skills</p> <p>Handwriting: <i>cursive</i></p>	<p>Computational Skills</p> <p>Data Interpretation/Graphs</p> <p>Estimation</p> <p>Measurements</p> <p>Geometry</p> <p>Word Problems</p> <p>Multiplication/Division</p> <p>Fractions</p> <p>Place Value</p> <p>Decimals/Percents</p> <p>Calculator Use</p>	<p>Our Country</p> <p>Formation of Government</p> <p>Through the Civil War</p> <p>Geography</p> <p>Map Skills</p> <p>Study Skills</p> <p>States and Capitals</p> <p>Presidents</p> <p>Westward Expansion</p>	<p>Puberty</p> <p>Inventions</p> <p>Nutrition and Digestion</p> <p>Weather</p> <p>Natural Disasters</p> <p>Sound, Light, Magnetism and Electricity</p>
FIFTH	<p>Reading: <i>comprehension, vocabulary, concepts, fluency, fiction/non-fiction, critical thinking skills, expression, public speaking</i></p> <p>Poetry</p> <p>Punctuation</p> <p>Spelling</p> <p>Mechanics</p> <p>Persuasive Creative/Expository Writing</p> <p>Writing Process: <i>write, revise, edit, publish</i></p> <p>Research Skills</p> <p>Handwriting: <i>cursive</i></p> <p>Word Processing</p>	<p>Computational skills</p> <p>Number theory</p> <p>Graphs</p> <p>Estimation</p> <p>Geometry</p> <p>Word problems</p> <p>Multiplication/Division</p> <p>Fractions</p> <p>Decimals/Percents</p> <p>Calculator Use</p> <p>Prime/Composite Numbers</p> <p>Square Root</p> <p>Quotients/Algorithms</p> <p>Data Organization</p> <p>Exponents/Negative Numbers</p> <p>Scientific Notation</p> <p>Personal Finance</p> <p>Small Business Skills</p>	<p>Archaeology</p> <p>The Civil Rights Movement</p> <p>Geography</p> <p>Map Skills</p> <p>Study Skills</p> <p>Government</p> <p>Immigration</p>	<p>Ecosystems—The Bay</p> <p>Chemistry</p> <p>Nutrition</p> <p>Endocrine System/Personal Hygiene</p> <p>Microscopes/Microorganisms</p> <p>Rocks and Minerals</p>



Roland Park Country School

5204 Roland Avenue • Baltimore, Maryland 21210 • 410.323.5500

www.rpcs.org