“The development of the whole child is of primary importance; children are social beings and schools should be communities where they can learn to live with others.”

Helen Parkhurst, founder of The Dalton School
The mission of the Dalton School, as articulated by Helen Parkhurst, the school’s founder, has remained a constant inspiration since it was founded in 1919: to create a learning community for children, parents, and teachers in which individual development is fostered through collective cooperation; to build curriculum that considers each student’s interest, abilities and needs; to foster a sense of ethics and responsibility towards others, and interdependence among all the constituencies of the school; to continue ongoing exploration of innovative educational tools and methodologies. Parkhurst developed the Dalton Plan, a three-part plan that continues to be the structural foundation of a Dalton education—the House, the Assignment and the Lab.

House
House is the home base in school for each Dalton student, and the First Program House Advisor (the classroom teacher) is the parent’s key contact with the school. In the First Program and Middle School, House is comprised of students of the same age. In the High School, each House includes students from every grade level, a microcosm of the larger school community. In all the divisions, the House Advisor guides and assists each student in the learning process.

Assignment
The Assignment represents a contract between students and teacher. It is introduced in the First Program, increases in centrality in the Middle School and becomes the focus of work in the High School grades. Designed by each teacher for each class, the Assignment introduces the subject, makes suggestions for study and research, and defines common obligations as well as opportunities for individual projects. The Assignment provides the thematic focus for daily class and homework (beginning in the third grade) and may be individually tailored to meet specific needs and develop specific strengths.

Laboratory
The word “Laboratory” best describes the educational atmosphere that Dalton strives to create, which combines study, research and collaboration. “Lab” refers to the one-to-one and small group sessions between students and teachers, which augment the classroom experiences. At the First Program, children are presented with opportunities to make educational choices about their learning and in the process discover how to identify their interests and take responsibility for pursuing them. Over the years, Dalton students learn how to budget their time, seek out faculty and take responsibility for their own education.

Changes in method and structure have evolved but certain commitments have been constant throughout our history and remain primary. They are, first of all, to recruit a diverse faculty noted for its intellectual and creative vitality who are skilled in meeting children’s academic, social and emotional needs. Dalton is noted for its rigorous integrated curriculum that provides strong skill development yet is flexible enough to allow for a variety of learning styles. The school stresses the role of the creative arts and makes purposeful use of the rich resources of New York City. In keeping with the tradition of progressive education, Dalton remains strongly committed to educating “the whole child.”

Underlying our philosophy and pedagogy is the belief that children have an almost limitless capacity to learn when they are engaged in a learning process that excites the imagination. As a result, Dalton creates an environment that emphasizes the primacy of first-hand experience and encourages discovery. Acknowledging the inter-relatedness of all learning, Dalton puts appropriate stress on interdisciplinary approaches to education. Students are encouraged to explore questions and search for understanding in many ways. The importance of questions over answers and the development of thinking skills over rote learning are pivotal to the school’s philosophy.

The Dalton School prepares its students to become active participants in the global community. The curriculum acknowledges the diversity of the world and recognizes the importance of giving children the cultural fluency necessary to meet the challenges of the twenty-first century. An education that inculcates strong ethical values including a sense of justice, empathy, order and civility helps prepare students for the future. Our program equally fosters the development of females and males. It is important that our students develop their intellectual skills as well as the capacity for community responsibility. Educators, together with parents, take responsibility for supporting and nurturing these goals.

Dalton seeks to create a learning environment which allows its students to become constructive leaders, enlightened citizens and which empowers them to live out the school’s motto, “Go forth unafraid.”

“Real social living is more than contact; it is co-operation and interaction. A school cannot reflect the social experience which is the fruit of community life unless all its parts, or groups, develop those intimate relations one with the other and that interdependence which, outside school, binds men and nations together.”

-Helen Parkhurst, 1922

*Use of the male pronouns in Helen Parkhurst’s writing reflect language usage of her era and does not denote male preference.
OVERVIEW

The First Program’s Language Arts curriculum helps students develop the necessary skills for effectively communicating their ideas, opinions, and experiences in oral and written form, and for appreciating the oral and written expression of others. The development of literacy is a primary goal. Dalton’s Language Arts program ensures that children will use language to gain information and to develop critical thinking and comprehension skills. The curriculum supports all other content areas and includes instruction in speaking and listening, reading and writing, spelling and handwriting.

Through ongoing observation and assessment, appropriate instructional strategies are developed that match and support students’ learning styles. Children are taught to develop strategies using both phonemic awareness and syntactic cues. The program’s aim is to maximize each child's potential. Students give expression to their ideas, thoughts and feelings through different formats: handmade books that contain detailed stories and poems, social studies and science research reports, written representations of mathematical concepts, and technology based projects.

COMMON GOALS FOR GRADES K-3

Speaking and Listening
Developing students’ understanding of the spoken word and expanding their oral vocabularies are fundamental goals of our language arts program. Children learn to express themselves effectively in a variety of speaking and listening situations, with particular attention given to matching style to audience and purpose. Active listening and inquiry-based learning sensitize children to a variety of points of view.

Reading
Instilling a lifelong love of reading is another fundamental goal of the program. We encourage students to become purposeful learners who take pleasure in the reading process, learning to construct meaning by inferring, analyzing and predicting outcomes. Using an eclectic approach to teaching reading, which includes a word analysis as well as a whole word sight recognition approach, students are exposed to a range of literary genres, experiencing literature from many cultures. We strongly believe that a literature based program that reflects diverse traditions effectively supports instruction. When skills are taught and reinforced within such a meaningful, contextual framework, understanding is deepened. In addition, specific strategies are introduced to bolster comprehension and assess progress, resulting in increased independence and mastery.

Writing Goals
Our goal is to help students increase their ability to construct and convey meaning through written expression. Through regular participation in a writing process workshop, students develop their own distinct voices as writers, resulting in a range of expressive possibilities. Starting with our youngest students, children are encouraged to record their thoughts and ideas using approximate spelling. Systematic word study, practice and ongoing review help them gain more accuracy and success as spellers. Careful attention is also given to grammar, punctuation and syntax. Proper formation of upper and lower case letters is taught in a developmentally appropriate manner, using a variety of strategies. Manuscript writing is taught initially, followed by instruction in cursive handwriting early in the third grade.

Instruction/Support Services
Literacy instruction takes place daily in all classrooms. Students work individually, in small groups, or as an entire class. House Advisors (classroom teachers) and Associate Teachers are the primary instructors and observers of each student. Students are supported by the Director of Learning Support Services and her team of learning specialists, both for remedial and enrichment purposes. Reading specialists see students individually or in small groups within the classroom setting or in the language resource classrooms. Programs are tailored to the specific need of the student and are tightly coordinated with the curriculum of the classroom.

KINDERGARTEN

Speaking and Listening Goals:
• Participate as speakers and listeners in group activities including imaginative play.
• Listen attentively and respond to stories and poems.
• Respond appropriately to simple instructions given by a teacher or another child.
• Engage in conversation with others. Ask and respond to relevant questions.
• Give simple descriptions of past events.
• Begin to develop awareness of the listener’s needs.

Reading Goals:
• Recognize that print is used to carry a constant message in books and in other forms of written text.
• Use prior knowledge, context and personal experience to make meaning.
• Begin to recognize individual words or letters in familiar contexts.
• Begin to learn the names and corresponding sounds of the lower case letters.
• Show signs of interest in reading books.
• Discuss the content of stories or information in nonfiction books.

Writing Goals (including handwriting and spelling):
• Expose to familiar forms of writing, e.g. lists, recounts, stories, messages.
• Demonstrate knowledge of the names and the order of the letters of the alphabet.
• Use pictures, symbols or letters, words or phrases to communicate meaning.
• Begin to form letters with some control over their size, shape and orientation.
• Begin to show an understanding of the differences between drawing and writing, and letters and numbers.
• Begin to make sound/symbol connections between spoken and written letters of the alphabet.
• Use at least single letters or groups of letters to represent whole words or parts of words.

FIRST GRADE
Speaking and Listening Goals:
• Participate as speakers and listeners in classroom group discussions.
• Describe an event, real or imagined, to the teacher or another child.
• Listen attentively to stories and poems and discuss them.
• Convey with accuracy a simple message.
• Respond appropriately to more complex instructions and give simple instructions to others.
• Use language to explain, inquire and compare.
• Express thoughts, opinions and ideas with clarity.

Reading Goals:
• Preview a book to scaffold the reading process.
• Develop a beginning understanding of story elements, such as character, setting, problem and solution.
• Compare and contrast texts.
• Begin to infer meaning.
• Make text-to self, text-to text and text-to word connections.
• Sequence and summarize story events.
• Locate information within a text.
• Use reading strategies such as context clues, sight word recognition or phonetic cues to derive meaning from the text.

Writing Goals (including handwriting and spelling):
• Attempt familiar forms of writing e.g. lists, recounts, stories and messages.
• Begin to produce pieces of writing independently using complete sentences, some capitals and periods.
• Write stories showing some understanding of beginning story structure, utilizing openings, characters and events.
• Produce legible upper and lower case letters using manuscript handwriting.
• Over time, begin to spell correctly simple, monosyllabic high frequency words that follow common patterns.
• Recognize spelling patterns and apply that knowledge to a range of new words.
• Understand and apply alphabetical order.
• Recognize and create verb endings, plurals, contractions, compound and possessive words.
• Become familiar with and write in the style of various genres (e.g. poetry, personal narrative, “how-to” books, etc.), using self-selected and assigned topics.
• Understand and apply the format for letter writing.
• Begin to reread and edit writing.
SECOND GRADE

Speaking and Listening Goals:
• Relate real or imaginary events in a connected narrative that conveys meaning.
• Ask relevant questions.
• Respond to questions and comment critically on discussion topics.
• Listen attentively, with an increased attention span, to both children and adults.
• Take into account audience and purpose when speaking.
• Sustain a conversation with a variety of audiences, e.g. teachers, peers, parents.

Reading Goals:
• Acquire an enlarged bank of words which are recognized when encountered in different contexts, e.g. in a book or chart, and become adept at decoding multisyllabic words out of context.
• Read aloud from familiar stories and poems with fluency and appropriate expression.
• Read silently with sustained concentration.
• Listen attentively to stories and discuss setting, story line, characters and other significant details.
• Begin to deduce and infer meaning from text.
• Begin to make appropriate use of resources and reference books from the classroom and the school library.
• Explore a variety of literary genres including mysteries, biographies, realistic fiction, non-fiction and various author studies.

Writing Goals (including handwriting and spelling):
• Write sentences independently, using capitals, periods and correct end marks.
• Write complex stories that demonstrate sequential order, increasing detail and a clear ending.
• Begin to revise and edit writing with the help of teachers and other children.
• Begin to use a range of forms including letters, narratives, recounts and poetry.
• Produce consistent, clear and legible manuscript handwriting.
• Begin to make use of common spelling patterns in order to spell simple, polysyllabic words.

THIRD GRADE

Speaking and Listening Goals:
• Give a detailed oral account of an event from home or school.
• Explain with reasons why a particular course of action has been taken.
• Express an opinion.
• Ask and respond to a range of questions.
• Take part as a speaker and listener in a group discussion or activity, commenting constructively on what is being discussed or experienced.
• Take part in a presentation.
• Develop ability to ask questions.

Reading Goals:
• Begin to recognize elements of plot and character development, main idea and supporting details.
• Begin to pay attention to text organization— including introductions, paragraphs, chapters, and headings.
• Continue to develop the capacity for making inferences, and for applying deductive reasoning skills to reading experiences and book discussions.
• Demonstrate the development of personal viewpoints.
• Continue to learn about a broad range of literary genres.
• Demonstrate an ability to explore preferences in reading from a variety of genres.
• Locate books or other “information texts” in the school library using data base classification systems when pursuing a line of inquiry or answering specific questions.

Writing Goals (including handwriting and spelling):
• Structure independent writing to clarify meaning for the reader, using sentence punctuation and organization of ideas.
• Write more complex chronological stories, which have well-defined characters, openings, settings, series of events and resolutions.
• Organize other non-chronological writing for different purposes in orderly ways (reports).
• Begin to use sentence structure that is different from speech.
• Discuss, organize, revise and edit own writing with more independence.
• Develop more mastery of a range of forms including narratives, recounts, poetry and research reports.
• Begin to learn and use cursive writing.
• Spell correctly with more consistency words which display general spelling patterns.
OVERVIEW

The First Program curriculum introduces mathematical concepts using a developmentally appropriate, problem solving approach. Guided by the NCTM (National Council of Teachers of Mathematics) Standards and the Common Core Standards, students are instructed through direct, hands-on experiences that deepen their conceptual understanding and increase their logical thinking skills. Concepts and ideas are explored using concrete materials and real experiences.

Each House at the First Program provides a learning environment that endorses the interdisciplinary nature of mathematics learning. The children’s lives in and out of the classroom also provide opportunities for applied mathematical thinking.

Children are given the opportunity to make connections at their own pace and construct meaning as they solve real problems. Teachers work to support each student’s thinking and learning style. Concepts, skills and activities are designed to provide challenge and to build upon the students’ previous experiences. A common mathematical language ensures continuity and helps children articulate their thinking processes. Common goals and common areas of study provide consistency across grade levels.

The Dalton Mission Statement, The Dalton Plan, and the National Council of Teachers of Mathematics Standards form the basis of the First Program’s philosophy and pedagogy in mathematics instruction. The First Program curriculum consists of a variety of carefully constructed assignments. Teachers encourage children to problem solve and to extend mathematical awareness. Classrooms are equipped with math materials that help children move from concrete to more abstract thinking. Technology is another tool used to enhance the teaching. In such an environment, children are able to work cooperatively on similar ideas in different ways.

The enthusiasm for math learning at the First Program is represented in a variety of ways. Math concepts and ideas are explored through children’s literature. Interactive math bulletin boards encourage students, parents and faculty to participate in mathematical discussions. In addition, faculty members regularly participate in seminars, workshops and study groups.

COMMON GOALS AND AREAS OF STUDY FOR GRADES K-3

Our primary goal is to enable all students to understand and enjoy mathematics and help them recognize its value in our world. The understanding of mathematical processes enables the students to work independently on their assignments with knowledge, confidence and enjoyment. We want our students to become active problem solvers, and to develop increasing confidence in their abilities to reason and communicate mathematically. Our students are engaged and excited by their explorations. We have developed a variety of cooperative learning opportunities to support the children in their ability to work constructively with others. Common areas of study include Patterns and Algebraic Relationships, Number Sense and Operations, Statistics and Probability, Geometry, Spatial Sense, and Measurement.

INSTRUCTION/SUPPORT SERVICES

Mathematics instruction occurs individually, in small groups and with the entire class. The House Advisors (classroom teachers) remain the primary instructors of the students. Teachers and students are further supported by Math Resource Room teachers. The Math Resource Rooms provide additional materials, ideas and ongoing staff development opportunities for our faculty. Additional support is given to individuals, small groups and whole groups for the purposes of remediation and enrichment at the discretion of the House Advisors.
KINDERGARTEN
Patterns and Algebraic Relationships
• Become pattern literate in order to “read” physical, pictorial and symbolic patterns.
• Recognize patterns by attributes of size, color, shape, texture, sound, etc.
• Repeat and extend patterns.
• Record and transfer simple patterns.
• Recognize patterns in movement and music.
• Sort, classify and order objects by size, number and other properties.
• Observe patterns relating to time: calendar work and holidays.
• Distinguish time segments as related to child’s day, week and birthday.
• Observe patterns in nature, and in human and animal behavior.

Number Sense and Operations
• Understand the use of numbers in everyday life.
• Understand relationships between numbers including 1:1 correspondence.
• Add and subtract whole numbers using objects, pictures and symbols.
• Explore numbers 0-100 through concrete activities.
• Count on, count back and skip count.
• Identify pairs and create groups of a given number.
• Explore fractions by showing equal shares.
• Match quantity to number.

Statistics and Probability
• Recognize that data can be organized as a way to clarify and communicate information.
• Recognize that information can be recorded, observed and used to make predictions and make estimations.
• Create real graphs and transfer data to a picture or symbolic graph.
• Sort and classify objects for representation.
• Pose questions and gather data about themselves and their surroundings.

Geometry, Spatial Sense and Measurement
• Understand relationships among objects by their shape and size.
• Explore symmetry.
• Recognize 2-dimensional shapes.
• Recognize 3-dimensional shapes.
• Make circles, squares, rectangles and triangles out of a variety of materials.
• Find and recognize shapes in the classroom and world.
• Recognize and make congruent figures with shapes to cover a given area.
• Recognize and use geometric terms and words.
• Measure (length, weight, volume and time).

FIRST GRADE
Patterns and Algebraic Relationships
• Recognize similarities and differences in patterns.
• Identify missing components of a pattern.
• Recognize and record number, shape and design patterns.
• Transfer patterns from concrete to pictorial and from one medium to another.
• Use literature to recognize patterns and themes.
• Explore patterns in nature, art, architecture, music, etc.
• Sort objects by attributes.
• Group and label objects in a variety of ways to show patterns and relationships.

Number Sense and Operations
Demonstrate an understanding of:
• addition and subtraction
• our money system
• fractions
• number equations
• estimation
• ordinal and cardinal numbers
• Add and subtract to 20 with manipulatives.
• Recognize and use basic math symbols (+, -, =).
• Express number sentences vertically and horizontally.
• Solve and generate word problems.
• Write and read numbers to 100.
• Sequence to 100.
• Identify even/odd numbers.
• Recognize the place value of numbers (ones and tens).
• Compare numbers (greater than, less than, is equal to).
• Skip count by twos, fives and tens.
• Recognize halves, thirds and fourths to show equal shares.
• Recognize, name and show value for standard coins.
Statistics and Probability
• Recognize that data can be organized in a way to clarify and communicate information.
• Recognize that information can be recorded, observed and used to make predictions and estimations.
• Graph and make charts from experiences inside and outside the classroom.
• Move from concrete (real) graphs to pictorial ones.
• Record and interpret data in a variety of forms (tallies, bar graphs, pictographs, Venn diagrams and charts).
• Write titles and labels for graphs and charts.

Geometry, Spatial Sense and Measurement
• Recognize similarities and differences among shapes.
• Identify and construct 2-dimensional and 3-dimensional shapes.
• Recognize and record the line of symmetry.
• Use non-standard and standard measurements (inches and centimeters) to measure length and height.
• Use the calendar to identify seasons, months, weeks, days and dates.
• Use clocks to recognize and state times to the half-hour and hour.
• Use increments of time when reading the classroom schedule.

SECOND GRADE

Patterns and Algebraic Relationships
• Recognize, describe, and extend patterns.
• Describe and represent mathematical relationships.
• Identify and complete functions in four basic operations.
• Explore the use of variables and open sentences to express relationships.
• Use the language of mathematics to communicate one’s understanding orally and in writing.
• Relate math to real world situations.

Number Sense and Operations
Demonstrate an understanding of:
• base ten
• fractions
• place value
• ordinal numbers
• addition and subtraction
• regrouping
• estimation

THIRD GRADE

Patterns and Algebraic Relationships
• Recognize, describe, extend and create patterns.
• Describe and represent mathematical relationships.
• Identify and represent mathematical relationships.
• Explore the use of variables and open sentences to express relationships.
• Use the language of mathematics to communicate one’s understanding orally and in writing.
• Relate math to real world situations.

Number Sense and Operations
Demonstrate an understanding of:
• number
• odds and evens with larger numbers
• place value with seven digits
• addition and subtraction with regrouping

• our money system
• number properties including the Commutative Property of Addition
• symbolic recording for inequality
• multiplication and division (with manipulatives)
• Identify digits by place value (ones, tens, hundreds).
• Use the appropriate terminology and symbols when describing and recording money fractions and regrouping.
• Use >, <, and = in equations.
• Interpret, solve and write story problems.
• Show different coin and dollar combinations for a given value.
• Understand and use standard and nonstandard algorithms for equations.
• Express an equation in many different ways.
• Recognize and use fact families.
• Recognize and show halves, thirds, fourths, fifths and sixths.
• Round to the nearest ten and hundred.
• Commutative and Associative Property of Addition and Multiplication
• multiplication
• division
• estimation fractions
• decimals with money
• our money system
• Show the value of a number in many different forms (e.g. expanded form, table form).
• Compare and order numbers with the use of inequality symbols.
• Compute mentally with addition and subtraction.
• Recognize when estimation is appropriate.
• Form sets for multiplication and division to demonstrate their unique properties.
• Show and solve division problems with remainders.
• Model, explain and develop reasonable proficiency with standard and non–standard algorithms.
• Identify name and show fractional parts.
• Work with equivalent fractions for comparisons.
• Show symbolic representations for denominations of money.
• Use money with the four basic operations.

Statistics and Probability
• Collect, organize and describe data.
• Construct, read and interpret charts, Venn diagrams, pictographs, bar, coordinate and line graphs.
• Make decisions and predictions based on data.
• Understand that the recording of information can be symbolic and the unit of measurement can be a variable.
• Understand probability as it affects outcomes.
• Explore concepts of chance.
• Use fractions that relate to probability and statistics.

Geometry, Spatial Sense and Measurement
• Name, label and show attributes of 2-dimensional and 3-dimensional shapes.
• Predict and use the results of combining, subdividing and changing shapes.
• Recognize and draw parallel, intersecting and perpendicular lines.
• Recognize and construct different angles.
• Identify multiple lines of symmetry.
• Calculate area and perimeter.
• Explore with different units of measurement.
• Read, record and show equivalencies for linear, dry and liquid measurements.
• Show and calculate elapsed time.

The two broad purposes of this academic area are to introduce and develop various thinking skills and to enhance the children’s social development. Thinking skills taught in chess class include categorizing information, pattern recognition, the logical sequencing of ideas, creative interpolations of moves within a sequence, visualizing possible outcomes, defining and solving problems, assessing and responding to danger, discovering short-term tactics and/or sacrifices to achieve an advantage, and planning and executing long-term strategic goals.

In the domain of social development, chess helps children learn to follow the rules, take turns, accept responsibility for their decisions, respect tradition and show good sportsmanship in both victory and defeat. The program is responsive and carefully attuned to support a range of learning styles and gender differences.

Chess is a universal activity, calling on skills valued in every culture and civilization in the world. Simply teaching the history of the game shows its multicultural base. In addition, classroom references to great players of the past and present cut across every cultural, national, gender, ethnic and racial line.

Many methods of instruction are used in teaching chess. In each lesson, verbal, visual, and hands-on activities are utilized, and each child has the opportunity to demonstrate proficiency or to seek further guidance. Assessment is constant throughout as the teacher observes the students and asks and answers questions.

Formal chess instruction begins in the kindergarten grade. Students receive weekly chess instruction in kindergarten for one semester, and in first grade for two semesters. In second grade, students have formal chess classes for one semester. Opportunities for extension and development of a student’s passion for chess abound. The early morning and after school programs offer chess instruction across all grade levels. Students participate in monthly local and national tournaments. Special Saturday Chess classes for girls are also offered. The chess program at Dalton provides ongoing exposure to chess learning, and allows all students to be well served.
OVERVIEW

The social studies curriculum provides a conceptual framework for studying the relationship of individuals to the wider community. The concept of culture, a system of acquired beliefs, provides a unifying structure for the program. The curriculum also broadens understanding and appreciation for the cultural diversity that exists in the world. Respect and responsibility are shared values that are modeled within each classroom community. Children gain self-esteem and become sensitive to the needs of others through discussions, cooperative problem solving activities and by developing conflict resolution strategies. Reflecting Dalton's commitment to this philosophy, all students are involved in community service learning projects. This establishes a tradition that continues throughout their years at Dalton.

SOCIAL STUDIES OBJECTIVES

The social studies program integrates many topics of study, linking history, language arts, visual literacy, mathematics, science, technology, and fine arts. Teachers provide a wide range of educational experiences for students with varied interests and learning styles. Children learn to observe, record, infer, and report.

The program makes use of extensive library resources, technology resources, specialists in archaeology, art history, anthropology, museum studies, and the performing arts. Field trips to a variety of settings further reinforce the value of experiential learning. Dalton teachers are provided with direct access to the collections and personnel of the American Museum of Natural History and The Metropolitan Museum of Art, fostering relationships with these institutions that are unique within the independent school community.

STUDENT OUTCOMES/SKILLS

The social studies curriculum employs a variety of methods of inquiry to encourage the development of higher-level thinking and processing skills.

The following areas are emphasized in developmentally appropriate ways throughout the First Program curriculum.

Cognitive skills:
Children observe, classify, compare, contrast, and infer based on observations. These observations allow students to construct and interpret maps, measure, graph, formulate and test hypotheses.

Critical Thinking:
Children develop the ability to distinguish fact from opinion, identify problems and develop appropriate strategies for solutions.

Visual Literacy:
Students learn to recognize patterns and are introduced to spatial analysis and visual comprehension.

Affective Thinking/Perspective Taking:
Children begin to acquire a greater understanding of the variety of cultural perspectives and points of view, which exist throughout the world. They learn that facts can be shaped and influenced depending on the specific perspective being represented.

Creativity:
Children are encouraged to be original, imaginative, curious and flexible in their approach to take risks in problem solving.

Communication:
Children acquire the skills to gather information and communicate their understanding through oral, visual and written responses.
Research Skills:
Children develop the ability to collect and organize information based on both observations and text, interpret data and make generalizations. Technology is used as a tool with which to construct data and retrieve on-line information.

Cooperative Learning Skills:
Students discover the advantages of problem solving in a collaborative manner within an atmosphere created to support this process. Each student assumes the various roles necessary to conduct effective research and to problem solve, e.g. information gathering, processing, recording and reporting. This cooperative process increases individual self-esteem and creates a heightened respect for the group.

KINDERGARTEN
In the kindergarten social studies curriculum, units of study are selected for their developmental appropriateness. Children learn that they are members of various groups: the family, the classroom, the First Program and the larger community. A cooperative, collaborative climate fosters responsibility and builds independence. Discussions encourage appreciation of individual differences and learning styles. Community service is integrated into the Social Studies program, with a kindergarten focus on “Children to Children.”

Curriculum Units May Include:
* The Self in Relation to Others
* Family Studies
* Food and Cultures
* Homes and Shelters

Activities Include:
* Dramatic Play
* Block Building
* Storytelling
* Cooking
* Mural Painting

Field Trips Include:
* Apple Orchard
* American Museum of Natural History
* The Metropolitan Museum of Art

FIRST GRADE
In the first grade, children expand their study of the community by extending their observations into the local neighborhood. Classes choose a variety of neighborhood institutions to study in depth. These may include local stores, businesses, the post office and the immediate environs of Central Park. Students broaden their functional knowledge of these institutions by recreating them, both in the classroom and within the larger school. Children are also exposed to literature and art from many cultures. Community service learning projects promote an understanding that community members have responsibility for one another and that children can make a difference in the world.

Curriculum Units May Include:
* Authors and Studies of Various Literary Genres
* The Dalton Community
* The Neighborhood as Community
* Central Park
* Zoos
* Local Businesses
* Transportation in New York City

Activities Include:
* Creating a Post Office, Library, or Restaurant
* Installing a Museum
* Publishing Books
* Developing Independent Study Projects

Field Trips Include:
* Local Bookstores
* Publishing Houses
* Restaurants
* Neighborhood Institutions
* The Post Office
* Museums
* Central Park
SECOND GRADE

Building on the first grade’s study of institutions within the community, the second grade social studies curriculum extends the children’s scope of learning outward to the diverse communities that comprise New York City. Students explore the elements of a city and reflect on how the city differs from suburban and rural areas. Through direct experiences, map-making and hands-on activities, students discover the natural and manmade structures that are unique to New York City. In the spring semester, students examine more closely the people that live and work in New York. Throughout the year, the overarching themes of interdependence and diversity are interwoven into their studies.

Curriculum Units May Include:
- The Geography of New York City
- The City as a Diverse Community
- Neighborhood Explorations
- City Planning
- The Building of a City
- Landmark Studies
- People of New York

Activities Include:
- Mapping
- Construction and Art Projects Research
- Technology Applications including Sim Town, Neighborhood Map Machine, Hyperstudio, the Internet, and others

Field Trips Include:
- New York City Landmarks, Monuments and Museums
- Culturally Diverse Neighborhoods
- Architectural Walks

THIRD GRADE

The third grade curriculum provides a conceptual framework for studying global cultures during the 1400’s to 1600’s. Students learn about the early Eastern Woodland Indian populations of the region through direct observations and guided field trips. The Age of Exploration is another unifying topic of study. Through their participation in a carefully designed Archaeology unit which takes place on the school grounds, teachers and students work with the archaeologist-in-residence to excavate, analyze and reconstruct a simulated site that has historical connections to the Age of Exploration.

Curriculum Units Include:
- Eastern Woodlands Indians/American Indian Peoples
- The Age of Exploration and Expansion
- Archaeology

Activities Include:
- Mapping
- Research
- Excavation and Data Analysis

Field Trips Include:
- The Metropolitan Museum of Art
- Local Historical Sites
- American Museum of Natural History

THE MUSEUM PROGRAM supports Dalton’s mission to promote interactive teaching and learning, a hallmark of progressive education. Two in-house museum educators weave their academic training (in anthropology and art history) into custom-designed experiences with objects and images from K to 12. Close collaboration with classroom teachers and other experts inside and outside the school ensures that every museum and related classroom opportunity is in sync with the academic curriculum, the age and interests of the students, and new technologies. Students and teachers have unique access to collections and curators at a wide range of cultural institutions, especially the American Museum of Natural History and The Metropolitan Museum of Art. At the same time, the program reinforces observational and inferential skills across the school.

THE ARCHAEOLOGY PROGRAM is designed to introduce students to the study of the discipline by having students participate in the excavation of a simulated archaeological site. While “on site” the students familiarize themselves with archaeological techniques for the mapping, recovery, and recording of all artifacts exposed in the course of excavation. All artifacts recovered are returned to the “lab” (the classroom), where they are measured, weighed, and analyzed to determine form, function and date of deposit. Periodically, colloquia are held during the course of their excavation in which students discuss the significance of their findings. Our objective is to develop both the students’ analytical and inferential skills, in particular to provide the student with experience in carrying out independent and directed research, hypothesis formulation and testing, data collection, etc.

In order to support their research efforts, the children have access to a digital database of art images, created specifically for each House to help the students re-create a context for the kinds of artifacts they uncover: for instance, 17th century Dutch paintings for finds from a New Amsterdam site; Medieval panel paintings for finds from a simulated site in Venice during the time of Marco Polo; Islamic manuscript paintings for a Timurid site along the Silk Road. This enables the children to use images as historical tools to address complicated issues of commercial exchange and social and cultural identity.
GLOBAL INITIATIVES AT THE FIRST PROGRAM

OVERVIEW

First Program’s Global Initiatives enhance the curriculum by identifying global resources for students, faculty and staff, facilitating student and faculty connections to partner schools around the globe and encouraging the development of global curricular collaborations. Through global relationships and collaborations, First Program children learn about global cultures and correspond with students around the world using blogs, Voicethread, e-mail, and Skype.

Examples of Ongoing Projects

DGI Beijing
In connection with the second grade study of New York City and the high school student immersion trip to China, each year a second grade House collaborates with the Mandarin students to compare and contrast New York City with cities in China. The second graders prepare questions and use a blog to correspond with the high school students during their travels in China.

Kidview World Blog Kidview
World Blog allows children to read books from other countries and share their book reviews with children worldwide. Recent participants have included The Hornsby House School in London and the Tsinghua International Primary School in Beijing.

Archaeology
As part of their Archaeology study of the early settlements in the Hudson River Valley, a third grade House collaborates with Litlulaugaskúli (Litlulaugar School) in Laugar, Iceland to study Viking travels and settlements in the new world. The children use Skype as a communication tool to share their research results.

Worldwide Art Gallery
The Worldwide Art Gallery provides students a place to share their artworks with children and schools around the world. Recent exhibitions include painted illustrations of a favorite scene from a favorite book created by First Program second graders, students at The Dalton School in Nagoya, Japan and students from the Tsinghua International Primary School in Beijing.

First Program Multi-Cultural Festival
The Parent Association plans and hosts a yearly event to celebrate the many cultures at Dalton. A recent Festival theme was “A Global Celebration: Festivals of the World.”

Recognizing the importance of early language learning, Dalton starts teaching Spanish in kindergarten at the First Program. With the goal of proficiency, children learn Spanish using immersion methodology and the communicative approach as a means of connecting language, culture and content. Our program follows a FLES (Foreign Language in the Elementary School) model in which students come to language class for a specific amount of time each day. The FLES Program is beneficial because it reinforces concepts from other disciplines and increases awareness of other cultures, peoples, and languages. In addition to being easy and fun for young learners, the program strengthens knowledge of a child’s first language, especially in terms of vocabulary and grammar.
OVERVIEW

The First Program science curriculum emphasizes the importance of experimentation and inquiry. Embedded within every curricular unit are structural elements that encourage students to generate questions, design experiments and observe and collect evidence in order to make sound conclusions. Students engage in active explorations of life, physical and earth science as they make connections to the natural world around them.

Grades K and 1 meet once a week for 40 minutes of science in the science lab. Second graders meet twice a week for 40 minutes and third graders meet twice a week for 45 minutes. Additional time and opportunity is made available to students via Lab, where students can extend their learning from the current topic of study a specific topic that interests them.

The General Overview of the areas of study includes, but is not limited to, the following:

Kindergarten
Earthworms
Linear Measurement
Using Sense to Observe Properties
Trees in the Neighborhood
Marbles
Sinking and Floating
Seeds and Fruit

First Grade
Land Snails
Magnets
Seed Germination & Dispersal
Life Cycle of a Plant
Ramps & Newton’s Law of Motion
Weight

Second Grade
Science of Sound
Green Tree Frogs
Acids & Bases
Aerodynamics
Temperature
Liquids & Volume

Third Grade
Pendulums
Plant Requirements
Plant Structure & Function
Arthropods
Mystery Powders
Water Cycle
Solar Energy
OVERVIEW
The art program nurtures and supports the creativity of each individual artist. It is designed to inspire a child's natural curiosity and inventiveness by facilitating his or her exploration of art materials and by encouraging self-reflection during the process of art making. Through lessons grounded in artistic development, students gain experience with a variety of art materials, tools and techniques. With an emphasis on learning through exploration and guided experimentation, children are mentored in group demonstrations and one-on-one instruction. The children develop increasing competency with materials and tools, build trust and confidence in their artistic vision, and experience the hard work and satisfaction that creative work can bring.

The children learn to tap into their inner lives to recall experiences, memories and feelings for use in making art. They learn what inspires their art making, and how they work best in the studio. Through direct, hands-on experiences, the children develop an understanding of the qualities and properties unique to different art materials. While engaged in the creative process students experiment, problem-solve, develop insight and integrate new information according to their own pace and plan.

The program encourages students to develop an understanding of line, shape, form, color, texture, pattern and composition through a variety of media, including paint, clay, paper, cardboard, fabric, wood and found objects. Children develop the ability to represent their personal imagery through drawing, painting, collage, printmaking, sculpture and constructions. The program aims to balance exploratory activities with more formal motivations about art learning that give voice to the children's life experiences.

The program also emphasizes honoring each young artist's ideas by learning how to look at and talk about art with sensitivity for the feelings of others. We teach students to value the environment by using recycled materials and treating our tools and resources with respect.

Students work in small groups in the art studio once a week for 45 to 60 minutes. Art Labs may be scheduled for a student to finish work or extend learning.
# Activities

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<tr>
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<td>Introduction to drawing materials</td>
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<td>Exploration of different drawing materials</td>
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<td>Development of drawing techniques</td>
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<td>Formal drawing exercises</td>
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<th>Painting</th>
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<td>Introduction to painting materials</td>
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<td>Exploration and development of color mixing</td>
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<td>Introduction and development of brush choice</td>
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<td>Development of painting techniques</td>
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<td>Illustration and Book Fair Paintings</td>
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<th>Collage and Construction</th>
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<td>Exploration of paper and cardboard</td>
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<td>Development of glue and scissor techniques</td>
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<tr>
<td>Introduction and exploration of collage and construction materials and techniques</td>
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<td>Introduction and use of other materials</td>
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<td>Introduction to collograph printing</td>
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<td>Introduction to history, sources and use of clay</td>
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<td>Introduction and development of advanced clay technique</td>
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<td>Exploration and elaboration of hands as tools for building, blending and sculpting</td>
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<td>Introduction and development of clay tool use</td>
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<td>Introduction to alternative clay bodies and tile making</td>
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<td>Introduction and development of glazing</td>
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<th>Wood</th>
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<td>Introduction to sources and uses of wood</td>
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<td>Introduction and development of use of hand tools</td>
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<td>Introduction and development of wood assemblage, wood collage and wood sculpture</td>
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OVERVIEW

The First Program library serves as a wonderful support for the Dalton curriculum. With 9,000 volumes, the library is one of the largest independent school libraries serving a kindergarten through third grade student body. Each grade level has a specific library curriculum designed to make good use of this expansive resource. Outstanding examples of award-winning literature from various cultural and ethnic sources are read aloud and discussed. Kindergarten and first grade students concentrate on I-Can-Read books or other developmentally appropriate literature. Second grade students read Caldecott and Newbery Award winning books and are introduced to the Dewey Decimal System. By learning about its subject categories and how the library is organized, they become more independent in accessing library resources. Third grade students receive instruction on developing their research skills. This includes learning how to use EBSCO Discovery, the library’s automated card catalog system, as well as online resources such as The World Book, Britannica and Grolier’s Encyclopedia. The library also offers e-books and audio books online to supplement the collection. All of the library’s resources (online catalog, databases, reference resources, book lists, literary website links) are now on an interactive library blog which also features updates about what students have read and projects undertaken in library; this allows students and families to post comments and foster community dialogue about literature. Throughout the year, the library hosts prominent award-winning authors and illustrators to present their work to the children.

Each class meets for a weekly library visit. Children spend half of every library session doing guided browsing in order to select books to take home to read. In addition, students are encouraged to visit the library individually to exchange books or to do research during the school day. Each House also has its own classroom library to supplement the regular collection. Parents are welcome to visit the First Program library after school.
OVERVIEW

Technology at The First Program supports and enhances the way that all subjects are taught and learned. Working with educational technologists from the school’s New Lab for Teaching and Learning, teachers provide students with an array of digital tools. These tools are integrated into assignments in a differentiated, interdisciplinary and constructivist way throughout the curriculum to facilitate scholarship and intellectual inquiry. Using iPads, laptops and interactive smartboards, students document their thinking processes, problem solve, express themselves in multiple ways, collaborate with their peers, and work independently to master concepts.

Examples of technology use include Skyping with experts and cultural institutions around the world, photographing and annotating objects and museum artifacts on field trips, composing musical scores in the style of various musical genres, creating interactive digital books for creative writing and research, and programming animated stories.

In addition, teachers and educational technologists introduce students in all grades to the importance of becoming responsible digital citizens. The goals of the digital citizenship curriculum are threefold: to develop lessons with teachers that enrich and support their curricula, to provide students with guidelines for using Internet resources safely and responsibly, and to promote the positive benefits of using these online resources for learning.
OVERVIEW

The Physical Education program is based on the belief that movement is the cornerstone of a child’s early life. As children develop greater motor coordination and athletic proficiency, their body awareness and self-esteem increase. Cognitive and affective development is also enhanced. When the children begin to engage in more competitive activities, the program strives to promote the importance of cooperation, good sportsmanship and fair play. Boys and girls participate equally in all activities. The program encourages a healthy attitude toward physical fitness. Fitness and jogging exercises are required at the beginning of each class so that they will become a natural habit or routine for the future.

Other learning disciplines are integrated into the program. For example, activities such as keeping score for games, calculating the number of miles jogged or using geometric shapes and patterns, develop and reinforce math skills. Literacy skills are practiced through the creation and documentation of gymnastic routines. Health issues are focused upon through discussions about nutrition, the effects of exercise on the body and how muscles develop and grow. Science is reinforced when discussing the effect of gravity when participating in throwing and catching exercises, as well as the properties of air pressure when working with a parachute.

Students are introduced to a wide variety of playground games that can be played alone or with a friend as well as sports that they may decide to pursue in after school programs or later in life. The program is designed so an individual with special talents in a given area may excel and share his/her knowledge and experience. The program is flexible to support the participation of all children.

Kindergarten classes meet for 40 minutes twice a week. First grade classes meet for 40 minutes three times a week. Second grade classes meet for 40 minutes four times a week. In second grade, one class a week is held at the 87th Street Physical Education Center. Third grade classes meet for one hour, four times a week at the 87th Street Physical Education Center.

**Special Events**

Physical Education special events include a division-wide Family Fun day held in the Fall for parents and children, a gymnastics demonstration for second grade students and their families, and a field day for grades 1, 2 and 3.

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<th>ACTIVITIES</th>
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<td>Motor Skill Development</td>
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<td>Low Organizational Games</td>
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<td>Ball Skill Development</td>
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<td>Gymnastics</td>
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<td>Movement Exploration</td>
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<td>Folk Dance</td>
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<td>Team Activities</td>
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<td>Playground/Sidewalk Games</td>
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<td>Kickball</td>
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<td>Soccer</td>
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<td>Floor Hockey</td>
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<td>Newcombe</td>
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<td>Basketball</td>
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<td>Badminton</td>
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<td>Wiffleball</td>
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<td>Volleyball</td>
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<td>Track and Field</td>
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OVERVIEW

The theatre and dance offerings in the First Program emphasize personal expression while supporting curricular learning. The program allows for the students to view their subjects through an arts lens while simultaneously developing important life skills that will serve them throughout their lives.

In kindergarten, students use the tenets of creative movement to build imagination and to develop gross motor skills. Gender stereotypes are explored and broken down through the reimagining of fairy tales.

The first grade creative movement program deepens skills learned in kindergarten with an emphasis on audience building. Students begin the process of reimagining stories through dance motifs.

The second grade program focuses on musical theatre. It is connected to the social studies and literacy curricula culminating in a musical dramatization of a piece of children’s literature that explores the different landmarks and neighborhoods of New York City.

Playwriting is the focus of the third grade theater arts curriculum. As a supplement to the creative writing occurring in the classrooms, students explore alternative means of written expression. They also capitalize on previously learned skills to more fully experience and understand the different theater projects in which they participate.
OVERVIEW

The primary objective of the First Program music curriculum is to encourage a love and appreciation of music through singing, listening and movement. Through a combined Dalcroze/Orff approach, children learn about rhythm, notation, harmony style and interpretation. These goals are accomplished through exposure to a repertoire of songs, dances and musical games that reflect varied cultural heritages. The social skills of listening, taking turns and supporting other children’s efforts are emphasized as children experience the joy of cooperative music making. Wherever possible, individuals are also encouraged to be creative and explore their own musical ideas. Instrumental work incorporates a variety of percussion instruments including Orff instruments (xylophones, metallophones and glockenspiels). Recorder is introduced in third grade. Sings and assemblies are presented several times a year. They serve to reinforce curricular connections and provide opportunities for children to sing together.

Outcomes of the music program include the ability to sing in tune, to read simple rhythmic and pitch notation, to sing two-part music, to practice in listening attentively and critically to music, and to appreciate varied musical styles from different cultures.

KINDERGARTEN

Kindergartners have two 30-minute classes per week, meeting once in a whole group and once in a half group. Together children sing a repertoire of American folk songs as well as songs from other cultures. Question-and-answer songs, ear training games and solo singing encourage tuneful singing. Children experience the elements of music—tempo, rhythm patterns, tone, color, style, form and dynamics—through singing games, movement activities, and the use of small percussion instruments.

FIRST GRADE

First graders have two 45-minute classes per week. Students learn a larger repertoire of music, including American folk songs and songs that complement their social studies curriculum. They explore in greater depth the elements of music that were introduced in kindergarten. Children are gradually introduced to formal musical symbols and terminology. Listening skills are taught with selected orchestral repertoire where children are able to move creatively as they experiment with making up new words or verses to familiar songs and creating movements and dances.

SECOND GRADE

Second graders have music once a week for 45 minutes as a whole class. Each child also has 45 minutes of instrumental ensemble for one semester, using Orff pitched percussion and rhythm instruments. In these classes, children work collaboratively, playing xylophones, glockenspiels, metallophones, assorted drums and other percussion instruments. They develop ensemble skills, learning to maintain a steady beat and listening to one another. Part-singing in the form of simple rounds is introduced and the repertoire of American folk songs and songs from diverse cultures is expanded. Children learn music notation through singing, solfege (reading music with do-re-mi syllables), dancing, and playing increasingly complex games. They develop their listening skills with exposure to classical orchestral repertoire, jazz, folk and contemporary music. Children discuss what they hear and how the music affects them.

THIRD GRADE

Third grade students have two 45-minute classes per week, one general music class and one instrumental class. In instrumental class children work with unpitched and melodic percussion instruments as well as being introduced to the recorder. They learn an increasingly larger repertoire of songs, both American folk songs and songs from other cultures. Part singing of simple rounds encourages children to maintain musical independence while working as a group. Children build on their solfege skills and continue to work on their listening skills.

CHORUS

All children (grades 1-3) are welcome to join the chorus. The First Program Chorus rehearses twice a week before school. The emphasis is on ensemble singing, working towards a beautiful tone and refining pieces of music for performance. The chorus performs twice a year for the Dalton community—once in the winter and again in the spring. Children often accompany the chorus with a variety of Orff pitched and percussion instruments. The annual spring concert is a celebration of many cultures with songs from around the world.