

HADDAM-KILLINGWORTH
INTERMEDIATE SCHOOL
PROGRAM OF STUDIES

2021-2022

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About our Program of Studies

To our HKIS Families,

Welcome to Haddam-Killingworth Intermediate School! We are proud to present our Program of Studies. This document is designed to help parents and students learn more about the themes and topics that HKIS students will be studying and the opportunities they have to explore their interests outside of the academic and applied academics curriculum.

The first section shows what a school day will be like for your child, then a description of our core academic classes, organized by subject. The following sections explain the special classes for fourth and fifth graders. We are calling them applied academics, which captures their role as complementary to the reading, writing, mathematics, science and social studies that are learned within the academic classrooms. It is here where the children learn to practice their communication skills, make healthy decisions, explore and be inspired by the artwork of the people they are learning about in history, and learn the research and technology skills to be used within their other classes and throughout the remainder of their time in RSD 17. Finally, we have included examples of extra-curricular clubs at HKIS.

Eric Larson, HKIS Principal

Schedules

The intermediate school is designed as an upper elementary school for 4th and 5th graders with a unique learning environment to support the developmental needs of students academically, emotionally, socially and physically. Students will spend most of their core instructional time with one teacher and will switch together as a class for subjects with the other teacher(s) within their “duet” or “trio”.

Morning Meeting

Each day students will begin in their classroom with a morning meeting. This time is designed to come together as a class to build community and start the day in a positive way. Generally, this means a friendly greeting, a short, fun activity, and an overview of the day ahead. This may also be a time to share meaningful events going on in the students’ lives.

Grade 4 Schedule

In the 2021-22 school year, fourth grade classes will be grouped into three Duets. Here is an example of the schedule for a student. The times may shift slightly year-to-year, but the students will have two classes with their homeroom teacher, then a class with the other teacher on the duet.

8:50	School begins: pledge, morning meeting
9:10	Reading class with homeroom teacher
10:00	Academic with Duet teacher
11:00	Applied Academics
11:50	Recess
12:15	Lunch
12:45	Personalized Learning Time
1:45	Academic with Duet Partner
2:40	Academic with homeroom teacher
3:35	Dismissal

Grade 5 Schedule

In the 2021-22 school year, fifth grade classes will be grouped into two Duets and one Trio. Here is an example of the schedule for a student. The times may shift slightly year-to-year, but the students will have two classes with their homeroom teacher, then a class with each of the other teachers of the trio or duet.

8:50	School begins: pledge, morning meeting
9:05	Applied Academics
9:55	Academic with homeroom teacher
10:50	Academic with homeroom teacher
11:50	Lunch
12:15	Recess
12:45	Academic with Partner
1:40	Academic with Partner
2:35	Personalized Learning Time
3:35	Dismissal

Example of Duet Schedules

Duet class with math and social studies/science teacher		Duet class with LA teacher	
8:50	School begins: attendance, pledge, morning meeting	8:50	School begins: attendance, pledge, morning meeting
9:05	Math with homeroom teacher	9:05	Reading with homeroom teacher
9:55	Social Studies and Science with homeroom teacher	9:55	Writing with homeroom teacher
10:50	Writing with Duet Partner	10:50	Math with Duet Partner
11:50	Lunch	11:50	Lunch
12:15	Recess	12:15	Recess
12:45	Reading with Duet Partner	12:45	Science and Social Studies with Duet Partner
1:40	Applied Academics	1:40	Applied Academics
2:35	Personalized Learning Time	2:35	Personalized Learning Time
3:35	Dismissal	3:35	Dismissal

Example of Trio Schedules

Trio class with writing teacher		Trio class with math teacher		Trio class with SS/Sci Teacher	
8:50	School begins: attendance, lunch counts, pledge, morning meeting	8:50	School begins: attendance, lunch counts, pledge, morning meeting	8:50	School begins: attendance, lunch counts, pledge, morning meeting
9:10	Reading class with homeroom teacher	9:10	Reading class with homeroom teacher	9:10	Reading class with homeroom teacher
10:00	Writing with homeroom teacher	10:00	Math with homeroom teacher	10:00	SS/Sci with homeroom teacher
11:00	Applied Academics	11:00	Applied Academics	11:00	Applied Academics
11:50	Recess	11:50	Recess	11:50	Recess
12:15	Lunch	12:15	Lunch	12:15	Lunch
12:45	Personalized Learning Time	12:45	Personalized Learning Time	12:45	Personalized Learning Time
1:45	Math with Trio Partner	1:45	SS/Sci with Trio Partner	1:45	Writing with Trio Partner
2:40	SS/Sci with Trio Partner	2:40	Writing with Trio Partner	2:40	Math with Trio Partner
3:35	Dismissal	3:35	Dismissal	3:35	Dismissal

English Language Arts

Overview

The HKIS Language Arts program develops the skills and strategies of reading, writing, speaking and listening needed for living literate lives. We follow the Workshop Model utilizing Units of Study in Reading and Writing from the Teachers' College Reading and Writing Project at Columbia University, which helps students become successful independent readers and writers. In Reading Workshop, students are explicitly taught the strategies and habits of proficient readers through brief mini-lessons followed by independent reading time. During independent reading time, students practice the skills they have learned through reading a wide variety of books at their reading levels and of personal interest. Also during this time, teachers meet with students to confer individually or in small groups to help them advance their skills and grow as readers. Likewise, in Writing Workshop, students learn to reflect upon their experiences as they collect their ideas in writers' notebooks and plan, draft, revise, edit and publish pieces across genres such as personal narratives, memoirs, poetry, informational texts, and opinion or persuasive essays. Word study and learning the conventions of academic writing are also part of language arts instruction.

Language Arts, Grade 4

The fourth grade literacy program continues the development of skills and strategies necessary for reading and understanding more complex texts independently through wide reading. Through a program rich in both fiction and nonfiction, students continue to build extensive vocabulary, and to apply multiple reading strategies while fluently reading more complex texts in order to apply higher level thinking skills and form interpretations. Fourth grade readers become increasingly more adept at sharing text-related ideas in written responses and in discussions with others. The fourth grade writing program continues to emphasize the writing process, as they generate topics, plan, draft, revise, edit and publish for a variety of audiences, purposes and in a variety of forms including narrative, information and opinion.

- Our reading units include interpreting characters, Reading the World: nonfiction, interpretation book clubs, ramping up nonfiction reading and historical fiction book clubs.
- Our writing units include the arc of the story, writing realistic fiction, informational research writing, boxes and bullets: personal and persuasive essays, poetry writing, and personal narratives.

Language Arts, Grade 5

The fifth grade literacy program develops the skills and strategies necessary for reading, interpreting and analyzing more complex texts independently through wide reading. Through a program rich in reading across genres, students not only build, but apply extensive vocabulary, and integrate a multitude of reading strategies in order to apply higher level thinking skills and form interpretations. Fifth grade readers become increasingly more adept at generating text-related ideas and sharing them with others through writing long and conversation. The fifth grade writing program continues to emphasize the writing process, as they generate topics, plan, draft, revise, edit and publish for a variety of audiences, purposes and in a variety of forms including narrative, information and opinion. In addition, students will continue to strengthen and develop their word work skills, including spelling, vocabulary and grammar.

- Our reading units include analyzing themes in novels, tackling non-fiction text, researching debatable issues and fantasy book clubs.
- In writing, the units of study include a detailed look at the craft of narrative writing, researching topics of interest, literary essay and writing argument essays.

Mathematics

Overview

The goals of the RSD17 Elementary Mathematics Program are to develop skills, strategies and habits to foster life-long problem solvers. Students make sense of mathematics, persevere, make connections, solve problems and communicate thinking. By using the structure and relationship of numbers and operations, students compute, estimate and solve meaningful math problems. In Grades 4 and 5 students continue to develop knowledge and skills from primary grades in numeration, algebraic thinking, measurement, data and geometry. Instruction uses a balanced approach with emphasis on understanding concepts, procedural skill, computational fluency and rigorous application. Problem solving strategies, reasoning and justifying mathematical solutions are prevalent as students make connections among math concepts to develop a deep understanding.

Mathematics, Grade 4

The fourth grade math program continues to develop problem solving in three critical areas: multi-digit multiplication and division, fractions (equivalence, addition and subtraction of fractions with like denominators and multiplication of fractions by whole numbers) and understanding geometric figures based on properties such as parallel or perpendicular sides, particular angle measures and symmetry. Students expand their understanding of the base-ten system to numbers within 1,000,000 including rounding. They develop fluency in computation in all four operations using multi-digit whole numbers both in and out of context. Students connect fraction concepts to decimal notation and explore fractions greater than one. They draw, measure and identify angles and solve problems with angles and classify shapes based on attributes with angles and sides. Throughout the fourth grade experience, students are encouraged to be precise, think flexibly, make connections and explain their thinking orally and in writing using models, tools and accurate vocabulary.

- Our math units include Whole Numbers, Operations, Multi-Digit Operations, Fractions and Decimals and Geometry and Measurement.

Mathematics, Grade 5

The fifth grade math program develops math thinkers in three areas of focus: multiplying and dividing fractions and their relationship to decimals, extending division to 2-digit divisors of whole numbers and decimals and measuring volume by relating it to multiplication and division. Students further their understanding of place value and decimals and discover the importance of the place value system. They work with all four operations with decimals and see the necessity of being able to calculate with them. Students learn the importance of order in math and will persevere through order of operations problems, graphing ordered pairs, writing expressions, and identifying patterns. Grade 5 builds on the foundational understanding of fractions by extending to computation in all operations using fractions. Students add and subtract with unlike denominators, multiply fractions and divide unit fractions. Students work with customary and metric units of measurement and conversions between units. Fifth graders extend their geometric thinking about attributes to categorize 2D shapes and find volume of rectangular prisms. Throughout the fifth grade, students are encouraged to be precise, think flexibly, make connections and explain their thinking orally and in writing using models, tools and accurate vocabulary.

- Our math units include Whole Number Operations and Applications, Decimals and Fractions, More Decimals and Fractions, Measurement/Data/Geometry and Algebraic Thinking and the Coordinate Plane.

Science

Grade 4 Science

Unit 1: Changing Earth

Students will make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They will address the essential question: Why aren't some of the oldest mountain ranges in the world not the tallest? They will create a plan on how to preserve and protect the Appalachian Trail to minimize the effects of erosion and weathering. Students will also examine various materials looking to identify patterns which help to determine the age of rocks as well as fossils. They will create a simulation of rock layers which include fossils embedded in various layers. Several "Mystery Fossils" are added to their strata and students work to try and date these "Mystery Fossils" based on the pattern of rock layers. Students conduct research to learn how scientists use rock layers and fossils to estimate the age of mountains.

Unit 2: Energy Conversion

In this unit, students will learn about energy and that the conversion of it is involved in a myriad of everyday functions. Students will investigate the transfer of energy from potential energy to kinetic as well as the energy of objects in motion. They will ask questions and predict outcomes about the changes in energy that occur when objects collide. They will also learn about the conversion of a variety of fuel sources from stored energy into usable electrical energy.

Unit 3: Biomimicry

Biomimicry is how humans mimic the natural world in their innovations and designs. In this unit, students will compare and contrast energy transfer in the natural and design worlds focusing on how electric currents, light and sound are received and perceived by both. As a result of observing those interactions in nature, much of human innovation and design can be directly attributed to how organisms survive all manner of energy inputs. Students will develop a model to describe how animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Grade 5 Science

The goals of 5th grade science are to engage students in scientific practices to develop broader understanding and deeper levels of scientific investigation. A heavy emphasis is placed on developing independence, organization and resourcefulness. Our fifth grade units of study investigate the essential questions:

- What are the patterns of the earth, moon and sun?
- How does energy move through an ecosystem?
- How do the geosphere, biosphere, hydrosphere and atmosphere interact?

During these investigations, students will form deeper connections between scientific concepts and skills, such as evaluating methods for collecting data, revising models based on evidence, and analyzing data to make sense of phenomena.

Social Studies

Grade 4 Social Studies

Grade 4 social studies focuses on map reading and the regions of the United States. Throughout the year, the emphasis is on the geographic, historical, economic and civic factors that make each region unique.

United States Regions

Unit Title	Compelling Question(s)
Unit 1: Map Reading Skills	<p><u>How does where you live influence your lives?</u></p> <p>What would a map illustrating the variation and distribution of various resources reveal?</p> <p>What can be learned from maps showing the migration of people within the United States of America?</p> <p>What can be learned from a topographical map of the United States of America?</p>
<u>United States Regions</u>	<u>What are the geographical, historical, economic and civic factors that make each region unique?</u>
Unit 2: Northeast Region	<p>Why was proximity to water so important for settlement?</p> <p>What was the impact of rivers and waterways on colonial and post-colonial trade?</p> <p>Why have people moved to and from the Northeast from colonial times to present day?</p>
Unit 3: Mid-Atlantic Region	<p>What geographic features have caused peoples to migrate to this region?</p> <p>What are reasons for the development of large cities in this region?</p> <p>How have the developments of canals and waterways affected the economic growth of this region?</p>
Unit 4: Southeast Region	<p>How has the geography and climate affected the development of economic and social institutions of this region?</p> <p>What historical events were a result of geography and climate on the region?</p> <p>How have the essential characteristics of the region changed during the Civil Rights Era?</p>
Unit 5: Midwest Region	<p>What are the reasons and results of the development of major urban centers in this region?</p> <p>What is the relationship between people of the Midwest and the Great Lakes and major rivers of the region?</p> <p>How has the immigration of different ethnic groups affected the region?</p>

Unit 6: Southwest Region	<p>How has the geography and climate affected the development of economic and social institutions of this region?</p> <p>How has the relationship between the people of the region and the Mexican neighbors evolved?</p> <p>How has the migration of peoples into the Southwest region affected the political and social characteristics of the region?</p>
Unit 7: West Region	<p>How has the geography and climate affected the development of economic and social institutions of this region?</p> <p>How have the economic and social features of the West attracted people to this region?</p> <p>What are the geographic and climatic challenges that the people of this region face?</p>

Grade 5 Social Studies

Early United States History

Unit Title	Compelling Question(s)
Unit 1: Indigenous Peoples of North America	What makes a society thrive?
Unit 2: Europe in the 1400s and 1500s	Did the printing press preserve the past or invent the future?
Unit 3: Early Settlements and Relationships with Indigenous Peoples	<p>What leads people to explore and leave their homeland?</p> <p>How did the English and the Wampanoag move from contact to cooperation to conflict?</p> <p>How do modern historians determine the “real story” in the past? Why do stories from the past differ?</p>
Unit 4: The Colonies	<p>Would you have come to the colonies?</p> <p>What drew people to certain colonies?</p> <p>What made people stay?</p>
Unit 5: French and Indian War	Did the French lose out in North America?

Applied Academics at HKIS

Grade 4	Grade 5
Physical Education	Physical Education
Imaginations in Art	Early American Art
Roots of American Music	Musical Traditions of the World
World Language: Critical Cultural Awareness	World Language: Spanish or French
Skill Rotation: Health/Research and Digital Citizenship	Health
Creation Rotation: Coding/Design Build	Life Skills: Practical Arts

Physical Education, Health and Practical Arts

Overview

The HKIS physical education program is designed to encourage students to develop not only physically, but also socially and emotionally, as they progress through our curriculum into responsible, respectful and physically literate young adults. Students reach these objectives through a variety of individual and group activities that stress concepts, strategies, skills, wellness theories, and lifetime activities.

In addition to the health concepts described below, students will engage in weekly Social-Emotional Learning (SEL) lessons to learn proactively about what it is to be empathetic, how to self-regulate to achieve success socially and academically in school, how to manage feelings, how to calm-down, and to successfully manage conflict.

Health, Grade 4

Students in Grade 4 will comprehend a variety of concepts related to health promotion and disease prevention such as the role that physical activity, relaxation and communication skills play in healthy lifestyles.

In addition, students will demonstrate the ability to effectively communicate, such as identifying when assistance is needed when making health-related decisions as well as strategies to use to avoid peer pressure.

Students will also demonstrate the ability to make responsible decisions to enhance health and avoid or reduce health risks, such as wearing helmets and seat belts and recognizing that medications are safe when used properly and under adult supervision.

Health, Grade 5

Students in Grade 5 will demonstrate an understanding of what puberty is as well as the changes that adolescents go through during puberty. Discussions will focus on the following:

- What is puberty?
- All people experience puberty on their own timetable.
- Girls and boys experience different body changes. Students will be separated into gender specific groups to discuss gender specific body changes, such as menstruation.
- The changes that occur during puberty as they relate to personal hygiene.

Students in Grade 5 will also discuss communicable disease prevention, including types of communicable diseases such as virus, bacteria, fungi and parasites as well as the ways to prevent illness, such as practicing good personal hygiene and seeking appropriate health care.

Practical Arts

Practical arts is a program that creates an individual and cooperative learning environment to challenge all students to develop and hone life skills. Themes, skills, and concepts that we will be developing are listening and following directions, non-verbal and verbal communications, public speaking, budgeting money, and community connections. Through differing instructional strategies, the students will be active learners in subjects that will aid them in becoming young adults.

Visual Arts

Overview

Art in HKIS is an introduction to basic methods and practices. The curriculum incorporates the National Standards for Visual Art Education and has a strong focus on the elements of art. Students apply the elements to create observational drawings, paintings, and clay. Student's individual strengths and talents will be cultivated in a supportive and respectful environment. As a result of participating, students will:

- Differentiate between a variety of media, techniques and processes.
- Use different media, techniques, and processes to communicate ideas, feelings, experiences, and stories.
- Use art media and tools in a safe and responsible manner.
- Discuss a variety of sources for art content.
- Create artwork that demonstrates how history or culture can influence visual art.
- Identify various purposes for creating works of art.
- Recognize there are different responses to specific works of art.
- Identify possible improvements in the process of creating their own work.

Imaginations in Art, Grade 4

This course emphasizes elements of art with an introduction to the principles of design. Students will explore a variety of artists, art processes, and make connections to art history and different cultures, especially within the various regions of the United States. They will experiment with 2- and 3-dimensional art forms such as drawing, painting, printmaking, sculpture, and ceramics. They will have a creative, hands-on experience, while building art knowledge and developing their skills.

Early American Art, Grade 5

Art in fifth grade will focus on the functional three dimensional art of America's first peoples and the visual arts and crafts of Colonial America and early United States. Students will explore functional art such as pottery and create artwork that demonstrates how history, culture and function influence the artwork. Through a critical look at the paintings of early America and creating their own using similar techniques, students will discover how the choices that an artist makes in subject and style can capture the attitudes and mores of the time.

Music

Overview

The music programs at the intermediate school will foster creativity and provide an outlet for self-expression. Through rigorous and meaningful experiences in music and collaboration with peers, students will expand upon their elementary school singing and instrumental skills. Through the Intermediate School Music Curriculum, students:

- Experience musical traditions from America and around the world through singing, playing global classroom instruments, and dancing.
- Foster growth in self-regulation, leadership, and determination by playing and singing within ensembles.
- Connect to others from different backgrounds by exploring, analyzing, and understanding the role of music in various cultures.
- Improve musicianship and expand upon musical knowledge.
- Learn to express themselves through singing, playing, composing, and listening to music.

Roots of American Music, Grade 4

Fourth grade students will learn about American music through singing, dancing, playing instruments, composition, and experiencing music from different historical periods and regions of the country. Through this course, students will:

- Create and perform music and dances in small and large groups.
- Improve upon the foundational musicianship built in primary grades.
- Learn 21st century skills through collaboration and leadership.
- Use higher-level thinking to compare and contrast musical styles (folk songs, work songs, jazz, etc.)

Musical Traditions of the World, Grade 5

Fifth grade students will get a unique view of cultures from all over the world. They will experience music and traditions from different areas of the globe while learning to sing, perform, dance or play repertoire from these cultures. During this course, students will:

- Make connections to people in other countries.
- Compose music representing the styles they learn about.
- Continue to build and expand upon musicianship skills.
- Use higher-level thinking to explore differences and similarities in cultural style.

Band

Intermediate school students also have the opportunity to learn to play an instrument. Playing an instrument in band offers many benefits: musical self-expression, individual levels of challenge, small group instruction, and improved concentration and learning skills. In addition, participating in a musical ensemble is an incredibly valuable way for your child to learn 21st century skills that he/she will be able to carry throughout life, such as teamwork and responsibility. Band and small group lessons will take place during Personalized Learning Time.

Chorus

This is an opportunity available to all 4th and 5th grade students. The chorus is designed for students who enjoy singing and would like to further their musical skills and experiences. This group will perform in concerts and may provide other performance opportunities throughout the school year. Chorus will meet weekly during PLT time.

Technology and Research

Design Build

Using the resources of the Maker Space during this course, students will:

- Explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem or create innovative products that are shared with others
- Use digital and non-digital tools to plan and manage a design process
- Engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays
- Demonstrate perseverance when working on open-ended problems

Coding

During this course, students will:

- Learn problem solving skills, communication skills, computer programming, and coding
- Engage in solving puzzles, challenges, and real-world scenarios
- Code using algorithms, loops, conditionals, events and functions
- Design and create a project to share with their class

Digital Citizenship and Research

During this course, students will:

- Learn to recognize and value the rights, responsibilities and opportunities of living and learning in an interconnected digital world
- Demonstrate an understanding of the role an online identity plays in the digital world and the permanence of their decisions when acting online
- Practice and encourage others in safe, legal, and ethical behavior when using technology and interacting online
- Learn about, demonstrate, and encourage respect for intellectual property
- Demonstrate an understanding of what personal data is, how to keep it private, and how it might be shared online
- Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others
- Collaborate with a teacher to employ appropriate research techniques to locate print and digital resources that will help them in the learning process
- Learn how to evaluate sources for accuracy, perspective, credibility and relevance
- Organize information and make meaningful connections among resources
- Explore real world problems and issues and collaborate with others to find answers or solutions

World Languages: Spanish and French

Overview

The HKIS/MS world language department provides students the opportunity to learn French or Spanish with the goal of speaking, reading, and writing in the target language. Fifth grade students have the opportunity to choose French or Spanish to learn over the next four years. Students will complete French I or Spanish I by the end of sixth grade and French II or Spanish II by the end of eighth grade.

Critical Cultural Awareness

This class uses CT World Language Framework *CONTENT STANDARD 8: Comparisons Among Cultures* to help students begin to explore the differences between and among French and Spanish speaking countries around the world and reflect on the cultural differences and similarities to their own experiences. Students in this 25 lesson class will learn about Spanish and French speaking cultures across Europe, North and South America, Africa, Asia, and Oceania. In addition to helping the HKIS student to reflect on his or her own cultural experiences, the student will explore how many countries assimilate aspects of other cultures while keeping distinct traditions. This course will provide students with a foundation of knowledge about the varied French and Spanish speaking cultures around the world which will allow the students to make a more educated decision regarding their preferences to learn Spanish or French starting in fifth grade.

Spanish, Grade 5

This course is designed to introduce students to Spanish culture and language. The first half of Spanish I emphasizes culture through authentic and adapted sources of art, music, media, customs, history and geography of Spanish-speaking people. Basic grammar and syntax, simple vocabulary, and the spoken accent are introduced so that students can read, write, speak, and understand the language at a basic level.

French, Grade 5

This course is designed to introduce students to French culture and language. The first half of French I emphasizes culture through authentic and adapted sources of art, music, media, customs, history and geography of French-speaking people. Basic grammar and syntax, simple vocabulary, and the spoken accent are introduced so that students can read, write, speak, and understand the language at a basic level.

Personalized Learning Time

We have set aside time every day to meet the individual needs of every child in our school. This Personalized Learning Time is when students can receive their instrument lessons, access extra instruction in an academic area, and participate in special education support or counseling.

Personalized Learning Time is also a time when students explore their own interests. They can visit the Maker Space to puzzle through an idea, work with our library staff to research new learning, continue to practice coding, or work on other projects using the resources and staff of the intermediate school. As the year develops, students will take more ownership for this time, developing their weekly schedule. Below are some of the more formal activities that may go on during this time:

LEAP

Students who qualify for the L.E.A.P. (Learning Enrichment for All People) program will work in a small group setting, completing projects that will expect them to apply evaluative criteria, identify personal learning styles, and communicate with others socially and academically. Projects and assignments vary in topic and nature, and are usually chosen by the students based on their interests, mostly in the areas of mathematics and language arts. Students problem solve, make decisions, and investigate challenging and complex problems over an extended period of time. These projects are student-driven and provide students with 21st century skills such as communication, independent thinking, and research. Critical and analytical thinking are integrated into many of the assignments. Non-project based tasks include logic problems, philosophical reasoning, and short critical thinking assignments in the areas of mathematics, reading, and writing.

Math Support

The math support program is designed for students who need additional help in mastering math skills and to support grade level math learning. Our goal is to provide high-quality instruction and practice of skills that are differentiated according to the students' needs. The program offers both small group and/or individualized instruction. The topics are individualized for each student enrolled to promote success in their primary math class. Enrollment in math support is based on performance in class and assessments.

Reading Support

Students who need targeted reading instruction beyond the extra help provided by their teacher are included in the reading support program. It is designed to provide additional individualized and explicit reading instruction beyond grade level language arts classes. Instruction is designed to meet the specific needs of each student, in order to improve decoding (reading), encoding (spelling), fluency and/or reading comprehension skills. Reading instruction often includes vocabulary building activities through the teaching of the most common prefixes, suffixes and roots.

Special Education

Students with Individual Education Plans that require support outside of the classroom will also use the Personalized Learning Time for this purpose. The primary purpose of this time is for the special education teacher to utilize specialized instruction to address specific goals and objectives for each student and to provide the students with tools needed to be independent, self-directed learners. Remediation of skills and classroom support will be provided.

Counseling and other Student Supports

The students of HKIS are served by a school counselor and a school psychologist. The team works together to ensure the social, emotional and academic success of our students. Our student support staff meets with individual students and groups as well as continuing the Second Step program that our students began in primary school.

Our students who have other needs will also have support from our Speech and Language Pathologist and our Occupational and Physical Therapists.

Instrument Lessons

Students who have chosen to play an instrument in our bands at HKIS will receive one lesson a week. Similar instruments may be grouped together for the lessons, which are taught by one of our music teachers.

Clubs and Activities

Fourth and Fifth Grade is a time when children are excited about extra-curricular opportunities. In addition to allowing the students to explore their interests, our club activities help connect them to others and to the school. Below is a sample of the kinds of clubs and activities that we have offered at HKIS. Our clubs will run three different times a year: fall, winter and spring. This list will change and expand due to student interest. If you wish to see a club not on this list, please talk to Mr. Larson or Mrs. Ouellette, our Lead Teacher for Student Life.

- Student Council
- Running Club
- Maker Space Club
- Robotics Club
- Craft Club
- Cooking Club
- Computer Club