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## Magowan elementary school

There are clear differences between being a school counselor in primary school and someone who works in high school. Both are complex but useful positions. To find the right one for you, it helps you understand the level and type of student interaction you will have. Primary school Typically covers K grades under 6 or 8, school counseling in elementary school environments means you will see children with serious problems revolving around their home life. It can include emotional or physical abuse at home, a lack of resources that leave a child hungry or without basics such as electricity or running water. Along with problems at home, children in this age group will have standard issues seen in many schools, such as bullying, gossip among pupils, difficulties with teachers and learning disabilities. In elementary school, you're more likely to be the only counselor at the school, or you can serve more than one school in the district. When a school involves older children because it functions as a high school, you find yourself addressing more issues such as relationships and body problems. You may have to deal with serious problems such as self-harm, addiction and sexual activity between students. You can also deal with violence at school like this school counselor who spoke to a student from shooting classmates and teachers. High school at high school level, there's a chance you'll deal with many of the same home issues as those that come with younger students. Students will have the same socioeconomic issues that plague younger children as being without minimal resources at home. They will also deal with abuse and neglect, but they are more likely to hide their home life better. These students may not disclose their situation at home to anyone. School counseling at high school will include guidance on classes to take for high school, or dealing with children who have learning disabilities. High school students are also trying to get to college. You will spend time advising them at the right school for them based on grades, as well as directing them to the classes they will need to take to get into this school. As a high school counselor, you'll be able to advise students personally or in groups to prepare them for life after high school. Huge differences in ages and counseling methods Can be a huge difference between primary school counseling and counseling in high school. This contrast is mainly based on the age of two types of students. With smaller students in K-6s, you'll find as a school counselor that it requires you to be another parent for most kids. They will come to you in the hope that you will fix your home life or provide a crying shoulder for any problems they take over at home or at school. At the high school level you will deal with fewer emotional issues and more specific issues or problems such as drug abuse or college admission.

You're you prepare these students for the world outside of high school, which can be very useful. School counselors face challenges and rewards at all levels, and it's up to each counselor to determine what age and related needs suit them best. See also: The 20 best online masters in school counseling programs

The payment of private primary schooling puts a significant burden on families, especially when it believes that appropriate public education is essentially free. Still, many parents find that a solid, private education for their children costs by giving students an artistic, religious or personal attention they may not find elsewhere.

Tweet this! Discover the best private elementary schools! Schools on this list have their own special appeal. Smart tuition can be a crucial factor for some parents (annual tuition on this list ranges from \$5,000 to \$50,000 annually). Small class sizes and personalized attention can be crucial for others. Some families are looking for an academic distinction, or a way to avoid bullying, specialized education in a particular field or place where their children will be evaluated and encouraged. The ranking criteria include the following: Schools must have at least three of the six classes (first to sixth graders) that are traditionally classified as entry-level classes. They must exceed neighboring public schools in the course of selection and success. They need to have a reputation for producing students who are well prepared to take the next steps in their education. While they are organized as businesses, schools should have a reputation for treating families with fairness and compassion. They actively strive to treat parents as partners in the learning process. They openly and regularly celebrate students and their achievements. In determining whether and the degree to which these criteria were met, we did extensive research into these schools, which included finding and assessing parental and student reviews. Finally, we decided to put a premium for geographic diversity when choosing schools. Instead of focusing on multiple high-density population centers with a large concentration of private schools, we felt it was important that all regions of the country be represented. Here, then, is our list of the best private elementary schools along the length and breadth of America. (FAYETTEVILLE, AR) On a 26-acre campus with an amphitheater certified wildlife habitat, trails and outdoor classes, children at nursery school through eighth grade enjoy a diverse STEAM program (science, technology, engineering, art and mathematics). Class students from one to eight have access to a computer. In nursery and preschool, young students have a special indoor gym, and physical education begins at the age of three. It features four playgrounds and four school buildings. The new school cited more than 350 students, 52 teachers in sum and 63 teachers of full-time class. In 1971, the school was accredited by the Independent Central States Schools Association, accredited by the Arkansas Nonpublic Schools Association and Arkansas Better Beginnings: 3-Star. The lower school consists of the first to the fourth grade and technology is integrated into each phase of learning. Students are grouped for literacy and math learning according to abilities so that all students can succeed and advance to their full potential. Students are given standardized tests to measure learning, and their scores exceed students' scores at the regional and national levels. Students have an in-depth study of vocabulary, phonetics, and spelling, and a frequent assessment of reading ability with a developmental reading score. Maths students are encouraged through innovative learning to develop critical and creative thinking skills. Students learn problem-solving strategies, and teachers use manipulative and visual models to engage students with practical learning activities to make students understand how maths applies to daily life. Students are also studying social studies and science. Community service projects are integrated into the social research program, where students learn about economics and geography, as well as history and civic position. Science teachers provide projects for students who will ignite an interest in science. All students from preschool to eighth grade take art classes. Art is strongly integrated into the curriculum, as is technology. All pupils in kindergarten through fourth grade have personal iPads, while pupils in five to seven grades receive a MacBook Air to use for their lessons. Students also have the opportunity to participate in choir, lego robotics, science club, drama club, and private music lessons in guitar, violin and/or piano, as well as many other enrichment activities. (Lexington, N.Y.) The school starts at Lexington School from nursery school and runs through eighth grade, with nearly 600 students who are geographically and ethnically diverse. The school has a special dyslexia curriculum and is accredited by the National Association of Independent Schools and the Independent Central States Schools Association. The ratio of students to a teacher is approximately seven to one. Sports offered at LS include archery, ultimate Frisbee, lacrosse, football, tennis, jolly, and several other sporting pursuits. The students have eight extracurricular classes from which to choose from: Girls on the Run, Chess, Intramuscular, Math Counts, Chinese, applied music, language and debate lessons, and Scouts. The curriculum is vertically aligned for each class with handwriting without tears, science, integrated technology, English, open court reading programs, social studies, and everyday mathematics. Intramurals are available in golf, yoga, drama, dancing, lacrosse, hockey, cooking, and several academics in the first or third grades, students study art, computer, PE, music and Spanish in audiences specifically designed for these subjects. In scientists, students advance at their own pace, developing their basic skills before moving to fourth and fifth grades, where students conduct a more in-depth study of science. They study mathematics from a mathematics specialist. English and social studies are closely planned with other courses. All these efforts help students move from elementary school to high school. Students in the fourth and fifth grades are provided with lockers. They are encouraged to keep up with their own tasks and learn more independently. Fourth-grade students deliver snacks for every lower grader, and fifth-graders run a recycling program for the school. The Lexington School uses mission skills assessment to measure the character traits of resilience, ethics, creativity, curiosity, time management and teamwork, giving the school a way to measure how well students learn these skills. Students get to take hikes across the creek to help them understand the dynamics of this ecosystem. If students have difficulty with language, they are offered an alternative to a regular class at the Learning Center, where the ratio of student teachers is much lower. Multisensory approaches help students with difficulties in mathematics. Science and social studies at the Learning Center are taught with projects that students can perform using their hands. Computer skills help students become independent students, and their special interests are explored through the talent classes students receive to choose from. (Winston-Salem, NC) In January 2014, Forsyth Family Magazine reported that 60 percent of students at Forsyth Country Day School in classes four to seven qualified for duke's Talent Identification Program (TIP) as they were ranked among the top five for tests by the National Bureau of Education Records. Students who started at FCDS during or before first grade were twice as likely to qualify for the TIP program than those who enrolled once they were older. Duke University is actively looking for academically gifted students in elementary school to help fund their education. Many parents are concerned about their college confessions when their children are in high school. Seemingly early children's education is just as important as high school education, and it's certainly an approach that takes Forsyth Country Day School. In 2014, he started a new curriculum called Our Path to Excellence and will follow that with even more innovative programs in the next school year. FCDS offers an annual program for children between the ages of two and four, called the Early Benefits Program, which will prepare students for coming classes. During this time, children are given knowledge that will act as the basis for the future in mathematics, writing, communication, literacy and phonemic awareness. Preschoolers are part of the School. Kindergarten through fourth grade includes the rest of the lower school, where students study basic subjects as well as world languages, art, TELA, science and social studies. Lower school students interact with students in middle and high schools to learn from other groups in the community atmosphere. Lower school students take several trips a year to places like the Carolina Raptor Center, All-a-Flutter Butterfly Farm in High Point, the North Carolina Zoo, several museums, the Science Center in Greensboro and other educational interest centers. There are also several after-world enrichment programs, such as ballet, tap dance, football and ukulele class, to name just a few. Private music lessons are offered on several different types of instruments. In the spring, the Community Arts School puts on a play with lower school students. The secondary school consists of five to eight grades, where students learn skills and offer a wider range of learning opportunities, including community service projects, clubs and academic competitions. (Nice, Florida) Rocky Bayou Christian Academy is a member of the Northwest Florida Christian Education Association and Christian Schools International. RBCA is also accredited by the Florida Association of Christian Colleges and Schools, as well as the National Institute for Learning Development. RBCA begins with a preschool program and passes the twelfth grade. Over the past 10 years, 90 percent of RBCA graduates have earned eligible for the Florida Bright Futures Scholarship, and graduates earn millions of dollars in scholarships each year. The school has a special services program for pupils aged three to seven who have developmental delays, or who have needs in the field of basic academic skills, with interventions designed to help each student succeed. Kindergarten students learn to read and learn phonetics, short and long vowel, silent vowels and diphthons. They are taught to count money, tell time, as well as the basics of addition and deduction, as well as count to 100. The Talent Development Program concentrates its efforts on students in grades one to six, paying individual attention to students. The Victors class exists to benefit students with cognitive problems to develop their academic and life skills. Therapy services offer children with unique help in learning problems to help them navigate school. In addition, RBCA uses the National Learning Development Model, which includes search and training program, discovery educational therapy, group educational therapy, reading prescription, language and language therapy and testing services. All of these programs offer interventions for students who have difficulty processing information, academic skills and language learning. The second campus in Destin serves K grades through sixth grade with a high achieving program with technology in each class. The student-teacher ratio is approximately eight to one. Talent development class students who may have differences in how they learn have the opportunity to advance placement. Students study in foreign languages, music, art, computer, and can even participate in the Ukulele Club. The elementary curriculum includes the Singapore Mathematics and Student Technology Program going through a partnership with Boston University and the University of Richmond. Students in the spring pro take a standardized attainment test whose scores are used to monitor student learning success. (New York, New York) Brearley School has the distinction as one of the oldest schools in the country. The school was founded in 1884 and remains an all-girl college preparatory school, teaching approximately 700 students kindergarten through twelfth grade. The lower school has about 250 students and covers kindergarten through fourth grade. The high school has just over 200 students and covers fifth to eighth grade. The core values for a lower school are responsibility, respect, honesty, courage and kindness. Students are encouraged to behave with dignity and act honestly so that they make a cohesive community of students. The home hall is at the heart of all learning, but when students become more accountable, they are given more privileges and responsibilities. Every week there is an eye, where girls sing, recitate and put on plays. There are also guest speakers on a wide range of topics from caring for salvaged wildlife to the history of jazz. Fourth-grade students will be well trained in processing fractions, decimals and percentages. They will write many paragraphs of paper and engage in planning what they write. They will read short stories and novels and participate in performances, debates, skit and plays. They learn about Judaism, Christianity and Islam. In science, they will study how machines work, including levers and gears, as well as the anatomical structures of animals and phases of the moon. Students will continue their knowledge of the Mandarin language and rotate through several art courses, including ceramics and ceramics. They study carpentry notings, music and photography, as well as physical training and service training. In other words, Brearley's students have a robust curriculum. The lower school strives to develop character in all of its students to be the basis for their behavior in the middle and upper classes, and for life. Students are taught to respect the opinions and work of others, as well as to give to the community through service projects. The students discuss peer conflicts in discussions that arise from academic performance at lower school. Lower school students are offered gymnastics and football programs after school. After-school football doesn't start for pupils until second grade, but gymnastics is open to all girls. Brearley also partnered with Chapin's school to offer LS Clubhouse after-school for K-6 classes, where students engage in a variety of physical, intellectual and artistic activities. (Shererville, IN) Young children through eighth grade attend Forest Ridge Academy. The junior kindergarten uses several active learning principles, where they interact with classmates, people, events and practical training centers. Teachers published the schedule of the day in writing and in symbols so that children were encouraged to read. Children are given the opportunity to make choices about what they are doing and participate in problem-solving activities. Children are encouraged to describe in words what they feel. They are taught the alphabet, the sight of words and begin to read skills using a phonetics program. Mathematical concepts are taught through the use of manipulative objects and students are taught to recitate and write their numbers, as well as count by five and tens. They also attend classes on PP, music, art, Spanish, computer, sign language, woodworking and science. Science includes walks along nature trails, field trips and age-related experiments. The kindergarten program has a complex program of reading, writing, spelling, mathematics, social research and science. Science uses experiments with magnets, light and sound, as well as different stages of butterflies and ladybug. The students also attend the same special classes as the younger kindergarten students, including sign language and music. Once students enter first grade, they learn with the help of whole brain learning. They learn about science through an interactive classroom garden and learn to read different types of media, such as articles and poems. Students are taught tolerance for diversity, drawing, age-old musical production, painting, and writing short stories and essays up to five paragraphs. Students get exciting field trips to the Art Institute of Chicago, as well as many other places. Second-graders go to the Chicago Field Museum and participate in the hunt for a child. They are also touring Pawnee Land Lodge and learning about the life of Pawnee Nation. A year later, the students return there for a night trip with third-graders and their parents. Third-graders and fourth-graders take a night trip to Indian Dunes to learn about nature and explore several ecosystems found in the Dunes. Fifth-graders go to medieval times restaurant, go to Camp Tekumseh and go to the Field Museum in Chicago as they study Egypt so they can view the Egyptian exhibit. At the end of the year, they go to Space Camp, where they experience a lot of interesting activities that mimic walking in near-zero gravity and what it's like to fly in a spaceship. JACKSON, Va. -- A 20-year-old man was The school of travel offers education to kindergarten through the twelfth grade. Currently Travel is a full-time school, although boarding school is seen as an option for There is also a long-standing home-stay program for international students. Primary students are immersed in a seven-program that includes conventional academic courses as well as Spanish and fine arts. The curriculum adheres to national standards known as Common Core. The students are assigned to math and language arts lessons based on each student's abilities and socio-emotional development so they can learn, receive help, and accelerate at their own pace. Giving children a solid foundation in both reading and writing, the literacy curriculum uses several well-known and proven reading and writing programs. Students read and write seminars every day and learn skills that will make them strong readers and writers. Mathematics is taught with fewer topics delivered in a more intensive method using Math in Focus. The Singapore Approach. Science is taught using all scientific disciplines, including technology, to teach students how to think how scientists use the query method to allow students to learn how to ask questions and develop their own experiments. Classes take place both indoors and outdoors. Social studies classes emphasize citizenship and community. All classes are taught in such a way that students can make real world applications. In addition to visual arts, primary pupils also have music or drama classes twice a week. Primary pupils give public musical and dramatic performances. Students study the type of sounds each instrument makes and the distinctive characteristics of different types of music. The tools played by primary pupils are mostly limited to percussion instruments, keyboards and voice recorders. Elementary students go on frequent day trips to and around the community and go on three long day trips (one to five days) a year to areas in Wyoming, Washington and Idaho. Elementary students are also involved in service projects designed for their age groups, such as building bird boxes and collecting wildflower seeds to plant in areas that need decoration. In summer, a number of camps are available for lower school students, such as Jackson hole summer science camp, Summer Innovation Academy School of Travel and summer camps at Teton Valley Community School. In these camps, students can study the environment, learn how different animals make their homes, explore natural waterways, go hiking and camp. (Atlanta, Ga.) Cliff Valley School is accredited by the Southern Association of Colleges and Schools and the Southern Association of Independent Schools. Cliff Valley is also a member of the Association of Independent Schools of Georgia and the National Association of Independent Schools. There are approximately 300 students and 57 full-time faculty members, most of whom have graduate degrees. There is a very low turnover rate among the faculty, ensuring continuity in school. Campus located on nearly five in the northeast and has 47,000 square feet of facilities, including a music hall and performance scene, a science lab, an art studio, a gym, an outdoor classroom, a rooftop garden, outdoor playgrounds for recess and organized sports, and natural trails. The Spanish-language acquisition begins at the age of three at Cliff Valley High School. Preschoolers are trained through intelligence and visual effects. Students work in the garden to plant and nurture what they grow. Kindergarten through the fifth grade is taught by teams that provide warm-up in key subjects, activity centers, and language arts and maths training. Students go to recess and then lunch, after which they study science and social studies and go to enrich classes in art, environmental science, PE, Spanish, technology, library, and music. Different assessments are used to determine student skills, and parents receive weekly progress reports and newsletters. Standardized tests are used in the upper classes to help determine how well students acquire knowledge and skills. Students go on multiple field trips throughout the year, and guest speakers come to school from different professional fields so that students can establish a link between what they are studying and the world around them. Elementary and preschool students read pals and lunch buddies so that older students can experience what it's like to adm top up young people and act as role models. Students of three or five classes can participate in club-style classes with no chance of being cut from the team. The sport includes cross-country, volleyball, basketball, flag football, and football. The after-school program provides students with the opportunity to learn about drama, art, fencing, chess, golf, robotics and music. After-school is available for all pupils aged three and over. Games, free play, crafts, art projects and activities, as well as homework can be played in the surrounding area. In summer, camps are held for all age groups with age-related activities that include computer programming, games, cooking and sports. Childcare and care are offered in summer, where students take part in less structured activities with their own age groups such as free play, arts and crafts, and reading time. (Washington, D.C.) Maret School, a college preparatory school founded in 1911, serves nearly 650 students in kindergarten through twelfth grade on a seven-and-a-half-acre campus. First it was a French school that taught students from different peoples, and with such a beginning it certainly respects and celebrates diversity. Students come from 41 countries and 42 percent are students of color. Students attend classes on the same campus with an average class size of 15, with a ratio of seven to one student teachers. There are 106 teachers and 65 percent of them have master's degrees or higher. School accredited independent schools in Maryland. The Spanish instruction begins with while learning French and Latin begins in sixth grade. By the ninth grade, the students were learning Chinese. Every student is required to take visual and performing arts classes, and every student must take a twenty-first-century skills class. Even though Maret is a college preparatory school, elementary school doesn't try to teach at an accelerated pace and not teach more than students need a good foundation before going to high school. Children get to be children while going to a science lesson twice a week, along with art and music. Students go to the library once a week and have a TELA four times a week. The number of times students go to a Spanish lesson depends on the level of the student's class. Fourth-graders act as reading buddies to kindergarten, and students from the gardens of a high school faculty with kindergarten classes. High school students help first-grade students raise fish (checkers) and release them into the river. There are celebrations in which all students in each class participate. All students have access to laptops and there are also 3D printers, tablets, digital cameras, and many more for students to use and learn to prepare them for life in the twenty-first century. Learning in the service is also part of the curriculum. For students in kindergarten to the eighth grade there is a post-working program. Students get help researching if needed, but this is the time for them to relax with activities such as the weekly film, Puzzle Club, Girls on the Run, Culture Club, French Club, and Chess Club. During the year, the lower school has several celebrations, gatherings and invited speakers. Maret is accredited by the Maryland Independent Schools Association and a member of eight professional educational associations. (ANCHORAGE, AK) In August 2013, Pacific Northern moved to an entirely new campus that includes a multipurpose gymnasium, music room and large art studio, as well as a comprehensive science laboratory where students receive a challenge every day to develop independent and critical thinking skills. Students are given the opportunity to explore topics throughout the curriculum. Although students work collaboratively, they are individually responsible for studying at this college preparatory school. However, teaching is differentiated so that all students can reach their own potential. Helping students in this pursuit is a team of dedicated small-class teachers. There are about 150 students in this preschool through eighth grade school. The Adaptive Class program is used to make students comfortable discussing their ideas and getting the support they need to continue stretching thinking skills to new heights. Training is now \$16,995 a year, and tuition assistance is available. PNA offers an after-school program as well. The youngest students of the third grade take part in both social and sporting events indoors and outdoors. class class visit the Homework Club, where they have an hour to work quietly on homework on a computer, and then participate in both outdoor and indoor social and sporting events. Newcomers and early kindergarten is considered early childhood, kindergarten through fourth grade is considered a lower school and fifth to eighth is considered high school. All the main subjects are taught by a class teacher and specialists teach elective courses in PE, performing arts, Spanish and studio art. Students are encouraged to work through self-developed projects and consider with others different ways to address project-related issues. Students then compare and analyze their decisions. All students are taken on field trips, some of which are overnight, and all of which are tied to the curriculum. Students attended the Alaska Marine Life Center, Kachemak Bay, Denali National Park, Alaska Indigenous Heritage Center, Center for the Performing Arts and Campbell Creek Science Center, Puget Sound, Washington, D.C. and Costa Rica. To participate in the Scientific Fair, 2, 5 and 7 classes are required; participation is optional for all other assessments. All students take part in the day of service (for the community), an autumn concert, a spring musical, and a student art exhibit. Different programs are used for each subject, thereby maximizing student learning. (Sandy, UT) While serving children in preschool classes through the twelfth, waterford school integrates scholars, sports, fine arts and social development into an interdisciplinary whole. In preschool and kindergarten, students begin the learning process to become readers, writers, listeners and speakers. They are taught how to roll out time and use the calendar. They study colors and numbers, as well as graphics and shapes. Their training is enriched by introduction to dance, music, photography, theater and art. At the lower school, students begin an academic program that will teach students to learn the habits and skills they will use for the rest of their lives by studying elementary maths, English, computers, science, history, dance, music, visual arts, TELA and library science. Lower school students can also be members of a math club in third and fourth grades, an inventive club for second-graders, a robotics program for fifth-grade students and lower grades in classes three to five years old put on display each year, which is produced by high school students. Students of the fourth and fifth grades compete in both mathematics and geography beat. All students of the lower school can join the program Skiing and rides only on Saturdays. Sixth-grade students are considered part of high school. It is in high school that competitive sports begin. Curriculum of classical liberal arts / preparatory college. From preschool, students can join Waterford Dance Academy, where they study ballet and dance. Students of preschool institutions start with creative dance and five- six-year-old boys begin with a previous ballet. After that, there are five levels of ballet learning that students must qualify for. It hosts outdoor classes on jazz dance, contemporary dance and contemporary dance. Founded in 1981, sandy suburb school sits on a 40-acre campus with the majestic Wasatch Mountains towering behind it. There are 10 buildings with 250,000 square feet of training space. The lower school building includes rooms for music, art, science, computer labs, mathematics, a gym and a library. Training in stringed instruments begins in fourth grade, with brass and wooden winds added next year. It is the school's mission to provide liberal arts, a college preparatory program combined with the latest technology. The school is accredited by the Northwest Accreditation Commission and the Northwest Association of Independent Schools. There are a total of 896 pupils with 403 pupils at the lower school and 210 in secondary school. The school calendar operates under the trimester system. (Sevickli, Pa.) On a 16-acre campus north of Pittsburgh, 700 students in preschool through twelfth grade attend Sewickley Academy, on campus with 60 classes, nine science labs, two robotic labs, five computer labs, a digital design lab, a media center and two libraries. It offers an outdoor class with a garden and 2 greenhouses. There are two audiences, both large and small, a visual and performing arts studio, an art gallery and separate practical rooms for musicians. The purpose of the language arts program is to create critical readers and writers who can distinguish between reliable and poor sources. Fifth-grade students read five basic strategies, practicing their writing, editing, grammar, spelling and vocabulary. The students read classical and nonfiction novels both class and on their own. In social studies, students learn about American history, as well as ancient cultures, the American government, personal rights, and how people from different parts of the world came to live in the U.S. The college's math program and life are preparatory. By the fifth grade, students learn to apply a set of rules or concepts to new problems. They study computational fluency and get the opportunity to participate in a math counting program. In the sciences, students study the scientific method of observation, take notes and analyze their observations. By the fifth grade, students are studying life cycles, the universe, celestial bodies, atmosphere, oceans, and other environments on earth. Fifth-grade students have a teleconference with challenger Training Center and attend Student Training Station at McKeever Environmental Center. Spanish is offered in preschool through the twelfth grade. Students can start taking French, Chinese, Latin or Italian in sixth grade, and an after-school Chinese program is offered to students in the first to fifth grades. All pupils classes in engineering and By the fifth grade, students are collaborating on collaborative robots that design robots enough, as well as game design and programming. Students can continue their pursuit of robotics after the school curriculum. Students also express themselves through classes taught in the Department of Fine Arts: Visual Arts, Dance, Theatre and Music. Fifth-grade students participate in a musical that puts on dance, music and theater departments. All students should participate. The school has external and covered gardens so they can study in an open classroom so they can understand the interconnectedness of the environment and the importance of sustainable development. Students prepare soils and organically grow their own plants, which they then grow and harvest. There are many types of gardens, including a butterfly garden and flower garden. The lower school begins the week with Monday morning gathering, where birthdays are recognized, students sing, tell stories and put on skit, and to which parents are invited. Each home room should prepare the assembly at least once a year. In addition to on-site trips, guest speakers and artists are brought in to speak to students. (San Francisco, California) While learning is essential at CSB, it includes daily hot lunches and an outdoor education program, as well as books and computers. The school is raising money to supplement an education program that helps reduce tuition. Also, students of the school allocated almost one and a half million dollars for learning assistance. While volunteering is an integral part of the school's work, there is no quota for parents to perform. Cathedral School for Boys is a kindergarten through eighth grade, all-hard boys episcopal school. The school is looking for boys who are very motivated to learn, of diverse cultural and ethnic backgrounds, and who are of good moral character. The students are scheduled for a tour of the school after all records have been received and a family interview is conducted at the time as part of the admissions process. The lower school consists of a kindergarten through the fourth grade. Community service is part of an education program and pupils participate in the School Composting program and support bayview Mission, an institution that provides services and meals to people living in the Hunters Point and Beyview areas. At the lower school, students study some of their math projects through projects that give students the opportunity to solve real problems analytically and creatively, while applying the principles of mathematics. There are many learning opportunities in other subjects, as well as with students who work independently or in small groups. Whenever possible, interdisciplinary lessons are provided. The community spirit is fostered through classroom meetings and community circles, as well as human development curricula and chapel services. The school strives to build a strong character in all pupils to socially fit, as well as drenched in academic acuity and physical fitness. The guys are taught to be supporting team players in the sports program and how to show good sportsmanship regardless of the situation. Once boys reach sixth grade, they are in top school (through eighth grade), where students are taught a humanitarian program integrating religious history with English and history. The artistic instruction is based on the belief that art helps to develop the creative brain and celebrate the talents of each child. In addition to physical education, community service, drama, jazz band, mathematics, outdoor education, science and dance, students are taught Spanish and Mandarin languages and culture. Students of language classes take trips to China and Chile. (Santa Fe, NM) About 130 students from preschool through eighth grade attend the Santa Fe School of Arts and Sciences. Mathematics and science are taught alongside multicultural art, all integrated into a curriculum that builds strong academic skills through expeditionary learning (EL). EL joins complex scientists with training expeditions (real projects), community service and character development. Expeditionary learning has several advantages, including creating a culture of respect, creating deep thinkers, providing support to all teaching methods, and creating interesting and knowledgeable students and teachers. A bridge program is proposed for home-school students to allow high school students to participate in selective classes at school while continuing their home schooling in other subjects. An interdisciplinary approach is used to allow pupils to see the relevance of all subjects and how they are interconnected. The technology is integrated into all subjects, as well as learns appropriate communication skills. The school has built links with local international organisations so pupils can establish relationships with international schools and pupils. Primary classes are divided into three groups: Stargazers (grades one and two), Centaurs (classes three and four) and Badgers (five and six grades). Each group has a project every year that concludes with a book highlighting what they've learned about the topic. Badgers, for example, lifted trout from eggs. Each student became an expert on the type of fish and several drawings of fish were exhibited in his book. They also studied the Aboriginal peoples of Australia and produced a book of their original works of art along with poetry. Work for each group is available for viewing at the Student Work Center. In summer, the school offers a variety of camps for all ages that explore themes from mummies to cooking around the world, and from international folk art to wildlife survival. (Camuela, HI) Founded in 1996, Waimee County School serves children between the ages of four and twelve, developing them into confident and creative thinkers seeking creative, ethical solutions, grouped into many age-old study groups so they can succeed or get fixes as needed, leaving them fulfilled in all subjects, supporting them in the learning style where they feel most comfortable. The focus of each class is on the learning process with multiple learning resources for different learning styles. The average class size is 16 students. Some sixth-graders have the right to work in independent training courses. The school, located on Hawaii's Big Island, is surrounded by diverse, wonderful resources such as the Waimee Nature Park, the Cahulu Theater, the W.M. Kōk Observatory and the Canadian-French-Hawaiian Telescope, to name a few. The school is behind St. James's Episcopal Church and opposite Waimee Community Park. In addition to basic academic courses, students are given the nature of education so that they are not just encouraged to grow intellectually, but morally and spiritually as well. Their moral development is as important as their intellectual development, so that the school hopes to eliminate bad manners, misplaced words and phrases, tease, mock and gossip so that students can grow older, able to make ethical decisions. The school has a garden and pupils spend time in the garden every day with gardener projects integrated into the curriculum. This goes well with the Hawaii Research Program, which seeks to give students an assessment of the islands, their culture and the challenges faced by the state of Hawaii today. Hawaiian students also align well with the educational program of character, as values are considered through the Hawaiian perspective. Students are also taught health and health, art and music. Students learn some Hawaiian languages with the value taught monthly and translate into Hawaiian languages such as empathy (lokomaika'i) and respect (hō'ihi). Edison, New York. At preschool, RPRY strives to evoke the imagination, creativity and curiosity of children through motivational programs that promote care, responsibility and self-reliance. The lower school goes through fourth grade and uses practical activities and mixed learning opportunities, while teaching to a distinctive style of each student. The students study interactively and work in small groups. Individualized learning allows students to progress as they continually participate in projects, quizzes, tests, presentations, and individual research while working on targeted goals. Academic courses are taught interdisciplinarily so that students see the relevance of what they are studying. Reading and writing, for example, cross all subject areas. Students read stories and books and participate in STEM-oriented tasks. Students write on relevant subjects for them. They learn about health through class and through physical education. High school starts in fifth grade and runs through eighth grade. In high school, students become more active within initiating community projects to raise funds for people in need. Class sizes are kept small, and the school's motto is: Challenge the mind and nurture the soul. Because students learn differently, each student's learning is individualized and consistent with the state's common core goals in a small group setting. Students with learning difficulties do not push to achieve beyond their abilities, but accelerated learning programs are available to advanced students and that they are not kept by others. Students can take support lessons as well as opportunities for self-enrichment. Students have access to elective classes through distance learning, a new digital social studies program, weekly STEM classes, science, computer and inflatable science labs. RPRY ranks 6th among the top 50 U.S. high schools (Vienna, VA) Green Hedges preschool students study under the Montessori program. Primary school teaches students in traditional classrooms for grades one to eight. GHS is a member of the American Society of Montessori, the National Association of Independent Schools and the Virginia Independent Schools Association. Founded in 1942, GHS has approximately 190 students and 23 faculty, 57 percent of whom have advanced degrees. It started at the founder's house and had 10 students and one teacher. By 1955, the school had blossomed to 60 pupils, so four hectares were purchased in Vienna, after which it expanded to include all levels through eighth grade. GHS strives to achieve its students differences with character when exploring opportunities. Students begin to learn French in preschool and Spanish in fifth grade. Throughout primary school, students study music and art as well as physical education. In the upper classes they are taught to play the recorder and study the theory of music. Students can also participate in the group starting in fifth grade. All the scores go on age-old excursions, and starting in fourth grade, they go on night trips. Students begin to learn technology skills in first grade by studying terminology, digital drawing, iPad navigation and keyboard skills. Keyboard skills are taught every year in primary school. Starting from the fifth grade, the students begin to participate in the scientific fair and begin to study before algebra. Art is integrated into the curriculum not only for the sake of art itself, but also to show students how art is associated with history, science and linguistic art. By the time the students are in fifth grade, they are sculpting, painting, and using clay and multimedia to create art projects. Also, in the fifth grade, students learn research skills (including how to link) and create their own media presentations. The school releases a monthly magazine called Clippings, where school philosophy, teachers, parents and students are featured in various articles and interviews. The school sponsors several events throughout the year bring families together, such as Founders Day, Grandparents Day, DragonFest (game day, contests, food, face painting and more), spring concert, first-class play and spring dance, to name but a few. At GHS, it's not just about education, but about communities where students, parents, community members, relatives and graduates can join students and teachers in celebrating what they achieve. (Bloomfield, MI) This may seem like some kind of trivial and clichéd purpose, but you only need to turn on the news on TV or pick up a newspaper to see that a simple learning lesson to be nice to each other is an important ingredient for the social contract that binds communities together. Roeper is a preschooler through fifth grade school with approximately 250 students and at lower school children learn to work together, be kind to each other, and show respect for others. There is hope that children will develop a desire to change the world through community engagement, personal and social awareness, and respect for diversity. Roeper is looking for gifted students preparing for post-dyspprom education. Students must pass a gifted IQ test, and many things are taken into account when a child comes into place at Roeper, including strong academic performance in previous classes and teacher recommendations. Pupils at the lower school are introduced to the arts as early as the age of three and access the various media in which they produce their own art. They are exposed to different types of art and are encouraged to process different things to experience different textures. At the 2nd stage of the art program, students are subjected to visual literacy, using a variety of tools and materials in the development of individual skills of the student. At stage 3 of the art, students are taught respect for the creativity of other artists as they explore different topics and more techniques. Finally, at stage 4, students are given a wider range of artistic experiences, as well as subjecting students to art history and multiculturalism. There is also a four-tool performing arts program at the lower school and aims to expose children to different types of music, both oral and instrumental. By stage 3, they play on the soprano's recorder and by stage 4 they are able to choose an instrument and play in a band or sing in a large choir. There is an elementary and advanced group class for elementary students. Each primary student starts the day in the home room, which highlights English, maths and social studies. Students then hold additional classes in French, science, PP, dance and movement, art, music, libraries and computer skills. (Chicago, Illinois) At Cambridge High School, students are given an individual learning plan based on their strengths and weaknesses, socially, academically and spiritually. Students are taught in such a way as to show how all courses are interconnected so that students develop critical thinking and long-term humanities, mathematics and sciences in classical education. Humanities include literature, writing, reading, poetry, history, geography, drawing and painting, drama and music. Each aspect of the curriculum teaches students to think critically and that spiritual life should be treated not separately but as an integrated part of life. The science program is based on a hands-on approach where students can take the time to appreciate nature. Spanish is taught by kindergarten students through fourth grade. Latin and Greek are taught to students in a class of three to eight. All students are taught the importance of physical training and good sports workshop through a physical education program. Although Cambridge is a faith-based school, pupils are not required to believe or adhere to a particular creed. Rather, they are taught a Christian worldview through a curriculum and teachers who profess and practice Christianity. Students take standardized tests to evaluate learning, and students consistently adjust 90 percent or better in reading and math. The elementary school covers preschool through kindergarten, where students study building blocks or the foundation on which they will increase their academic knowledge. Grammar school from first to sixth grade and students studied to study ancient civilizations and advance the rise of capitalism and industrialization in the fifth and sixth grade. Reasoning, writing and reading are becoming the main area of skills to gain at grammar school. Founded in 2005, the school is edifying about 160 students. Training assistance is provided. (Tualatin, OR) Arbor School sits on 21 acres and serves kindergarten through eighth-grade students in a thematic curriculum taught in an interdisciplinary way and where mixed age grouping is used. The students stay with the same teacher for two years, and after a long group age form ties with older and younger students. It is ASAS's goal to help students gain the skills they need to explore important ideas through enquirer and self-expression to provide them with the meaning of learning. The students are divided into groups. Primary consists of kindergarten and first class. Juniors – second and third grades. Intermediaries are fourth and fifth grade, and seniors - sixth or eighth grade. Primaries learn about cycles (plants, small animals, water), Greek mythology, migrating animals and maps. In mathematics, they study numbers and operations, geometry and measurement, while in literacy they earn the process of reading and writing. Juniors learn about geology, electricity, magnetism, clouds, water cycle, colonization of America, Native Americans and expansion to the west. In mathematics, they continue their studies that they started as primaries. Juniors freely read and write and begin to learn about the development of the plot and character. Sixth-grade students learn about plate tectonics, paleontology and genetics, and begin algebra written by two teachers at the school and published by the Arbor Teaching Center, so that by the time they finish eighth grade, they will be educated to the level of Algebra Grade 1 high school. All students are given the opportunity to develop two- and three-dimensional art projects that multiply the topic are taught at that time. The students use different media to create their art projects, some of which are presented on the school's website. Music includes movement, instruments and music. Middle students start playing the soprano's recorder and reading music. High school students study music that has themes they learn, such as cowboy ballads as they explore expanding west. The students learn how to arrange and perform orchestral compositions they have written, which are used in school productions and/or concerts. Finally, students of all ages create and produce independent projects, both individually and as a class. The students learn to attract the attention of the audience in their own words and the eyes of their own making. (Birmingham, Alabama) Founded in 1958, highlands school educates about 280 children in preschool through eighth grade with 31 teachers. Students are given a STEM curriculum and the school has two modern STEM laboratories. Lower primary school students study STEM concepts in a common unit using everyday STEM, STEM components in the gym and Lego Education. Primary pupils will use a STEM lab that is under construction in the Learning Centre building so pupils can work with practical experiments in teams. High school students will also use a new lab that will give students the opportunity to explore physical sciences and life on earth through computer, practical training. The school is divided into three sections: Elementary School (all classes through third grade), Elementary School (classes four and five classes) and High School (Grade 6, although eighth). In primary school, classes are self-sufficient with early literacy priority and a solid foundation in mathematical concepts and skills. In primary school, students choose whether to learn French, Spanish or Chinese. The students work in basic classes as well as fine arts, performing tasks as members of the group and as individuals. In high school, students continue their challenging approach to core courses and are given the opportunity to participate in leadership roles at the school, such as academic competitions, robotics, public speaking, yearbook, greenhouse science, art, music, drama and technology, as well as continuing to learn the language (which they chose during elementary school). Standardized testing is used to determine the success of learning. A day job specialist is used to help students develop testing strategies, learning skills, planning and organization. The extended day program provides day care and enrichment before and after school. Students can Play tennis, piano or guitar, or they can choose to learn chess or karate. The sports program helps children develop good sportsmanship through autumn and spring football, cross-country and basketball. A professional and certified North American football camp coach from England leads each team to practice once a week. At other times, parents act as coaches. (SEATTLE, D.C.) Tuition is not limited to a formal classroom at Bush High School, where students can find themselves in an open classroom or in an urban setting, place in the wilderness, or in another country. Lower-grade students often go on field trips, and fifth-grade students go on retreat. The curriculum for lower school students focuses on different cultures and real-world situations. Students learn to solve problems and think critically through projects completed with

other students, classroom discussions and cooperative learning groups. Each student's abilities are valued and respected so that students do not push learning beyond their capabilities. This is the goal of the lower school to make each student an active participant in their own education. Students are taught in such a way that they develop the ability to think creatively and analytically, coming to conclusions that are drawn within the ethical framework. Of the roughly 600 students, there are 85 teachers, some of whom are part-time, and 45 support and administrative staff in 10 buildings on the six-acre campus. Bush has two gyms, seven training studios, an art building, a theater, a fitness center, a public room, a library and four computer labs. There are several places to play students as well as a practical field for organized sports. The Bush School is accredited by Washington state and the Northwest Accreditation Commission and is a member of the Northwest Association of Independent Schools and the National Association of Independent Schools. The school provides a variety of counseling services to assist children in their cognitive, social and emotional development through several strategies and programs. The lower school counselor serves children from kindergarten to fifth grade and offers group, family and individual counseling when needed. An extended day program is offered for a lower school with a K through second grade in one group and third to fifth grade in another (however, there are opportunities for groups to interact). Students have free game time, organized games, home help, games, sports and science to enjoy and from which to get enrichment. Lower-grade students will go on local field trips, and class-level retreat programs start in fifth grade. Support services are offered to both pupils and parents for social, emotional and academic support. It is the purpose of the Bush School that all students develop trust and self-esteem. The students learn about different cultures, and as they do, they grow in intellectual problem-solving skills and Thought. (St. Paul, MN) An accountable class allows teachers to strengthen students' talents in a small classroom by teaching students to respect other people's opinions and opinions. Students are expected to engage and contribute to the classroom. At the bottom school, classes consist of flexible groups with two top teachers in each home room. Lower school students' day starts in the home room and they are in and out of the home hall all day as they go to other specialty classes in science, art, library, music, PE, and Spanish. Specialty teachers work with home teachers to change and differentiate learning to make learning experiences an individual experience. Because technology plays such a big role in culture, it is a vitally integrated part of the curriculum. Elementary students use a host of technology devices, including iPads, SMART boards and Classmate PC Convertible tablets. There are devices in the home rooms and specialized classes teach students computer skills in the laboratory. Starting in fifth grade, all students receive a quotation mark used during the day. In summer there are classes that students can take in academic courses, as well as classes with special interest. In the fall of 2015, spa opens the Huss Center for Performing Arts for musical and theatrical performances. Kindergarten through second-grade students has an active academic program in language arts, mathematics and social studies. Students develop their language acquisition and skill through phonetics, reading, writing, spelling and vocabulary, among other English subjects. In social studies, students are encouraged to learn about their families and friends, and to learn about the culture of the city around them. They are entered on maps. In mathematics, they are focused on skills and concepts, as well as computing processes. In three and four classes, students build language arts skills acquired in earlier classes and learn the difference between fiction, nonfiction literature and literature. Students are taught writing and proofreading. Math and social research programs are interdisciplinary programs developed by McGraw-Hill. Fifth-graders play an enhanced role in the school. They conduct all-school meetings that take place twice a week. They also plan and implement Thanksgiving food drive and an all-school bazaar. In addition, they run recycling, school tours, and lost and found programs. They help lower school students and help teachers in the classroom and library. (Boise, ID) Serving preschool students through ninth grade, the Foothill School of Arts and Sciences is fully accredited by the Northwest Association of Independent Schools and has about 150 students. In 1994, the school moved to its current location in downtown Boise, where it has access to museums in a nearby art district, parks and rivers, cultural and arts organizations and Boise State. Foothills foothills adheres to national curricula; however, query-based learning is used. Students learn by asking questions, gathering facts, and researching. Students are taught to consider all possibilities and come to actual conclusions. Students learn to think, conduct research and solve problems and thus become critical thinkers. All learning is differentiated to adapt teaching to each student's individual needs and learning styles. The early learning program focuses on each child's strengths. Students learn to express themselves in the language of music, mathematics, art, performance, discussion, science, drawing and many other ways that they are not limited to how they learn. The lower school has two classes in each class. However, these days are flexible, and student grouping changes throughout the day depending on what students learn and need. Equal weight is given to academic, personal and social responsibility. Basic knowledge courses are highlighted in the lower school, particularly maths and reading, to ensure success throughout the pupil's time at the school. Reading is used in every aspect of the curriculum and mathematical program, research, is a nationally recognized program. The math class for all age groups takes place at the same time every day so that students play in a lesson that best suits their needs regardless of age or class placement. Physical education is a key component in the lower school, as well as a music class where rhythm and movement are learned. Five- and sixth-graders adopt a foreign language, performing art, visual art. They also participate in socratic seminars and other discussions in which students learn to express their opinions respectfully and discuss how they came to their conclusions. Students participate in the service through projects that last only a week to six weeks in which they meet learning goals. Students learn from the use of technology so that they will become lifelong learners in technology as well. (Portland, ME) Breakwater School educates children in preschool through eighth grade and has a recruitment of about 140 students. The school provides a balance between both intellectual and social aspirations, instilling the skills needed to succeed in scientific institutions. The students study together at multi-class levels in interdisciplinary teams. The school, which was founded in 1956, owns a 21-acre reserve in the town of Cumberland, about 10 miles north of the school's elementary campus. Student-to-teacher ratio depends on class, but never exceeds 10 to one. The pre-school program is available for all grade levels, but only for Breakwater students. The out-of-school program runs until 5:30 a.m. and is open to all grade levels through eighth grade for students from Breakwater as well as other schools. The after-world enrichment program provides a diverse selection of interesting changes at the end of each grading period. Activities included rock climbing, Lego robotics, ceramics and many other exciting programs. The school also provides educational classes and enrichment activities for parents. The school is accredited by the New England Schools and Colleges Association and is licensed by Maine. Students are given lessons that connect the subjects they learn to the real world. In addition to academic classes provided by the teacher's class, students also have classes in performing arts, science, world languages, art and music. Lessons are taught through interdisciplinary units created jointly by class teachers and elective teachers, giving students the opportunity to participate in practical study of projects. First- to fourth-grade students attend science twice a week for 50 minutes and by the third grade study in outer environments in the school's river sanctuary, pond and gardens. Students in the first or fourth grade attend Spanish twice a week for 45 minutes, and by the third and fourth grades are taught mainly in Spanish. In fifth grade, the rigor of these classes increases as students become more aware and confident in subjects. (IOWA CITY, IA) In Willowwind, students have one teacher who stays with them for most of their school years, and children learn in centuries-old, multi-class groups so that students develop social conscience, self-discipline and academic skills, and learn how to creatively address problems in a climate of high self-esteem and mutual respect. Students are encouraged positively so that they are not afraid to fail or make mistakes and have the courage to move past their mistakes and learn from them. Preschoolers are based on the Montessori method, but other varieties are not. Teachers use Singaporean maths and learning is rigorous in all academic fields. Students learn Spanish, and lessons in all subjects cross the curriculum, giving students the opportunity to learn experientially in practical tasks and projects. The school is accredited by the Independent School Association of Central States and the state of Iowa. Teachers present a humanities-based curriculum and teach students how to develop properly, both socially and emotionally, through character education lessons. Students at Willowwind come from both urban and rural areas, economically, ethnically and socially diverse, and have earned state recognition in writing, mathematics, chess, inventions, spelling, history and science. Art galleries in the area reflect the art of Willowwind students and students performed puppet shows in both French and English. They put on plays, give concerts, and performed in university operas. Students who graduated from Willowind go academically, and artistically successful. Graduates include engineers, business people, writers and musicians. Students are given lessons in Spanish, and music is delivered by experts. Students are taught to be socially and conscious of the community and show mutual respect for each other. It is WS's goal to prepare students, academically, socially and emotionally, to leave school after sixth grade and be successful, whether they go to a public or private school. The post-school enrichment program is open to all WS students at six-week sessions. The summer program offers cornuopia courses that cover a wide variety of fun subjects and are open to all children, not just WS students. Dayton, OH. At Miami Valley High School, students can start in preschool and continue through their senior year in high school. Much of the education at MVS is the nature of education, which teaches personal responsibility, mutual respect, teamwork and empathy for others. There are almost 500 students and just over 60 teachers. The school covers 22 acres and has different clubs in which students can participate. Every Monday there is a school meeting, and often there are invited speakers. Parents receive an email newsletter every Friday and are invited to stop for a visit or ask a question. The early childhood group consists of three to five-year-olds. Lower school includes kindergarten through fifth grade, while high school covers classes six to eight. Lower school students learn both Spanish and Mandarin and receive an overview of Spanish and Chinese cultures, geography, holidays, music and art. Students are taught both speaking and listening skills. At the lower school, students begin to study science by studying ecosystems, some of which are done at the Center for Outdoor Research, where students begin to value the natural world. By the fifth grade, students are considering how they can have a positive impact on the world by studying important scientific concepts. Lower school students are subjected to a variety of methods of both visual and performing arts. Once in fifth grade, students can be in a band, choir or string ensemble. Students begin to draw, draw and create works on clay and ceramics. These skills have intensified and been being refined throughout the lower school. All lower school students participate in age-appropriate physical education. Reading creatures at the beginning of MVS and a reading specialist working with pupils in the lower grades in conjunction with a classroom teacher to allow pupils to start building a solid foundation of reading from the start of their educational careers. The students begin to learn to communicate in writing early. By the fifth grade, students use their reading, writing and speaking skills in social studies and become big siblings for kindergarten students. They meet several times a month to play games, attend or participate in organized Singaporean mathematics is taught at the school, and the students also have their own mathematical instruction, supplemented by a mathematical journal called Dynamath. Even social studies are covered by mathematics as students ponder the challenges faced by founding fathers and use their critical thinking skills to assess these problems and potential solutions. After school, lower school students can have a long day with rest both indoors and outside. They also have snacks, play games, finish their homework or seek help from their schoolwork. (PITTSBURGH, S.C.) While St. Edmund Academy originally began as an Episcopal school for boys in 1947, it has become a teaching school for people of all belief systems who are united by the school's core values and standards. The six core values are service, responsibility, understanding, respect, honesty, and high standards. These core values are integrated into all the lessons of each class, which begins with preschool and runs through eighth grade. There are almost 300 students and 40 teachers. It is no coincidence that students through eighth grade attend St Edmund's. The school developed this way because studies showed that eighth-graders who went to elementary school, which consisted of first to eighth grade, did better standardized tests, did better grades in ninth grade, and were less likely to succumb to peer pressure in high school. The lower school consists of classes from one to four. They are taught skills that will allow them to be successful in individual and collaborating activities. They receive training in computers and keyboards, science, world cultures, library, art, social health and physical education, in addition to their main courses taught by their teachers in the classroom. Lower school students have unique projects, field trips, and experience created by their teachers to maximize their learning opportunities and show what they've learned. The top school consists of five to eight grades, and students at the top school move to new and more challenging opportunities, such as producing a school newspaper, participating in group competitive sports, choir, science projects and essay writing contests, to name a few. Fifth-grade students have the opportunity to study writing, Spanish or French, as well as a band or orchestra, as well as a science program that includes robotics, ecology, physics and chemistry. The sixth to eighth graders have similar electives, but also add biology, geology, oceanography, meteorology and astronomy to subjects covered by fifth-grade science. In seventh grade, students stop writing and start taking Latin. Each class at the top school teaches a progressive math program beginning with a previous algebra in sixth grade and culminating in algebra or geometry in eighth grade. Despite the school's departure from its religious background, pupils and staff are still meeting on Thursday morning for where invited speakers talk to students about values, community service, and the development of accepting the differences of others. Located on four acres in the New Orleans area, Ridgewood is a college preparatory school for pre-K through twelfth grade that educates students from several states and countries. The school was first founded in 1948. All assessments take library education so they can learn the skills they need to adequately research topics. Students are given the choice to participate in several fine arts programs, including band and broadcasting. In addition, students in the first to twelfth grade can take private piano, violin and guitar lessons during school hours. The school uses achievement tests to determine how well students learn at each grade level. This is the purpose of the school – to prepare every child for higher education. The school has more than 300 students and 31 teachers with an 11-to-one student-to-one ratio. The school is accredited by the Southern Association of Colleges and Schools and approved by the Louisiana Department of Education. Tuition for primary school is \$5,400, far below the cost of most private schools. The computer lab has 25 IBM desktops. The library offers computers for student use, as well as study training, a computerized map directory, full-text articles from magazines and several CD programs. The elementary school has internet access throughout the school. RPS strives to provide a full education so that students have knowledge and evaluation of every aspect of life, including philosophical, religious, social, aesthetic and intellectual. It's a small school, but it won't hurt her suggestions to the students. Students can participate in music, library clubs, the student council and peer assistants. There is also a pre- and post-school program. Most teachers have an advanced degree. They provide training before and after school. However, students are encouraged from an early age to take responsibility for their learning. Lower school teachers are struggling to instill good work/learning habits as well as the skills students will need during their school years. Unlike many public schools, handwriting is taught. Maths accelerates by one year in preschool and spelling and grammar accelerate by a year in first grade. Students will go on field trips related to the curriculum. They are required to receive instrumental music during one session during fourth grade. Once they enter fifth grade, they are considered in high school, and they then add computer science and speech to the courses they need to take. High school students can participate in athletics, band and library and science clubs. Missoula, MT. Since opening in January 1971 as a preschool, Sussex School has continued to expand and grow to its present size of 120 pupils for preschool classes to eight. To every student of early age a senior student who acts as a leader and thus creating formal and informal interactions in many age groups. These groups consist of what is known as Bigs and Littles. At the start of each year, the Sussex school family spends three days and two nights at Lake Flathead. There are several outdoor activities and affairs for parents, teachers, students and administrators who help build connections between all groups. In October, the school has Grandparents Day and a special friend so friends and relatives can come and watch the school in action. Every two years the students put on a play or musical. In the afternoon closest to Halloween, students and teachers dress up in costumes. Bigs and Littles carve pumpkins together, and anyone can visit a haunted house cooked by eighth-graders. On the last day before the December vacation, the students perform songs from a music class and show their works of art to the community. Each class then shares with the audience its desire for the world. In January, all students participate in a snow program, traveling one day a week on skis or snowboarding for five to six weeks. In the spring, each age group goes on field trips to places like Yellowstone National Park, where students receive guidance from their history and science teachers. Students pay for this trip by collecting Missoula's money cleaning areas and doing community service projects. Sixth- to eighth grade students take part in a math competition called Math Counts. The top four students who win in the state go to represent Montana in the national championship. There were several Sussex students on the national team. Academically, children are taught with a progressive focus on constructivist learning, which is taught through important issues and understandings. The curriculum is based on projects and is designed to teach students to develop the skills needed to succeed in academic school and college. The curriculum is also designed to help students grow emotionally so they can develop compassion and compassion. (St. Louis, IU) Children between the ages of four (preschool) and sixth grade attend Rossman High School, which employs 28 educators and approximately 225 students. Each class has two full-time teachers and students receive a strong academic foundation in language arts, mathematics, social studies and science, as well as the nature of learning as honesty, responsibility, respect and kindness. In addition to mainstream classes, children have music lessons, Spanish and Latin, library skills, art and PE, on a 20-acre campus with a building that has 45,000 square feet. There are also two playgrounds, a sports field, and nature trails through wooded terrain. The school has cutting-edge technology, including MacBook Air laptops, smart boards and iPads, with a full-time technology coordinator working with teachers to help them integrate technology into their lessons. Every Monday morning, all students and teachers gather for week of the week Students have a field day during the school year, a Halloween parade, Grandparents Day so family members can watch children at school, a music performance before the holidays and a Spirit Day basketball game. To assure that students are studying as they should, the school administers the Comprehensive Testing Program of the Bureau of Educational Documents. Rossman's students outperformed students in the state in both public and private schools. Students from Rossman participate in the Missouri League of Mathematics competition, the National Creve Coeur Arbor Day Arts Competition, in which two Of Rossman students won first place in 2015 in two different categories. Tuition includes lunch, but there is an additional fee for books and supplies, an expanded day program, a PE form and camps, and an additional request for a \$1,800 donation per student each year. Fifth grader has an overnight retreat and sixth grader has a week-long camp in the fall. The sixth-grader also goes to Space Camp and the Civil War battleground of Shiloh for four days in the second semester. After school, students can get enrichment from subjects such as cooking, robotics, cinematography, art, foreign languages, sewing, dancing and theatre. After-school sports include cross-country, volleyball, floor hockey, soccer, softball, gymnastics, basketball and flag football. Students can also participate in the student council. Student council members help plan community service projects, welcome visitors, lead fundraising campaigns and lead Monday morning meetings. The school also has cub scouting troops and a Girl Scout army led by parents for students looking to participate. (Gulfstream, Florida) When the Gulf Stream school began in 1938, it had 30 students. It has since been accredited by the Florida Council of Kindergarten and the Florida Council of Independent Schools. There are currently 250 students with class sizes varying from six to 18 on the five-acre campus on the oceanfront. There are three levels in the Gulf Stream. The first is a preschool program for three- and four-year-olds, with two educators in the classroom and an educator and an assistant in each of the two kindergarten classes. Preschool ends at 11:30 a.m. The second level is a lower school, which consists of grades one to four, with two classes for each class. Grade students between two and four years old remain with one teacher for reading, writing, maths and social studies. They then change classes for science, Spanish, art, music, drama, PE, libraries and computer. Fourth-graders leave at 2:20 a.m., and fifth and sixth graders leave at 3:15 a.m. or can stay in school for the study room. The final level is the upper school, which for the rest of the students through the 8th grade. There are two teachers per class, and students change classes on their individual schedule. While the training day ends shortly after 2:00, pupils have one after-noon hour of sport and one after-school hour Hall. Their day thus ends at 4:15. For younger students, an after-school program is available, which runs through 4:15 at the end of the high school day. The curriculum highlights basic skills in English, maths, science and social studies, as well as language, music, art, computer and TEL, in order to achieve placement in high school, which is best for a student to prepare them for college. Each class commits to one or more community service projects, and students are advised to voluntarily use their time after school to acceptable organizations. Students are given several opportunities for public speaking to help them develop trust and show a posture when contacting the group. Students leave the Gulf Stream as confident and experienced writers. Students receive character lessons from a school counselor, and these lessons are also intertwined into every other lesson taught at the school. In addition, students have the opportunity to experience learning in person through trips to the Grand Canyon, the Everglades, the Kennedy Space Center and many other locations. All fifth- and sixth-grade students accept Latin, and the Spanish instruction begins for all students in preschool 3. The Gulf Stream is located on the Atlantic coast about halfway between Palm Beach and Boca Raton. (Hopkinsville, C.K.) Many schools have multiple classes, but the UHA is unique in this arena because students don't go through a day separated from other classes, and because of that, all grades benefit. Younger students can see high school students during the school day and therefore there is a connection between students throughout the school. UGA is a K-12 school that serves to prepare students for college as well as success in their lives. The school is accredited by the Independent Central States Schools Association. Each school year starts with parent group sponsored by Back-to-School Picnic and Fall Fling, which is an outdoor game and activity day. After Fling's fall, it's an evening for parents of parents who want to contribute to school through the 100 Club, which is social, where each couple donates \$100. Later in the first semester, primary pupils have cupcakes with their mother one day and doughnuts with dad the other day where the student gets to eat breakfast with their parents. In the spring, elementary teachers run Camp UHA, and each class selects a topic and holds events in order to learn more about it. The purpose of primary school is for students to develop socially, intellectually, spiritually and physically. Teachers can have different learning styles and learning difficulties. Students are guided by creative projects in drama, music and art. They are also given free game time, as well as structured physical education classes. Primary school students go on field trips, and teachers always implement hands-on experiences to help students learn. The lower school also has a Spanish teacher. Five and below participate in the Governor's Cup, a state competition with district and regional competitions. There are eight units and UHA elementary students participating in seven: On-demand dates, written tests on science, English, maths, social studies, and arts/humanities, and a section called Quick Recall. The school is accredited by the Independent School Association of Central States. He produced 12 national scholarship finalists on merit and 99 percent of graduates go to college. Each class is required to read books of their choice over the summer and prepare book reports on these books. Tuition is very reasonable compared to other private schools and parents have the option to buy tuition reimbursement insurance in the event that the student cannot complete the term for which the parent paid for the tuition. (New York, New York) Studio School was founded in 1971 and teaches students in preschool through eighth grade. Classes are taught on an interdisciplinary approach, promoting critical thinking skills, where students are tasked with creatively solving problems. Studio School's approach uses knowledge of the child's development and how children learn to create a curriculum that is designed to promote a child's natural intelligence, as well as develop their creativity. Students are taught to be original thinkers, not just critical thinkers. Each class strives for academic excellence in each student, developing not only the student's IQ, but also his socio-emotional IQ. Children are grouped with children of a different age within the two-year range with no more than 16 pupils in the class. All classes through the second grade have a teacher and a teaching assistant. The environment of all classes is such that students are respected and taught to respect each other. Character is taught as one of the most important attributes of each person, as well as individual integrity. Students are expected to learn only one way, so each child's educational plan is personalized so that students learn to respect themselves like others. Students are encouraged to mesh what they learn with who they are. The school is divided into three parts: preschool, elementary school and secondary school. Elementary school covers from first to fourth grades, while high school covers fifth to eighth grades. Primary students study foreign languages, writing, scientific inquiry, reading, geography, history, art, PP and social sciences. They are encouraged to think about what they are learning and think and question things, while coming to logical conclusions that are well thought out. About 115 students study at the school. The ratio of pupils to a teacher varies depending on the age of the child. The tutorial you are using is called Inscape. As part of the curriculum, students gather together with teachers and other staff to discuss what as well as thoughts and concerns. Students learn to be both speakers and listeners. This is one way to develop a sense of community and mutual respect. On Friday afternoon, there is a gathering where another aspect of their research stands out. The students work together or share what they have already achieved in one of their classes. At least once a month, students share their works of art or poetry with the rest of the school. (Lynnwood, WA) 2015 will take Brighton School to a new campus in Mountlake Terrace, which will be larger and will have more service facilities for 400 pupils in preschool classes through eighth, where pupils will have meaningful experience in stem, arts and athletics curriculum. The new campus will be similar to the park, but will have a separate wing for preschool and special facilities for music, art and science laboratories, as well as a media center, engineering/innovation laboratory, multipurpose room, several playgrounds, and a field of sports practice. Brighton began in 1982 and it has consistently provided a safe environment where students will be given a strong academic foundation and education in a community atmosphere where all achievements are celebrated and students reach out to the community as a whole through service projects. In addition to scientists and service projects, students are exposed to other spheres of development of the whole child, not just the mind. All primary school students take drama, Spanish, art, PE, music, engineering and technology. High school students are offered electives on painting, creative writing, robotics, drama, cooking, computer programming and site design. Third-grade students are given the chance to visit Mount St Helens on a three-day expedition that includes studying volcano geology. In addition, students will go on a trip to the camp, hike and explore the Monkey Caves. Fourth-graders visit the Olympic Park Institute and the Natural Bridge to study science at the International Biosphere Reserve. Fifth-grade students go to Camp Seymour on Puget Sound and learn about the area's wildlife as well as marine ecosystems. In addition, they also camp, hike, and go canoeing. Sixth-grade students go to Camp Orquia for five days in the Orcas Islands, where they learn leadership skills and go through many physical problems. Finally, eighth-grade students take a 10-day trip where they make stops in Washington, D.C., Virginia and New York as finals for history/government lessons. In addition to visiting the historical sites they studied in the classroom, students get to see the nation's capital. After school there are several clubs, activities and camps for students to seek enrichment, fun and school help. This includes a six-week ski school. (Midland, TX) A preschooler through sixth-graders is educated at Hillander High School, where teachers and staff reach all pupils positively both personal and school, as well as self-esteem. The curriculum follows a method first laid out by Mae Cardin in 1934. It is a progressive system that builds knowledge on each subject that is needed before advancing to the next level of class. Reading is taught in such a way that students learn methods of analytical and organized thinking so that they understand what they are learning and why. Phonetics are also taught so that reading and spelling become second nature. Once students enter second grade, they are subjected to more complex rules of phonetics and grammar. Students read classics and develop writing skills every year so that by the time they are in sixth grade, many are scoring at high school level when standardized testing is given. Students analyze words based on a combination of letter sounds and learn to select a keyword in each sentence. Eventually students learn to summarize sentences, paragraphs, and chapters from the book. Students are also given lessons to improve vocabulary and understand grammar. The goal is to increase students' understanding and students' desire to read independently. The goal is to make students self-reliant and confident readers. Math is also progressive, with new concepts introduced each year after reviewing and strengthening what students have already learned. By sixth grade, the students are in algebra. Foreign language training begins in kindergarten and is taught every year. Science begins in third grade and computer technology in fourth grade. Students start science in the third grade and in the fourth grade begin to take classes in computer literacy. Students in classes two to five go on a maximum of two outings per year. First-grade students do not go on business trips; rather, invited speakers come to school to address them. Sixth-grade students will embark on a maximum of five trips a year, not including a junior maximum attendance that the student is considering for their future. Field trips can not be longer than half a day. All students return by the end of the school day. The school educates nearly 300 students a year and employs 20 full-time teachers. Classes have no more than 21 students. In fourth grade, students begin to leave their home class and the teacher attend specialized classes. (Charleston, SC) While Cooper's school is a fairly young school (founded in 2007), it has had success educating its 75 students with nine teachers. Students learn French, Spanish and Mandarin when they start school. By the fourth grade, students can choose which language they want to learn next. They go from singing songs, talking and learning culture, to reading, writing and dialogue. All students take a foreign language and they are exposed to it through their social studies class as well. When they do not learn their foreign language in social research, they learn world through maps, world cultures and artifacts of old cultures, so that by the time they are in the upper primary school, they will learn about the government and the history of their language group, and how social research is connected to the real world. All students also study music, drama and visual arts. In the lower classes, students learn about colors, shapes, and lines, and their lessons are often tied to their academic classes. Early primary students sing and learn about rhythm and movement, which gives them a foundation for understanding how dance is associated with music. In middle primary school, students learn about different instruments and classical music. Students of the upper primary school learn to play the ukulele and compose their own music. All pupils participate in physical education, which also covers health and fitness. Students study yoga, movement, swimming, rock climbing, kayaking and standing paddle board. In addition to TECLA, students have an outside break twice a day. The development of the child's character is an important part of raising each child; therefore, students learn about controlling their emotions, establishing positive relationships, making responsible decisions, and teaching conflict resolution in a proper and peaceful way. In addition, students study in language arts, mathematics and science. Teachers work hard to keep the curriculum difficult, but not impossible. Students take control tests based on the Common Core. The school publishes on its website what students learn every week, so parents always have access to the curriculum. The instruction is not limited to class and students can find themselves outdoors, conducting experiments in science or inside honey tasting, after studying the unit on bees. The students study the peculiarities of different literary genres, and in the third grade students write their own fairy tales. Each class reads a lot and many lessons center around reading. Field trips are used for further lessons in the classroom. Second grader, for example, visits the Birds Predatory Conservatory after studying the unit on birds, and creates its own presentations about different birds. (WASHINGTON, D.C.) Serving preschool through eighth-grade students, Capitol Hill Day School is accredited by the National Association of Independent Schools. Founded in 1968, the school has a recruitment of about 225 pupils, with a pupil-teacher ratio of seven to one. There are two leading educators in preschool through fifth grade. Students come from Maryland, Virginia and the District of Columbia. The school provides tuition assistance for 27 percent of its students. CHDS provides more than 300 outdoor trips a year, and items are interskel, based on themes and concepts. Children start learning French or Spanish while in preschool, and each class is working on a parental-led community service project. After-school students may participate in interskel Get rehearsed or pro take a variety of interest-related classes in chess, yoga, baseball, soccer, Tae Kwon Do and/or musical instruments. Bus services can be arranged in some areas. The elementary curriculum is based on a project to get students to learn by doing rather than sitting in lectures after lectures and taking notes. Projects are collaborative, and in grades two to five, the curriculum emphasizes critical thinking creatively so that students can learn how to solve problems and develop curiosity about what they are learning. Social instruction is integrated into a strong academic program, and students are taught to take responsibility for the well-being of their classmates, respect them and learn positive conflict resolution strategies. The formal reading instruction begins with first-grade students, but fourth- and fifth-grade students analyse what they read for literary elements such as subject, plot and staging. Students also begin writing formally in primary school. Mathematics is taught as a language, and teachers show students numerical relationships in patterns and try to teach them how to creatively solve problems. Second- to fifth-grade students study the topic in an integrated curriculum of history, literature, science, mathematics, art, music and contemporary language. (Durham/Chapel Hill, NC) Founded in 1995, Sandra E. Lerner Jewish Community Day School in Durham/Chapel Hill has approximately 130 kindergartens through fifth-grade students and 33 teachers and staff. There are four preschool classes and nine elementary schools. In addition, the wooded area has a greenhouse, druzhby narodiv gardens, an outdoor class and plant beds. The classrooms are equipped with modern technology such as SmartBoards, computers, computer trolleys and AlphaSmarts. It features three large playgrounds, walkways and football fields, basketball courts and mountaineering grounds. Preschoolers start at the age of two. Lerner's school is open to Jewish community children whose parents (parents) embrace the school's mission. In addition to core classes, Lerner teaches students Jewish, PE, music, arts and Judaic studies through a value-based curriculum. The school is accredited by the Southern Association of Independent Schools and the Southern Association of Colleges and Schools. Students can stay in extracurricular enrichment courses in yearbooks, sports, crafts, homework club, music, art, free play and many other activities and training sessions. Starting in fourth grade, students can join the band. Children in the second or fifth grade can sing in the choir. International students make up roughly 25 percent of the student population, and students come from Durham, Orange and Wake counties. The school pays individual attention to students in a common learning environment. Students create and present projects such as self-writing and producing plays, compelling presentations and performances, all of which help excite self-confidence. To make sure all students are enrolled, Gates' MacGintie score is assigned for grades one and two, and the Bureau of Educational Records is a test for students in a class of three to five. Student field trips include the Morehead Planetarium, the Nasher Museum, the rescue of the Carolina Tiger, the Duke's estate and the Triangle Training Centre. Fifth-graders will embark on a three-day trip to Washington, D.C. It is Lerner's method to teach one child at a time to achieve academic excellence in a safe and diverse student body where a sense of community is shared by all. It is Lerner's hope that all students learn to become socially responsible and approach problem solving through ethical thinking. Most of the students come from the Durham County area; however, there are students from Orange and Wake counties as well. Most students don't have dietary restrictions, but there are students who are strictly kosher and those who are vegetarians. Each year, the school hosts special events that include a book fair, a Chanukkah program, poetry in Bloom, a 5K run, community family programs such as picnics, dinners and Durham Bulls games, and Lerner's carnival, and many others that help build a sense of community between staff, students and parents. (Overland Park, COP) Brookridge is unique in that it raises children only two and a half years old through third grade. He estimates the state has five percent in reading and math. The school's commitment to quality education for early grades stems from its belief that solid early education is vital to a pupil's learning fund and will assure that pupils leave school with the vital skills they need to succeed as they advance through the upper classes. All teachers have teaching degrees either in primary education or in early childhood. Some of the teachers are graduates and there is a very low level of teacher turnover with BDD. Kindergarten is a full-time program with a focus on math, writing, reading, social research and science. Students learn to write using a program called Handwriting without tears. Students also practice speaking and listening skills every day. In addition, they learn Spanish, art, PE and music. Children experience special programs designed to help them grow physically and emotionally. Students who go to the first or third grade have a program with a strong focus on mathematics and reading. All subjects emphasize reading and writing, as well as listening skills and public speaking. The math program gives students real programs and focuses on eight math practices. Students take an active part in technological lessons and learn about different types of software so that they have a very functional understanding of computer skills. Lunch and snack are included in the tuition fee. Before and after school, help is provided to parents who must leave early for work or without working late. The program is managed by certified teachers, as well as qualified AIDS, so that students receive high quality care, whether during, earlier, or after school. Teachers also contribute to a blog covering a wide variety of topics for the benefit of parents. The school publishes a newsletter every month, even in summer. (Seattle, Washington) Tilden works for approximately 104 students in kindergarten through fifth grade and is an approved Washington state school. Students are taught the skills to listen to and respect others who speak and express their thoughts. All scores have the ability to work and play together. Students will go on various field trips throughout the year. The kindergarten curriculum combines play and work, usually with a topic that brings together multiple subjects. First class focuses on the development of social and academic skills. Students are given the opportunity to discuss subjects in a group and solve problems in a variety of ways. The reading is also highlighted in the second and third grades, as well as in directions and deadlines. The goal is for students to read at the level of fourth or higher by the end of third grade. Other items are investigated more deeply. Fourth- and fifth-grade students are considered not primary school students but intermediate students who focus on improving basic skills and integrating different subjects. Students get the chance to try different arts and crafts skills with different media throughout their time in Tilden. The technical side of art is taught to students, so that they develop artistic abilities and learn to appreciate various works of art. The introduction to music prepares students to be in the band, orchestra and choir. The students study rhythm, movement and read music so they can perform in musicals and talent shows. The drama is also taught through various dramatic media outlets such as puppet plays, skits, festive celebrations and many others. Physical education focuses on fitness as well as active play, in pursuit of acquiring skills such as hand/eye coordination. All students can participate regardless of the level of qualification or athletic ability. Learning Spanish begins in kindergarten and continues every year. The goal is to keep the performance in class up to 85-90 percent Spanish. Primary school research has a remarkable ability to gain language through conversation and hearing; The Spanish curriculum uses this natural ability, so that by the time students leave Tilden their oral proficiency in Spanish will be profound. In technology, intermediate students have advanced to the fact that they use online research tools. They are given access to Seattle's online public library as well as subscription databases. Students are also taught about plagiarism and the right way to cite sources. (Laguna Beach, California) ASWC students begin learning foreign languages at nursery school, in kindergarten and continuing through sixth grade, students receive formal lessons in both Spanish and German. Many courses are taught bilingually, and all teachers are encouraged to include foreign languages in their lessons. Teachers of formal lessons are native speakers, and students use textbooks learned in Europe. Reading, writing, songs, games, art and dialogue are used to teach a foreign language. Annalise schools use California teaching standards but often exceed those standards, giving students a strong academic foundation. Behavioural and academic requirements are stringent, but thinking and creative play are also encouraged. The focus of education at ASWC is nine components of intellectual thought, which includes social, artistic and musical elements. Art can jump-start children's creativity in thought and practice, expanding its ability to solve problems and think analytically. As part of their studies, students go on compulsory field trips used as part of the curriculum and training. Field trips are an important element in connecting classroom learning to real-world experiences. The students also study outside in the school garden, where pupils learn about biology and life cycles, as well as other interdisciplinary lessons in maths, art, history, culture and language. The students have lessons in theatre as well, which begin with storytelling and embark on cool plays and writing. In addition, the students have lessons in physical education and crafts, as well as formal classes in language arts, mathematics, science and social studies. To help build a community, students start with The Circle, where school values are learned and conflicts are resolved. The circle is held with many age groups. The after-school program continues the school day and ends with the Band. The after-school program has many enriching activities and subjects such as drama, crafts, cooking, and sports, to name just a few. Students are allowed to choose the enrichment class that interests them the most. They are also given time for free play, which is an important part of a child's day. The Willowbrook campus has nearly 400 students, from preschool to kindergarten to sixth grade, and 20 teachers. (Cedar Rapids, IA) There are three programs in summit schools: preschool program, start program (which covers first and second grade), and interim program (which covers third, fourth and fifth grades). All students are taught to think critically and ask questions through a curriculum that includes basic classes as well as technology, art, foreign language and music. Students are taught strategies to help them help themselves to develop them as lifelong students. Parents are working with teachers to create individual student growth plans so that all pupils can learn at their own pace. All learning is multisensory. Preschool and kindergarten students have their own Garden and are able to share your favorite books and build things. The program is designed to help students grow emotionally, physically and socially. Educating first- and second-grade students includes parents and educational communities. The upper classes develop their creative problem-solving skills, increase the complexity of their academic studies. In summer, new preschool students (ages three to five) can sign up for half a day to get a jump in foundational learning for language, science and maths. Students will have different training centers for the experience and will be exposed to a phonetics program to help establish the alphabet in their minds as the basis for reading. First-graders have summer camps that help close the gap in academic fields such as reading, writing and maths. The tutors program develops individualized curricula for students who need individual or little group learning assistance. Training is offered in reading, spelling, writing, mathematics, algebra, geometry and Spanish, as well as in learning skills. Students can also get help studying with homework. While training sessions are usually held Monday to Friday (between eight in the morning and seven at night), some Saturday sessions are available. In addition, an award-winning online program called Dreambox is available for students to enhance math skills. Financial aid is available for a student in preschool through fifth grade. (Raleigh, North Carolina) Thales is a kindergarten through a ninth-grade school with more than 530 students. Preschool students through fifth grade receive direct learning, and students in classes from six to 12 years old study through classical curriculum and socratic discussion. Multi-student discounts are offered to families who have more than one child attending school, and the school has one low, flat rate, with no extra cost or fundraising. K-7 class students are tested using the Iowa Basic Skills Test and consistently perform other students in state and nationally. Students are

taught Latin and Spanish (as well as other languages) through mixed learning, and school culture emphasizes the nature of education. K-8 class students use public iPads and Apple TV. Students are taught from a classical curriculum that helps them develop into critical thinkers. Direct instruction for a lower school involves grouping students by skill set, choral response and rapid development. Students have access to iPads in the classroom and there is also a computer lab. Students are offered a variety of electives, including group and public appearances, as well as clubs such as the Science Olympiad and Robotics. By the fifth grade, students in mathematics will add and take fractions, graphics, identify patterns and learning the beginning of geometry, basic algebraic equations, and how to use money from the Saxon math program. In they will be able to identify different genres, read define values using contextual clues, analyze characters in stories, write, make predictions and learn how to outline. In science, they learn about erosion, food chains, the human body, celestial bodies, electromagnetism and lenses. In social research, they learn about the Renaissance, the geography of the United States, the lakes of the world, ancient Indian cultures, the Civil War, the Reformation, Western expansion, early Russia and early Japan. In linguistic art they will use Shurley English, 6+ 1 writing traits, thinking cards, and writing from the beginning of programs. They will also study parts of language, figurative language, prose and poetry, the writing process, grammar, spelling and vocabulary development. Madison, WI-Fi. At Madison Waldorf School, students in early childhood lessons are taught to express themselves creatively and artistically, while maintaining a connection with the natural world. They engage in creative play, both inside and outside. Teaching students gardening, cooking, washing and cleaning allows them to understand the role of collaboration in life. Students engage in singing and sharing during the circle, and students are constantly exposed to art through watching puppet shows, sculptures, music, drawing and aqualid. Many of these activities help students develop motor skills. Students are treated in mixed age conditions to improve learning and spend a considerable amount of time in the natural world every day. Students in the classroom are encouraged to develop critical thinking skills, artistic expression, athletic ability and reasonable considerations with which they will come to strong conclusions. Students studying painting, drama, movement and other courses are generally seen as electives, so students will have a foundation on which they can build a college preparatory education. The students do not use traditional textbooks from which to learn, but create a record of their work with an annual portfolio filled with their best work. It is with this portfolio that educators decide which group a student should be placed in. Children are placed in their classes according to age, but in the second grade students begin to attend mixed classes, so the second and third together. The students stay with their group throughout kindergarten through eighth grade. The students develop not a work workie, getting grades, but learning responsibility for their work. The students have a schedule to which they adhere, where the teacher accepts the students through the teacher at the head, according to the age of activity. Children stay with the same group throughout their studies in first to eighth grade and learn to be part of the team, take care of others and take responsibility for the group's work. Good working habits develop in each child through developing a sense of responsibility for their work. There is one teacher for each class who teaches basic classes in the morning. Some teachers may also teach classes such as painting, woodworking, German, sculpture or ceramics. In summer, the school offers two camps of four weeks each, where students can make ceramics, go kayaking, swim, garden, or exercise through a yoga program. (Boulder, CO) Preschoolers through fifth-grade students attend this secular school started by parents enrolling nearly 180 students. Created to raise the whole child and honor the child for who she is, the School of Friends teaches in small, collaborative, many age-old classes where students are taught to respect themselves and others. Each child receives a personalized education that keeps students up to a strict academic standard, but also gives each child an appreciation for the arts and a strong social/emotional foundation. The school is a member of the National Association of Independent Schools and has about 17 teachers who are experts in their fields. Primary classes focus on academics but promote creative critical thinking skills by teaching students to develop real solutions ethically responsibly. Students work individually, in groups or as a whole class, to solve problems that will help them understand the subjects they are studying. Teachers use technology, arts and drama projects, guest speakers and field trips to enhance classroom experience. In addition to the main academic classes, students are also taught by specialists in Spanish, music, PP, art, technology and library. Children are taught to be experienced writers and avid readers, with a solid foundation in mathematics. Students leave the School of Friends knowing how to communicate effectively and appropriately and be independent thinkers. In addition to basic classes and classes of specialists, the School of Friends teaches a social and emotional curriculum. It begins with teachers visiting the homes of all new students in their classrooms so that communication between the child and the teacher can begin even before the child passes through the school door. When students come to school, they start and finish each day with lap time, where students can share compliments or practices of conflict resolution and role play, or share something about themselves with the group. As part of the social/emotional program, students participate in community service projects often formulated by the students themselves based on their interests and concerns. As students take care of their world, they are raising money for a humane society and raising awareness of pollution and debris in the ocean and how it affects the ecosystem. Durham, NC) Honesty and respect are part of an education that all students are required to assimiate. In addition, students are expected to learn the value of kindness and empathy. For themselves, they learn to be proud of their achievements and celebrate the achievements of others. The school holds little, so a sense of community will exist within that kindergarten (CH) through the eighth grade of the school. As part of this, all students are given the opportunity to lead as well as the opportunity to serve. As the school fosters a community atmosphere, children from kindergarten regularly interact with high school students in the hallways. The school was founded in 1991 and has an average class size of 15, with a pupil-to-teacher ratio of seven to one. Twenty-two percent of students receive financial aid, and the school has one class per class for lower school students with a total enrollment of 200. It is accredited by the Southern Association of Colleges and Schools and the Southern Association of Independent Schools, and is a member of the Association of Independent Schools of North Carolina, the National Association of Independent Schools and the Bureau of Educational Records. The school sits on a 17-acre campus with a gym, an oven art studio, two science labs, a library, a computer lab, iPads and Chromebooks sets, sports fields and two class buildings. Pre-school and after-school enrichment programs are offered and each class takes field trips. Lower school students have a choir and a joint curriculum of mathematics, science, reading, writing and social studies. Students also take PE, Spanish, art, music, and the nature of education. Students also participate in community service, working with local organisations to fight hunger in Durham, and they gain environmental consciousness through composting and growing things in the TDS garden. As a rule, these programs are further divided between classes OK-2 and 3-5, so that all programs are built on knowledge and skills previously acquired in earlier classes. In sixth grade, students are considered part of a high school. (Nampa, ID) Nampa Christian School serves children between the ages of six weeks and twelfth grade. The school is divided into four sections: early childhood center and primary, secondary and secondary schools. Primary school teaches basic courses in reading, English, science, social studies and mathematics. Students participate in standardized testing, and are stiling out many more state and national averages. In addition to basic courses, students study art, the Bible, music and TEL. Teachers are licensed and experienced. Preschool educators provide social and emotional developmental support through games and training centers. Students are introduced to alphabet and numbers by having language skills stimulated through stories and songs. NCS believes in providing quality education through a biblical worldview. So students grow to be well rounded so they can meet the challenges they face in college and beyond. The history of the Nampa Christian School can be traced back to 1913. The school has undergone many changes over the past century, teaming up with other schools and moving places and adding buildings. The primary school building was raised in 1979 and in 1994. In 2008, the high school moved to a new location. As such, elementary and medium-sized campuses are maintained separately, though they are within three miles of each other and older students are given the opportunity to mentor younger ones through fun activities such as a track meet for third- through fifth-graders, a preschool through a fifth-grade field day, an annual Christmas program, an annual speech meeting, and a Grandparents Day program. Part of the education students receive at NCS is through the Community Service Program, in which students have the opportunity to serve others. Each student must complete three hours a quarter. In the summer, NCS puts on a musical theater camp that is open to fifth grade through high school. Nampa is about 21.7 miles west of Boise. The area is called Treasure Valley, but is also known as the Lower Snake River Valley or the Boise River Valley. (Giga Harbour, WA) The school at Gig Harbor Academy starts at preschool and runs through fifth grade. The campus is next to wetlands on 10 beautiful acres with four buildings where children can become environmentally conscious and responsible. It is Gig Harbor's belief that children should get lost in their studies, not get lost in the crowd. The campus has an outdoor classroom, archaeological excavations, fitness and research trails, a sports field, and large wood play areas. It is the GHA goal that students achieve academic excellence. Starting with preschoolers, students are guided by the development of their social, physical, emotional, and intellectual growth, helping them develop their language abilities through which they can express their opinions and learn to understand their world through intelligence and observation. Preschool takes these lessons one step further and helps students interact properly with others and resolve conflicts in an acceptable way. All learning styles are accepted and celebrated. Preschool is five days a week and lasts all day. Kindergarten is meant to be academically challenging to help students think positively about learning. Lessons cross the curriculum and use multisensory activities to help students learn through different media. After kindergarten, students move to primary school, where they will study basic subjects in more clearly defined boundaries with programs such as FOSS, CAFÉ and Junior Great Books science kits. Each of these programs builds on itself every year. Once students reach third grade, they begin to explore wetlands in campus areas so they become more aware of the importance of the environment. Fifth-graders get to go to Washington, D.C., and Colonial Williamsburg as part of their study of history. In addition, students learn Spanish, art, technology, music and PE in their respective classes by age. In summer, GHA offers several classes for including cooking, dancing, ceramics, robotics, robotics, football, and a few other interesting programs. (Rapid City, SD) The school started with one class of five preschoolers in 1990 and is now a primary school with 135 students in five grades. In 2001, the school became an accredited state school and complied with laws laid out for schools by the state of South Dakota using Montessori principles in teaching and curriculum. The vital skills required to teach in later grades are instilled in students, and they begin to think abstractly as they grow older, applying their analytical skills to compare, bring out, analyze and evaluate. Students are grouped over a three-year period that encourages children to learn from each other but also fosters a community atmosphere. Montessori's program hopes to increase student intelligence and encourage students to work longer periods of time, getting used to their work. As students develop, they will learn to work independently and develop their curiosity, as well as their desire to learn. Each student has a written plan of study for a day or a week that outlines the tasks a child needs to complete. Children get to decide in what order they will perform these tasks and how much time they will spend on each task. Student progress is documented by students themselves through self-esteem and a portfolio of student work. Students with developmental delays or difficulties may not succeed in this more unstructured environment. Pre-damage is offered to care for all assessments. The school curriculum uses a practical curriculum that is individually designed for each student. It is designed to provide children with an unbreakable foundation in reasoning skills, analytical thinking and creative problem solving, as well as a love of learning. The students learn to work in small groups, as well as individually. The school employs four full-time teachers and educates approximately 75 students in preschool through the fifth. Last Updated: August 20, 2015 2015

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