

These themes reflect state and city curriculum guidelines for the teaching of social studies and science. Each unit of study is constructed to meet the diverse needs of children who have varied learning styles, abilities, and strengths.

Pre-K: Forest school



Pre-K students call “the forest” an extension of their classroom. Bi-weekly, they visit an area of Prospect Park where they sit in sit spots, observe the natural world around them, explore the materials they see, and ask questions. Teachers watch their observations, collect notes about what they see, ask questions, and gather materials and ideas to bring back to the classroom.

Kindergarten: Shore School



Kindergarten students in each of our four classes visit shore points around Brooklyn twice a month with a partner class. They study the water, how the shore changes during the seasons, and the creatures that call this natural environment home. They tend to visit the Marine Park salt marsh.

First Grade: Green Space, Farms and The Community



First Grade farmers plant seeds, tend to garden beds, harvest, cook, prepare plants for the winter, and greet them after the thaw. In the “Big Yard,” students study the green space, community, and farms.

Second Grade: New York City, Structures, Rocks and Mineral Bridges



Second Graders study geology and the bedrock beneath our feet as a component of their study of islands and bridges. They venture out into the world to visit different bridges, areas with exposed bedrock, and Prospect Park. They adopt Rachel Carson’s Naturalist lens as they soak in the beauty and mystery of the natural world.

Third, Fourth and Fifth Grades: Curriculum Studies and Museums



In the upper grades, students participate in semester-long studies.

Third Grade studies the geography and culture of West, Central, North, and East African countries. **Fourth Grade** studies New Amsterdam and the Lenape Native Americans. **Fifth Grade** studies the Mayan Culture and the Holocaust with the bigger question of “What are you willing to stand up for?”

The culmination of these studies are grade-wide **museums**, where students act as docents teaching visitors about what they've learned.

Students share their learning with the entire school community, families, and even teachers, administrators, and classes from other schools. Exhibits sometimes have interactive components in addition to other constants such as student-crafted displays, written informational pieces, and collaborative visuals.