



HUDSONWAY IMMERSION SCHOOL

CURRICULUM GUIDE



Navigate the World
引领世界
Navegando el Mundo

Mission:

to develop intellectually curious, flexible thinkers who demonstrate exemplary character, multicultural perspectives, linguistic abilities and the capacity to become meaningful global contributors

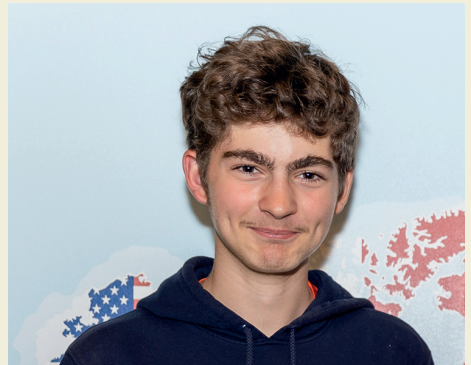
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“An extraordinary education, in two languages”

Our students live and learn in two languages: Spanish/English or Mandarin/English. Our full immersion model in which the majority of the time is spent in Mandarin or Spanish with progressive introduction to English ensures that students develop as true bilinguals. The school is organized around the needs of students including.

- Social-emotional Learning (SEL) and Executive Skill (ES) development
- Intellectual curiosity and critical thinking
- Academic growth “hands-on and minds-on”

As one of the early pioneers in language immersion, HudsonWay Immersion School (HWIS) has led the field in adaptation of immersion best practices and developed a curriculum that has been refined over the past 15 years. The results are customized units of study and SEL/ES learning and practice based on award winning curricula and educational research. On standardized assessments, our students consistently outscore the norms for independent schools while also achieving high literacy in Mandarin or Spanish. All of our middle school students who took the AP Mandarin and Spanish language tests achieved the Global Seal of Biliteracy.

While our students are impressive, our community is even more remarkable. We work and play in a supportive, diverse community where cultural appreciation and collaboration are daily practices among students, families, faculty and staff.



Why Immersion?

Language immersion is an educational model in which students are taught subjects in a second language, thereby becoming biliterate. However, the benefits extend far beyond just language.

HWIS students develop:

- Ability to navigate multiple cultures
- Enhanced cognitive abilities and problem-solving skills
- Enhanced creativity
- Social emotional and executive functioning skills
- Strong results in standardized tests of English and math
- High levels of biliteracy in Mandarin or Spanish and English



"In today's world, opportunities in higher education and the global marketplace increasingly require multilingual skills. Yet the U.S. educational system lags far behind - 21 of the top 25 industrialized countries begin the study of world languages in grades K-5 while the majority of U.S. students begin studying a second language at age 14."

U.S. Committee on Economic Development

The largest randomized study of dual language immersion programs showed that immersion students outperformed monolingual students in English reading by 7 months by Grade 5, and 9 months by Grade 8 – https://www.rand.org/pubs/research_briefs/RB9903.html

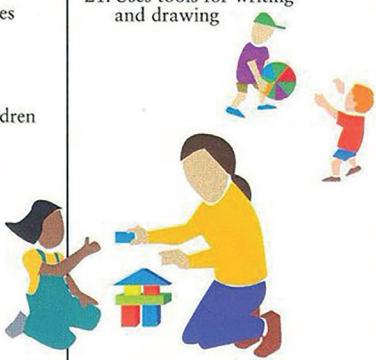

Early Childhood Program Ages 2-4



Early Childhood is a special time in which the brain is most open to new languages. At HWIS we begin with a **90 to 100% language immersive environment in the target language** to ensure that our students build a strong foundation to learn academic content in the target language continuing in elementary school.

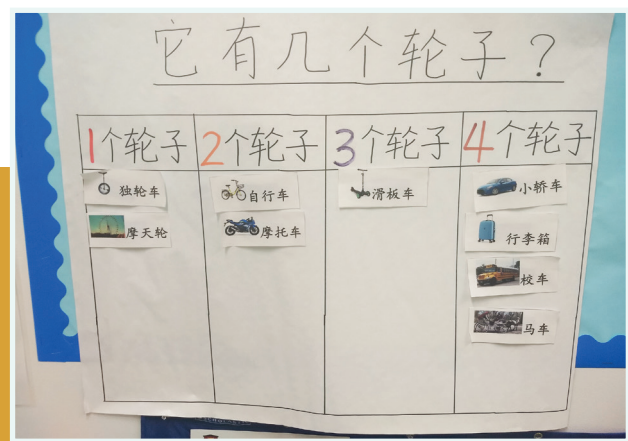
Preschool Curriculum

HWIS' preschool program is based on the award-winning **Creative Curriculum®**. The program is creative, exploratory, and cognitively rich. Each unit of learning incorporates science, literature, art, mathematics, and social studies. Units utilize blocks, dramatic play, realia, toys, sand/ water, games, and technology. Through the units, students practice story-telling, discovery, cooking, outdoor play, rhyming, observation, drawing/painting, counting/comparing, graphing, singing, and problem-solving. The program differentiates instruction and offers a framework for assessing a child's development across 38 objectives categorized in 9 domains: social-emotional, physical, language, cognitive, literacy, math, science and technology, social studies and the arts.

<div>THE</div> <div>CREATIVE CURRICULUM®</div> <div>FOR PRESCHOOL</div> <div>GOALS AND OBJECTIVES</div>			
SOCIAL/EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	COGNITIVE DEVELOPMENT	LANGUAGE DEVELOPMENT
Sense of Self <ol style="list-style-type: none"> Shows ability to adjust to new situations Demonstrates appropriate trust in adults Recognizes own feelings and manages them appropriately Stands up for rights Responsibility for Self and Others <ol style="list-style-type: none"> Demonstrates self-direction and independence Takes responsibility for own well-being Respects and cares for classroom environment and materials Follows classroom routines Follows classroom rules Prosocial Behavior <ol style="list-style-type: none"> Plays well with other children Recognizes the feelings of others and responds appropriately Shares and respects the rights of others Uses thinking skills to resolve conflicts 	Gross Motor <ol style="list-style-type: none"> Demonstrates basic locomotor skills (running, jumping, hopping, galloping) Shows balance while moving Climbs up and down Pedals and steers a tricycle (or other wheeled vehicle) Demonstrates throwing, kicking, and catching skills Fine Motor <ol style="list-style-type: none"> Controls small muscles in hands Coordinates eye-hand movement Uses tools for writing and drawing 	Learning and Problem Solving <ol style="list-style-type: none"> Observes objects and events with curiosity Approaches problems flexibly Shows persistence in approaching tasks Explores cause and effect Applies knowledge or experience to a new context Logical Thinking <ol style="list-style-type: none"> Classifies objects Compares/measures Arranges objects in a series Recognizes patterns and can repeat them Shows awareness of time concepts and sequence Shows awareness of position in space Uses one-to-one correspondence Uses numbers and counting Representation and Symbolic Thinking <ol style="list-style-type: none"> Takes on pretend roles and situations Makes believe with objects Makes and interprets representations 	Listening and Speaking <ol style="list-style-type: none"> Hears and discriminates the sounds of language Expresses self using words and expanded sentences Understands and follows oral directions Answers questions Asks questions Actively participates in conversations Reading and Writing <ol style="list-style-type: none"> Enjoys and values reading Demonstrates understanding of print concepts Demonstrates knowledge of the alphabet Uses emerging reading skills to make meaning from print Comprehends and interprets meaning from books and other texts Understands the purpose of writing Writes letters and words 



Through hands-on discovery in units lasting 6-8 weeks, students learn language and content through an interdisciplinary approach. For example, in a unit study of wheels, students observed how trucks moving down a ramp differ in rates of speed depending on the angle of the ramp, thus exploring principles of physics. They also observed the patterns that paint makes using different tire treads and categorized different types of transportation based on the number of wheels. These hands-on activities enable the student to learn vocabulary in various contexts – thus supporting language acquisition.



Community Unit of Study

- Dramatic play as community helpers
- Field trip to fire station
- Making tacos
- Making signs for town hospital



Social-emotional learning

We believe that helping young children experience and manage emotions develops a foundation for enhanced well-being, academic excellence, mental health and success in life. Through the program ECSEL® from the Housman Institute, our teachers and students are equipped with “in the moment” tools to help children self-regulate and develop critical thinking skills to problem solve.

Student-teacher ratios	
2- year olds	5:1
3-year olds	7:1
4-year olds	9:1

Physical Education

The preschool physical education (PE) program promotes body management and serves as an introduction to sports and athletic activities. Individual attention is given to meet different physical, social, and cognitive needs while promoting cooperation within the group. Program priorities include developing basic movements and athletic functions, promoting sports exploration, instilling athletic awareness and safety, and building confidence and self-esteem.



The Arts

We encourage students to begin drawing very early and to use drawings as a way of conveying their thoughts and feelings. Children are not instructed on how to draw objects nor how to craft. Instead the teacher follows the children, accepting and celebrating their expression through art. In addition, pre-K students participate in cultural performances celebrating Chinese and Spanish cultures. In music, our preschoolers acquire the vocabulary to acknowledge and interpret the sounds they hear and explore rhythm, melody, harmony, tone, form, and expression, using both traditional and “found” or made instruments. Students enjoy a preschool music curriculum that encourages singing, playing, creating, and listening with opportunities for individual and group responses.



“We have been amazed that our 3 ½ year old daughter is not only completely fluent in Mandarin and starting to recognize simple Chinese characters/words but also beginning to read in English.”

- Mandarin Parent

Elementary Program

Kindergarten through Grade 5



The Elementary program employs a full language immersion model. Educators systematically teach all content matter in the target language with increasing exposure to English as the child progresses in grades, ensuring mastery and depth of understanding of the material by students. It is through this intensive exposure to academic content in a second language that students develop mental flexibility, which leads to greater cognitive abilities and advanced language proficiency.

What characterizes our elementary program is the intimate and differentiated learning that can take place in an average class size of 10-16 students. Teachers connect with students making learning student centered, open ended and challenging.

The Full Immersion Model

Kindergarten and Grade 1 students receive 80% of their core subjects, language arts, math, science and social studies, in Mandarin or Spanish. They receive on average 75 minutes daily in English language arts. See the table below as to how the linguistic distribution changes by grade.

Grades K-1	Target Language: 80%	English: 20%
Grades 2-3	Target Language: 70%	English: 30%
Grades 4-5	Target Language: 50%	English: 50%

Social-emotional learning

Through the elementary years, children grow into community members and social beings. At HWIS, we believe that Social and Emotional Learning (SEL) and Executive Skills (ES) are as important as academics. We use Responsive Classrooms® to frame our SEL program. Our ES program is based on the research by Peg Dawson and Richard Guare. It is introduced in developmentally appropriate language and real-life scenarios. SEL and ES are integrated into our units of study and every aspect of the school day. Students learn and apply the skills of emotional control, response inhibition, organization, time-management, flexibility, sustained attention, goal-directed persistence, flexibility, and metacognition.



“Our family does not speak Spanish at home so we were nervous about how our kids would transition to an immersion environment. To our delight, they adjusted seamlessly. The teachers’ depth and experience shines through in the way they give unique care to each student, incorporate creativity into class activities, connect with and nurture their students, and cultivate a partnership with families.”

-Spanish Parent

Alternating Week Schedule

If a content area is taught in both languages, we use an alternating week schedule in which Week A math is taught in Mandarin or Spanish, while in Week B math is taught in English.

Weeks A&C	Weeks B&D
Morning Meeting	Morning Meeting
Target Language LA/Centers	Target Language LA/Centers
Snack	Snack
Specials - Art, music, PE	Specials - Art, music, PE
Lunch / recess	Lunch / recess
English LA/ Centers	English LA/ Centers Math / centers Science / centers Social Studies / centers
Math / centers	
Science / centers	
Social Studies / centers	

Language Arts

Language Arts classes in English, Mandarin, or Spanish develop and nourish a love of reading. The elementary curriculum has been created by combining proven target language curricula such as “Better Immersion”, “Level Chinese”, and “Senderos” with the Teachers College Reading and Writing Units. Reading and writing in all three languages are aligned to the Common Core Standards. At HWIS, we provide tools students need to communicate effectively in speaking and writing in various genres and with various purposes. In addition, in the early grades, we use Foundations, which is a multisensory, structured phonics-based, language program. making the content relevant to students. In Language Arts, elementary students learn the following:



Grades K-2

READING

- Letter sounds, consonants, vowels, blends, digraphs, compound words, word patterns, word building, sight words
- Radicals (Mandarin)
- Cognates (Spanish)
- Utilizing images to further understanding of text
- Read alouds, daily independent reading, key details, central message, predictions
- Introduction to figurative language
- Focus moves from decoding to fluency and comprehension

WRITING

- Letter sounds, consonants, vowels, blends, digraphs, compound words, word Character formation (Mandarin)
- Focus on creating writers who tell their stories
- Peers give and receive in a safe environment
- Writing starts with phonetical spelling, and progresses into words, and sentences
- Tenses, adjectives, figurative language and punctuation are introduced
- Introduction and practice of three types of writing: narrative, expository, descriptive, and persuasive.

Grades 3-5

READING

- Pinyin (Mandarin)
- Moving from learning to read to reading to learn
- Reading across various genres and subjects. Informational texts, fiction, nonfiction, poetry, etc.
- Increase vocabulary understanding
- Radicals (Mandarin)
- Cognates (Spanish)
- Moving towards interpretation of texts, abstraction, and figurative language
- Engagement in literature circles and independent reading

WRITING

- Practice several types of figurative language
- Produce narrative, expository, descriptive and persuasive writing within the academic subjects
- Improve beginnings, transitions and endings
- Increase vocabulary accuracy in writing
- Engage with extensive peer review and editing

Mathematics

HWIS elementary students use Math in Focus, (Singapore Math K-8) a proven program which focuses on problem-solving and learning the language of math. Singapore Math provides students with a flexible understanding of math concepts developed through a sequence that uses concrete manipulatives, pictorial representations, and then abstract representations. This sequence helps students acquire a deep understanding of mathematical concepts. At HWIS, students are challenged to understand the “why” and “how” of number manipulation in addition to learning procedures and computations when problem-solving. Frequent group work allows students to understand the importance of discourse, collaboration, and diverse methods of solving problems.

Grades K-2

- Number sense
- Counting up to 1,000
- Skip counting by 1's, 2's, 5's, 10's and numbers in between, backwards and forwards
- Addition and subtraction
- Measurement, time, parallel and perpendicular lines

Grades 3-5

- Count up through 10,000 counting by 2, 5, 10 etc
- Multi digit multiplication and division
- Area and perimeter, addition and subtraction of fractions
- Decimals, equivalent fractions
- Convert decimals to fractions
- Multiplication, and division of fractions
- Greatest and least common factor/multiple
- Prime and composite numbers
- Angles, metric system and conversions
- Area and perimeter of 2D shapes
- Volume of 3D shapes
- Solve word problems through the development of equations

Science

The HWIS science program includes experiments, predictions, and hands-on learning experiences that cultivate a curiosity for science. We use the FOSS Next Generation curriculum as a launching point for our units. While scientific concepts and skills are integrated into the units of study, we also use supplementary resources to enrich the learning experiences of our students in science. Specific units of study include life, physical, earth science and science, technology, engineering and math (STEM). This is a sample of the units being taught in the upcoming school year at the elementary level.

Grades K-2

- Plants and animals
- Balance and motion
- Designing plant packages
- Home and shelter
- Pebbles, sand and silt

Grades 3-5

- Structures of life
- Designing hand pollinators
- Water and climate
- Mixtures and solutions
- Designing solar oven

Social Studies

Social Studies provides the context for cultural awareness and civic participation. Our teachers provide authentic knowledge and cultural understanding that helps students broaden their perspective of the world. Children learn about values, families and communities. They understand the power of symbols and the passage of time. Many of our students have stories of migration to share. Students understand economic forces and vocabulary, individual rights and responsibilities and the causes and effects of conflict. Some of our units at the elementary level are:

Grades K-2

- Community, family, and values
- Signs and symbols in the world
- People that make a difference
- Community changes over time and place

Grades 3-5

- Geography, people and the environment
- Economics
- Conflict
- Migration

Design

Design thinking is a process that systematically solves problems in creative and innovative ways. The design cycle includes:

- Problem definition - inquiring and analyzing, research
- Ideation - possible solutions, design brief, drawings and representations
- Creating the solution - create a plan, make prototypes
- Evaluation - testing methods, value of the solution, improvements

Design can be used in literature, art, music, science, engineering, etc. At HWIS, design includes the following

- Engineering with paper
- Building objects, simple machines with cardboard pieces

Physical Education

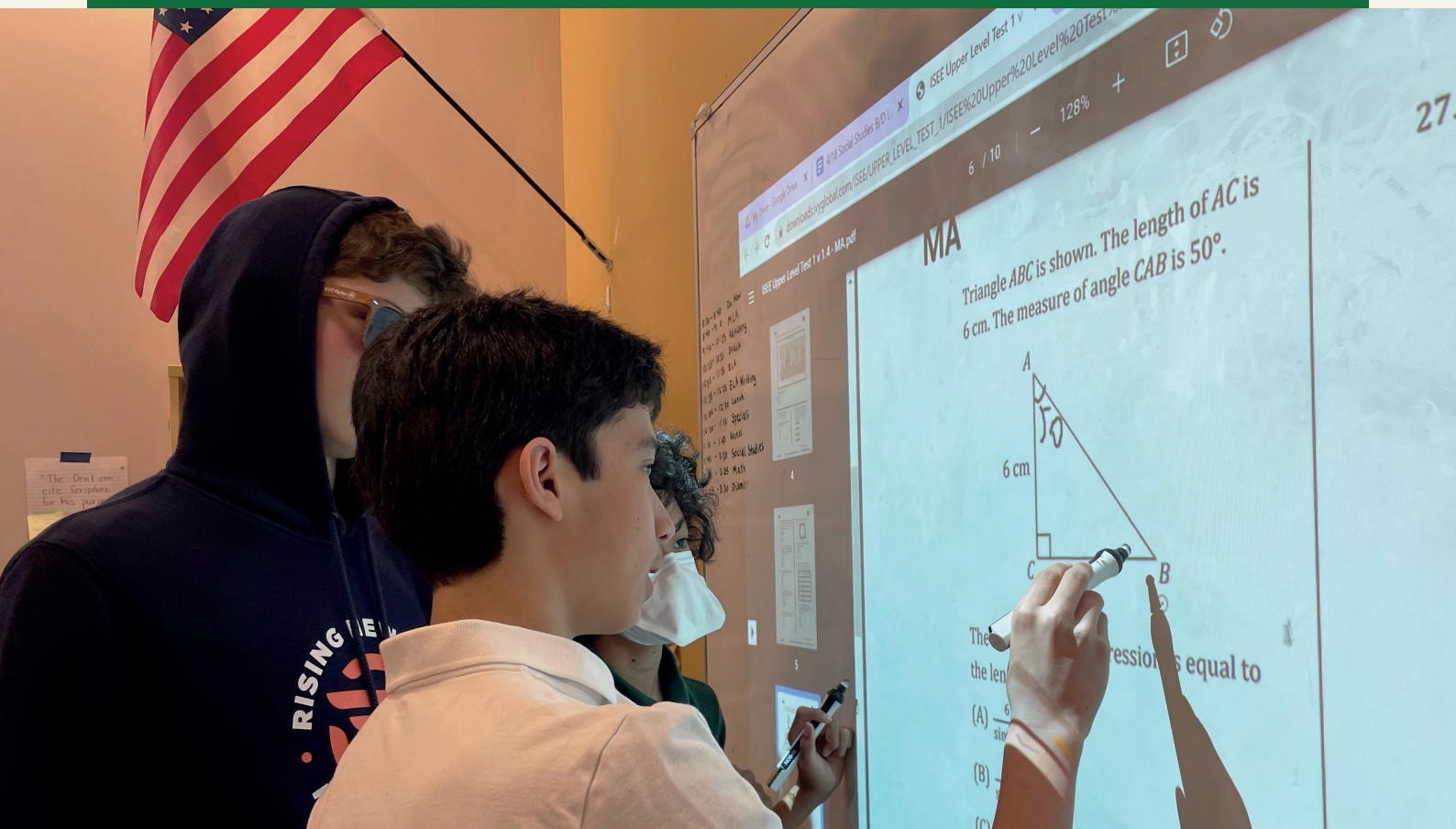
The elementary PE program teaches team and individual sports through a building-blocks approach, in which students practice sport-specific movements and drills to develop competency and instill confidence. Difficulty and intensity progress by grade level and ability level of the cumulative group. Program priorities include promoting team building and group solving skills, building confidence and self-esteem, fostering characteristics of good sportsmanship and teamsmanship, and explaining how rules and proper techniques contribute to a fun and safe environment.



Arts

Elementary students work on projects that delve into aspects of global culture through the study of artists around the world, while integrating the study of art techniques. Recently, students explored the work of Chinese artist Ai Weiwei. Fred Sandback was our inspiration for a study online. Across all grade levels, the arts play a crucial role in our educational model and figure significantly into our interdisciplinary curriculum. For every project they undertake, students begin with their own concept and are encouraged to gradually reveal it through a series of drafts. In the Elementary music program, students learn to express themselves through weekly musical experiences designed to enkindle an intrinsic motivation for music. Upper elementary levels are introduced to the guitar.

Middle School Program Grades 6-8



HudsonWay provides a personalized middle school experience that challenges and supports students on their journey towards high school and beyond. Students build on their skills towards becoming fully bilingual and biliterate, challenge themselves in solving interdisciplinary problems of a global nature, embark on service-learning and study trips abroad, and develop SEL and ES that support self-understanding and empowerment.

There are two tracks for middle school students:

1. **Immersion Track** - for students who have completed the elementary immersion program with the goal of continuing immersion in Grades 6-8.
2. **Middle School Entry Track**- for students without prior target language exposure yet want to fast track second language development in Grades 6-8.

Students can **join HWIS in 6 without prior experience** in immersion or a second language. The goal of this program is for students to **develop intermediate level of language proficiency by Grade 8**, giving students an advantage in high school for further study and attainment of the Global Seal of Biliteracy.

Our middle school students benefit from **small class sizes** providing an intimate learning environment in which they are challenged yet supported to achieve their full potential.





Middle school students receive **40% of instruction in the target language (Mandarin or Spanish) and 60% of instruction in English.**

Subjects taught in the Target language:

- Mandarin or Spanish language arts
- Humanities
- Social-emotional skills
- Executive skill development

Subjects taught in English

- English language arts
- Sciences: Earth science, physical science, & life science
- Mathematics
- Arts: Visual arts & music
- Physical and health education

Social-Emotional Learning and Executive Skills

Early adolescence is the period of time between ages 10-14. This is a time of profound changes: physical, mental, emotional, and social. The transition from elementary school to middle school can be a stressful, overwhelming time for children as their bodies change and puberty begins.

At HWIS, we believe that Social and Emotional Learning (SEL) and Executive Skills (ES) are as important as academics. We know that this is a time of stress and that stressed brains cannot learn. Therefore, we use Responsive Classrooms to create solid relationships with our middle schoolers. We give them choices and independence. We invite them to look at controversy from various perspectives and to discourse attentively with others, even those they disagree with. For ES, students continue to learn and apply the skills of emotional control, response inhibition, organization, time-management, flexibility, sustained attention, goal-directed persistence, flexibility, and metacognition. They also learn and apply the skills of task-initiation, prioritization, and stress tolerance.

Language Arts

Continuing with the Readers and Writers Program from Columbia University, students spend time investigating a variety of literary forms such as the novel, short stories, biographies, drama and poetry. Students learn to analyze text comparing different authors writing about a similar theme. Expository writing expands into various academic subjects and writing formal research papers with citations. Students write for real-life situations. There continues to be emphasis on editing and peer feedback as part of the process that leads to publication. Vocabulary is learned explicitly and grammar and writing mechanics are incorporated into the writing units. In Mandarin, students read novels such as *Gulliver's Travels* and *Around the World in Eighty Days in Mandarin*. In Spanish they may read *Don Quijote de la Mancha*, *Yo, Naomi Leon*, and *La Ciudad de las Bestias*.

READING

- Reading increasingly complex texts across various genres and subjects such as informational texts, fiction, nonfiction, poetry, etc.
- interpret complex texts, abstraction, and figurative language
- Comprehend increasingly complex vocabulary

WRITING

- Increase vocabulary use with accuracy and variety
- Produce fluid writing with organization and voice
- Produce narrative, expository, descriptive and persuasive writing within the academic subjects
- Produce creative writing
- Engage with extensive peer review and editing

Mathematics

Students are able to challenge themselves and progress through math in a differentiated manner. Many students are accelerated learning algebra, geometry and algebra 2 in 6th, 7th and 8th grade. Students who show an interest in broadening their math abilities can also take classes online through the Art of Problem Solving® which develops problem solving skills needed to tackle challenging problems.

Science

Hands-on experiences make science real and exciting. Students continue to perform more complex experiments making predictions and study variables. Units of study cover the areas of life, physical, earth science and science, technology, engineering and math (STEM). This is a sample of the units being taught in the upcoming school year at the middle school level

- Motion, force and models
- Human systems and interactions
- Population and ecosystems
- Engineering in an urban landscape
- Chemical interactions

Social Studies

At this age, Social Studies provides the context for cultural awareness of the current world and prepares our students to navigate it as educated, global citizens. Our teachers provide authentic knowledge and cultural understanding that helps students broaden their perspective of the world. Children learn about pluralism, cross-cultural, socio-cultural, socio-economical, and socio-political interdependence. Students engage in current affairs and there is frequent debate and practice looking at issues from a variety of perspectives. Some of our units include:

- Globalization
- Human rights
- Technology and exploration

Design

Students continue to use the Design Cycle to solve real-life design challenges:

- Problem definition - inquiring and analyzing, research
- Ideation - possible solutions, design brief, drawings and representations
- Solution development - create a plan, make prototypes
- Evaluation - testing methods, value of the solution, improvements

In middle school, design includes the following

- Woodworking
- Coding
- Sculpture

Physical Education and Health

Middle School PE teaches team and individual sports. Students practice sport-specific movements and drills to develop competency and instill confidence. Program priorities include promoting team building and group solving skills, building confidence and self-esteem, fostering characteristics of good sportsmanship and teamsmanship, and explaining how rules and proper techniques contribute to a fun and safe environment. Health topics in middle school include sexual education, puberty, stress tolerance, positive psychology, boundaries/consent, and substance abuse.

Arts

Art at this level focuses on self-image and expression. Students study artists and replicate techniques. They use a variety of media to produce original artwork. Recent units including the artist Brice Marden's Cold Mountain series led us to an exploration of Chinese poetry. Bill Viola and Paul Chan provided inspiration for the study of light and shadow. In music, students develop musicianship, acquire aural skills, learn how to sight-read in treble and bass clef, learn the system of music notation, study music theory concepts, develop practice skills and gain an appreciation of the music of many cultures, periods and genres. Students participate in chorus and learn guitar.



"Sage scored above the cutoffs for Advanced CTY level which reflects an ability approximately 4 grade levels above her enrolled grade! I credit this to her fantastic teachers and education at HudsonWay. Her score now means that she will be able to qualify for all Johns Hopkins summer camps and virtual classes through high school!"

- Mandarin parent

Pedagogy and Assessment

HWIS employs inquiry strategies and practices to ensure that learning is differentiated and optimized for each student. Assessment is based on what students know and can do. Real-life assessments, projects, quizzes, and tests are all part of our comprehensive assessment plan.

In order to assess our overall program, students take the CTP from Educational Records Bureau yearly after grade 2. We measure language arts and math in English. Results consistently show on average, higher scores for HWIS students as compared to the national norm of independent schools. For language, we use the 4SE test from Avant. HWIS students on average achieved a 45% higher score in Mandarin and Spanish skills of reading, writing, listening and speaking as compared to other immersion programs.

Technology

We recognize the importance of technology and thoughtfully integrate technology with units of studies for students from an early age. Students are provided with a 1:1 Chromebook beginning in Grade 2. Students learn media literacy and are taught to type in English and Spanish or Chinese with pinyin input. Elementary and middle school classrooms are equipped with a projector and digital whiteboard.



Service Learning Abroad

HudsonWay Immersion School (HWIS) is committed to providing students experiences that enable them to collaborate on real world problems using the language skills, knowledge, and cultural understanding developed through the years. Our goal is to provide an immersive study during the spring break in a country in which the target language is spoken to give students the opportunity to give back to others, begin developing a network to people in other countries, and develop a first-hand view of global issues.

Enrichment and Clubs

HudsonWay offers a variety of after school sports, language programs in Mandarin and Spanish, STEM (science, technology, engineering, and mathematics), and chess enrichment programs on a trimester basis. Here are some of our offerings:

- Chess
- Robotics
- Hip Hop Dance
- Private music class
- Soccer
- Tennis
- Debate
- Mandarin or Spanish language





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