



**ASM** | AMERICAN  
SCHOOL  
OF MILAN

Elementary School 3-5  
2019-2020 Program of Studies



## **TABLE OF CONTENTS**

ASM MISSION	3
ASM VALUES	3
INTRODUCTION	4
OVERVIEW OF CURRICULUM	5
OVERVIEW OF LITERACY	5
OVERVIEW OF MATH CURRICULUM	9
UNITS OF INQUIRY	12
WORLD LANGUAGES	13
ENGLISH LANGUAGE LEARNERS (ELL)	13
ADDITIONAL SPECIALIZED PROGRAMS	14
SOCIAL CURRICULUM	15
ASSESSMENT	15
REPORTING	16
HOMEWORK	16
LEARNING SUPPORT	16

# ELEMENTARY SCHOOL PROGRAM 3-5

## OUR MISSION

*The American School of Milan ensures a modern and rigorous education for International students to excel in the changing world of tomorrow.*

## ASM VALUES

### *Accountability, Respect and Empowerment*

#### **Accountability**

- › **Academic Excellence** is the result of hard work, academic honesty, and the motivation to achieve.
- › **Continuous Improvement** is reflecting, being curious, setting high goals and striving to meet them.
- › **Competence** is having the skills, knowledge and confidence to perform independently.

#### **Respect**

- › **Cultural Sensitivity** is recognizing one's own background as a means to understand and learn from cultural differences.
- › **Balance** between home and work is achieved through organizing time responsibly.
- › **Balance** between intellectual, physical and emotional development stems from recognizing one's own talents while securing time to grow in other ways.

#### **Empowerment**

- › **Character Development** is reflecting on one's actions and beliefs to grow within a community.
- › **Creativity** is having the courage to express unique ideas and search for new solutions or questions.
- › **Personal growth** is setting goals, developing a plan, and evaluating progress towards success.
- › **Intellectual stimulation** is developing curiosity through engaging ideas, asking questions and thinking critically.

# ELEMENTARY SCHOOL PROGRAM 3-5

## INTRODUCTION

At the American School of Milan we aim to support the social, emotional and academic development of our students in a safe and welcoming climate that inspires curiosity and confidence to learn. This is guided by our mission statement; “to ensure a modern and rigorous education for international students to excel in the changing world of tomorrow.”

Our learning environment provides our children with both rigor and balance. Children are challenged to develop their abilities in literacy, math and science and to explore their talents through the arts, music and physical education.

The elementary years from grade three through grade five represent a fundamental time of significant growth where students discover the joy of learning as they begin to solidify concepts and skills. At each grade level, the curriculum identifies specific academic standards that should be met by each child at the end of each school year. To this end, we value a partnership with parents which is essential in developing the full potential of every child.

### **The American School of Milan believes in:**

- › providing students with the skills and knowledge to succeed in an increasingly complex world;
- › a framework that combines an American-style education with the rigor of the International Baccalaureate continuum of International education;
- › developing high academic levels of English language proficiency while respecting the culture and language of Italy, the host country;
- › constantly pursuing excellence in all aspects of the school’s program by providing a well-planned and sequenced curriculum that provides our students with the highest standards of international education;
- › providing ample opportunities for our students to develop intellectual skills, which include information gathering, organization, synthesis, analysis, critical thinking, decision making, problem solving and effective communication;
- › providing the opportunity for our students to pursue excellence in arts and athletics and to experience service to others;
- › an encouraging environment of creativity, curiosity and the spirit of scientific inquiry in mind, body and spirit that will foster a lifelong interest in learning;
- › a solid grounding in the use of modern technology, its applications, potential and limitations;
- › a positive, caring, and safe learning environment that encourages questioning and allows students to step outside their comfort zone;
- › encouraging the development of individual integrity and high ethical standards;
- › encouraging the understanding and acceptance of the dignity and worth of all people;
- › celebrating the cultural diversity among our community of learners.

## ELEMENTARY SCHOOL PROGRAM 3-5

### **OVERVIEW OF CURRICULUM**

Our curriculum in all subject areas is based on international standards and learning benchmarks. These standards and benchmarks illustrate what we believe to be the most important concepts, knowledge and skills at each grade level. In Math and Literacy, we have adopted Common Core Curriculum Standards which are recognized by the International Baccalaureate as an effective learning pathway for success in the Diploma Program.

Next Generation Science Standards (NGSS) in grades 3-5 provide the framework for the science curriculum, American Education Reaches Out (AERO) Social Studies Standards support units of inquiry focusing on history and geography. Our ASM Design Lab supports project-based learning, and is intended as a STEM lab to provide meaningful and authentic problem solving opportunities.

Throughout the elementary years, children explore the arts, music, physical education, world languages, science, technology and library science. Children also attend Italian for both native and non-native speakers. Native speakers follow the Italian national language curriculum to develop and maintain their Italian. Beginning English speakers are supported by our English language teachers to focus on developing basic language competence.

All children participate in regular guidance lessons through our Social and Emotional Curriculum PATHS© Program (Promoting Alternative Thinking Strategies). Students are instructed on fundamental 'soft' skills that promote cooperation, responsibility and self-regulation as the basis to their social/emotional development. We believe that these are as essential as their academic progress to support their learning.

Students diagnosed with mild to moderate learning needs are provided with targeted support in math, literacy and phonics. Our learning support specialists design lessons with small groups both inside the classroom setting or in additional sessions outside of the class.

### **OVERVIEW OF LITERACY**

#### **ASM LITERACY DEFINITION:**

Language literacy develops over time and is the ability to understand texts both explicitly and implicitly through listening and reading. Furthermore, it is the ability to express oneself accurately and fluently through speaking and writing.

#### **LITERACY MISSION:**

ASM strives to inspire students to be conscious of the power of language, both as readers, writers, speakers and listeners, and to use language in knowledgeable, thoughtful and ethical ways. Our curriculum is designed to foster compassionate, discerning, and informed global citizens.

# ELEMENTARY SCHOOL PROGRAM 3-5

## GRADE 3 LITERACY CURRICULUM

<p><b>Module 1: Personal Narratives - Building a Reading Life and Crafting True Stories</b></p>	<p><b>Module 2: Reading to Learn and the Art of Information Writing (Expert Texts)</b></p>
<p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>› Examine memories and re-tell them as a personal narrative</li> <li>› Plan and draft a story</li> <li>› Craft strong leads</li> <li>› Include dialogue and action</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>› Revise and edit with a peer</li> <li>› Respond to one on one help with teacher edits</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>› Follow speaking and listening protocols</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>› Introduction to Words their Way - a word study program</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>› Text features of non fiction texts</li> <li>› Reading Strategies - predict what you will learn</li> <li>› Monitor reading for understanding</li> <li>› Identify the main idea/supporting details</li> <li>› Compare/contrast texts</li> <li>› Analyze author’s craft</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>› Organize topics into paragraphs</li> <li>› Note taking</li> <li>› Craft nonfiction introductions and conclusions</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>› Use a teacher made word wall to edit own pieces</li> <li>› Rewrite “published” texts free of mistakes using previous, edited drafts</li> </ul>
<p><b>Module 3: Character Studies and Adapting and Writing Fairy Tales</b></p>	<p><b>Module 4: Research Clubs and Changing the World: Persuasive Speeches</b></p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>› Identify character traits/interactions and why one influences the other</li> <li>› Make connections to characters in a book</li> <li>› Understand how a character changes</li> <li>› Identify and describe the lesson learned/moral of story</li> <li>› Support opinions with evidence</li> <li>› Compare two books based on their styles within the same genre</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>› Create a character with inside and outside traits</li> <li>› Create and solve a problem for that character</li> <li>› Use action and dialogue to tell a story in an interesting way</li> <li>› Edit paragraph by paragraph during drafting</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>› Create norms within a small peer learning group</li> <li>› Select texts and reading most general/easiest first</li> <li>› Note-taking independently</li> <li>› Sharing facts</li> <li>› Ask deep questions and reading to answer them</li> <li>› Use context and resources to define unknown words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>› Form a strong opinion and support it with evidence and reasons</li> <li>› Organize ideas into 3 main paragraphs</li> <li>› Find and use facts to support your position</li> <li>› Story tell to support your position</li> <li>› Use transitions and essay words</li> <li>› Write a gripping introduction and a meaningful conclusion</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>› Identify personal goals in grammar, spelling, and punctuation and self correct each piece during drafting</li> </ul>
<p><b>Module 5: Poetry</b></p>	
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>› Figurative language: simile and metaphor</li> <li>› Descriptive words: color, shape, texture, smell</li> <li>› Exact and vivid verbs</li> </ul>	
<p><b>Language by the End of Grade 3</b></p>	
<ul style="list-style-type: none"> <li>› Explain the function of nouns and pronouns, verbs, adjectives and adverbs and their function in particular sentences</li> <li>› Form and use regular and irregular verbs</li> <li>› Use abstract nouns such as childhood</li> <li>› Form and use the simple (eg. I walk, I walked, I will walk)</li> <li>› Write correct subject verb and pronoun antecedent agreement</li> <li>› Form and use comparative and superlative adjectives and adverbs</li> <li>› Capitalize appropriate words in titles</li> <li>› Use commas in addresses</li> <li>› Use commas in quotation marks in dialogue</li> <li>› Form and use possessives</li> <li>› Use conventional spelling for high frequency and other studies words and for adding suffixes for base words (sitting, smiled, cries, happiness)</li> <li>› Use spelling patterns and generalizations (word families, position based spellings, syllable patterns, ending rules, meaningful word parts in writing words)</li> <li>› Consult reference materials including beginning dictionaries as needed to check and correct spellings</li> </ul>	



# ELEMENTARY SCHOOL PROGRAM 3-5

## GRADE 4 LITERACY CURRICULUM

### Module 1: Interpreting Characters; The Heart and Arc of the Story

#### Becoming 4th Grade Readers

- › Introduction to readers' and writers' workshop
- › Routines of readers' and writers' notebook
- › Introduction to language skills workbooks
- › Analyze the arc of a story

#### Writing

- › Plan/brainstorm using a narrative structure
- › Include inner dialogue/feelings
- › Develop the heart of the story
- › Begin seeking and receiving feedback through peer conferences

### Module 2: Reading the Weather and Reading the World

#### Reading Fiction

- › Summarize key ideas
- › Compare text structures
- › Synthesis of non-fiction texts
- › Compare/Contrast realistic and imaginative elements)

#### Writing

- › Plan using an outline
- › Boxes and Bullets
- › Organize essays into focused paragraphs
- › Use evidence to support a thesis
- › Use transition words and phrases

### Module 3: Reading History and Bringing History to Life (Science fiction)

#### Reading Historical Nonfiction

- › Recognize non-fiction text structure
- › Identify main idea and synthesis from a non fiction text
- › Understand what is a primary source
- › Identify point of view
- › Take notes
- › Begin to use text evidence to support point of view
- › Use subject specific vocabulary

#### Writing Science Fiction

- › Follow plot pyramid structure for story telling
- › Incorporate scientific facts in fiction format
- › Edit pieces for punctuation, grammar, and storyline
- › Use a combination of dialogue, action, facts, and sensory details in narratives

### Module 4: Historical Fiction Book Clubs and the Literary Essay

#### Reading Fiction and Literary Elements

- › Character traits
- › Make inferences about characters
- › Retell and/summarize sequentially
- › Plot structure
- › Theme
- › Make text to self and text to text connections

#### Literary Essays

- › Thesis Statements
- › Paragraph structure
- › Transition phrases
- › Provide reasons and evidence to support ideas
- › Use a logical text structure
- › Use a logical text structure
- › Craft leads and conclusions

### Language By the End of Grade 4

- › Use relative pronouns (who, whose, which and whom, that)
- › Form and use the progressive (I was walking, I am walking, I will be walking)
- › Use modal auxiliaries (eg. can, may, must) to convey various conditions
- › Order adjectives within a sentence according to conventional patterns (a small red bagy)
- › Form and use prepositional phrases
- › Produce simple, compound and complex sentences
- › Correctly use frequently confused words eg. to, too and two, or there and their)
- › Use commas and quotation marks to mark direct speech and quotations from a text
- › Use a comma before a coordinating conjunction in a compound sentence
- › Spell grade appropriate words correctly consulting references as needed
- › Explain the meaning of simple metaphors and similes
- › Recognize and explain the meaning of common idioms
- › Demonstrate understanding of words by relating them to their opposites and to words with similar, but not identical meanings (synonyms)
- › Choose words and phrases to convey ideas precisely

# ELEMENTARY SCHOOL PROGRAM 3-5

## GRADE 5 LITERACY CURRICULUM

Module 1: Building a Reading and Writing Life	Module 2: Interpretation Book Clubs - Theme Analysis
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>› Build greater reading stamina</li> <li>› Respond to reading: find significant moments from the story and note them</li> <li>› Read to self, read to a partner</li> <li>› Notice underlying details</li> <li>› Build detailed and ample reading responses</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>› Build writing stamina</li> <li>› Plan with many strategies: webs, lists, boxes and bullets, story mountains</li> <li>› Organize writing into paragraphs</li> <li>› Build a selection of story ideas</li> <li>› Use tools to evaluate own writing for improvement, ie. checklist, rubric, etc.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>› State of the art book club conversations</li> <li>› Compare two text themes</li> <li>› Analyze theme and perspective</li> <li>› Write about reading with details and evidence</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>› Personal narrative writing</li> <li>› Write personal stories with character, setting and plot using a blend of description, action, dialogue and thinking</li> <li>› Revise written work for improvement</li> <li>› Organize stories with strong leads and powerful endings</li> </ul>
Module 3: Non-Fiction and Information Writing	Module 4: Persuasion Researching Debatable Issues
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>› Analyze the main idea of a text</li> <li>› Use context to determine the meaning of a text</li> <li>› Approach scientific texts</li> </ul> <p><b>Writing / Research</b></p> <ul style="list-style-type: none"> <li>› Find reliable sources</li> <li>› Develop action plans for primary researching</li> <li>› Develop plans for research</li> <li>› Develop research questions</li> <li>› Form own perspectives on chosen topics</li> <li>› Understand the elements of strong presentation</li> <li>› Organize non-fiction writing with main ideas, details and examples</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>› Identify the central claim/argument in a text</li> <li>› Identify evidence to support opinions</li> <li>› Understand the other point of view</li> <li>› Learn more by connecting the new to the known</li> <li>› Annotate a text</li> <li>› Develop new ideas and questions to pursue and make reading plans</li> <li>› Study perspective and consider bias and credibility</li> </ul> <p><b>Research/Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>› Develop a claim or thesis and support with evidence</li> <li>› Write powerfully to persuade an audience by writing from a point of view</li> <li>› Research to find evidence for a claim</li> <li>› Use and cite reliable sources</li> <li>› Acknowledge counterclaims</li> </ul>
Module 5: The Magic of Themes and Symbols Fantasy Book Clubs	
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>› Research a setting</li> <li>› Appreciate how cultures are portrayed in stories</li> <li>› Compare and contrast with a critical lens</li> <li>› Appreciate quests can be internal as well as external</li> <li>› Use the language of literature</li> <li>› Appreciate characters' perspectives can limit their understanding</li> </ul> <p><b>Writing about Reading</b></p> <ul style="list-style-type: none"> <li>› Analyze theme and perspective, the author's craft and parts as they relate to the entire piece</li> <li>› Compare two texts with details and evidence</li> </ul>	
Language By the End of Grade 5	
<ul style="list-style-type: none"> <li>› Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences</li> <li>› Form and use the perfect tense: I had walked, I have walked, I will have walked</li> <li>› Use verb tense to convey various times, sequences, states and conditions</li> <li>› Recognize and correct inappropriate shifts in verb tense</li> <li>› Use correlative conjunctions (Eg either/or, neither/nor)</li> <li>› Use punctuation to separate items in a series</li> <li>› Use a comma to separate an introductory element from the rest of the sentence</li> <li>› Use a comma to set off the words yes, no, (eg. Yes, thank you), to set off a tag question, (It's true, isn't it?) and to indicate direct address (Is that you, Steve?)</li> <li>› Use underlining, quotation marks or italics to indicate titles of works</li> <li>› Spell grade appropriate words correctly consulting references as needed</li> <li>› Expand, combine and reduce sentences for meaning, reader/listener interest and style</li> <li>› Compare and contrast the varieties of English (eg. dialects, registers) used in stories, dramas or poems)</li> <li>› Use context (eg; cause/effect relationships and comparisons in text as a clue to the meaning of a word or phrase)</li> <li>› Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (eg. photograph, photosynthesis)</li> <li>› Use dictionaries, glossaries, thesaurus to find the correct pronunciation and determine the precise meaning of key words and phrases</li> </ul>	



# ELEMENTARY SCHOOL PROGRAM 3-5

## OVERVIEW OF MATH CURRICULUM

**ASM Mathematics definition:** Mathematical literacy is defined as an individual's capacity to identify and understand the role of mathematics in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen. (OECD, 2009, p.14).

**Math Mission:** Mathematics at ASM balances focused practice in age appropriate content and skills whilst developing the dispositions of perseverance and self-efficacy to apply understanding to unfamiliar and challenging contexts and to ensure that each student reaches their full potential in mathematical literacy at each phase of their mathematical development.

GRADE 3 MATHEMATICS CURRICULUM		
<b>Module 1:</b> <u>Multiplication and Division 2, 5 and 10</u>	<b>Module 2:</b> <u>Problem Solving with Mass, Time and Capacity</u>	<b>Module 3:</b> <u>Multiplication and Division with Units of 0, 1, 6, 9 and Multiples of 10</u>
<ul style="list-style-type: none"> <li>› Understand multiplication by thinking about groups of objects</li> <li>› Understand division by thinking about how one group can be divided into smaller groups</li> <li>› Multiplication and Division using units of 2 and 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>› Tell time to the nearest minute</li> <li>› Determine elapsed time</li> <li>› Break apart a kilogram into smaller units of grams</li> <li>› Estimate units of weight</li> <li>› Use a number line to round numbers to use with estimation</li> <li>› Measure and round number to estimate a sum or difference before solving</li> <li>› Use a standard algorithm to add and subtract</li> </ul>	<ul style="list-style-type: none"> <li>› Multiplication and division using units from 6-10</li> <li>› Analysis of patterns and problem solving including units of 0 and 1</li> </ul>
<b>Module 4:</b> <u>Multiplication and Area</u>	<b>Module 5:</b> <u>Fractions</u>	<b>Module 6:</b> <u>Geometry</u>
<ul style="list-style-type: none"> <li>› Recognize area as an attribute of plane figures and understand concepts of area measurement</li> <li>› Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same by multiplying the side lengths.</li> <li>› Use area models to represent the distributive property in mathematical reasoning.</li> <li>› Recognize area as additive.</li> <li>› Find areas of rectangular figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems</li> </ul>	<ul style="list-style-type: none"> <li>› Understand division by thinking about how one group can be divided into smaller groups.</li> <li>› Find the missing number in a multiplication or division equation</li> <li>› Use the distributive property of multiplication</li> <li>› Find the answer to a division problem by thinking of the missing factor in a multiplication problem</li> <li>› Multiply and divide within 100 easily and quickly</li> <li>› Understand how multiplication and division are related</li> <li>› Solve two-step word problems that involve addition, subtraction, multiplication and division</li> <li>› Use mental math to figure out if the answers to two-step word problems are reasonable</li> <li>› Multiply any one digit whole number by a multiple of 10 (<math>6 \times 90</math>, <math>4 \times 30</math>)</li> </ul>	<ul style="list-style-type: none"> <li>› Find the perimeter of regular shapes such as rectangles with unknown side of squares and rectangles</li> <li>› Demonstrate understanding of factors</li> </ul>

## ELEMENTARY SCHOOL PROGRAM 3-5

GRADE 4 MATHEMATICS CURRICULUM		
<b>Module 1: <u>Place Value, Rounding and algorithms for addition</u></b> <ul style="list-style-type: none"> <li>› Place Value of multi-digit numbers</li> <li>› Compare multi-digit whole numbers</li> <li>› Round numbers up to a million to any place</li> <li>› Multi-digit whole number addition and subtraction</li> </ul>	<b>Module 2: <u>Geometry</u></b> <ul style="list-style-type: none"> <li>› Lines and Angles</li> <li>› Two-Dimensional Figures and Symmetry</li> </ul>	<b>Module 3: <u>Multi-Digit Multiplication and Division</u></b> <ul style="list-style-type: none"> <li>› Multiplicative comparison word problems</li> <li>› Multiplication by 10, 100, and 1,000</li> <li>› Multiplication of up to Four Digits by Single-Digit Numbers</li> <li>› Multiplication Word Problems</li> <li>› Division of Tens and Ones with Successive Remainders</li> <li>› Reasoning with Divisibility</li> <li>› Division of Thousands, Hundreds, Tens, and Ones</li> <li>› Multiplication of Two-Digit by Two-Digit Numbers</li> </ul>
<b>Module 4: <u>Fractions, Equivalence, Ordering and Operations</u></b> <ul style="list-style-type: none"> <li>› Equivalent fractions</li> <li>› Comparing fractions</li> <li>› Adding and subtracting fractions</li> <li>› Multiplying whole numbers by fractions</li> <li>› Decimals</li> </ul>	<b>Module 5: <u>Conversions and Problem Solving for Unit Measurement</u></b> <ul style="list-style-type: none"> <li>› Problem solving for metric unit conversions</li> <li>› Multiplication boot camp</li> </ul>	

## ELEMENTARY SCHOOL PROGRAM 3-5

## GRADE 5 MATHEMATICS CURRICULUM

<b>Module 1: <u>Whole Number and Decimal Fraction Place Value to the One Thousandths</u></b>	<b>Module 2: <u>Multi-Digit Whole Number and Decimal Fractions Operations</u></b>	<b>Module 3: <u>Addition and Subtraction of Fractions</u></b>
<ul style="list-style-type: none"> <li>› Identify patterns when multiplying a number by powers of 10</li> <li>› Explain patterns when a decimal is multiplied or divided by a power of 10</li> <li>› Add and subtract decimals to the hundredths</li> <li>› Multiply multi-digit whole numbers.</li> <li>› Double digit division</li> <li>› Read, write, and compare decimals to the thousandths</li> <li>› Add, subtract, multiply, and divide decimals to hundredths</li> </ul>	<ul style="list-style-type: none"> <li>› Multiply whole numbers by multiples of 10</li> <li>› Use distributive and associative properties of multiplication</li> <li>› Estimate by rounding to multiples of 10</li> <li>› Use parentheses and brackets to evaluate expressions</li> <li>› Use area diagrams and partial products to connect with the standard algorithm for multiplication with and without renaming</li> <li>› Multiply decimal fractions with tenths by multi-digit whole numbers</li> <li>› Use estimation to justify the reasonableness calculations</li> <li>› Convert measurements within the same measurement system</li> <li>› Divide up to four-digit dividends by up to two-digit divisors</li> <li>› Interpret remainders</li> <li>› Divide by multiples of 10</li> <li>› Divide decimals to hundredths</li> <li>› Explain where the decimal point is placed</li> </ul>	<ul style="list-style-type: none"> <li>› Explain why a fraction is equivalent to another fraction</li> <li>› Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>› Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.</li> <li>› Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction</li> <li>› Solve word problems involving addition and subtraction of fractions</li> </ul>
<p data-bbox="129 1167 576 1256"><b>Module 4: <u>Multiplication and Division of Fractions and Decimal Fractions</u></b></p> <ul style="list-style-type: none"> <li>› Line plots of fraction measurements</li> <li>› Fractions as division</li> <li>› Multiplication of a whole number by a fraction</li> <li>› Word problems with fractions</li> <li>› Multiplication of a fraction by a fraction</li> <li>› Multiplication with fractions and Decimals as scaling and word problems</li> <li>› Division of fractions and decimal fractions</li> <li>› Interpretation of numerical expressions</li> </ul>	<p data-bbox="576 1167 1023 1256"><b>Module 5: <u>Addition and Multiplication with Volume and Area</u></b></p> <ul style="list-style-type: none"> <li>› Classify 2D figures into categories based on their products</li> <li>› Recognize measures and solve problems involving volume</li> <li>› Multiply and divide fractions</li> </ul>	

# ELEMENTARY SCHOOL PROGRAM 3-5

## UNITS OF INQUIRY

### SCIENCE

Our elementary science curriculum is based on Next Generation Science Standards (NGSS). Students from third grade to fifth grade attend science lessons in the science lab with the science specialist once a week. These lessons provide students with hands on experiments to broaden and deepen their understanding of scientific processes. Science is supported in the homeroom classroom and detailed units of inquiry are described below.

### SOCIAL STUDIES

These units focus on history and geography concepts, and are designed to enhance students' understanding of the world around them as well as providing an appreciation of the past and the present.

We use social studies standards developed by the American Education Reaches Out (AERO organization) as the foundation for these areas of study.

Grade 3 - 5 Social Studies and Science Units of Inquiry The American School of Milan School Year 2019-2020										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>3rd</b> Social studies	Communities: Cultural Diversity						Ancient Rome			
<b>3rd</b> Science	Intro to science	Ecosystems		Weather and Climate			Life Cycles and Traits		Forces and Interactions	
<b>4th</b> Social studies	Communities: How We're Alike and Different			Explorers			Global Citizenship: Inventors			
<b>4th</b> Science	Intro to science	Structure, Function, and Processing	Earth Systems			Waves		Energy		
<b>5th</b> Social studies	Communities, Structures, and Systems Around the World		Conflict			Global Citizenship				
<b>5th</b> Science	Intro to Science	Earth Systems	Stars and the Solar system	Matter, Energy, and Ecosystems			Matter			

## ELEMENTARY SCHOOL PROGRAM 3-5

### **WORLD LANGUAGES**

#### **ITALIAN FOR NATIVE SPEAKERS AND ITALIAN LANGUAGE B**

Language development is vital in supporting our school's mission. The ability to use and understand language, both written and spoken, is increasingly important in our world. To this end, it is ASM's goal is to develop high levels of language proficiency in the English language as well as respecting the culture and language of our host country, Italy. Our world language program includes Italian for Native speakers, Italian for beginning students and Italian for intermediate students.

#### **ITALIAN LANGUAGE A - FOR NATIVE SPEAKERS**

Students in Italian A follow the Italian National Curriculum to prepare for the Terza Media in Grade 8. Our Elementary Italian language A program begins in Kindergarten through grade 5. The focus is on history, geography, and literacy.

#### **ITALIAN LANGUAGE B - AS AN ADDITIONAL LANGUAGE**

Students in Italian B program are non-Italian speakers and may be placed in beginning or intermediate Italian. Students are exposed to basic Italian vocabulary, reading and writing as well as developing an appreciation of the Italian culture and its customs.

#### **ENGLISH LANGUAGE LEARNERS (ELL)**

English is the primary language of instruction at ASM and as such we value the importance of developing literacy in English at an early age. Students in third through fifth grade will be tested using the WIDA English assessment tool, which determines the child's English language level. Students may be eligible to receive English language support through our English Language Specialist. Beginning English and Intermediate speakers will receive additional support in small groups and/or receive in-class support. In addition to this, we offer an after school English club to reinforce English for beginners. Students enrolled in their first year of beginning ELL will not be eligible for Italian Language B as they will attend ELL classes for language learning during this time.

## ELEMENTARY SCHOOL PROGRAM 3-5

### ADDITIONAL SPECIALIZED PROGRAMS

#### **TECHNOLOGY**

Technology is embedded into regular classroom instruction. The focus is for students to use technology as a resource to connect to the curriculum in meaningful ways. Every classroom is equipped with iPads and targeted software to enhance learning. Through classroom lessons, students explore a variety of digital media and express ideas through the creation of digital products. Students learn to become more proficient with various programs and applications as they progress through the elementary grades. They will regularly use Seesaw, a digital portfolio to provide parents with updates on their progress.

#### **THE DESIGN LAB**

By becoming familiar with the design cycle and engaging in problem based learning, students develop an understanding of engineering and technology through hands on activities. Teachers collaborate with the technology and science specialists to integrate curricular content that extends learning into STEM (Science, Technology, Engineering and Mathematics) areas.

#### **MUSIC**

Students in third grade will begin with violin. In January, students will be able to continue with violin or take the general music track where they will explore rhythm, composition and various genres of music.

In fourth and fifth grade, all students will continue to attend general music and can also choose to attend a weekly additional music class (strings, band or additional choir).

#### **ART**

Students in third-fifth grade investigate and explore materials, techniques and artistic processes. Students observe and discuss the works of famous artists from varying time periods and styles and begin to develop a language for talking about art and sharing their ideas in meaningful ways. Students explore the elements of art including color, line, balance, value, shape, space and form through a variety of projects throughout the year.

#### **4TH AND 5TH GRADE ELECTIVE CLASSES**

Students in grades four to five are given the option of choosing additional elective classes. Strings/Band are full year while all other electives are half year classes.

Strings/Band (full year)
--------------------------

Drawing (half year)	Team Sports (half year)	Choir (half year)	Coding (half year)
------------------------	----------------------------	----------------------	-----------------------



## ELEMENTARY SCHOOL PROGRAM 3-5

### **PHYSICAL EDUCATION**

The focus of our Physical Education classes is for children to acquire sports skills and life skills such as cooperation, sportsmanship and responsibility, while having fun. Students in third-fifth grade engage in a wide range of activities and focus on team sports and collaborative experiences which strengthen their bodies while teaching the importance of sportsmanship.

### **LIBRARY**

The elementary library works on a flexible schedule for students in grades 3-5. The elementary librarian works collaboratively with classroom teachers to plan lessons that integrate information literacy skills into the classroom curriculum. These lessons take place in the classroom and in the library as students are exposed to a wide range of resources and materials for research. Students visit the library weekly with their class for library book checkout and may change their books regularly.

### **THE SOCIAL CURRICULUM**

Our social curriculum program helps children learn the skills they need to manage their relationships with each other as well as with the adults in their lives. Our elementary guidance counselor visits each classroom bi-monthly to introduce children to social skills through the **PATHS® curriculum** (Promoting Alternative Thinking Strategies) which is a comprehensive program that promotes emotional and social competencies.

To help integrate the ASM Social Curriculum, our teachers implement Responsive Classroom strategies into their daily classroom activities. This program combines students' academic achievement with the development of social skills. Our students begin their day with a 'Morning Meeting' as a way to build classroom community and a positive climate for learning. We believe that developing fundamental learning dispositions such as cooperation, assertion, responsibility, empathy and self-regulation are fundamental for growth.

### **ASSESSMENT**

Assessment from third to fifth grade is conducted through individual testing, and guided by grade level standards. Teachers regularly assess student progress by:

- Identifying what and how the student is thinking and learning;
- Analyzing the achievements of the student and identifying areas for improvement
- Setting goals for learning and reflecting on strengths and weaknesses

## ELEMENTARY SCHOOL PROGRAM 3-5

### REPORTING

Parent teacher conferences are held twice a year, first in the fall and then again in the spring. Conferences are valuable moments for parents to meet with their child's teachers. This is also an opportunity for teachers to share academic, social and emotional strengths and goals and for parents to gain an understanding of how best they can support learning.

In January and June, families receive official student report documents which provide feedback on progress of grade level standards, as well as on students' attitudes to learning and social skills.

Parents will also be able to monitor their child's progress regularly in all areas of their learning such as reading, writing and math through Seesaw, a digital portfolio platform. In addition, work will be sent home each week in the Friday folder.

### HOMEWORK

Homework is structured to review and reflect learning that is ongoing in the classroom. Homework is usually assigned on a weekly basis in the areas of reading, math and writing. Additional projects such as research, presentations, and topics related to science or units of inquiry may be assigned. Italian A students (native speakers) will receive additional weekly homework. Homework is assigned as developmentally appropriate for each grade and **in general** will correspond to the following: (first grade= 10 minutes, second grade= 20 minutes, third grade=30 minutes, etc). This may vary depending on the unique needs of each child.

### LEARNING SUPPORT AND LEARNING INTERVENTIONS

Our primary goal is to support the individual needs of all of our students in a safe, caring and dynamic environment that encourages each child to grow and mature academically, socially, emotionally and physically. ASM supports students with mild to moderate learning needs, based on their educational testing.

All students may also receive early reading support using the Wilson Reading Intervention Program. Student learning is supported by our learning specialists who work in small groups, or with individuals to target each child's specific areas of need.