



LOWER SCHOOL CURRICULUM GUIDE

2021 - 2022

# OUR MISSION, VISION, AND MOTTO

## MISSION

Woodward Academy is Atlanta at its very best. We intentionally bring together students from diverse backgrounds, perspectives, and experiences, creating a richer learning community and exceptional academic opportunities. Our students and graduates are caring and compassionate global citizens who are a microcosm of what the world should be.

## VISION

Woodward Academy will be the national model in college-preparatory education.

## MOTTO

Excellence. Character. Opportunity.

## ACADEMIC EXCELLENCE

At the Lower School, our focus is on innovative practices in the classroom with a curriculum that emphasizes critical thinking. Students receive wise guidance at every step, discover their greatest strengths, and build life-shaping qualities of good character.

The curriculum we have developed at Woodward Academy values the core subjects such as reading, writing, mathematics, science, and social studies, and strives to meet the needs of students in a technologically advanced world. We believe in opportunities for creativity and movement for our students, and we promote curiosity and a love of learning by providing a curriculum that is relevant, engaging, and challenging.

Opportunities to discover, collaborate, explore, and experiment are woven throughout our curriculum at every grade level from prekindergarten to 12th grade. We employ techniques such as design thinking so that students learn critical thinking while broadening their abilities and competencies. Our global connections and STEM programs allow students to broaden their horizons and explore science and technology through hands-on, real-world application. These skills are woven into our 10 core content areas below.

<b>Reading/Language Arts</b>	<b>Writing and Grammar</b>
<b>Science</b>	<b>Social Studies</b>
<b>Mathematics</b>	<b>Music</b>
<b>Art</b>	<b>Spanish</b>
<b>Physical Education</b>	<b>Science, Technology, Engineering</b>

Please Note: Education is an ever-changing field, and we are constantly updating our curriculum to reflect these changes. Because of this, the learning goals described in this document may change at any time.

## **LOWER SCHOOL**

Once the 8:00 am bell has rung, students should report directly to their assigned homeroom each day. Homeroom teachers are responsible for the ascertaining and reporting of attendance, punctuality, appearance, attitude, and behavior of all assigned students.

## **ACADEMIC HONORS: SIXTH GRADE ONLY**

Gold Eagle status is based on a grade point average of 3.8 and no semester grade less than C. Silver Eagle status is based on a grade point average of 3.2 and no semester grade less than C. There is no rounding up of grade point averages. (For example: a 3.16 is not rounded to a 3.2)

## **GRADE POINT SYSTEM**

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

To receive the Gold or Silver Eagle award, the student must have the required grade point average after averaging the grades from **the four grading periods**. The following subjects will be taken into consideration in computing the grade point average: reading, English, math, science, and social studies. A grade of D or F in conduct will prohibit a student from making Eagle Roll. A letter will be issued after the first semester to all students who are eligible. An invitation letter will be given to the students who are eligible. An email message will also be sent to the student and parents in mid-May.

## **ACADEMIC PROBATION (GRADES 4, 5, AND 6)**

Because the grade of C (2.0) is the minimum grade for college recommendation, students earning a semester GPA less than 2.0 are placed on academic probation. A student who is on academic probation for more than one semester each year is subject to required summer remediation. In addition, re-enrollment for the following year will be carefully evaluated.

## **EVALUATING ACHIEVEMENT**

Frequent evaluation of the individual student is made to substantiate progress reports. The policies on grading are established with the entire program in mind. Percentage grading is not prescribed at Woodward Academy. Teachers of grades four through six are required to report grades to students using A, B, C, D, and F via PowerSchool Learning. When it is apparent that a student is doing less than satisfactory work, i.e. making a D or F, the parent will receive an email from the teacher. Grades are live in PowerSchool Learning upon the teachers recording the score.

## TEST SCHEDULE

The test schedule includes daily tests, weekly tests, bi-weekly tests, and unit or chapter tests. Lower School students do not take semester exams.

## TEST SCHEDULE

	4th Grade	5th Grade
Monday	None	English
Tuesday	Reading	Math
Wednesday	Math	Science
Thursday	Science/Social Studies	Social Studies
Friday	Social Studies/Science	Reading & Vocabulary
Float	English	

The Lower School has enacted a test day schedule for the sixth grade in which announced tests and quizzes will be given according to the following schedule.

## SIXTH GRADE TEST SCHEDULE

Classes	Assigned Test Day
English and Social Studies	Monday
Reading and Social Studies	Tuesday
English and Math	Wednesday
Reading and Science	Thursday
Science and Math	Friday

## REPORT CARDS

Lower School report cards are emailed to the parent or guardian of Lower School students at the end of each semester grading period. Hard copies are sent at the end of the academic year in June. If a hard copy of the report card is needed, it can be requested from the school office at any time. Parents should make sure their email addresses are current. Changes can be made any time during the year by going through your Classroom Portal account and following the directions.

## GRADES

For all academic subjects, students will receive a grade and an effort mark. The grade reflects their grades and the effort marks reflect their performance. The first letter is the subject grade and the second letter is the effort mark. Co-curricular classes (art, chorus, P.E., band, strings, foreign language, and dance) receive only an effort grade. Each student will also receive a conduct grade from the principal. These are not considered when computing for honors.

## GRADING KEY

Grades for academic subjects: A = Superior

B = Excellent

C = Reasonable

D = Minimal

F = Failure

I = Incomplete

Effort marks:

E = Exceptional S = Satisfactory

N = Needs Improvement U = Unsatisfactory

## Homework

Parents are encouraged to ensure that a proper study atmosphere and consistent timeframe for homework are provided for their child. During homework time, the student should be in a quiet place that is conducive to thinking and concentrating. Disturbing influences (radios, television, computer, etc.) may create an environment that does not provide for the acquisition of good habits of study. Homework is checked daily by the teacher to ascertain that it is both complete and acceptable. An email will be sent to notify the parent if a student fails to complete an assignment or fails to be prepared for class. Failure to complete homework assignments can adversely affect the student's grade. The following table shows the average amount of homework given per night to students in the fourth through sixth grades:

Grade	Approximate Time spent per night
Fourth	40 minutes
Fifth	50 minutes
Sixth	1 hour

These are average times. Be mindful that times may vary depending on the assignment and the rate at which the student works. *Note: Lower School students may periodically have reports and research assignments that will require additional time to be spent on homework.*

## Summer Tutoring

Any student who has received a grade of C or below on their report card in the subjects of English, reading, or math during the school year may be required to participate in summer tutoring. Also, students who show periodic weaknesses in English, reading, or math may be recommended for summer tutoring.

## Make-up Work

Academic work missed as a result of absence will be the student's responsibility to complete and turn in to the teachers for credit. School policy states that a student has one day to makeup work, assignments, and tests for each day he or she is absent. For example, a student absent on Monday and Tuesday will have Wednesday and Thursday to make up the missed work. All work, assignments, and tests would then have to be completed for Friday. This policy is to help students who are absent from school for reasons beyond their control.

## **STANDARDIZED TESTING**

All students will take the Educational Records Bureau Achievement Test in the spring. The Otis Lennon School Ability Test is given every year in January to all sixth grade students. Parents will receive information from the office on how to obtain test results.

## **SCHOOL COUNSELING**

The counseling program operates under the supervision of the principal. Each teacher is a counselor, and the principal is informed regularly about students who are having academic or behavioral difficulties. Our counselors, Carrie Lauchlan and Taylor Strawn, work in conjunction with the faculty and staff to provide counseling services at the Lower School. A function of the counseling program is to assist students who have persistent difficulties such as academic failure, stress, emotional, and personal problems. The progress of the student is studied through continuous follow up and changes are made when necessary through consultation and agreement among teachers, counselors, parents, and principal. You may call the front office at 404.765.4420 to set up an appointment to meet with a counselor or your child's teachers.

# 4TH GRADE LEARNING GOALS

## OVERVIEW OF 4TH GRADE

At the Lower School, our teachers pay careful attention to the development of each student, drawing out their strengths, and channeling every learning moment into progress. While we challenge, we also offer warm, wise guidance, creating a learning environment that keeps the joy of learning alive.

Fourth grade students have:

- English, Reading, Math, Science, Social Studies, P.E., and recess every day
- Spanish, Music, Art, and Dance (optional) multiple times during a seven day cycle.

## ENGLISH

### Writing

Fourth grade students continue to progress through the Writer's Workshop model and will learn to write a variety of genres, including the friendly letter, poetry, persuasive, expository, descriptive, creative, and responsive writing.

### Research

Fourth grade students conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. MLA format is utilized.

### Grammar, Mechanics, Usage

Fourth grade students are expected to demonstrate grade appropriate command of the conventions of standard English grammar and usage when writing and speaking.

- Students will incorporate their knowledge of grammar, usage, and mechanics to become strong and powerful writers.
- Students will gain an understanding of the parts of the sentence, phrases, and clauses.
- Students will understand how to use modifiers, pronouns, and verbs correctly.
- Students will understand that the proper use of capitalization, punctuation, and spelling empowers them to become effective writers.

## READING

Students in fourth grade will read a variety of increasingly complex literary and informational texts from diverse cultures and time periods. Students are expected to read grade appropriate texts with sufficiency and accuracy to support comprehension.

### Literary Devices:

Students use fictional novels and stories to review reading strategies and literary elements to improve comprehension skills.

### Novel Studies:

- Summer Reading: *The One and Only Ivan*
- *MVP*
- *Esperanza Rising*

### Informational Text:

Students will read nonfiction articles in order to identify fact and opinion, become informed about current events, locate geographical areas referenced in articles, and identify main idea and details.

### Language/Vocabulary:

- Students use *Vocabulary from Classical Roots* to increase their exposure to new words and word families that have descended from the Greek and Latin languages. These word families are connected to concepts to help increase recognition and comprehension of new words.
- Students learn new vocabulary words through exposure and practice in context of the assigned fiction and nonfiction readings.

## COMMUNICATION SKILLS

- Students will engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.
- Students will present information, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; they will speak clearly at an understandable pace.



# 4TH GRADE LEARNING GOALS

## MATHEMATICS

When students connect ideas, they deepen their understanding. **enVisionmath2.0** is organized into clusters of connected topics and lessons. Students learn to see relationships, ask questions, and try different approaches. Problem-based learning drives students to engage in productive struggle.

Concepts are focused around four strands:

- Operations and Algebra
- Numbers and Computation
- Measurement and Data
- Geometry

TOPIC 1	Generalize Place Value Understanding
TOPIC 2	Fluently Add and Subtract Multi-Digit Whole Numbers
TOPIC 3	Use Strategies and Properties to Multiply by 1-Digit Numbers
TOPIC 4	Use Strategies and Properties to Multiply by 2-Digit Numbers
TOPIC 5	Use Strategies and Properties to Divide by 1-Digit Numbers
TOPIC 6	Use Operations with Whole Numbers to Solve Problems
TOPIC 7	Factors and Multiples
TOPIC 8	Extend Understanding of Fraction Equivalence and Ordering
TOPIC 9	Understand Addition and Subtraction of Fractions
TOPIC 10	Extend Multiplication Concepts to Fractions
TOPIC 11	Represent and Interpret Data on Line Plots
TOPIC 12	Understand and Compare Decimals
TOPIC 13	Measurement: Find Equivalence in Units of Measure
TOPIC 14	Algebra: Generate and Analyze Patterns
TOPIC 15	Geometric Measurement: Understand Concepts of Angles and Angle Measurement
TOPIC 16	Lines, Angles, and Shapes

## science

Fourth through sixth grade science covers concepts in Life Sciences, Physics, Chemistry, and Earth Sciences; these concepts spiral throughout and are presented with increasing levels of complexity from one grade level to another. Each course is comprised of direct instruction, investigations, experiments, questions, and assessments, and is designed to promote student understanding of content and to promote the development of process and inquiry skills.

### Units in Grade 4 Science:

- Introduction to Metrics and the Scientific Method
- Animals and Ecosystems
- Owls and Owl Pellets
- Rocks and Minerals
- Structure of the Earth / Plate Tectonics / Volcanoes
- Electricity and Magnetism
- Sound and Light Waves

## SOCIAL STUDIES

Fourth grade Social Studies focuses on the United States and covers the following concepts:

### Map Skills and Time Zones:

Students will study the following elements of map skills:

- Parts of a Map
- Types of Maps
- Time Zones

### Government:

Students will study elements of the U.S. government:

- Citizenship
- Branches of government
- Levels of government
- Important documents

### Regions of the United States:

Students will study four elements of geography across the five regions of the United States:

- Environment
- Economy
- Culture
- History

### Research

Students will use research skills to gather print and online resources to complete a research project.

# 4TH GRADE LEARNING GOALS

## PHYSICAL EDUCATION

The P.E. curriculum focuses on the integration of physical education into students' everyday life. In addition to skill development, goal setting, self-discipline, leadership, and cooperation, the teachers use cross-curricular strategies to reinforce content from other subjects.

### Units in 4th Grade P.E.

- Fitness
- Chasing, Fleeing, Dodging
- Toss, Throw, Catch
- Striking, Net Games
- Cooperative Games
- Dance, Rhythm
- Kicking
- Balance, Gymnastics
- Team Building, Field Day

## Dance

Children can opt to take dance during the regularly scheduled P.E. class.

### Units in 4th Grade Dance

- Ballet - Checchetti Technique
- Jazz/Hip-Hop
- Modern - Horton, Limon and Graham Technique
- World Dance (Latin, African, Hawaiian, etc.)

## ART

### Units in 4th Grade Art

- Art history
- Elements of art
- Principles of design
- Creative use of multiple media

## MUSIC

### 4th Grade Music

- Performance-based curriculum
- Students learn folk, art, and classical music to build skills: beat, rhythm, harmony, ear training, dictation, form and analysis
- Students learn to read and write from music staff notation
- Music History
- Concert preparation skills

## SPANISH

The LS Spanish curriculum is designed to develop proficiency in students so that they can use the language in real world situations. Throughout their time in the Lower School, we hope to develop each student's proficiency in the three modes of communication: interpersonal, interpretive, and presentational. The proficiency target set for students by the end of the year is Novice-High.

### Units in 4th Grade Spanish

- \*I can exchange introductory information with others
- \*I can describe myself and others
- \*I can ask and answer questions about what people do in their free time

## SCHOOL COUNSELING

The school counselor collaborates with parents, teachers, administrators, and community agencies to support our students. The school counselor meets with students in a classroom setting twice a month. The school counselor also provides individual/small-group counseling to target students' specific needs or concerns. The school counselor creates programs based on the three basic domains of development: academic, career, and social/personal development. The school counselor contributes to the students' overall success by offering a safe and nurturing environment for the students to thrive.

The school counselor will encourage:

- Development of the whole child.
- Sense of belonging in the school environment.
- Positive attitude towards work and learning.
- Exploration of coping skills for the students to identify and utilize skills when necessary.
- Self-confidence in students' abilities to succeed in all areas of their lives.

## RESPONSIVE CLASSROOM

The Lower School uses *Responsive Classroom*, an evidence-based approach to elementary school teaching that focuses on the strong link between academic success and social-emotional learning.

### Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies— cooperation, assertiveness, responsibility, empathy, and self control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

### Classroom Practices and Strategies

To build these competencies, the *Responsive Classroom* approach consists of a set of practices and strategies such as:

- Morning Meeting
- Interactive Modeling
- Energizers

# 4TH GRADE LEARNING GOALS

## eAGLESPHERE

In an environment that encompasses science, technology, engineering, art, and math (STEAM), students learn by inventing, creating, and designing, therefore, experiencing a deeper understanding of what the true meaning of design should be. The STEAM curriculum at the Lower School integrates thinking, reasoning, and creativity. These critical skills contribute to students' ability to work collaboratively, think critically, interpret multiple perspectives, analyze and interpret complex data, and understand connections. It is comprised of the following content areas:

### Coding and Robotics

In fourth grade, students will practice coding with algorithms, loops, conditionals, and events. All students will participate in ten coding specific lessons throughout the year and focus their learning on collaboration, persistence, and problem-solving (debugging) techniques.

### Engineering and Design

Throughout all core subject areas in our curriculum, teachers infuse STEAM lessons by integrating technology and the engineering design process alongside content goals. Students will use the engineering design process while working collaboratively, thinking critically and creatively.

At a fourth-grade-appropriate level, students will

- Empathize: Discover deeper insights.
- Define: Develop multiple insights and synthesize into a single problem statement with guidance.
- Ideate: Develop a strong "How Might We" statements and brainstorm ideas based on the problem statement.
- Prototype: Create a prototype of an idea that can be evaluated by others.
- Test and Redesign: Using feedback redesign prototype with a variety of users and scenarios in mind.

## COMPUTER LITERACY & KEYBOARDING

At a fourth grade level, students will

- demonstrate an ability to use technology to research, write, and present information.
- key with proper technique.
- key at a minimum speed of 20 words per minute.
- (WPM) on at least three 30 second timings.
- key at 3 or fewer errors on 30 second timings.
- key without using the backspace/delete key on timings.

## DIGITAL CITIZENSHIP

The **Common Sense Media Digital Citizenship** curriculum is designed to empower students to think critically, behave safely, and participate responsibly in our digital world. It uses a spiraled approach to address cross-curricular needs. The lessons are taught within the counseling, STEAM, and classroom settings, and the unit topics include:

- Privacy and Security
- Digital Footprint and Reputation
- Self-Image and Identity
- Creative Credit and Copyright
- Relationships and Communication
- Information Literacy
- Cyberbullying and Digital Drama
- Internet Safety

## INFORMATION LITERACY

At a fourth grade level, students will demonstrate the ability to develop good questions, select sources, search for information, critically evaluate and cite the information found, and create and share the information.

## LIBRARY AND RESEARCH SKILLS

In addition to skills learned previously, fourth grade students will:

- Use an approved note-taking process.
- Practice responsible use of technology by following the school's Responsible Use Policy.
- Use all information responsibly and ethically.

## E-PORTFOLIO

Seesaw is a student-driven digital portfolio that empowers students of any age to independently document what they are learning in school and share it with their teachers, parents, classmates and the world. Each student gets his/her own journal and will add items like photos, videos, drawings and notes.

# 5TH GRADE LEARNING GOALS

## OVERVIEW OF 5TH GRADE

At the Lower School, our teachers pay careful attention to the development of each student, drawing out their strengths and channeling every learning moment into progress. While we challenge, we also offer warm, wise guidance, creating a learning environment that keeps the joy of learning alive.

Fifth Grade students have:

- English, Reading, Math, Science, Social Studies, and recess every day
- Spanish, Music, Art, and Dance (optional) multiple times during a seven day rotation

## ENGLISH

### Writing

Fifth grade students use the Writer's Workshop model to generate various kinds of paragraphs including explanatory, descriptive, persuasive, and narrative. Student writing has a well-defined purpose and audience. Students write topic sentences and use the traits of good writing to develop the body of their paragraphs with solid details and examples. All paragraphs have a concluding sentence which brings closure to their ideas. In addition to formal writing, students have opportunities for creative writing.

### Research

Fifth grade students conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. MLA format is utilized.

### Grammar, Usage, Mechanics

Fifth grade students are expected to demonstrate grade-appropriate command of the conventions of standard English grammar and usage when writing and speaking.

- Students will incorporate their knowledge of grammar, usage, and mechanics to become strong and powerful writers.
- Students will identify the parts of the sentence such as subjects, verbs, and complements.
- Students will identify phrases and clauses.
- Students will gain an understanding of agreement of subjects and verbs as well as pronouns and antecedents.
- Students will understand that the proper use of capitalization, punctuation, and spelling empowers them to become effective writers.

## READING

Students in fifth grade will read a variety of increasingly complex literary and informational texts from diverse cultures and time periods. Students are expected to read grade-appropriate texts with sufficiency and accuracy to support comprehension.

### Literary Devices

Students use fictional novels and stories to review reading strategies and literary elements to improve comprehension skills.

### Novel Studies

- Summer Reading: *Gregor the Overlander*
- *Gregor and the Prophecy of Bane*
- *The Watsons Go To Birmingham*
- Study of Tall Tales
- The Mostly True Confessions of Homer P. Figg
- Because of Mr. Terupt

### Informational Text

Students will read nonfiction articles in order to identify fact and opinion, become informed about current events, locate geographical areas referenced in articles, and identify main idea and details.

### Language/Vocabulary

- Students use *Vocabulary from Classical Roots* to increase their exposure to new words and word families that have descended from the Greek and Latin languages. These word families are connected to concepts to help increase recognition and comprehension of new words.
- Students learn new vocabulary words through exposure and practice in context of the assigned fiction and nonfiction readings.

## COMMUNICATION SKILLS

- Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
- Students will present information, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; they will speak clearly at an understandable pace.

# 5TH GRADE LEARNING GOALS

## MATHEMATICS

When students connect ideas, they deepen their understanding. **enVisionmath2.0** is organized into clusters of connected topics and lessons. Students learn to see relationships, ask questions, and try different approaches. Problem-based learning drives students to engage in productive struggle.

Concepts are focused around four strands:

- Operations and Algebra
- Numbers and Computation
- Measurement and Data
- Geometry

TOPIC 1	Understand Place Value
TOPIC 2	Add and Subtract Decimals to Hundredths
TOPIC 3	Fluently Multiply Multi-Digit Whole Numbers
TOPIC 4	Use Models and Strategies to Multiply Decimals
TOPIC 5	Use Models and Strategies to Divide Whole Numbers
TOPIC 6	Use Models and Strategies to Divide Decimals
TOPIC 7	Use Equivalent Fractions to Add and Subtract Fractions
TOPIC 8	Apply Understanding of Multiplication to Multiply Fractions
TOPIC 9	Apply Understanding of Division to Divide Fractions
TOPIC 10	Understand Volume Concepts
TOPIC 11	Convert Measurements
TOPIC 12	Represent and Interpret Data
TOPIC 13	Algebra: Write and Interpret Numerical Expressions
TOPIC 14	Graph Points on the Coordinate Plane
TOPIC 15	Algebra: Analyze Patterns and Relationships
TOPIC 16	Geometric Measurement: Classify Two-Dimensional Figures

## science

Fourth through sixth grade science covers concepts in Life Sciences, Physics, Chemistry, and Earth Sciences; these concepts spiral throughout and are presented with increasing levels of complexity from one grade level to another. Each course is comprised of direct instruction, investigations, collaboration, research-based projects, experiments, and individual assessments, and is designed to promote student understanding of content as well as the development of problem solving, process, and inquiry skills.

### Units in Grade 5 Science:

- Scientific Method and Practices
- Metric System and the Nature of Science
- Simple Machines
- Force & Motion
- Matter
- Cell Structure & Plants
- Energy

## SOCIAL STUDIES

Fifth grade Social Studies focuses on United States history and covers the following concepts:

**Thirteen Colonies:** the society, culture, and economy of colonies, and the challenges the colonists faced.

**American Revolution:** the fight for independence; major battles and strategies of both sides.

**Development of American Government:** documents, ideas, and people that influence the creation of government.

**A New Beginning:** structure and principles of the Constitution; Washington's presidency.

**Westward Expansion/Pioneers:** causes and technological advancements that help lead to expansion; War of 1812; Gold Rush.

**Civil War:** causes, influences, major battles, and consequences of the American Civil War.

# 5TH GRADE LEARNING GOALS

## PHYSICAL EDUCATION

The P.E. curriculum focuses on the integration of physical education into students' everyday life. In addition to skill development, goal setting, self-discipline, leadership, and cooperation, the teachers use cross-curricular strategies to reinforce content from other subjects.

### Units in 5th Grade P.E.

- Fitness
- Chasing, Fleeing, Dodging
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- Striking, Net Games
- Cooperative Games
- Dance, Rhythm
- Balance, Gymnastics
- Kicking
- Team Building, Field Day

## Dance

### Units in 5th Grade Dance

- Ballet - Checchetti technique
- Modern - Horton, Limon and Graham technique
- Improvisation/Creative Movement
- Jazz/Hip-Hop
- World Dance (Latin, African, Hawaiian, etc.)

## ART

### Units in 5th Grade Art

- Art history
- Elements of art
- Principles of design
- Creative use of multiple media

## MUSIC

### 5th Grade Music

- Develop music literacy (Reading music notation)
- Emphasis on singing/playing with good technique
- Music Theory concepts
- Learn classical/traditional repertoire
- Concert preparation
- Opportunities to audition for honors groups
- Music History

## SPANISH

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### Units in 4th Grade Spanish

- \*I can exchange introductory information with others
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## SCHOOL COUNSELING

The school counselor collaborates with parents, teachers, administrators, and community agencies to support our students. The school counselor meets with students in a classroom setting twice a month. The school counselor also provides individual/small-group counseling to target students' specific needs or concerns. The school counselor creates programs based on the three basic domains of development: academic, career, and social/personal development. The school counselor contributes to the students' overall success by offering a safe and nurturing environment for the students to thrive.

The school counselor will encourage:

- Development of the whole child.
- Sense of belonging in the school environment.
- Positive attitude towards work and learning.
- Exploration of coping skills for the students to identify and utilize skills when necessary.
- Self-confidence in students' abilities to succeed in all areas of their lives.

## RESPONSIVE CLASSROOM

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### Classroom Practices and Strategies

To build these competencies, the *Responsive Classroom* approach consists of a set of practices and strategies such as

- Morning Meeting
- Interactive Modeling
- Energizers

# 5TH GRADE LEARNING GOALS

## eaglesphere

In an environment that encompasses science, technology, engineering, art, and math (STEAM), students learn by inventing, creating, and designing, therefore experiencing a deeper understanding of what the true meaning of design should be. The STEAM curriculum at the Lower School integrates thinking, reasoning, and creativity. These skills contribute to students' ability to work collaboratively, think critically, interpret with multiple perspectives, analyze and interpret complex data, and understand connections. It is comprised of the following content areas:

### Coding and Robotics

In 5th grade, students will practice coding with algorithms, loops, conditionals, and events. All students will apply their coding knowledge to STEAM challenges that focus their learning on collaboration, persistence, and problem-solving (debugging) techniques. They also investigate different problem-solving techniques and discuss the societal impacts of computing on the internet.

### Engineering and Design

Throughout all core subject areas in our curriculum, teachers infuse STEAM lessons by integrating technology and the engineering design process alongside content goals. Students will use the engineering design process while working collaboratively and thinking critically and creatively. At a fifth-grade appropriate level, students will:

- Empathize: Discover deeper, human-centered insights.
- Define: Develop multiple insights and synthesize into a single problem statement with little guidance.
- Ideate: Develop multiple "How Might We" statements and a spectrum of ideas based on the problem statement.
- Prototype: Create a representation of an idea that can be evaluated by others and develop multiple iterations.
- Test and Redesign: Real world testing with a variety of users and scenarios.

## COMPUTER LITERACY & KEYBOARDING

At a fifth grade level, students will

- demonstrate an ability to use technology to research, write, and present information.
- key with proper technique.
- key at a minimum speed of 25 words per minute. (WPM) on at least three one-minute timings.
- key at 2 or fewer errors on one-minute timings.
- key without using the backspace/delete key on timings.

## DIGITAL CITIZENSHIP

The **Common Sense Media Digital Citizenship** curriculum is designed to empower students to think critically, behave safely, and participate responsibly in our digital world. It uses a spiraled approach to address cross-curricular needs. The lessons are taught within the counseling, STEAM, and classroom settings, and the unit topics include:

- Privacy and Security
- Digital Footprint and Reputation
- Self-Image and Identity
- Creative Credit and Copyright
- Relationships and Communication
- Information Literacy
- Cyberbullying and Digital Drama
- Internet Safety

## INFORMATION LITERACY

At a fifth grade level, students will demonstrate the ability to develop good questions, select sources, search for information, hypothesize, critically evaluate and cite the information found, and create and share the information.

Students will continue to reinforce skills from fourth grade, such as:

- use an approved note-taking process.
- practice responsible use of technology by following the school's Responsible Use Policy.
- use all information responsibly and ethically.
- Identify, locate, and use primary sources.

## E-PORTFOLIO

Seesaw is a student-driven digital portfolio that empowers students of any age to independently document what they are learning in school and share it with their teachers, parents, classmates and the world.

Each student gets his/her own journal and will add items like photos, videos, drawings and notes.

# 6TH GRADE LEARNING GOALS

## OVERVIEW OF 6TH GRADE

At the Lower School, our teachers pay careful attention to the development of each student, drawing out their strengths and channeling every learning moment into progress. While we challenge, we also offer warm, wise guidance, creating a learning environment that keeps the joy of learning alive.

In the seven-day rotation, sixth grade students have:

- English, Reading, Math, Science, Social Studies, and recess every day
- Spanish, Music, Art, and Dance (optional) multiple times in a seven day period

## ENGLISH

### Writing

Sixth grade students continue to progress through the stages of writing utilizing Writer's Workshop as a process and are expected to write in the genres of descriptive, narrative, expository, persuasive, compare/contrast, and creative, as well as essays, stories, letters, and short passages.

Students are expected to write clear, coherent, and focused essays that contain formal introductions, supporting evidence, and conclusions.

### Grammar, Mechanics, Usage

Sixth grade students are expected to demonstrate grade appropriate command of the conventions of standard English grammar and usage when writing and speaking.

- Students will incorporate their knowledge of grammar, usage, and mechanics to become strong and powerful writers.
- Students will gain an understanding of the parts of the sentence, phrases, and clauses.
- Students will understand how to use modifiers, pronouns, and verbs correctly.
- Students will understand that the proper use of capitalization, punctuation, and spelling empowers them to become effective writers.

## READING

Students in sixth grade will read a variety of increasingly complex literary and informational texts from diverse cultures and time periods. Students are expected to read grade-appropriate texts with sufficiency and accuracy to support comprehension.

### Literary Devices

Students use fictional novels and stories to review reading strategies and literary elements to improve comprehension skills.

### Novel Studies

- Summer Reading: *Flush*
- *Two other novels are chosen for study throughout the year*

### Informational Text

Students will read nonfiction articles in order to identify fact and opinion, become informed about current events, locate geographical areas referenced in articles, and identify main idea and details.

### Language/Vocabulary

- Students use *Vocabulary from Classical Roots* to increase their exposure to new words and word families that have descended from the Greek and Latin languages. These word families are connected to concepts to help increase recognition and comprehension of new words.
- Students learn new vocabulary words through exposure and practice in the context of the assigned fiction and nonfiction readings.

## COMMUNICATION SKILLS

- Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
- Students will present information, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; they will speak clearly at an understandable pace.



# 6TH GRADE LEARNING GOALS

## MATHEMATICS

**Decimals:** Determine appropriate operation to solve a word problem containing decimals.

**Number Sense:** Recognize different forms of numbers and be able to use them in calculations.

**Fractions:** Develop strategies to deepen understanding of fractions.

**Fractions, Decimals, Percents:** Use number sense to understand equivalent forms of fractions, decimals, and percents.

**Measurements:** Demonstrate and apply knowledge of formulas.

**Rates, Ratios, Proportions:** Understand and apply basic concepts of rates, ratios and proportions to solve problems.

**Graphs:** Use appropriate graph for given data; Read and interpret various types of simple graphs, including bar, single and double line, circle, pictorial, and tables.

**Geometry:** Understand basic characteristics and properties of figures, including applications in coordinate geometry

**Patterns, Functions and Pre Algebra:** Apply expressions and equations to solve real-world problems.

## PRE-ALGEBRA

**Integers and Algebraic Expressions:** use the order of operations, properties of integers, and exponents to evaluate and simplify algebraic expressions.

**Equations and Inequalities:** simplify algebraic expressions and write and solve both one- and two-step equations and one and two-step inequalities.

**Real Numbers:** perform operations with and compare, order, and simplify rational numbers.

**Proportions:** understand rates, ratios, and proportions to solve problems.

**Applications of Percent:** find percentages using estimation, proportions, and equations.

**Exponents and Powers:** write, order, and perform functions of numbers in standard and scientific notation.

**Geometry:** identify, find measures, classify, and find area and circumference of various types of angles.

**Coordinate Plane Graphing:** graph in a coordinate plane as well as translate, reflect, and rotate figures.

**Surface Area and Volume:** find the surface area and volume of prisms, cylinders, pyramids, and cones.

**Analyzing Data (w/graphs):** create, recognize, and analyze tables and graphs for various real-world situations.

**Probability:** find the probability of occurrence in situations and events.

**Algebraic Relationships:** understand relationships such as sequences, functions, graphs, and polynomials.

## SCIENCE

Fourth through sixth grade science covers concepts in Life Sciences, Physics, Chemistry, and Earth Sciences; these concepts spiral throughout and are presented with increasing levels of complexity from one grade level to another. Each course is comprised of direct instruction, investigations, collaboration, research-based projects, experiments, and individual assessments, and is designed to promote student understanding of content as well as the development of problem solving, process, and inquiry skills.

### Units in Grade 6 Science:

- Habits of Mind/Nature of Science
- Inside Earth
- Weathering and Erosion
- Environmental Science/Inquiry Project
- Health and Wellness/Sex Ed
- Water Resources
- Oceanography
- Climate and Weather
- Earth, Moon, and Sun
- Solar System and the Universe

## SOCIAL STUDIES

Sixth grade Social Studies will be studying Ancient World History; the course covers the following concepts and goals:

**Origins of Civilization:** understand how the exact origin of early humans is unknown and how archaeologists have worked to unearth hominin and early human artifacts to piece together our knowledge of the past.

**Civilizations and Peoples of the Fertile Crescent:** How they left a legacy of inventions, ideas, and religious beliefs that still influence us.

**Ancient Egypt and Kush:** understanding how through trade and conquest, Egyptian civilization spread its influence through parts of Africa, Asia, and the Mediterranean world.

**Early Civilizations of India:** learning how the Indus Valley in western India was home to a society that grew, developed, and then disappeared. But other groups followed, founding religions, empires, and a society that still exists today.

**Early Civilizations of China:** learning how Ancient China was geographically isolated from the rest of the world, but they developed a textured culture that in some ways was more advanced than those in different places.

**Ancient Greece:** learning how the Greeks followed in the footsteps of older societies in Mesopotamia and Egypt in some respects, but established a powerful culture that had a lasting impact on the world.

**The Roman and Byzantine Empires:** learning how the Roman empire dominated the world for about five centuries. After the Western Roman empire collapsed, the eastern half - the Byzantine empire - continued for another thousand years.

# 6TH GRADE LEARNING GOALS

## PHYSICAL EDUCATION

The P.E. curriculum focuses on the integration of physical education into students' everyday life. In addition to skill development, goal setting, self-discipline, leadership, and cooperation, the teachers use cross-curricular strategies to reinforce content from other subjects.

### Units in 6th Grade P.E.

- Fitness
- Chasing, Fleeing, Dodging
- Toss, Throw, Catch
- Striking, Net Games
- Cooperative Games
- Dance and Rhythm
- Kicking
- Balance and Gymnastics
- Team Work and Team Building
- Field Day Practice for Events

## Dance

### Units in 6th Grade Dance

- Ballet - Checchetti technique
- Modern - Horton Limon and Graham technique
- Improvisation/ Creative Movement
- Jazz/Hip-Hop
- World Dance (Latin, African, Hawaiian, etc.)
- Choreography

## ART

### Units in 6th Grade Art

- Art history
- Elements of art
- Principles of design
- Creative use of multiple media

## MUSIC

### Units in 6th Grade Music

- Develop music literacy (Reading music notation)
- Emphasis on singing/playing with good technique
- Music Theory concepts
- Learn classical/traditional repertoire
- Concert preparation
- Opportunities to audition for honors groups
- Music History

## SPANISH

The Woodward LS Spanish curriculum is designed to develop proficiency in students so that they can use the language in real world situations. Throughout their time in the Lower School, we hope to develop each student's proficiency in the three modes of communication: interpersonal, interpretive, and presentational. The proficiency target set for students by the end of the year is Novice-High.

### Units in 4th Grade Spanish

- \*I can exchange introductory information with others
- \*I can describe myself and others
- \*I can ask and answer questions about what people do in their free time

## SCHOOL COUNSELING

The school counselor collaborates with parents, teachers, administrators, and community agencies to support our students. The school counselor meets with students in a classroom setting twice a month. The school counselor also provides individual/small-group counseling to target students' specific needs or concerns. The school counselor creates programs based on the three basic domains of development: academic, career, and social/personal development. The school counselor contributes to the students' overall success by offering a safe and nurturing environment for the students to thrive.

The school counselor will encourage:

- Development of the whole child.
- Sense of belonging in the school environment.
- Positive attitude towards work and learning.
- Exploration of coping skills for the students to identify and utilize skills when necessary.
- Self-confidence in students' abilities to succeed in all areas of their lives.

## RESPONSIVE CLASSROOM

The Lower School uses *Responsive Classroom*, an evidence-based approach to elementary school teaching that focuses on the strong link between academic success and social-emotional learning.

### Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies— cooperation, assertiveness, responsibility, empathy, and self control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

### Classroom Practices and Strategies

To build these competencies, the *Responsive Classroom* approach consists of a set of practices and strategies such as:

- Morning Meeting
- Interactive Modeling
- Energizers

# 6TH GRADE LEARNING GOALS

## EAGLESPHERE

In an environment that encompasses science, technology, engineering, art, and math (STEAM), students learn by inventing, creating and designing, therefore experiencing a deeper understanding of what the true meaning of design should be. The STEAM curriculum at the Lower School integrates thinking, reasoning, and creativity. These skills contribute to students' ability to work collaboratively, think critically, interpret multiple perspectives, analyze complex data, and understand connections. It is comprised of the following content areas:

### Coding and Robotics

In sixth grade, students will build on prior knowledge of coding with algorithms, loops, conditionals, and events. All students will participate in the international Hour of Code and focus their learning on collaboration, persistence, and problem-solving (debugging) techniques. They also will investigate different problem-solving techniques and discuss societal impacts of computing on the internet.

### Engineering and Design

Throughout all core subject areas in our curriculum, teachers infuse STEAM lessons by integrating technology and the engineering design process alongside content goals.

Students will use the engineering design process while working collaboratively and thinking critically and creatively.

At a sixth-grade appropriate level, students will:

- Empathize: Discover deeper, human-centered insights.
- Define: Develop multiple insights and synthesize into a single problem statement with little guidance.
- Ideate: Develop multiple "How Might We" statements and a spectrum of ideas based on the problem statement.
- Prototype: Create a representation of an idea that can be evaluated by others and develop multiple iterations.
- Test and Redesign: Real world testing with a variety of users and scenarios.

## COMPUTER LITERACY & KEYBOARDING

At a sixth grade level, students will

- demonstrate an ability to use technology to research, write, and present information.
- key with proper technique.
- key at a minimum speed of 27 words per minute (WPM) on at least 3 two-minute timings.
- key at 2 or fewer errors per minute.
- key without using the backspace/delete key on timings.

## DIGITAL CITIZENSHIP

The **Common Sense Media Digital Citizenship** curriculum is designed to empower students to think critically, behave safely, and participate responsibly in our digital world. It uses a spiraled approach to address cross-curricular needs. The lessons are taught within the counseling, STEAM, and classroom settings, and the unit topics include:

- Privacy and Security
- Digital Footprint and Reputation
- Self-Image and Identity
- Creative Credit and Copyright
- Relationships and Communication
- Information Literacy
- Cyberbullying and Digital Drama
- Internet Safety

## INFORMATION LITERACY

At a sixth grade level, students will demonstrate the ability to develop good questions, search for information, select sources, hypothesize, critically evaluate and cite sources, and create and share information found.

Students will continue to review and reinforce skills from previous grades, and:

- use an approved note-taking process.
- practice responsible use of technology by following the school's Responsible Use Policy.
- use all information responsibly and ethically.
- identify, locate, and use primary sources.

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# LOWER SCHOOL

CURRICULUM GUIDE

2021-  
2022