

## Grade 4 Program Information

Students in Grade 4 follow a standards based curriculum and study the following subjects: Literacy, Mathematics, Social Studies, Science, Philosophy, Religion, Art, Physical Education, Music, Library/Research, and Drama. STEM projects are also embedded in the curriculum and Enrichment: AI Adventurers course is also offered. All students are also required to take Italian and students who study Italian as a First Language, commence preparation for the 'Quinta' State Exam which takes place at the end of Grade 5.



### Typical Weekly Schedule

Class	Time Allocated	Class	Time Allocated
Literacy	5 x 105 min lessons	Math	5 x 60 min lessons
Science	2 x 45 min lessons	Social Studies	2 x 45 min lessons
Art	1 x 45 min lesson	Music	1 x 45 min lesson
Drama	1 x 45 min lesson	Philosophy	1 x 45 min lesson
Enrichment: AI Adventurers	1 x 60 min lesson	Physical Education	1 x 45 min lesson
Italian	5 x 45 min lessons	Religion	1 x 45 min lesson
Library/ Research	1 x 45 min lesson	STEM Projects	Embedded throughout year
ES Assembly	1 x 30 min	Well-being & Global Citizenship	1 x 60 mins lesson & Daily Morning Meeting



### COURSE OFFERING

SUBJECT AREAS	Grade 4	Grade 5
Language and Literature	Literacy 4  Italian First Language* *Students who enroll in Italian First Language have the option of taking the Quinta State Exam at the end of the Grade 5.	Literacy 5  Italian First Language* *Students who enroll in Italian First Language have the option of taking the Quinta State Exam at the end of the School Year.
Language Acquisition	Italian Second Language I and II	Italian Second Language I and II
Mathematics, Sciences and Technology	Mathematics 4  Science 4 STEM Projects	Mathematics 5  Science 5 STEM Projects
Individuals and Societies	Philosophy Religious Education Social Studies	Philosophy Religious Education Social Studies
Arts	Art Drama Music	Art Drama Music
Sports and Well-being	PE Structured Recess Global Citizenship/Well-being	PE Structured Recess Global Citizenship/Well-being
Enrichment	After School Activities ATL Assemblies Athletic Enrichment Plans Elementary Orchestra Enrichment Trips Enrichment: AI Adventurers Individualized Enrichment Plans JuniOrchestra Leadership Opportunities Library/Research Private Instrumental Music Lesson Public Speaking Opportunities Student Led Assemblies School Plays/Concerts	After School Activities ATL Assemblies Athletic Enrichment Plans Elementary Orchestra Enrichment Trips Enrichment: AI Creators Individualized Enrichment Plans JuniOrchestra Leadership Opportunities Library/Research Private Instrumental Music Lesson Public Speaking Opportunities Scholarship Examinations Student Led Assemblies School Plays/Concerts
Service	Grade Level Masses House System Service Opportunities Student Council Projects	Grade Level Masses House System Service Opportunities Student Council Projects
Support	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs

## Language and Literature



### **Literacy 4**

The Literacy program in Grade 1 includes Language Comprehension, Reading, Writing, and Word Study. Aligned with the AERO (American Education Reaches Out) standards, students learn to communicate effectively in a variety of modes and develop skills in oral language, reading, and writing.

The aim of the Reading Curriculum is for students to build habits and strategies that will support them in becoming successful, life-long readers. Students explore through a variety of reading activities which include: read-aloud, shared reading, guided reading, and independent reading. Students are taught to engage in thoughtful discussions, especially those that incorporate higher-level thinking skills. In Grade 4, students interpret characters, explore non-fiction, historical fiction, and engage in a cross-curricular unit on Reading History.

The Writing Curriculum is designed to support students in becoming confident and capable writers who can write for specific purposes and use and apply different strategies. The genre-based units help students consolidate and apply what they have learned. In Grade 4, students study realistic fiction, personal and persuasive essays, graphic novels, literary essays: writing about fiction, and historical writing.

Word Study instruction in Grade 4 teaches students that there are systematic relationships between letters and sounds and that written words are composed of letter patterns that represent the sounds as spoken words. This includes phonemic awareness and phonics instruction.

### **Italian as a First Language - Grade 4**

This is a five-year course (Grades 1-5) designed to prepare students for the Quinta Italian State school exam, which is the elementary school certification needed to enter Italian middle school. During the fourth year, students deepen their knowledge of grammar by studying all parts of speech and all verb forms and tenses. They continue writing essays by exploring narrative and descriptive texts.

## Language Acquisition

### **Italian as a Second Language I (Grades 1-5)**

The Italian SL I course is for all students who are approaching the study of the Italian language for the very first time. The course focuses mainly on skills such as listening comprehension and oral communication and introduces students to the basics of Italian grammar through activities like games, dramatizations, songs, nursery rhymes. The course also introduces students to the basics of reading and writing including the identification of the main syllables. The learning process lies both in the interactive and collaborative dimension through pair and small group activities, thus exposing the students to a vivid and authentic use of language.

At the end of the course the students will have a basic ability to communicate and exchange information in a simple way.

### **Italian as a Second Language II (Grades 1-5)**

The Italian SL II course is for all students who have completed the Italian SL I level or otherwise reached a similar level (a basic ability to communicate and exchange information in a simple way). In addition to oral games and activities, this course also offers a wide range of written activities. Grammar patterns are presented formally but are practiced in functional situations. The overall didactics of the course are enhanced through video clips, short readings, and dramatizations performed both by teacher and students.



At the end of the course the students will have an ability to deal with simple, straightforward information and begin to express themselves in familiar contexts.

## **Mathematics, Sciences and Technology**

### **Mathematics 4**

Fourth Grade Mathematics curriculum follows the scope and sequence of the Bridges in Mathematics Curriculum and fully addresses the AERO Math standards. The mathematics instruction is structured as a balanced math workshop. Natural differentiation and enrichment opportunities are provided each week for students through a Math Menu. The Balanced Math Block consists of a “Math Talk” Warm Up, followed by the Main Lesson, Problem String or Investigation, Number Corner and Math Menu Time, providing student choice and open exploration. In Grade 4, students focus intensively on the three critical areas specified by the AERO Math standards: Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. A variety of manipulatives help students of all ages visually and physically understand Math.

### **Science 4**

The Science program encourages an interest in the sciences by instilling an awareness of natural phenomena. Situations are presented in which the student is encouraged to question, inquire, observe, and design. From these experiences, the students are able to formulate hypotheses which are then investigated through the scientific method. The Science program is based on Next Generation Science Standards (NGSS) which have also been adopted by the AERO standards. These have a three-dimensional approach that entails core ideas, crosscutting concepts, and engineering practices. These are each integrated in instruction at all levels. In Grade 4, students study the Earth’s Changing Surfaces, Plant and Animal Structures, and Playground Design (STEM).



### **STEM Projects**

STEM education is the integrated teaching of Science, Math, Engineering, and Math. STEM projects are embedded in the Science and Math units. They are designed to enhance and support students' integrated use of technology throughout the Elementary School, and to empower 21st-Century students by enabling them to use all the resources available to them in creative, meaningful, and responsible ways. We access STEM units from [eie.org](http://eie.org), an award-winning curricula division of the Museum of Science, Boston, and from our Bridges Math Curriculum. These projects inspire students to become lifelong STEM learners and passionate problem solvers. The units are fully aligned with the NGSS (National General Science Standards) and AERO Math Standards used across the school.

Optional STEM classes may be offered as an extracurricular after-school activity.

### **Technology Integration in Learning**

Technology plays a vital role in enhancing student engagement and supporting personalized education. Each student from Grade K-5 is provided with a 1-to-1 iPad, which serves as one of many tools in their learning experience. At Marymount, we aim to provide formational experiences that enable students to become critical, skillful, and ethical users and shapers of technology. The use of iPads is balanced with other educational methods, ensuring that technology complements rather than replaces traditional

learning approaches. Through this balanced integration, students develop the ability to leverage technology responsibly across subjects such as Literacy, Mathematics, Science, and Social Studies, preparing them to navigate a digital world with confidence and integrity.

## **Individuals and Societies**

### **Philosophy 4**

Philosophy for upper elementary students looks beneath the surface, beyond the facts to the questions and concepts. Students are encouraged to reason and construct arguments by using higher-order thinking skills and independent thinking. This course is based on a community of inquiry to help the students think critically, caringly, creatively, and collaboratively. Students will reflect on and challenge their lived experiences and apply these new insights in attempts to understand and solve challenging problems. Students study foundational concepts with real-world application, such as relationships, fairness, empathy, aesthetics, and environmental stewardship.

### **Religion 4**

In keeping with the mission of the Religious of the Sacred Heart of Mary, we approach Religious Education at Marymount International School with the belief that knowing and loving God, and sharing that love through service to others, brings each human person to the fullness of life.

Children from all religious traditions are welcome at Marymount. In the Elementary School, our Religious Education program seeks to help children receive and respond to the great gift of God's personal and deep love. We encourage children to explore the story of God's love, most especially the gift of his son, Jesus. The children participate in Mass several times throughout the year to give thanks and to praise God. Children have the opportunity for daily prayer and learn different forms of prayer to assist them in strengthening their spiritual life. Catholic students in the Grade 3- 5 are invited to prepare for and receive the Sacraments of Reconciliation and Holy Communion. In Grade 4, topics covered include: Prayer, Creation, Parables, Joyful Mysteries, Sorrowful Mysteries, Miracles, World Religions.

While all Marymount students attend Religious Education classes and spiritual events throughout the year, children are free to participate in the prayer and worship that takes place in a way that is comfortable and in keeping with their own religious beliefs.

### **Social Studies 4**

The Social Studies program is aligned with the Marymount Guiding Statements, the Italian National Curriculum (MIUR) from Grades 3-8, and the AERO standards (American Education Reaches Out). The AERO standards are flexible and are used by international schools worldwide because they allow for different cultural contexts.

Every class begins the year with a Multicultural Unit that celebrates cultural identity and living in an international environment. In Grade 4, students focus on World Religions, Geography, and Ancient Civilizations.

## **Arts**



### **Art 4**

Art in the upper elementary grades focuses on introducing students to a variety of 2D and 3D materials, techniques, and their relationships in contemporary, historical, and multi-cultural identities. Lessons are divided into skill builders, independent work, sharing, and reflection. The emphasis of this course is to build independence, intrinsic motivation and an authentic artistic experience as the students' interests guide the development of the curriculum. Students have the options to work in drawing, painting, collage, printmaking, sculpture, clay, fibers, and digital art.

### **Drama 4**

This is a practical course providing an introduction to theatre and performance. The main objective is to develop teamwork and communication skills, public speaking, and confidence building. Students will learn

how to focus their skills to create their own performances, read scripts, design sets, and empathize with other characters. All students will play an active part in a small presentation.

#### **Music 4**

Quality music education in the school integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. The processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program.

*Creating* involves composing, arranging or improvising music. *Performing* promotes a sense of personal accomplishment, shared goals, community, and the joy of experiencing a musical work from the unique perspective of performing it with instruments and/or voice. *Responding to music* includes activities rich in mental, physical, and emotional complexity.



As students learn to read and interpret musical symbols, they further their cognitive development and ability to think logically by learning a new sign system and a different approach to the world around them. As they study the historical and cultural aspects of music, students discover that music is a universal human activity. And as music study is connected to other disciplines, students discover the ways that one subject area can reinforce and inform another. Finally, as students learn to evaluate musical works they learn to discriminate, think independently, and develop their own views of musical meaning and beauty.

In Grade 4, students study musical structure, binary and ternary form, rondo form, programmatic music - composing to a set theme, voice as an instrument - learning a new repertoire. Students present an End of year Concert.

### **Sports and Well-being**

#### **Physical Education 4**

The aim of our Physical Education program is to provide opportunities for students to explore and experience various exercises and activities whilst guiding them towards a well-balanced lifestyle of fitness and health. The units include: moving safely, sportsmanship, jumping, striking skills eye-hand coordination, striking skills eye-foot coordination, throwing and catching, dodging and fleeing, cooperative learning, team skills, fitness. These are taught and are developed throughout the grades in a spiralled curriculum providing students the opportunity to build on prior knowledge while learning new skills.

#### **Structured Recess**

Students benefit from free play and socialization, and have the opportunity to engage in structured recess activities. At the heart of this program is scheduled professional soccer coaching, chess, and organized athletic competitions. Students also have access to a variety of outdoor play equipment for individual exercise and wellness.

#### **Global Citizenship and Well-being Program**

Global citizenship and the social and emotional well-being of students are aligned with our School Mission and Quality Teaching and Learning Statement. This is considered of equal importance to individual academic progress. The units taught include these key areas: Building a Caring Community, Digital Citizenship, Sustainability, Effective Communication, Service, Social Justice, and Being Reflective. These concepts are taught during daily Morning Meetings, home and school activities, ATL workshops, and student-led Elementary Assemblies.

### **Enrichment**

#### **Enrichment Program**

Marymount is dedicated to guiding students toward the achievement of their full potential. Students are constantly challenged, motivated, and inspired to learn beyond the curriculum and encouraged to develop their various interests inside and outside of the classroom in addition to building specific skills such as



public speaking and leadership through a wide variety of academic, athletic, and artistic enrichment opportunities that are built into their learning journey.

These are offered at both Grade level as well as at an individual level with Individual Enrichment Plans developed together with students' homeroom teachers, and our Director of Specialist Teaching and Learning, in partnership with parents.

#### **Enrichment Clusters 4**

Enrichment Clusters offer Grade 4 students investigative learning opportunities within a schoolwide enrichment model as developed by Renzulli and Reis. Each cluster is formed based on self-selected areas of strength or interest. Students are invited to choose their means of interaction with the tools available, conduct research and apply their knowledge and skills to create their own interpretations. First engaging with initial exploratory activities and stimuli, students embark on individual or collaborative learning journeys over an eight to ten week period. Teaching and learning is inductive with teachers offering expertise, tools and methods in order to coach clusters throughout the student-led process and support them to achieve outcomes or products. By applying time and energy to self-selected problems or areas of study, Grade 4 students increase or expand their thinking skills, knowledge base and task commitment. Enrichment Clusters aim to develop the levels of creativity and independence required to become lifelong learners and leaders of tomorrow.



#### **Library/Research 4**

The Elementary School Library collection is made up of 7000 print books and 590 electronic resources including e-books, audio-books and interactive books.

Our collection is carefully curated to be multilingual, current, appropriate and inclusive.

Students have scheduled Research classes which support their research and learning in class. During these classes we ensure students know how to locate and access the library resources which are integrated with their classroom subjects.

Once students are familiar with the resources we ensure they are used ethically and responsibly by reinforcing Digital Citizenship and supporting age appropriate research skills, including citation, as these are skills that students will use throughout their educational careers.

### **Service**

#### **Grade Level Masses**

Grade Level Masses not only enhance the spiritual dimension of our School, but are deeply embedded in the life of Marymount students, with students of all faiths involved in these well attended community events for students and parents. Masses are tailored and delivered in an age appropriate, interactive manner and students participate in prayer reading and singing.

#### **House System Service Opportunities**

Invested in the House system, students feel a sense of connection to something greater than themselves, and a feeling of belonging drives them to make positive choices. Students participate in several House sponsored service initiatives annually. In Grade 4, students have the opportunity to apply for the leadership role of Vice Captain for their houses; meeting once per cycle with their student-composed leadership team

to brainstorm new fundraising ideas, competitions, and ways to generate more house spirit amongst the elementary community.

### **Student Council Projects**

Being a leader and having good school citizenship means being an outstanding ambassador of the Marymount International School community by striving to reflect the RSHM Goals and Criteria. With a focus on leadership through service to the community, students coordinate a diverse number of service initiatives including food drives, clothes drives, Peter Pan Onlus, environmental awareness, and fundraising for Zambia. Students lead and facilitate assemblies and workshop discussions.

## **Support**

### **ELL (English Language Learning)**

The ELL program assists students whose first language is not English to become competent in English allowing them full access to the curriculum as well as to the social and academic life of the School. All students are also encouraged to develop and maintain their mother tongue. Marymount promotes Additive Bilingualism i.e.: English is added on to rather than seen as a replacement for the first language. The WIDA MODEL of Assessment is used to track English language acquisition on a 1-6 continuum (6 being near-native fluency). The ELL teachers collaborate with mainstream teachers to support and monitor the progress of ELL students.

### **Learning Support**

In our School, diversity is a positive resource. We are aligned to the IB learning philosophy by which “Students are the center of international education in the IB with their own strengths and challenges” We strive to meet the needs of all learners and treat each student as an individual. Marymount is a responsibly inclusive School, and we promote and protect the interests of children who learn in different ways or at different rates. Aligning with the IB Learner Profile and our own Marymount Quality Teaching and Learning Statement, we challenge each student and teacher to strive to embody all of the characteristics of a Marymount education.

The Learning Support Department believes that *all* students should have the opportunity to explore and develop their skills in an educationally rich environment that will individualize their learning experiences. There are times when students experience difficulty in the regular classroom setting. When a student has difficulty in school, it may be noticed by the class teacher, other school personnel, the parents, or the student. After the teacher has implemented various strategies and in-class interventions, the Learning Support Department may be consulted to determine further interventions, educational evaluations, accommodations, academic support, and/or a modified program.

Learning Support in the Elementary School consists of the following: support in ensuring that students receive accommodations as outlined in their Individual Learning Plans (ILPs), consultation with classroom and enrichment teachers, small group pull-out support, and in-class support with an assigned one-to-one Assistant.