



ASM | AMERICAN
SCHOOL
OF MILAN

Grades 3-5
2022-2023



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Our Mission

ASM inspires students to discover their unique potential and to become curious learners, critical thinkers and global citizens who positively impact our world.

ASM Values

Respect: We honor ourselves, others, the school, and the planet.

Courage: We do the right thing, even when difficult or unpopular.

Integrity: We are honest and sincere.

Curiosity: We ask questions in pursuit of truth and wisdom.

Kindness: We are friendly, generous, and considerate in actions and words.

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.

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 3- Grade 5 represent a fundamental time of significant growth where students 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

Overview of Grade 3-5 Curriculum

Our curriculum in all subject areas is based on international standards and learning benchmark guidance for each grade level. 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 focusing on history and geography. Our ASM Makerspace 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 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.

Overview of Literacy in 3-5

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.

Grade 3 Literacy	
<p>Module 1: Personal Narratives - Building a Reading life and Crafting True Stories</p>	<p>Module 2: Reading to Learn and the Art of Information Writing (expert texts)</p>
<p>Reading & writing</p> <ul style="list-style-type: none"> Examine memories and re-tell them as a personal narrative Plan and draft a story Craft strong leads Include dialogue and action <p>Grammar</p> <ul style="list-style-type: none"> Revise and edit with a peer Respond to one on one help with teacher edits <p>Speaking & Listening</p> <ul style="list-style-type: none"> Follow speaking and listening protocols <p>Language</p> <ul style="list-style-type: none"> Introduction to Words their Way - a word study program 	<p>Reading</p> <ul style="list-style-type: none"> Text features of non fiction texts Reading Strategies - predict what you will learn Monitor reading for understanding Identify the main idea/supporting details Compare/contrast texts Analyze author's craft <p>Writing</p> <ul style="list-style-type: none"> Organize topics into paragraphs Note taking Craft nonfiction introductions and conclusions <p>Grammar</p> <ul style="list-style-type: none"> Use a teacher made word wall to edit own pieces Rewrite “published” texts free of mistakes using previous, edited drafts
<p>Module 3: Character Studies, Adapting and Writing Fairy Tales</p>	<p>Module 4: Research clubs and Changing the World: Persuasive Speeches</p>
<p>Reading</p> <ul style="list-style-type: none"> Identify character traits/interactions and why one influences the other Make connections to characters in a book Understand how a character changes Identify and describe the lesson learned/moral of story Support opinions with evidence Compare two books based on their styles within the same genre <p>Writing</p>	<p>Reading</p> <ul style="list-style-type: none"> Create norms within a small peer learning group Select texts and reading most general/easiest first Note-taking independently Sharing facts Ask deep questions and reading to answer them Use context and resources to define unknown words <p>Writing</p> <ul style="list-style-type: none"> Form a strong opinion and support it with evidence and reasons

<ul style="list-style-type: none"> ● Create a character with inside and outside traits ● Create and solve a problem for that character ● Use action and dialogue to tell a story in an interesting way ● Edit paragraph by paragraph during drafting 	<ul style="list-style-type: none"> ● Organize ideas into 3 main paragraphs ● Find and use facts to support your position ● Story tell to support your position ● Use transitions and essay words ● Write a gripping introduction and a meaningful conclusion <p>Grammar</p> <ul style="list-style-type: none"> ● Identify personal goals in grammar, spelling, and punctuation and self correct each piece during drafting
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<p>Language by end of grade 3</p> <ul style="list-style-type: none"> ● Explain the function of nouns and pronouns, verbs, adjectives and adverbs and their function in particular sentences ● Form and use regular and irregular verbs ● Use abstract nouns such as childhood ● Form and use the simple (eg. I walk, I walked, I will walk) ● Write correct subject verb and pronoun antecedent agreement ● Form and use comparative and superlative adjectives and adverbs ● Capitalize appropriate words in titles ● Use commas in addresses ● Use commas in quotation marks in dialogue ● Form and use possessives ● Use conventional spelling for high frequency and other studies words and for adding suffixes for base words (sitting, smiled, cries, happiness) ● Use spelling patterns and generalizations (word families, position based spellings, syllable patterns, ending rules, meaningful word parts in writing words) ● Consult reference materials including beginning dictionaries as needed to check and correct spellings
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Grade 4 literacy	
Module 1: Interpreting Characters; The Heart and Arc of the Story	Module 2: Reading the Weather and Reading the World
<p>Becoming 4th Grade Readers</p> <ul style="list-style-type: none"> ● Introduction to readers' and writers' workshop ● Routines of readers' and writers' notebook ● Introduction to language skills workbooks ● Analyze the arc of a story <p>Writing</p> <ul style="list-style-type: none"> ● Plan/brainstorm using a narrative structure ● Include inner dialogue/feelings ● Develop the heart of the story ● Begin seeking and receiving feedback through peer conferences 	<p>Reading Fiction</p> <ul style="list-style-type: none"> ● Summarize key ideas ● Compare text structures ● Synthesis of non-fiction texts ● Compare/Contrast realistic and imaginative elements) <p>Writing</p> <ul style="list-style-type: none"> ● 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	Module 4: Historical Fiction Book Clubs and the Literary Essay

fiction)	
<p>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</p> <p>(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)</p>	<p>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</p> <p>Literary Essays: Thesis Statements Paragraph structure Transition phrases Provide reasons and evidence to support ideas Use a logical text structure Craft leads and conclusions</p>
<p>Language by 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 & 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 precise</p>	

Grade 5 literacy	
Module 1: Building a Reading and Writing Life	Module 2: Interpretation Book Clubs -Theme analysis

<p>Reading Build greater reading stamina Respond to reading: find significant moments from the story & note them Read to self, read to a partner Notice underlying details Build detailed and ample reading responses</p> <p>Writing Build writing stamina Plan with many strategies: webs, lists, boxes and bullets, story mountains Organize writing into paragraphs Build a selection of story ideas Use tools to evaluate own writing for improvement, ie. checklist, rubric, etc.</p>	<p>Reading State of the art book club conversations Compare two text themes Analyze theme and perspective Write about reading with details and evidence</p> <p>Writing Personal narrative writing Write personal stories with character, setting and plot using a blend of description, action, dialogue and thinking Revise written work for improvement Organize stories with strong leads and powerful endings</p>
<p>Module 3: Non-fiction and Information Writing</p>	<p>Module 4: Persuasion, Researching Debatable Issues</p>
<p>Reading Analyze the main idea of a text Use context to determine the meaning of a text Approach scientific texts</p> <p>Writing/ Research Find reliable sources Develop action plans for primary researching Develop plans for research Develop research questions Form own perspectives on chosen topics Understand the elements of strong presentation Organize non-fiction writing with main ideas, details and examples</p>	<p>Reading Identify the central claim/argument in a text Identify evidence to support opinions Understand the other point of view Learn more by connecting the new to the known Annotate a text Develop new ideas and questions to pursue and make reading plans Study perspective and consider bias and credibility</p> <p>Research/Persuasive writing Develop a claim or thesis and support with evidence Write powerfully to persuade an audience by writing from a point of view Research to find evidence for a claim Use and cite reliable sources Acknowledge counterclaims</p>
<p>Module 5: The Magic of Themes and Symbols Fantasy Book Clubs</p>	
<p>Reading Research a setting Appreciate how cultures are portrayed in stories Compare & contrast with a critical lens Appreciate quests can be internal as well as external Use the language of literature Appreciate characters' perspectives can limit their understanding</p> <p>Writing about Reading Analyze theme and perspective, the author's craft and parts as they relate to the entire piece Compare two texts with details and evidence</p>	

Language by end of grade 5:

Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences

Form and use the perfect tense: I had walked, I have walked, I will have walked

Use verb tense to convey various times, sequences, states and conditions

Recognize and correct inappropriate shifts in verb tense

Use correlative conjunctions (Eg either/or, neither/nor)

Use punctuation to separate items in a series

Use a comma to separate an introductory element from the rest of the sentence

Use a comma to set off the words yes, no, (eg. Yes, thank you), to set off a tag question

Use underlining, quotation marks or italics to indicate titles of works

Spell grade appropriate words correctly consulting references as needed

Expand, combine and reduce sentences for meaning, reader/listener interest and style

Compare and contrast the varieties of English (eg. dialects, registers) used in stories, dramas or poems)

Use context (eg; cause/effect relationships and comparisons in text as a clue to the meaning of a word or phrase

Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (eg. photograph, photosynthesis)

Use dictionaries, glossaries, thesaurus to find the correct pronunciation and determine the precise meaning of key words and phrases

Overview of Math Curriculum in Grades 3-5

ASM Mathematics definition: Mathematical literacy is an individual's capacity to identify and understand the role that mathematics plays 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		
Module 1 Multiplication and division 2, 5 & 10	Module 2 Problem solving with mass, time and capacity	Module 3 Multiplication and division with units of 0, 1, 6, 9 and multiples of 10
Understand multiplication by thinking about groups of objects	Tell time to the nearest minute Determine elapsed time	Multiplication and division using units from 6-10

<p>Understand division by thinking about how one group can be divided into smaller groups Multiplication and Division using units of 2 and 3 and 4</p>	<p>Break apart a kilogram into smaller units of grams Estimate units of weight Use a number line to round numbers to use with estimation Measure and round number to estimate a sum or difference before solving Use a standard algorithm to add and subtract</p>	<p>Analysis of patterns and problem solving including units of 0 and 1</p>
<p>Module 4 Multiplication and area</p>	<p>Module 5 Fractions</p>	<p>Module 6 Geometry</p>
<p>Recognize area as an attribute of plane figures and understand concepts of area measurement 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. Use area models to represent the distributive property in mathematical reasoning. Recognize area as additive. 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.</p>	<p>Understand division by thinking about how one group can be divided into smaller groups. Find the missing number in a multiplication or division equation Use the distributive property of multiplication. Find the answer to a division problem by thinking of the missing factor in a multiplication problem Multiply and divide within 100 easily and quickly Understand how multiplication and division are related Solve two-step word problems that involve addition, subtraction, multiplication and division Use mental math to figure out if the answers to two-step word problems are reasonable Multiply any one digit whole number by a multiple of 10 (6 x 90, 4 x 30)</p>	<p>Find the perimeter of regular shapes such as rectangles with unknown side of squares and rectangles Demonstrate understanding of factors</p>

Grade 4 mathematics	
Module 1 Place value, rounding and algorithms for addition	Module 2 Geometry
Place Value of multi-digit numbers Compare multi-digit whole numbers Round numbers up to a million to any place. Multi-digit whole number addition and subtraction	Lines and Angles Two-Dimensional Figures and Symmetry
Module 3 Multi-digit multiplication and division	Module 4 Fractions, equivalence, ordering and operations
Multiplicative Comparison Word Problems Multiplication by 10, 100, and 1,000 Multiplication of up to Four Digits by Single-Digit Numbers Multiplication Word Problems Division of Tens and Ones with Successive Remainders Reasoning with Divisibility Division of Thousands, Hundreds, Tens, and Ones Multiplication of Two-Digit by Two-Digit Numbers	Equivalent fractions Comparing fractions Adding & subtracting fractions Multiplying whole numbers by fractions Decimals
Module 5 Conversions and problem solving for unit measurement Problem solving with metric unit conversions Multiplication boot camp	

Grade 5 mathematics		
Module 1 : <u>Whole Number and Decimal Fraction Place Value to the One Thousandths</u>	Module 2: <u>Multi-Digit Whole Number and Decimal Fractions Operations</u>	Module 3: <u>Addition and Subtraction of Fractions</u>
<p>Identify patterns when multiplying a number by powers of 10.</p> <p>Explain patterns when a decimal is multiplied or divided by a power of 10.</p> <p>Add and subtract decimals to the hundredths</p> <p>Multiply multi-digit whole numbers.</p> <p>Double digit division</p> <p>Read, write, and compare decimals to the thousandths</p> <p>Add, subtract, multiply, and divide decimals to hundredths.</p>	<p>Multiply whole numbers by multiples of 10.</p> <p>Use distributive and associative properties of multiplication.</p> <p>Estimate by rounding to multiples of 10.</p> <p>Use parentheses and brackets to evaluate expressions.</p> <p>Use area diagrams and partial products to connect with the standard algorithm for multiplication with and without renaming.</p> <p>multiply decimal fractions with tenths by multi-digit whole numbers.</p> <p>Use estimation to justify the reasonableness calculations</p> <p>Convert measurements within the same measurement system.</p> <p>Divide up to four-digit dividends by up to two-digit divisors.</p> <p>Interpret remainders.</p> <p>Divide by multiples of 10.</p> <p>Divide decimals to hundredths.</p> <p>Explain where the decimal point is placed.</p>	<p>Explain why a fraction is equivalent to another fraction</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction</p> <p>Solve word problems involving addition and subtraction of fractions.</p>
Module 4: <u>Multiplication and Division of Fractions and Decimal Fractions</u>	Module 5: <u>Addition and Multiplication with Volume and Area</u>	
<p>Line Plots of Fraction measurements</p> <p>Fractions as division</p>	<p>Classify 2D figures into categories based on their products.</p> <p>Recognize measures and solve problems involving volume.</p>	

Multiplication of a whole number by a Fraction Word Problems with fractions Multiplication of a fraction by a fraction Multiplication with fractions and Decimals as scaling and word Problems Division of fractions and decimal fractions Interpretation of Numerical Expressions	Multiply and divide fractions.	
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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. Once a month, our science specialist introduces week-long hands-on science projects to each class. During these projects students are invited to collaboratively solve problems building robust scientific knowledge and skills. More detailed information is 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 Units of Inquiry

Grade 3 – 5 Social Studies and Science Units of Inquiry										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
3rd	Communities: Cultural Diversity							Ancient Rome		

Social studies						
3rd Science	Intro to science	Ecosystems	Weather and Climate	Life Cycles and Traits	Forces and Interactions	
4th Social studies	Communities: How We're Alike and Different		Explorers	Global Citizenship: Inventors		
4th Science	Intro to science	Structure, Function, and Processing	Earth Systems	Waves	Energy	
5th Social studies	Communities, Structures, and Systems Around the World		Conflict	Global Citizenship		
5th Science	Intro to Science	Earth Systems	Stars and the Solar system	Matter, Energy, and Ecosystems	Matter	

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 the 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. Native speakers of Italian have access to the national curriculum and are able to take the Idoneita' exam at the end of Grade 5.

Italian Language A - for native speakers

Students in Italian A follow the Italian National Curriculum to prepare for the Idoneita Exam in Grade 5. 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 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 Grades 3-5 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.

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 attend music once a week with a specialist teacher. Students in 3rd grade will play violin, sing and learn music according to the Orff approach. Instruments will be provided by the school and used at school. Students perform twice a year in a winter and spring concert to showcase their progress in music.

In 4th and 5th grade, students also attend music once a week. They may choose to play violin or cello within the orchestra. They will also sing, create choreography, explore the history of music and improvise. They also perform at the Winter and Spring concerts. Families will be required to rent the instruments from the school for the school year in order for the students to participate in this program.

Art

Students in Grades 3-5 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.

Physical Education

Students attend PE twice a week. The focus of our Physical Education classes is for children to acquire physical skills and life skills such as cooperation, sportsmanship and responsibility, while having fun. Students in Grade 3-5 engage in a wide range of activities and focus on team sports and collaborative experiences which strengthen their bodies while teaching the importance of teamwork.

Library

One of the hallmarks of our library is the large and diverse collection of titles for all reading levels which are regularly updated and expanded. Our elementary librarian is dedicated to developing access to digital reading through Sora as well as providing opportunities for all of our students to check out books each week.

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.

The Responsive Classroom approach is a model used to establish a positive and caring community within the classroom. Morning Meetings are held each morning and are one way of establishing a positive classroom climate where each member of the class is responsible for their own behavior and learning dispositions as part of a classroom community. Classroom teachers spend substantial time at the start of the year to agree on classroom norms and expectations and to help students understand their own accountability in this process. Responsive Classroom is an approach that favors positive reinforcement as well as consequences from the choices we make.

Our Social Curriculum utilizes the principles of *Responsive Classroom* strategies into daily classroom activities to help students learn and share responsibilities as well as developing social and emotional competencies such as cooperation, assertiveness, responsibility, empathy, and self-control and a set of academic competencies such as academic mindset, perseverance, learning strategies, and academic behaviors.

The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers and are guided by this approach:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach

Student Success Indicators

Educating students is about more than simply developing cognitive skills. It is also about developing values, motivation and attitudes, and about encouraging students to view learning as an active process rather than as passive recipients of teacher instruction. Student Success Indicators are designed to help students become self-regulated learners. Self-regulated learners know how to set learning goals, ask questions as they learn, generate motivation and perseverance, try out different learning processes and reflect on the effectiveness of their learning. (Zumbrunn, Sharon & Tadlock, Joseph & Roberts, E. 19).

The skills of behavior and emotional management underpin attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement. Metacognitive skills help students monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning. These skills are teachable and grade level teacher teams will focus on specific aspects of them to provide consistency in the learning and reporting of them.

Below are the habits of mind which teachers teach, assess and report on from Kindergarten to grade 5.

Self-Knower
Shows interest in learning
Shows courage and persistence when challenged
Tries to understand strengths and weaknesses

Self-Manager
Exercises self control
Organizes materials
Completes tasks with effort in a timely manner
Respects school property and belongings of others
Follows directions
Collaborator
Shows kindness by being helpful and caring towards peers
Respects' others ideas and opinions
Actively contributes when learning
Communication
Communicates ideas effectively when speaking
Actively listens to peers and teachers
Thinker
Shows curiosity and asks questions to improve understanding
Makes connections to existing knowledge
Reasons and draws conclusions with evidence

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;
- Setting goals for learning and reflecting on strengths and weaknesses.

Types of Assessment

Progress Monitoring

Progress Monitoring is the practice of assessing student performance using measures on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps teachers to determine the extent to which students are benefiting from instruction and informs decisions about appropriate levels of intervention.

The elementary school grade level teachers and learning support teachers collectively focus on student reading and monitor those who are at risk of not meeting grade level expectations. They regularly measure progress using *Dibels* in order to identify the best pathway for success for these students. Parents are informed of student progress regularly through the classroom teachers and Learning Specialists.

Benchmarking Assessment

From Grades 1-5 teachers use *Fountas and Pinnell* benchmark levels to determine the extent to which students are meeting grade level expectations in reading. Students in Grades 3-5 are benchmarked in September and June by grade level teachers and also assessed using the Measures of Academic Progress tests (MAP) in Mathematics, Reading and Language Usage. This information helps teachers to determine strengths and goals and for completing end of semester report cards.

Formative Assessments

Teachers continuously collect evidence of student learning and progress through classroom activities. Teachers collect anecdotal records, exit tickets, quizzes on electronic learning platforms, mid-module math assessments, quick writes, discussions, small group instruction and conferencing with individual students. This information is then used to determine what support or extension is required to augment learning.

Summative assessments

At the end of each unit of study in literacy and mathematics, students are given opportunities to demonstrate their understanding in mathematics or on demand writing in literacy. Students are given these assessments in class and asked to do them independently. Subsequently teachers will give students feedback on their progress. Where practical, it is highly recommended that students reflect on their own progress and set learning goals. Parents are informed of student achievement on these assessments and given opportunities to view their child's work.

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 strengths and goals and for parents to gain an understanding of how best they can support learning in both the academic and social domain.

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.

Homework

Philosophy

At ASM, we believe in a balanced approach to homework as an extension of learning to support our academic programs. Homework should be well balanced between subject areas and should be meaningful for students. Homework expectations should be clearly communicated to students and parents and should be organized, well planned and structured. It is recommended that grade level teachers maintain a similar structure and routine for delivering homework and should be communicated on a weekly basis. Grade level teachers, language teachers and specialists must coordinate and balance homework for each grade level.

Guidelines

Examples of purposeful homework include:

- introducing new content,
- practicing a skill or process that students can do independently but not fluently,
- elaborating on information addressed in class,
- giving students opportunities to broaden their understanding of topics that interest them,
- apply what was learned in class to a real world context (authentic applications).

Recommended time spent on homework: (if your child is spending significantly more or less time than what is listed below, please contact the classroom teacher)

Grades 3-4	Homework should be no more than 30 minutes a night including reading. If students are enrolled in the Italian Prep Program, there may be additional homework (20 min)
Grade 5	Homework should be no more than 45 minutes a night including reading. If students are enrolled in the Italian Prep Program, there may be additional homework (30 min)

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.

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.