

# CAISL Elementary Program Overview

## INTRODUCTION

This curriculum overview document should be read alongside the Elementary Student Handbook and CAISL's Family Guide for a complete overview.

CAISL's Elementary program serves children aged from six to eleven years old, organized in classes from Grades 1 through 5. It provides students with a learning environment designed to stimulate students' natural curiosity in a safe and secure social setting. The curriculum, and the methods of instruction used, encourage active exploration and interaction with materials, peers and adults, allowing for healthy physical, emotional, social and cognitive development.

Different areas of the curriculum are frequently combined and delivered in multi-disciplinary units of study, providing students with a more holistic experience of the themes covered in class. In addition to the written curriculum, teachers seek to nurture students' confidence, self-esteem and independence.

Course descriptions for each of the major academic areas are outlined below.



Katie Morris  
Elementary School Principal

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# LANGUAGE ARTS

## Gr1 English

First grade students read at their own developmental level in carefully assigned reading groups. Differentiated reading groups allow students the opportunity to learn at their own pace and work with peers who are on their same reading level. They are exposed to a rich variety of fiction and non-fiction, as well as specific phonics-based texts which enable the students to develop an appreciation for literature and a life-long love for reading. Students learn to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly while retelling the stories.

Students have the opportunity to experiment with different types of writing and move from simple phonetic structures to more conventional writing. In First Grade, students write a variety of narratives in which they practice organizing thoughts and adding detail. They also use the writing process to write opinion pieces and informative/explanatory texts. Great emphasis is given to developing independent writers who can integrate their writing skills into all areas of the curriculum. First graders participate in collaborative conversations with diverse partners about first-grade topics and texts with peers and adults. They also build on others' talk in conversations by responding to the comments of others through multiple exchanges. First graders learn how to ask and answer questions in order to gather additional information or clarify something that is not understood. Students also ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## Gr2 English

In second grade, students read and listen to a variety of text genres, including fiction and non-fiction, to develop their love for reading, reading fluency and reading skills. Through discussion, they work to improve comprehension and are able to describe the structure of stories, including characters, setting and the overall plot. Differentiated reading groups allow students the opportunity to learn at their own pace and work with peers who are on their same reading level.

The students write a variety of narratives in which they practice organizing their thoughts, adding details, and creating a cohesive paragraph. They also write opinion and persuasive pieces in which they develop a goal for their writing and to address a specific audience. Second graders learn methods for research and complete an informative writing piece on a topic. They make use of technology to create a presentation of their findings. Through their writing pieces, the students practice applying the phonics skills and grammar conventions that they learn.

Effective oral communication is important in second grade, as the students learn to express themselves clearly to peers and adults. They practice gaining the floor respectfully and building upon the ideas of others in conversation.

## Gr3 English

In third grade, students read a variety of literature in order to compare and contrast themes, settings, and plots in stories written by the same author about the same or similar characters, and to determine the central message or moral of the text. Students read informational texts to identify how key details support the main idea of the text, and to compare and contrast the most important points and key details presented in two texts on the same topic. Students continue to build fluency in phonics and word recognition.

Students in grade three write routinely over extended and short time frames for a range of tasks, purposes, and audiences. They use the writing process to write well-organized, multi-paragraph narratives, opinion pieces, and informative/explanatory texts. Third-grade writing pieces aim to include an introduction, development of the main idea with linking words and phrases, supporting facts and details, and a concluding statement or section. Students demonstrate a command of the conventions of standard English grammar and usage. Their writing incorporates the use of technology during development, collaboration, and production.

In third grade, students are expected to engage effectively in collaborative discussion, having read or studied required material in preparation. They will explain their own ideas in light of the discussion, speaking in complete sentences. Students will report on a topic and use different methods to present their reports to others.

## Gr4 English

In fourth grade, students will read a variety of literature, focusing on identifying and understanding key ideas and details of a text. They will know and apply grade level phonics and word analysis skills in decoding words. Students will read with sufficient accuracy and fluency to support comprehension. Students will understand words and phrases as they are used

in a text. In addition, they will identify the structure of a text and how it supports content. Furthermore, they will integrate knowledge and ideas from diverse texts.

Students in fourth grade will develop different text types for a variety of purposes. They will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. This will be performed throughout the year over varying time frames. Students will also conduct short research projects, recall relevant information from diverse sources, and draw evidence from literary or informational texts to support analysis, reflection, and research. Their writing incorporates the use of technology during development, collaboration, and production.

Fourth graders will participate and engage effectively in a range of collaborative discussions with diverse partners on grade four topics and text, building on others' ideas, and expressing their own clearly. They will present knowledge and ideas effectively and in a variety of formats. Students will also demonstrate command of the conventions of standard English.

#### Gr5 English

In fifth grade, students read a variety of literature and informational texts to determine the theme/central idea and summarize the text. An important feature of fifth grade English is to quote accurately from a text, when explaining what the text says explicitly and when drawing inferences from the text. Students compare and contrast characters, settings, or events in stories, and explain the interactions between individuals, events, ideas, or concepts from informational text. They will determine the meaning of general academic and domain-specific words and phrases in a text, and they will apply grade-level phonics and word-analysis skills.

Students in fifth grade write routinely over extended and short time frames for a range of tasks, purposes and audiences. They use the writing process to write well-organized, multi-paragraph opinion pieces, informative/explanatory texts, narratives, and research projects. Writing will include an introduction, clear topic sentences, relevant supporting details, concrete words/phrases and sensory details, and a conclusion. Students will demonstrate a command of the conventions of Standard English grammar and usage. Their writing incorporates the use of technology during development, collaboration, and production.

Fifth graders listen critically to speakers and media presentations, identify and analyze information from a variety of formats, engage in collaborative discussions and deliver oral presentations. Students follow rules for discussions, pose and respond to specific questions by making comments, and elaborate on remarks of others. In their presentations, students include multimedia components and visual displays to enhance main ideas/themes and apply the same conventions of Standard English when speaking as in writing.

## FOUNDATIONS OF ENGLISH

Gr1 FoE

Gr2 FoE

Gr3 FoE

Gr4 FoE

Gr5 FoE

Students who need language support to access curriculum in English are enrolled in the "Foundations of English Class" which is designed to teach students to become socially and academically competent in English. Students who demonstrate beginner through advanced levels are part of the Foundations program. Elementary students are given support based on their individual needs and may receive support in small groups or supported immersion in grade-level classes.

Foundations of English teachers regularly monitor student progress during the year. English language curriculum is delivered through the Foundations Program which assesses each student individually on his or her progress. As students gain proficiency, adaptations are made to his or her individual program. This is done through work samples, observations, and official testing. Students transition from Foundations when they demonstrate the ability to produce work and demonstrate comprehension mostly comparable to their grade level peers.

## FINE ARTS

Gr1 Art

Gr2 Art

Grade 1 and 2 artists focus on developing three artistic processes: Create, Perform, and Respond. Expanding on the students' knowledge of the elements of art, is one of the main areas of focus. Students will use combinations of these elements and express them using an increasing variety of art materials, skills techniques and processes. Art projects will involve the students working from their imagination and observation, primarily through drawing, painting and mixed

media sculpture. The students' experience of art is broadened by studying the art of different artists and cultures. Artwork is displayed throughout the year around the building and can also be viewed at the Winter Showcase and Spring Show.

Gr3 Art

Gr4 Art

Gr5 Art

Grade 3, 4 and 5 artists focus on developing three artistic processes: Create, Perform, and Respond. Projects will be executed with more conscious and knowledgeable planning. Evidence of this will be displayed as the students develop their initial ideas through a finished piece. The students articulate and demonstrate a clear understanding of the art elements and principals of design through their artwork. Students will assess and evaluate their own artwork with emphasis placed on the students' personal beliefs and values. Artwork is displayed throughout the year around the building and can also be viewed at the Winter Showcase and Spring Show/Spring Concert.

Gr1 Music

Gr2 Music

Grade 1 and 2 musicians focus on developing three artistic processes: Create, Perform, and Respond. They begin to identify and perform basic elements of notation including quarter notes, eighth notes, and basic solfege. Singing and playing is enforced through multicultural songs and games. Students also start to create through improvisation and simple composition. Students usually perform twice annually, at the Winter Showcase and the Spring Show.

Gr3 Music

Gr4 Music

Grade 3 and 4 musicians focus on developing three artistic processes: Create, Perform, and Respond. Students identify and perform intermediate elements of notation and musical themes such as rounds. These skills are enforced by Orff ensembles that include movement exploration. Students are also exposed to non-Western culture that enhances community and global awareness through the use of drumming and marimbas. Students perform twice annually, at the Winter Showcase and the Spring Show.

Gr5 Music

Grade 5 students have general music and orchestra during the year. There are two classes per week and the exposure to both programs enables students to make an informed decision about their elective choices in Grade 6. Students will have an opportunity to perform for an audience, although this may take the format of an "informance" for parents. Please note that students are not required to buy or rent an instrument. They will be allocated a stringed instrument during their Orchestra Class.

## INFORMATION TECHNOLOGY

Gr1 IT

Technology is an integral part of the First Grade Curriculum. Students understand that computers only follow the program's instructions. Using the Bee-Bot software interactively, students sequence tasks on the screen prior to printing out and testing the results on the Bee-Bot (floor robot). Individually and collaboratively, students create, test and modify a program using a graphical environment. Basic operations and concepts are covered during class time.

Gr2 IT

Technology is an integral part of the Second Grade Curriculum. Students use an on-screen robot simulator software to program a simple solution to a given task. Programs created with the simulator software are tested with the floor robot (Probot), making necessary adjustments using the numerical pad. Students build Lego models and use the computer to program them. Basic operations and concepts are covered during class time.

Gr3 IT

Technology is an integral part of the Third Grade Curriculum. Using the floor robot (Probot) and Terrapin Logo Programming

Language, students develop the concept of repeating sequences of commands, use procedures and sub procedures to create pictures of familiar objects and repeat loops for drawing squares and mazes. Basic operations and concepts are covered during class time.

#### Gr4 IT

Technology is an integral part of the Fourth Grade Curriculum. Using a Programming Language, they learn geometry concepts by giving commands to move and change directions, while constructing polygons, figures and create patterns of multiple color shapes. Students design, build, program robots and use a circuit board. They develop solutions to proposed projects while working in teams. Basic operations and concepts are covered during class time.

#### Gr5 IT

Technology is an integral part of the Fifth Grade Curriculum. Students learn high level description of the different parts of the input-output-storage-process model of a computer. Using the Terrapin Logo Programming Language, students use variables and coordinate systems to draw, and develop games. Basic operations and concepts are covered during class time.

## MATH

#### Gr.1 Math

In order to cultivate an in-depth understanding of mathematics, students focus on developing their process skills through mathematical practices. They make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others. Students model with mathematics and use appropriate tools strategically. They attend to precision, look for and make use of structure and look for and express regularity in repeated reasoning.

Process skills are the essential elements for the mastering of math and will be developed through the critical areas of focus shown below:

1. Develop an understanding of addition, subtraction, and strategies for addition and subtraction within 20.
2. Develop an understanding of whole number relationships and place value, including grouping in tens and ones.
3. Develop an understanding of linear measurement and measuring lengths as iterating length units.
4. Reason about attributes of, and compose and decompose geometric shapes.

#### Gr2 Math

In order to cultivate an in-depth understanding of mathematics, students focus on developing their process skills through mathematical practices. They make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others. Students model with mathematics and use appropriate tools strategically. They attend to precision, look for and make use of structure and look for and express regularity in repeated reasoning.

Process skills are the essential elements for the mastering of math and will be developed through the critical areas of focus shown below:

1. Extend understanding of base-ten notation.
2. Build fluency with addition and subtraction.
3. Use standard units of measure.
4. Describe and analyze shapes.

#### Gr3 Math

In order to cultivate an in-depth understanding of mathematics, students focus on developing their process skills through mathematical practices. They make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others. Students model with mathematics and use appropriate tools strategically. They attend to precision, look for and make

use of structure and look for and express regularity in repeated reasoning. Process skills are the essential elements for the mastering of math and will be developed through the critical areas of focus shown below:

1. Develop an understanding of multiplication and division and strategies for multiplication and division within 100.
2. Develop an understanding of fractions, especially unit fractions (fractions with numerator 1).
3. Develop an understanding of the structure of rectangular arrays and of area.
4. Describe and analyze two-dimensional shapes.

#### Gr4 Math

In order to cultivate an in-depth understanding of mathematics, students focus on developing their process skills through mathematical practices. They make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others. Students model with mathematics and use appropriate tools strategically. They attend to precision, look for and make use of structure and look for and express regularity in repeated reasoning.

Process skills are the essential elements for the mastering of math and will be developed through the critical areas of focus shown below:

1. Develop an understanding and fluency with multi-digit Multiplication and develop an understanding of dividing to find quotients involving multi-digit dividends.
2. Develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.
3. Develop an 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.

#### Gr5 Math

In order to cultivate an in-depth understanding of mathematics, students focus on developing their process skills through mathematical practices. They make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others. Students model with mathematics and use appropriate tools strategically. They attend to precision, look for and make use of structure and look for and express regularity in repeated reasoning.

Process skills are the essential elements for the mastering of math and will be developed through the critical areas of focus shown below:

1. Develop fluency with addition and subtraction of fractions, and develop an understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).
2. Extend division to 2-digit divisors, integrating decimal fractions into the place value system and develop an understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations.
3. Develop understanding of volume— develop understanding of multiplication and division, and strategies for multiplication and division within 100.

## PHYSICAL EDUCATION

#### Gr1 PE

The 1st Grade PE curriculum is designed to help students improve their coordination, locomotor skills, and motor abilities. We begin with general sports skills, gradually moving to more specific ones. Students will be introduced to these sports skills but will not apply them in game situations. Fair play, safety in class, respect for rules and classmates will also be developed.

#### Gr2 PE

The 2nd Grade PE curriculum is vertically aligned with the First grade, and students will consolidate their knowledge. Students are also expected to be more independent, working on their own or with a partner. They will work together to create a safe and healthy atmosphere.



### Gr3 PE

In the 3rd Grade PE classes, we introduce the concept of strategy in games and sports. This will be done using simple offensive and defensive tactics or general games organization to achieve the goal. Students will be able to apply skills that they learned in previous years in PE classes to lead into games situations. They are encouraged to be self-directed to manage their practice, adopting appropriate behaviors.

### Gr4 PE

The 4th Grade PE curriculum requires students to assume more responsibility. They will use their knowledge to improve their performance and provide feedback to others. Health and Fitness concepts are a focus so that students can apply these concepts to their daily lives. Class climate is essential, and students must adopt respectful attitudes and practices.

### Gr5 PE

The 5th Grade PE curriculum seeks to provide students with a balanced program that builds a strong foundation in physical fitness, sports performance skills, lead-up games, and beginning an understanding of tactics in sports.

## PORTUGUESE

### Gr1 PNL

Quando os alunos chegam ao primeiro ano, já fizeram de um modo informal, as aquisições linguísticas no meio onde vivem e onde intervêm, tendo alargado competências que lhes permitem comunicar com os outros em português. O conjunto de objetivos para a primeira fase do Ensino Básico, é definido de acordo com os princípios estabelecidos pela Lei de Bases do Sistema Educativo e apresenta os domínios de: Comunicação Oral e Escrita, num processo pedagógico centrado nos alunos que, em interação turma-professora constroem a sua aprendizagem, evoluindo progressivamente. Ao longo do ano, os alunos irão desenvolver também competências de Educação Literária. No final do ano letivo, pretende-se que o aluno tenha feito a aquisição da leitura e da escrita. Na eventualidade de os alunos transitarem de FOP Advanced para Língua Portuguesa Transicional, poderão ter uma avaliação diferenciada, atendendo a que se encontram em processo de transição.

### Gr2 PNL

Nesta faixa etária, encorajamos os nossos alunos a desenvolverem a competência da Oralidade, refletindo no seu funcionamento e valorizando os seus próprios conhecimentos, vivências e interesses. Desenvolverão o gosto pela escrita, produzindo os seus próprios textos usando técnicas de escrita orientada e criativa. Por esta altura, os alunos iniciar-se-ão, também, nas técnicas de organização da informação, em trabalhos de pesquisa de informação. Aprenderão também a integrar as novas tecnologias nos seus trabalhos. Ao longo do ano, os alunos irão ler e ouvir histórias tradicionais infantis de forma a criarem gosto pela literatura infantil. Na eventualidade de os alunos transitarem de FOP Advanced para Língua Portuguesa Transicional, poderão ter uma avaliação diferenciada, atendendo a que se encontram em processo de transição.

### Gr3 PNL

O programa da disciplina permite que os alunos continuem a desenvolver competências nos domínios de compreensão e expressão oral, leitura, educação literária, expressão escrita e gramática. Considera-se essencial que, através do uso da língua e da aprendizagem da escrita e da leitura, se mobilizem situações de diálogo, de cooperação e confronto de opiniões. Considera-se também essencial que se fomente a curiosidade de aprender, se descubra e se desenvolva, nas dimensões cultural, lúdica e estética da língua, o gosto de falar, ler e escrever. O ritmo e os níveis de progressão serão os indicadores e os reguladores do processo de aprendizagem. A adoção desta perspetiva contribuirá para que o aluno construa a sua identidade e a sua relação com o mundo. Para fomentar o gosto pela leitura, os alunos lerão vários livros em sala de aula. Na eventualidade de os alunos transitarem de FOP Advanced para Língua Portuguesa Transicional, poderão ter uma avaliação diferenciada, atendendo a que se encontram em processo de transição.

### Gr4 PNL

O programa da disciplina possibilita que os alunos desenvolvam continuamente as competências de compreensão e

expressão oral, leitura, educação literária, expressão escrita e gramática. Considera-se essencial que, através do uso da língua e da aprendizagem da escrita e da leitura, se mobilizem situações de diálogo, de cooperação e confronto de opiniões e se fomente a curiosidade de aprender, se descubra e se desenvolva, nas dimensões cultural, lúdica e estética da língua, o gosto de falar, ler e escrever. O ritmo e os níveis de progressão serão os indicadores e os reguladores do processo de aprendizagem. A adoção desta perspectiva contribuirá para que o aluno construa a sua identidade e a sua relação com o mundo. Para fomentar o gosto pela leitura, os alunos lerão vários livros em sala de aula. Na eventualidade de os alunos transitarem de FOP Advanced para Língua Portuguesa Transicional, poderão ter uma avaliação diferenciada, atendendo a que se encontram em processo de transição.

#### Gr.5 PNL

Esta disciplina motiva e desafia os alunos a exprimirem-se oralmente com clareza, de acordo com diferentes objetivos. São propostas experiências que visem a tomada de consciência da especificidade do oral, na transmissão de informações, e que permitam o treino da escuta, a compreensão e a reflexão crítica. Os alunos são também incentivados a criar hábitos de leitura que contribuam para o alargamento de competências. Além disso, a realização de atividades de escrita com intenções diversificadas é uma constante ao longo das aulas. Pela reflexão e pelo treino, apropriar-se-ão de conhecimentos gramaticais, que facilitem a compreensão do funcionamento dos discursos e o aperfeiçoamento da expressão oral e escrita. Na eventualidade de os alunos transitarem de FOP Advanced para Língua Portuguesa Transicional, poderão ter uma avaliação diferenciada, atendendo a que se encontram em processo de transição.

#### Gr.1 FoP

#### Gr.2 FoP

#### Gr.3 FoP

#### Gr.4 FoP

#### Gr.5 FoP

Foundations of Portuguese (FoP) is offered to students who are learning Portuguese as a foreign language (except to those who have a beginner level of Foundations of English). It is taught at Beginner, Intermediate and Advanced level. This program will give students the opportunity to express themselves in Portuguese and understand the culture of Portugal. Students who complete the Foundations of Portuguese program through the Advanced level may be eligible to move into Transitional Língua Portuguesa. During the transition, they will receive sheltered assessment.

## SCIENCE

#### Gr.1 Science

In first grade we focus on developing the following science and engineering practices or skills:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using Mathematics and Computational Thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information.

We develop these skills by studying the following content areas:

Physical Science: Wave Properties, Electromagnetic Radiation, and Informational Technologies and Instrumentation.

Life Science: Structure and Function, Growth and Development of Organisms, and Inheritance of Traits.

Earth and Space Science: The Universe and its Stars, Earth and the Solar System.

#### Gr.2 Science

In second grade we focus on developing the following science and engineering practices or skills:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using Mathematics and Computational Thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information.



We develop these skills by studying the following content areas:

Physical Science: Structures and Properties of Matter.

Life Science: Interdependent Relationships in Ecosystems.

Earth and Space Science: Earth Systems: Processes that Shape the Earth.

### Gr.3 Science

In third grade we focus on developing the following science and engineering practices or skills:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using Mathematics and Computational Thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information.

We develop these skills by studying the following content areas:

Physical Science: Motion and Stability: Forces and Interactions.

Life Science: From Molecules to Organisms: Structures and Processes; Heredity: Inheritance and Variation of Traits;

Biological Evolution: Unity and Diversity; Ecosystems: Interactions, Energy, and Dynamics.

Earth Science: Earth's Systems; Earth and Human Activity.

### Gr.4 Science

In fourth grade we focus on developing the following science and engineering practices or skills:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using Mathematics and Computational Thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information.

We develop these skills by studying the following content areas:

Physical Sciences: Conservation of Energy and Energy Transfer; Relationship Between Energy and Forces; Energy in Chemical Processes and Everyday Life; Wave Properties; Electromagnetic Radiation; Information Technologies and Instrumentation.

Life Sciences: Structure and Function; Information Processing.

Earth and Space Sciences: History of Planet Earth; Earth's Materials and Systems; Plate Tectonics; Biogeology; Natural Resources; Natural Hazards.

### Gr.5 Science

In fifth grade we focus on developing the following science and engineering practices or skills:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using Mathematics and Computational Thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information.

We develop these skills by studying the following content areas:

Physical Science: Matter and Its Interactions; Motion and Stability: Forces and Interactions; Energy.

Life Science: From Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy, and Dynamics.

Earth Science: Earth's Place in the Universe; Earth's Systems; Earth and Human Activity.

# SOCIAL STUDIES

## Gr.1 Social Studies

The first grade Social Studies curriculum has four main areas of study:

- Developing Questions and Planning Inquiry
- Evaluating Sources and Using Evidence
- Communicating Conclusions
- Applying Disciplinary Concepts and Tools

Students will gain an understanding of the similarities and differences between themselves and others. They will compare and contrast families, cultures, customs, countries, traditions and will explore the Festive Days and Celebrations of different national and cultural groups. The children will identify people from the past who have demonstrated positive character traits such as honesty, courage, and responsibility. Students will develop an understanding of how such heroes changed people's lives. Students will learn the importance of leadership and service. Students will also identify the rights and responsibilities within the classroom and the school. They will distinguish between the differences of needs and wants, and how people have to work in order to obtain what they need or want. Students will develop map skills by recognizing basic map symbols, including references to land, water, cities, and roads. First Graders will also learn about different climatic regions and their particular characteristics. Through all of these, the students will develop their skills at reading a variety of informational texts.

## Gr.2 Social Studies

The second grade Social Studies curriculum has four main areas of study:

- Developing Questions and Planning Inquiry
- Evaluating Sources and Using Evidence
- Communicating Conclusions
- Applying Disciplinary Concepts and Tools

Students study these areas through reading and discussing informational texts about Ancient Egypt, Ancient China, and Ancient Greece. Through the study of Egypt, students learn about how communities change and develop over time and work together to prosper. They learn about economics, trade and industry in China. Through Greece, the students learn about the role of government and the importance of law and civil service. They learn to recognize map features and become able to identify Portugal, the United States, and the continents and oceans of our planet. The students also learn to develop questions and gather information from a variety of sources. Throughout the year, the students practice arguing their opinions by stating their reasons and giving examples.

## Gr.3 Social Studies

The third grade Social Studies curriculum has four main areas of study:

- Developing Questions and Planning Inquiry
- Evaluating Sources and Using Evidence
- Communicating Conclusions
- Applying Disciplinary Concepts and Tools

Third Grade Social Studies will focus on history, geography, economics, civics, and data gathering by reading informational texts through the study of the Empire of Mali and the Vikings. Students will backtrack to the Empire of Mali, as well as the Viking societies to apply the economic, political, geographic skills, and literature concepts to a specific period of time in the past. They will compare and contrast life in the Middle Centuries with life today. Students will develop an understanding of the Kingdom of Mali as a wealthy trading center and the most prosperous in Africa, and how Viking trade led to the exploration of other regions of the world. Third graders will learn about these unique and diverse cultures that developed around the world during the Middle Centuries.

## Gr.4 Social Studies

The fourth grade Social Studies curriculum has four main areas of study:

- Developing Questions and Planning Inquiry
- Evaluating Sources and Using Evidence
- Communicating Conclusions
- Applying Disciplinary Concepts and Tools

Fourth graders are introduced to a selection of 18th and 19th century world events. Students identify causes of these events and make connections between the past and present. They analyze economic change, gain a deeper understanding of political systems, and learn the value of their role as citizens in society by learning about the rights and freedom of the individual. Students are also presented with related geography content and skills. They develop global awareness through various activities, and research topics by gathering data from informational texts. Critical thinking opportunities also allow students to examine their world and learn through decision-making.

#### Gr5 Social Studies

The fifth grade curriculum has four main areas of study:

- Developing Questions and Planning Inquiry
- Evaluating Sources and Using Evidence
- Communicating Conclusions
- Applying Disciplinary Concepts and Tools

Students in Grade 5 will learn facts, information, and explanations about the U.S. from early man to the end of the Colonial period. They will demonstrate knowledge of geography, humanity, and the environment by exploring the land that is America, and learn how Native Americans, Africans, and Europeans lived before they came together in the Americas. They will identify the economic causes of migration, find out what made people explore and colonize, and learn what happened when people from different cultures encountered one another. They will see how these groups adapted to a new environment and discuss the structure and purposes of governance. The class will also focus on students' ability to gather data from informational texts. Some of the topics of study will include: Regions of the United States, The Three Homelands, Exploration, and Colonization.

## PERSONAL, SOCIAL & HEALTH EDUCATION

#### Gr1 PSHE

The goal of PSHE is to offer students the opportunity to learn about their personal, social-emotional and health development. The intention behind the PSHE curriculum is for the educator to deliver lessons that will encourage students to develop the appropriate knowledge, skills, and attributes they need to thrive as autonomous individuals in different settings. Digital Citizenship lessons are also embedded within the program to help create a positive school culture that supports safe and responsible technology use.

Weekly PSHE lessons address the following topics: Cooperation; Citizenship, "Hidden Curriculum"; Friendship, Social Skills; Bullying; Conflict Resolution; Nutrition; Emotions and Transitions.

The Digital Citizenship lessons cover the following topics: Passwords, Digital Footprints, Personal Information, Digital Etiquette and Cyberbullying.

#### Gr2 PSHE

The goal of PSHE is to offer students the opportunity to learn about their personal, social-emotional and health development. The intention behind the PSHE curriculum is for the educator to deliver lessons that will encourage students to develop the appropriate knowledge, skills, and attributes they need to thrive as autonomous individuals in different settings. Digital Citizenship lessons are also embedded within the program to help create a positive school culture that supports safe and responsible technology use.

Weekly PSHE lessons address the following topics: Cooperation; Citizenship, "Hidden Curriculum"; Social Skills, Friendships; Differences/Diversity, Emotions, Bullying; Nutrition and Transitions.

The Digital Citizenship lessons cover the following topics: Passwords, Digital Footprints, Personal Information, Digital Etiquette and Cyberbullying.

#### Gr3 PSHE

The goal of PSHE is to offer students the opportunity to learn about their personal, social-emotional and health development.

The intention behind the PSHE curriculum is for the educator to deliver lessons that will encourage students to develop the appropriate knowledge, skills, and attributes they need to thrive as autonomous individuals in different settings. Digital Citizenship lessons are also embedded within the program to help create a positive school culture that supports safe and responsible technology use.

Weekly PSHE lessons address the following topics: Cooperation; Citizenship, “Hidden Curriculum”; Self-Esteem; Peer Pressure; Social Skills, Friendships; Bullying; Conflict Resolution; Diversity/Differences, Nutrition and Transitions.

The Digital Citizenship lessons cover the following topics: Passwords, Digital Footprints, Personal Information, Digital Etiquette and Cyberbullying.

#### Gr4 PSHE

The goal of PSHE is to offer students the opportunity to learn about their personal, social-emotional and health development. The intention behind the PSHE curriculum is for the educator to deliver lessons that will encourage students to develop the appropriate knowledge, skills, and attributes they need to thrive as autonomous individuals in different settings. Digital Citizenship lessons are also embedded within the program to help create a positive school culture that supports safe and responsible technology use.

Weekly PSHE lessons address the following topics: Cooperation; Citizenship, “Hidden Curriculum”; Self-Esteem; Peer Pressure; Social Skills, Friendships; Communication Skills, Bullying; Conflict Resolution; Nutrition and Transitions.

The Digital Citizenship lessons cover the following topics: Passwords, Digital Footprints, Personal Information, Digital Etiquette and Cyberbullying.

#### Gr5 PSHE

The goal of PSHE is to offer students the opportunity to learn about their personal, social-emotional and health development. The intention behind the PSHE curriculum is for the educator to deliver lessons that will encourage students to develop the appropriate knowledge, skills, and attributes they need to thrive as autonomous individuals in different settings. Digital Citizenship lessons are also embedded within the program to help create a positive school culture that supports safe and responsible technology use.

Weekly PSHE lessons address the following topics: Cooperation; Citizenship, “Hidden Curriculum”; Self-Esteem; Peer Pressure; Communication Skills, Bullying; Conflict Resolution; Stress Management; Puberty; Nutrition and Transition to Middle School.

The Digital Citizenship lessons cover the following topics: Passwords, Digital Footprints, Personal Information, Digital Etiquette and Cyberbullying.