

CAISL Elementary Program Overview

PRINCIPAL'S 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 described below.

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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 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 includes an introduction, development 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 create engaging audio recordings.

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.

Gr1 ESL

Gr2 ESL

Gr3 ESL

Gr4 ESL

Gr5 ESL

Students who are not yet mainstreamed into the English classes are enrolled in the "Foundations of English Classes" which is designed to teach students to become socially and academically competent in English. Students who demonstrate beginner through advanced levels are designated as part of the program. Elementary students are given support based on their individual needs and may receive support in small ESL groups or supported immersion in mainstream grade level classes.

ESL teachers regularly monitor student progress during the year. English language curriculum is delivered through the Foundations of English 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 ESL 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 four artistic processes: Create, Perform, Respond, and Connect. Expanding on the student's 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, primary through drawing, painting and mixed media sculpture. The student's 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.

Gr.3 Art

Gr.4 Art

Gr.5 Art

Grade 3, 4 and 5 artists focus on developing four artistic processes: Create, Perform, Respond and Connect. Projects will be executed with more conscious and knowledgeable planning. Evidence of this will be displayed as the students develop their initial ideas through to a finished piece. The students articulate and demonstrate through their artwork, a clear understanding of the art elements and principals of design. Students will assess and evaluate their own artwork with emphasis placed on the student's 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.

Gr.1 Music

Gr.2 Music

Grade 1 and 2 musicians focus on developing four artistic processes: Create, Perform, Respond, and Connect. 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 perform twice annually, at the Winter Showcase and the Spring Show.

Gr.3 Music

Gr.4 Music

Grade 3 and 4 musicians focus on developing four artistic processes: Create, Perform, Respond, and Connect. 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.

Gr.5 Music

Grade 5 students have both choir and orchestra classes during the school year. Each week, students will have one choir lesson and one orchestra lesson. This exposure to both programs will enable students to make an informed decision about choosing either choir or orchestra in Grade 6. Note that students are not required to buy or rent an instrument at this level. Students will perform vocally and with their orchestra ensemble throughout the year.

INFORMATION TECHNOLOGY

Gr.1 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.

Gr.2 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.

Gr.3 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 content shown below.

Students develop strategies for adding and subtracting whole numbers using a variety of models. They also develop strategies to solve arithmetic problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

First graders develop methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

Students in grade one develop an understanding of the meaning and processes of measurement such as length and time. They use non-standard units of measurement to measure and compare the length of everyday objects. Students learn how to tell and write time in hours and half-hours using analog and digital clocks.

They learn to recognize and sort plane and solid shapes by describing their geometric attributes. They recognize and create shapes that have symmetry and develop an understanding of fractions and represent them.

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 content shown below.

In second grade, students build upon their knowledge and understanding of numbers. They use manipulatives to develop a deeper understanding of base-ten notation, and work to understand the value of each digit in a number.

Students practice basic facts to build fluency and speed. They learn addition and subtraction with and without regrouping up to three-digit numbers throughout the year. They are introduced to multiplication and division as repeated addition and subtraction. Students practice using standard units of measurement, both metric and customary, to measure everyday objects. They learn how to measure area, perimeter, capacity, and weight, and how to read and communicate time using digital and analog clocks.

Second graders develop a deeper understanding of geometry and the attributes of shapes and use geometric terms to describe shapes. They learn ways of manipulating shapes by cutting, joining, and moving, and use the appropriate vocabulary to compare shapes.

Throughout second grade, the students learn methods and strategies for problem solving, and practice applying these to solve math problems and become mathematical thinkers.

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 content shown below.

In third grade, students develop an understanding of multiplication and division strategies within 100. Students apply models of multiplication and division, as well as the inverse relationship between multiplication and division, and the one between multiples and factors.

Students in third grade develop an understanding of fractions. They use models and representations to demonstrate the meaning of fractions as parts of a whole, parts of a set, and division by whole numbers through twelfths. Students use equivalent fractions with denominators 2, 4, and 8, and compare and order fractions. They use concrete models to add and subtract simple common fractions with the same denominator.

Students develop an understanding of the structure of rectangular arrays and of area. They will estimate and measure area using tiles, grid paper, and rulers.

Third graders work on describing and analyzing two-dimensional figures, and compare and classify two-dimensional shapes by sides and angles. They identify and create shapes that have lines of symmetry and describe the transformational motions of geometric figures.

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 content shown below. In fourth grade, students recall from memory multiplication facts for numbers 1 to 10 and develop understanding and fluency using multi-digit multiplication. They also divide using multi-digit dividends.

Students in fourth grade develop an understanding of fraction equivalence, addition and subtraction of fractions with like and unlike denominators, and multiplication of fractions by whole numbers. They use models and representations to demonstrate the meaning of fractions as parts of a whole and parts of a set.

Students solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They also represent and interpret data using line plots. They develop an understanding of geometric concepts and relationships to solve problems involving one-, two-, and three-dimensional figures using mathematical language. Students analyze and describe the similarities and differences between and among two-dimensional geometric shapes, figures, and models, and also analyze the relationship between three-dimensional geometric shapes, such as cubes and cylinders.

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 content shown below.

In fifth grade, students develop fluency with addition and subtraction of fractions. They apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators. They develop fluency in calculating sums and differences of fractions and make reasonable estimates of them. Students develop an understanding of the multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions).

Fifth graders extend division to 2-digit divisors, integrate decimal fractions into the place value system and develop an understanding of operations with decimals to hundredths. They compute products and quotients of decimals to hundredths efficiently and accurately.

Students in fifth grade develop an understanding of volume. They recognize volume as an attribute of three-dimensional space. Students select appropriate units, strategies, and tools for solving problems, that involve estimating and measuring volume. They measure necessary attributes of shapes, in order to determine volumes to solve real world and mathematical problems.

PHYSICAL EDUCATION

Gr.1 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.

Gr.2 PE

The 2nd Grade 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.

Gr.3 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.

Gr.4 PE

The 4th Grade P.E. 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 are able to apply these concepts to their daily lives. Class climate is essential and students must adopt respectful attitudes and practices.

Gr.5 PE

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

PORTUGUESE

Gr.1 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 na Língua Materna, o 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. No final do ano, pretende-se que o aluno tenha feito a aquisição da Leitura e da Escrita. Ao longo do ano, os alunos irão desenvolver as Competências da Educação Literária.

Gr.2 PNL

Nesta faixa etária, encorajamos os nossos alunos a evoluírem nas suas competências da Oralidade pela reflexão do seu funcionamento, pela valorização dos seus conhecimentos, vivências e interesses. Desenvolverão o gosto pela escrita, produzindo os seus próprios textos escritos 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 e aprenderão a integrar as novas tecnologias nos seus trabalhos. Ao longo do ano, os alunos irão ler e ouvir ler histórias tradicionais infantis de forma a criarem gosto pela literatura infantil.

Gr.3 PNL

Este curso encoraja os alunos a exprimirem-se oralmente com progressiva autonomia e correção linguística. O objetivo, para os alunos, é que comuniquem tendo em conta a oportunidade e a situação, e que utilizem a língua como instrumento de aprendizagem. Para tal, promovem-se, no ano letivo, algumas atividades como por exemplo: discussões, debates, leituras, notas, resumos, esquemas e entrevistas. Desenvolverão a competência de leitura, através da leitura de obras integrais, na sala de aula, e outros por escolha própria, da biblioteca escolar. Na competência da escrita, os alunos serão motivados a escrever por iniciativa própria, sobre temas de gosto pessoal ou que expressem sentimentos e experiências pessoais. Têm, também, contacto com textos de colegas.

Gr.4 PNL

O programa desafia os alunos nos domínios: Comunicação Oral, Comunicação Escrita e Conhecimento Explícito da Língua, Análise e Reflexão, em três blocos distintos, mas pressupondo uma prática integrada. 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, 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 de aprendizagem e os níveis de progressão serão os indicadores e os reguladores do processo de aprendizagem. A adoção desta perspetiva contribuirá para que o aluno, na Língua em que pensa, fala, lê e escreve, construa a sua identidade e a sua relação com o mundo. Para fomentar o gosto pela Educação Literária, os alunos lerão vários livros em sala de aula.

Gr.5 PNL

Este curso motiva e desafia os alunos a se exprimirem oralmente com clareza, em função de objetivos diversificados. Propõem-se experiências que visem a tomada de consciência da especificidade do oral, na transmissão de informações, e que treinem a escuta, a compreensão e a reflexão crítica. São também incentivados a criar hábitos de leitura que contribuam para o alargamento de competências. Experimentarão percursos pedagógicos que proporcionem o prazer da escrita, com intenções comunicativas diversificadas. Pela reflexão e pelo treino, apropriar-se-ão de conhecimentos gramaticais, que facilitem a compreensão do funcionamento dos discursos e o aperfeiçoamento da expressão pessoal. Far-se-á ao longo do ano, uma abordagem à História de Portugal. Para fomentar o gosto pela Educação Literária, os alunos leem vários livros em sala de aula.

Gr.1 PFL

Gr.2 PFL

Gr.3 PFL

Gr.4 PFL

Gr.5 PFL

Portuguese as a Foreign Language (PFL) is offered to students who are new to the language (except to those who are beginner ESL). 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 PFL program through the Advanced level are eligible to move into PNL (Portuguese as a Native Language). During the transition, they will typically 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.

Engineering, Technology, and Applications of Science: Engineering Design.

Gr2 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; Biodiversity and Humans.

Earth Science: The History of Planet Earth, Earth Materials and Systems; Plate Tectonics and Large-Scale Interactions; The Roles of Water in Earth's Surface Processes.

Engineering, Technology, and Applications of Science: Engineering Design.

Gr3 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.

Engineering, Technology, and Applications of Science: Engineering Design.

Gr4 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.

Engineering, Technology, and Applications of Science: Engineering Design.

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.

Engineering, Technology, and Applications of Science: Engineering Design.

SOCIAL STUDIES

Gr.1 Social Studies

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

History, Culture & Perspective

Geography, People and the Environment

Economics, Innovation & Technology

Civics, Government and Human Rights

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 Festivals 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 (Mother Teresa, Gandhi, and Martin Luther King) 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:

History, Culture & Perspective

Geography, People and the Environment

Economics, Innovation & Technology

Civics, Government and Human Rights

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. With China, they learn about economics, trade and industry. 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:

History, Culture & Perspective
Geography, People and the Environment
Economics, Innovation & Technology
Civics, Government and Human Rights

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.

Gr4 Social Studies

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

History, Culture & Perspective
Geography, People and the Environment
Economics, Innovation & Technology
Civics, Government and Human Rights

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 freedoms 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:

History, Culture & Perspective
Geography, People and the Environment
Economics, Innovation & Technology
Civics, Government and Human Rights

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; The "Hidden Curriculum"; Personal Safety; Healthy Eating Habits (Nutrition); Importance of Physical Activity; Social Skills and Friendships; Bullying; Cyberbullying; Problem Solving/Conflict Resolution; Feelings.

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; The “Hidden Curriculum”; Acting Out Vs. Acting Right; Healthy Eating Habits (Nutrition); Importance of Physical Activity; Social Skills and Friendships; Bullying; Cyberbullying; Problem Solving/Conflict Resolution; Feelings.

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; The “Hidden Curriculum”; Self-Esteem; Peer Pressure; Healthy Eating Habits (Nutrition); Importance of Physical Activity; Social Skills and Friendships; Bullying; Cyberbullying; Problem Solving/Conflict Resolution; Feelings.

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; The “Hidden Curriculum”; Basic Elements of Personal Hygiene; Healthy Eating Habits (Nutrition); Importance of Physical Activity; Self-Esteem; Peer Pressure; I-Statements; Social Skills and Friendships; Bullying; Cyberbullying; Problem Solving/Conflict Resolution; Stress Management; Transition to Fifth Grade.

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; The “Hidden Curriculum”; Basic Elements of Personal Hygiene; Healthy Eating Habits (Nutrition); Importance of Physical Activity; Self-Esteem; Peer Pressure; I-Statements; Social Skills and Friendships; Bullying; Cyberbullying; Problem Solving/Conflict Resolution; Stress Management; Puberty; Transition to Middle School