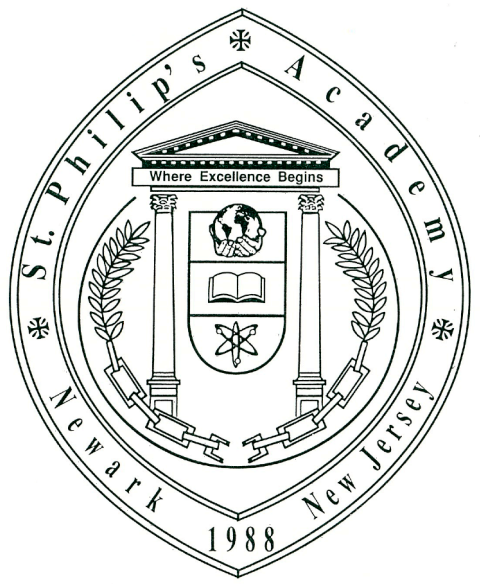


St. Philip's Academy



Lower School Curriculum Guide Grades Kindergarten-Fourth

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LOWER SCHOOL OVERVIEW AND EDUCATIONAL PHILOSOPHY

The curriculum at St. Philip’s Academy has been designed in harmony with the school’s mission to provide an outstanding all around education for the children of Newark and its environs. At St. Philip’s Academy we are concerned about more than scope and sequence – what is taught and when. We believe that an awareness of our children’s life conditions, needs, hopes, and desires is essential in deciding upon and delivering what they should be taught. Equally important is the consideration of how children should be taught. We believe that learning is predicated upon not only course content, but also methods of teaching, student-to-student and student-to-adult interactions, organization of the school day, classroom setup and more.

Central to our academic discipline is the development of critical thinking, problem solving, and writing skills. Students are taught and encouraged to reason, inquire, and discover in ways that help them develop a disciplined approach to their studies. Emphasis is given to providing students with motivational enrichment to “be and become” their personal best in all areas of learning. The curriculum is presented to students by subject matter that is on grade level and the grade level above. Students who demonstrate academic ability in specific areas above those levels will receive lessons that are augmented by supplemental curricula to meet and challenge their needs.

Language Arts

The Lower School Language Arts program seeks to develop lifelong learners who view reading, writing, speaking, and listening not only as essential tools but also as sources of discovery, inspiration, and satisfaction. We hold a strong educational belief that language skills are developed through genuine and purposeful experiences, and not through artificially contrived exercises. The framework for our Lower School Language Arts program is based upon a Balanced Literacy approach and workshop model. The Balanced Literacy approach acknowledges and promotes the close connection between reading and writing by creating classrooms rich in a variety of language experiences. The workshop model is based on the educational philosophy that literacy instruction occurs throughout the day in all subjects, but

that a block of time each day must also be devoted to the explicit teaching of reading and writing.

In the Lower School, emphasis is placed on developing a consistent structure, or routine, within the reading and writing blocks. Students in grades Kindergarten through Fourth Grade spend time during each school day participating in a full or modified version of Reader's Workshop and Writer's Workshop. In a typical school day, teachers in the Lower School can spend at least forty-five minutes per day devoted to each workshop. The workshop model provides the opportunity to utilize a variety of different teaching methods, including but not limited to: Shared, Guided, Modeled, Interactive, and Independent Reading and Writing. The workshop model also allows teachers to utilize these teaching methods in a whole-class setting, small differentiated groups or through individual conferences with students.

In a typical Reader's Workshop the teacher gives a mini-lesson, the students read individually, in partnerships, or in small instructional groups and are given the opportunity to practice the reading strategies taught. To close the workshop the class returns to a whole group atmosphere to share their learning and literary experience. There are many other components of reading instruction included in the Balanced Literacy approach. These include Read Aloud, Shared Reading, and Guided Reading. First, teachers facilitate Reading Aloud in which the teacher reads a selection aloud to the students. The text is often one that the students enjoy but would not be able to read on their own. Reading Aloud helps to build a community of readers. Secondly, Interactive Read Alouds take regular Reading Aloud to an instructional level, whereby the teacher models for the whole class a given set of reading skills and strategies. The teacher interacts with the text and the students to develop vocabulary, fluency, and comprehension. Third, teachers conduct Shared Reading sessions in which the students and the teacher read the text together. Fourth, Guided Reading takes place when the teacher introduces a text that is specific to the student's instructional level. At St. Philip's Academy small groups of students at similar reading levels meet for weekly Guided Reading sessions with their teacher. We utilize a leveled-book system within our classroom libraries that allows us to provide students with a rich variety of genres, styles, and interests that provide a challenging and instructional reading experience that is not too easy or too difficult. Students are assessed regularly and often progress several reading levels before graduating to the next grade. Within Guided Reading groups teachers and students

focus on specific reading strategies and comprehension skills at their specific instructional reading levels. Guided Reading is a significant part of our literacy program. Lastly, early in the year, students learn the skills and routines needed for Independent Reading, a time during which they practice the skills demonstrated during shared reading as well as learned during guided and interactive reading. Independent reading may begin with a mini-lesson intended to reinforce a skill or strategy that has been previously taught. Independent Reading also encourages reading for enjoyment and fosters self-confidence. In addition to the mini-lessons on reading strategies, Word Study is also incorporated into Reader's Workshop. Students in earlier grades focus on high frequency words and spelling patterns and students in the higher elementary grades begin using supplemental vocabulary and spelling texts. Teachers at St. Philip's Academy are encouraged to use a variety of teaching methods and individualize the structure of their Reader's Workshop to meet students' needs.

Writer's Workshop is structured similarly to Reader's Workshop with the emphasis placed at all grade levels on the belief that writing is a *process*. At St. Philip's Academy writing occurs throughout the day for many different purposes and in many varied shapes and genres. However, in the Lower School there is also at least one forty-five minute block per day devoted to the explicit teaching of writing skills and writing strategies. Writing skills and strategies are taught in a similar fashion to reading strategies. The teacher will often conduct a mini-lesson, and then the students will be given the opportunity to practice that skill or strategy on their own writing. While students are engaged in what is called Independent Writing, the teacher is able to confer with students either individually, or bring a small group of students together, who need assistance with mastering a particular writing skill or strategy. The students and teachers are able to focus on the day's mini-lesson, but also reflect back to previous lessons taught so that the writing instruction is scaffolded throughout the year. The class often reconvenes after Independent Writing to give the students the opportunity to share their experiences or their written work. Independent Writing consists of students working on drafting, revising, editing, or publishing writing projects with continuous teacher support and guidance. As in Reader's Workshop the teacher utilizes a variety of teaching methods during Writer's Workshop. Typically, before students are given the opportunity to practice independently the teacher has provided direction through Modeled, Shared, Interactive, and Guided Writing. These teaching methods look very similar to the mini-lessons in Reader's Workshop. At times, the teacher facilitates the composition of a whole

class text, in which the teacher models how a writer thinks and employs certain writing strategies. This is called modeling. Other times, the class contributes verbally to the content and style of the text so that they can focus on constructing meaning and organization, while the teacher physically writes the piece. This is known as Shared Writing. Students will also participate in the physical task of writing a whole-class text. When they are asked to physically write parts of the story that contribute to the class text and the teacher facilitates when the writing is too difficult for the students, this is known as Interactive Writing. Guided Writing takes place in small groups when the class is focused on Independent Writing. These groups consist of students who have similar needs at a particular time in the writing process. The teacher is able to explicitly teach the skills and strategies that the students need assistance with. An integral philosophy of the Balanced Literacy approach is the importance of meaningful writing topics. Therefore, students are often encouraged to determine the topics they will write about. Free writing takes place often in the Lower School classroom, when students are encouraged to write about any topic that they choose. In the early elementary grades this is often called “journaling.” During facilitated writing projects students are generally asked to write in a certain genre and/or given writing skills and strategies to focus on in their writing, but are encouraged to choose what or whom they will write about. At St. Philip’s Academy we believe that allowing students to choose their own writing topics provides a sense of importance and excitement and often results in higher dedication to the writing process. Lastly, Writer’s Workshop also includes focus on the mechanics and grammar of writing. Students in the early elementary grades focus on constructing words and sentences, and then short paragraphs. In the upper elementary grades students begin to focus on syntax and specific grammatical rules.

The Balanced Literacy approach and the workshop model are just two of many educational methods that St. Philip’s Academy teachers employ in the Lower School. Teachers are encouraged to modify and adjust their teaching methods to suit individual students and classroom needs. Also integral to the St. Philip’s Academy Lower School Language Arts program is the ongoing and continual professional development of our teachers. Lower School teachers participate in ongoing professional development and collaboration opportunities to ensure the spiraling of the curriculum through the grade levels. We believe that scaffolding instruction is essential so that the skills and concepts learned in Language Arts are reviewed and reinforced regularly in order to help create an

environment where students can become the best readers, writers, and communicators that they are capable of.

Mathematics

The Mathematics program in the Lower School is designed to help children approach math capably and confidently. Math is taught with the goal of developing students who are able to address problem-solving flexibly and creatively, drawing from a foundation of necessary mathematical skills. These skills are fostered through a systematic spiraled curriculum that increases in complexity while reinforcing and building upon previous experiences. Children are encouraged to experiment with a range of problem-solving strategies, to become comfortable taking risks, and to be open to different approaches.

The core of our Mathematics curriculum in the Lower School is *Everyday Mathematics*, which is a hands-on program. The goal of the curriculum is to encourage students to use mathematical reasoning, employ problem solving strategies, communicate mathematically, and make connections among mathematical topics and with real-life situations. Grades Kindergarten through Fourth at St. Philip's Academy utilize the *Everyday Mathematics* program. The University of Chicago School Mathematics Project developed the program based on the findings and recommendations of the 1989 National Council for Teachers of Mathematics (NCTM). The program began in approximately 1985 and was continually developed over the following decades with modifications made every year thereafter.

Children in the Lower School are provided with a variety of mathematical experiences in their classrooms. The main features of our program consist of: Real-life Problem Solving, Balanced Instruction allowing for the balance of teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice, Multiple Methods for Basic Skills Practice, Emphasis on Communication by encouraging students to explain and discuss their mathematical thinking in their own words, an Enhanced Home/School Partnership, and the Appropriate Use of Technology. Students regularly receive direct instruction, work independently and in cooperative groups, play math games, and use manipulative materials.

Topics are introduced at developmentally appropriate grade levels in keeping with the National Council of Teachers of Mathematics standards, New Jersey State Standards, and International Baccalaureate Standards. As children grow more able to extend their

thinking from hands-on projects to abstract reasoning they learn to employ concrete, pictorial, verbal, and symbolic models for problem solving. Real-life problems and data provide opportunities for students to analyze, organize, develop strategies, estimate, and calculate. Most teachers provide supplemental instruction and experiences in addition to the *Everyday Math* curriculum in order to give each child a well-rounded, in-depth, and comprehensive Mathematics experience in the Lower School.

Science & EcoSPACES

EcoSPACES is a multidimensional co-curricular program designed to give students the tools to lead healthy and environmentally productive lives in the 21st century. Utilizing unique learning environments, we seek to inspire students at all grade levels to embrace the highest principles of environmental and nutritional stewardship. As part of our curriculum we aim to help students make informed decisions for living a life that benefits their bodies and our planet, while understanding the interconnectedness of all living things.

The St. Philip's Academy curriculum continues to integrate the mission, goals, and learned academic skills of EcoSPACES into the daily class work of students at every grade level. We also utilize all of our physical learning environments (Teaching Kitchen, Rooftop Garden, Dining Hall, Electronic HVAC Monitoring System) to support our curriculum through hands-on learning opportunities.

The EcoSPACES curriculum is integrated into all subjects in the Lower School, but serves especially well as a supplement to our Science curriculum. Our Science curriculum aims to develop an understanding of the principles or laws governing living and non-living things in nature and the universe, and the EcoSPACES program helps to provide those learning experiences and environments necessary for students to discover, experiment, and utilize the scientific method in their natural environment.

In the Lower School students are introduced to content specific scientific knowledge and hands-on activities through the use of the Houghton Mifflin *Discovery Works* program. The *Discovery Works* program is based on the benchmarks set forth by the American Association for the Advancement of Science and the National Science Education Standards prepared by the National Research Council. The curriculum consists of hands-on activities, including scientific experiments and demonstrations, which fall into the following content areas at each grade level: Life Science, Physical Science, and Earth Science. Students are

introduced to content specific knowledge appropriate to their age/developmental levels at each grade level. The use of technology and field trips is also integral to the program as well as our partnership with the Newark Museum. Field trips, technology, and resources from the Newark Museum allow for the hands-on experiences that we strive to provide for our students in the Science department.

Social Studies

The Lower School Social Studies program is designed to help children discover and better understand the world around them. Beginning with self, family, and community in Kindergarten, students move beyond their own experiences to explore other Social Sciences in the older grades. We encourage children to share their ideas, listen to others, and develop a spirit of inquiry as they broaden their perspective. Hands-on projects, field trips, dramatizations, class discussions, and carefully chosen texts bring to life specific areas of study.

The teaching method most often utilized in Lower School Social Studies is the teaching of thematic units. Thematic units allow other disciplines to be incorporated into the Social Studies curriculum resulting in a holistic approach to this content area. Thematic units often focus on a specific time period, community, culture, historical event, geographical feature, or landform and link that topic to Language Arts, Science, and Mathematics. Students are able to experience the topic more fully through meaningful literature and research in Language Arts, draw connections between history and Science, and map, graph, and explore a historical topic through Mathematics. Most often, thematic units allow for teachers to draw connections between historical time periods and events through meaningful literature units. Thematic units are developed by Lower School teachers to reflect the learning standards and topics set forth by the National Council for the Social Studies (NCSS), the New Jersey State Standards as well as the International Baccalaureate Standards. Families and communities form the focus of the Social Studies program for the youngest students, during which family structures and family histories are explored. Students begin by focusing on themselves and throughout their experience in the Lower School branch out to discovering their communities and other communities from the past, present, and future. Children develop an appreciation of different cultural traditions and their connections to one another. While the diversity of human life is examined, so are the

similarities that unite people. The Social Studies program's emphasis is on developing the processing skills, including listening, speaking, questioning, examining and critical thinking, which become foundational skills for all subjects.

Our students engage in a wide range of historical and social issues at increasing levels of complexity as they progress through the Lower School Social Studies program. Students gain perspective on the diverse heritage of their own society while developing an understanding of themselves in the larger world. We foster a sense of commitment and responsibility, as well as active participation in our school and regional community. Students experience this commitment and responsibility through annual community service projects at each grade level. Students contribute meaningfully to their neighborhoods, cities, and national organizations through fundraising, field trips, walk-a-thons, food drives, clothing drives and more. At St. Philip's Academy we pride ourselves on creating experiences for students that reinforce the interconnectedness of all people and allow for students to encounter first-hand what it feels like to be a responsible citizen who contributes to the greater good of the community.

Geography, economics, civics, drama, the arts, fiction, and non-fiction writings are also integrated into each year's study. Students are involved in learning through active, hands-on projects, simulations, discussions, readings, research investigations, videos, field trips, special visitors, and computer and library resources. Teachers utilize weekly magazines, Newark Museum resources, and numerous texts to enhance the Social Studies curriculum.

French

Learning any foreign language is marked primarily as learning a new means of communication. By teaching our students another means of communicating, we are, in essence refining their cognitive and linguistic abilities.

Reading, Writing, Speaking, and Listening opportunities are provided in French for all students grades Kindergarten-Fifth at St. Philip's Academy. By singing French songs, comparing aphorisms in both English and French, reading poems and stories, and watching videos and discussing differences in culture, our students realize that learning foreign languages is an interesting and accessible way to explore a new world. Studying a foreign

language also develops other useful skills such as linguistic memory, comprehension by listening, musical hearing, as well as the ability to analyze and contrast.

French is the foreign language taught in the Lower School for a variety of reasons. First and foremost is the connection to our founding Head Mistress, Dr. Maureen Fonseca, who received her undergraduate degree from Vassar College in 1974 in French. French is also a widespread language spoken as a native tongue on all the continents except Australia. It remains the language of diplomacy. For example, although the documents of the United Nations are published in several languages, the French version is always the official one. French literature and French civilization are among the richest in the world. French thinkers have immeasurably enriched our political, social and philosophical ideals as well as our knowledge of Mathematics and Science. In the ever-expanding career opportunities of the 21st century, French is the foundation of international business, finance and trade.

Computer Science

Over the past two decades, Computer Science and computer technology have had a remarkable impact on our society. St. Philip's Academy recognizes the utility of the computer and the ability of the child to acquire literacy and competence at a phenomenal rate, when compared to adults.

St. Philip's Academy boasts a fully equipped computer lab with 22 desktop units, two mobile laptop units, a 21st Century classroom, and another fully equipped media center, to all students grades Kindergarten-Eighth. The K-4 Computer Science curriculum includes an investigation of hardware, software, programming in Microsoft, communication systems and networks, and the utilization of commercial applications software in the laboratory. Throughout the curriculum, there is interactive discussion on the integration of computers into our every day lives.

Physical Education

The mission of the athletics department at St. Philip's Academy is to provide a competitive athletic environment while promoting and embodying the ideals of teamwork, sportsmanship, hard work and self-discipline. The athletic program is designed to provide wholesome opportunities and experiences that will enable our students to develop physically, mentally, socially, and emotionally. Participation in the athletic program teaches our students

the importance of commitment, the satisfaction of selfless teamwork, the lessons learned in victory and defeat, and the joy of competition. In the spirit of healthy competition, our athletes at all levels are expected to strive to win, as a winning tradition is one measurement of success and can invigorate an entire community. Lower School students focus on spatial skills and motor skills as they learn small range motions and activities that enhance and improve balance and coordination.

St. Philip's Academy recognizes that success is not exclusively a function of winning and our student-athletes work toward team goals, conducting themselves with honor, integrity, and sportsmanship at all times. This is the cornerstone of our athletic philosophy. It is a philosophy and approach that complements the educational process, mission, and overall environment of St. Philip's Academy.

Besides weekly Physical Education classes, lower school students are granted daily recess periods. This affords them ample opportunity to gain exercise and express themselves physically.

Art

Our Art curriculum at every grade level is organized around three interrelated themes: Creating Art, Looking at Art, and Living with Art. Lessons provide opportunities for creative self-expression; for the development of perceptual awareness, including art appreciation; and for recognizing beauty in both the natural world and the constructed environment.

For grades K-2, students learn techniques that will help improve motor skills and coordination as well as assist them in understanding dimension. In grades 3-4 students learn techniques such as blind contour, perspective, and shading. They are also introduced to a variety of art such as Abstract, Cubism, Impressionism, Fauvism, Renaissance Art and sculpture.

Students learn to manipulate color and form using a wide variety of materials, tools, and techniques in drawing, painting, sculpture, collage, printing, and architecture. Information on the role of Art in human history and the development of artistic styles and periods is integrated into every lesson.

Music

Music instruction for students in the Lower School emphasizes singing and rhythmic movement. The children learn folk songs, dances, and movement games from the United States and around the world. They also explore rhythm with speech, rhymes, and body percussion, and advance to using basic percussion instruments. In third grade students begin to play the recorder using the “Recorder Karate” curriculum. In addition to these activities, students study music theory and history, dramatize books with music, and may learn to play other simple instruments.

Extra-curricular activities in Music are also provided at St. Philip’s Academy. In second grade students can elect to join “The Hummingbirds” singing group, and students in third and fourth grade are given the opportunity to participate in the Lower School Choir, nicknamed, “The Junior Jammers.”

Character Education

At St. Philip’s Academy we believe in educating students both academically and socially. A key component to character education is *Responsive Classroom*, which is an approach to teaching in the elementary grades developed by the Northeast Foundation for Children, Inc. (NEFC). The guiding principles of the program coincide with St. Philip’s Academy’s professional beliefs that how students learn is as important as what they learn, that teaching a social curriculum is as important as an academic curriculum, that social interaction plays an integral role in cognitive growth, and that knowing the children we teach— individually, culturally, and developmentally— is as important as knowing the content we are teaching them.

St. Philip’s Academy fosters a nurturing and respectful environment where a core of nine universal virtues, or values, are specifically taught and upheld. These nine virtues include: Honesty, Kindness, Self-Control, Respect, Responsibility, Friendship, Loyalty, Courage, and Open-Mindedness. Students are taught these values in an intentional manner throughout their time at St. Philip’s Academy and each grade level is assigned one virtue for the year. As St. Philip’s Academy students progress through nine years of schooling they will receive one year focused on each of the nine virtues. These values are discussed and internalized during classroom meetings and school gatherings. During classroom meetings,

in addition to other topics and discussions, students are given an opportunity to reflect on issues and problems in their classroom, school, or community, and think of best options for handling situations of conflict. These conversations prepare students to think of situations before they arise, and to help them make thoughtful and ethical decisions. Students learn to treat themselves and others with respect, to be responsible citizens, and contributors to their community.

Kindergarten

Virtue: Friendship

Utilizing the *Responsive Classroom* methods, the Kindergarten classroom spends a significant amount of time in the beginning of the year on building classroom routines and community, getting to know one another, and providing ample opportunities for structured social interaction. Students learn how to develop educational skills through active learning and social experiences such as morning meetings, share-time, and imaginative play. There is often a very predictable morning routine in which students meet on the rug, discuss the date, the weather, the days of the week, count the number of school days, make announcements, and often play a short collaborative social game.

Students are also surrounded by print and books in the Kindergarten classroom. They grow from learning how to write their own names to constructing their own stories. Students are encouraged to use developmentally appropriate “inventive spelling,” and as they learn new spelling patterns and sight words they begin to construct meaningful, coherent, and colorful sentences. They journal every day and are encouraged to write about what is important to them. They also learn to organize ideas and to present events and information sequentially.

Kindergartners also care for pets, garden, cook and observe nature. They learn to listen thoughtfully, to share ideas, questions, and information during group discussions. Children listen to stories and poems read aloud every day. Number sense and mathematical reasoning are supported through the use of manipulatives and students examine everyday occurrences in Science and Mathematics like the weather, birthdays, and nature. Students also examine themselves and their families to help discover identity and diversity.

It is important to note that the St. Philip’s Academy Kindergarten curriculum does not support or advocate for homework at this age-level. Parents and students are provided with activities to complete at home which will support the learning experiences that are completed within the classroom, but worksheets, handouts, and other paper-based activities are not provided.

Focus and Benchmarks of Kindergarten Curriculum

Kindergarten Language Arts

Reading

- Phonemic awareness through substituting and blending sounds
- Identify sounds in words
- Recognize and name lower case letters
- Read words with short vowel sounds
- Distinguish letters from words
- Match final consonant sounds with letters
- Use phonics to read unknown words
- Read common classroom words
- Read predictable books
- Read own dictation, class dictation, familiar songs and poems
- Read high-frequency words
- Expand sight vocabulary through independent reading
- Choose an appropriate book for independent reading
- Predict story lines from illustrations, text, and prior knowledge
- Recall ideas, characters, and events
- Discuss and recommend books to peers

Writing

- Use “invented spelling” to write simple words and messages
- Tell and dictate stories
- Establish correct pencil grip
- Print with proper orientation to the page
- Print words with proper spacing
- Print upper and lower case letters
- Write coherent sentences with correct beginning and ending punctuation
- Develop a sense of story (beginning, middle, end)

Kindergarten Mathematics

Number Sense

- Arrange sets of objects in one-to-one correspondence
- Compare number of objects in various groupings
- Make connections between objects and numbers in groups
- Show understanding of simple addition and subtraction
- Count to 100
- Count backwards from 20
- Count by 2s, 5s, 10s

- ☑ Learn about ordinal numbers (1st, 2nd ...)

Patterns

- ☑ Recognize simple patterns, continue the sequence, and make up new patterns

Measurement

- ☑ Estimate and compare: taller or shorter, longer or wider, largest or smallest, heaviest or lighter

Geometry

- ☑ Recognize and classify simple shapes, circles, triangles, squares and rectangles
- ☑ Hold more than one attribute in mind at a time

Data

- ☑ Make and talk about simple graphs of everyday objects (pets, foods, birthdays)
- ☑ Interpret simple graphs, charts, and tables

Problem-Solving

- ☑ Apply math thinking to everyday applications
- ☑ Communication and Representation

- ☑ Learn to estimate how many
- ☑ Write numerals 0 through 100

- ☑ Employ nonstandard units of measurement

- ☑ Develop spatial sense- investigate order: next to, in between, first, last
- ☑ Recognize proximity: near, far, above, below
- ☑ Construct models of symmetry

- ☑ Identify coins and their values
- ☑ Tell time to the hour

- ☑ Connect numbers, words, and numerals to quantities using models and representations

Kindergarten Social Studies

Self

- Make connections between self and others
- Understand individuality

Family

- Roles of family members, siblings, grandparents

Community

- Identify heroes
- Community members and their roles

Holidays

- Cultural and ethnic holidays
- Utilize the calendar to identify holidays and develop schedule of days, weeks, months, and years

Kindergarten Science and EcoSPACES

Human body

- Identify internal and external body parts
- Functions of body parts, including the hands, bones, muscles, heart, stomach, and brain

Senses

- Observe physical characteristics of objects
- Group objects by their physical characteristics

Energy and Motion

- Explore different ways objects move
- Examine push versus pull
- Examine surfaces
- Explore directional motion

Characteristics of Living Things

- Classification of living and nonliving things
- Basic needs and stages of the growth process

Solar Systems

- Examine landforms
- Understand daytime sky and the sun
- Describe weather and the changing of the seasons
- Explore the moon and stars

Kindergarten Curriculum Resources

Please note that all resources are subject to change

Language Arts:

1. Workbook Curriculums
 - a. *Handwriting Without Tears - Letters and Number For Me*
2. Writing Curriculum
 - a. *Writer's Workshop: Units of Studying for Teaching Writing Grade K* by Lucy Calkins
 - i. Unit 1: Launching the Writing Workshop
 - ii. Unit 2: Small Moments
 - iii. Unit 3: Writing for Readers
 - iv. Unit 4: Poetry
 - b. Teacher Created Units
 - i. Poetry
 1. *Poems for Sight Word Practice* – with month by month activities, by Lauren Reynolds
 - c. Grammar
 - i. *Month-by-Month Reading, Writing, and Phonics for Kindergarten: Systematic, Multilevel Instruction for Kindergarten* by Dorothy P. Hall and Patricia M. Cunningham
3. Guided Reading Books
 - a. Major Whole Class Books (subject to change)
 - i. “Flat Stanley” Series
 - ii. “Mrs. Piggle-Wiggle”
 - iii. “I Like Me!”
 - iv. “10 Black Dots”
 - v. Classic Read Aloud Books
4. *The Continuum of Literacy Learning K-8* by Irene Fountas and Gay Su Pinnell

Mathematics:

1. Textbook Curriculum
 - a. *Everyday Mathematics* – Kindergarten
2. Supplementary Materials
 - a. Morning Routine – calendar, school day count, weather graphs
 - b. Brain Pop Jr. (Math Videos & Activities Website)
 - c. Thinkfinity (Educator & Student Website)

Social Studies:

1. Teacher Created Units
 - a. Read Alouds
2. Supplementary Materials
 - a. Student Created Materials
 - b. Brain Pop Jr. (Math Videos & Activities Website)

- c. Thinkfinity (Educator & Student Website)

Science:

- 1. Textbook Curriculum
 - a. Houghton Mifflin *Discovery Works* – Kindergarten
- 2. Supplementary Materials
 - a. Brain Pop Jr. (Videos & Activities Website)

First Grade

Virtue: Kindness

First graders develop their listening and speaking skills in daily discussions, shared experiences, oral presentations, cooperative learning groups, interviews, and in informal conversations. As students build their spoken vocabulary, they also develop their reading and writing. Regular read-aloud sessions enhance language skills along with an appreciation for literature. Book talks encourage thoughtful responses and cultivate a sense of story. Teachers elicit opinions and comparisons of characters, setting, and plot, and introduce new authors, illustrators, and genre during interactive read alouds.

First graders develop their reading skills through direct instruction in reading strategies and phonics as well as practice with sight words, context clues, visual aids, and syntactic clues. First graders receive differentiated, small group spelling instruction and assessment. The whole class practices weekly spelling patterns. Children read independently, in partner pairs, and as members of guided reading groups and book clubs. Daily reading activities might include choral reading, dramatic presentations, read-aloud sessions, and poetry recitations. As decoding skills grow, and sight vocabulary increases, emphasis is placed on discussing, recording, and utilizing information acquired through independent reading. Additional goals for students include being able to select appropriately challenging books, to identify one's own reading interests, and to enjoy a variety of authors and types of books.

First graders write on a daily basis. Whether composing an original story, recording observations, collecting thoughts and experiences in a journal, responding to literature, documenting an interview of a visiting “expert,” composing a letter, completing a simple research project, or experimenting with the style of an author, children are helped to write in a clear and focused manner. In addition, children practice legible penmanship and work on the mechanics of handwriting.

Students begin to receive daily homework assignments in First grade. Typically, a first grader can expect to spend approximately fifteen minutes each night on assigned activities. However, students at this age are also encouraged to read for at least fifteen minutes each night as well. Students in the Lower School are often encouraged to keep a “Reading Log.”

Lastly, emphasis in First grade is placed on explicitly teaching classroom rules, expectations, and routines. These are reinforced on a daily basis and students are given the opportunity to contribute to the classroom environment. First graders begin to take more responsibility for individual actions and are taught how to be positive members of their community. Students begin to learn the meaning of consequences and are given the opportunity to “fix their mistakes.” In First grade emphasis is placed on helping students adapt to the school environment and aiding them in developing the characteristics and practices needed to be successful at St. Philip’s Academy.

Focus and Benchmarks of First Grade Curriculum

First Grade Language Arts

Reading

- | | |
|---|---|
| <input checked="" type="checkbox"/> Identify number of sounds and syllables in words | <input checked="" type="checkbox"/> Recognize high frequency words out of context |
| <input checked="" type="checkbox"/> Read words with long vowel sounds, digraphs, and blends | <input checked="" type="checkbox"/> Recall facts and details |
| <input checked="" type="checkbox"/> Read phonetically regular words with accuracy | <input checked="" type="checkbox"/> Follow printed directions |
| <input checked="" type="checkbox"/> Read compound words, plurals, possessives, contractions, and common endings | <input checked="" type="checkbox"/> Monitor comprehension for understanding |
| <input checked="" type="checkbox"/> Use visual and auditory patterns to decode unfamiliar words | <input checked="" type="checkbox"/> Reread for meaning |
| <input checked="" type="checkbox"/> Choose appropriate books | <input checked="" type="checkbox"/> Identify main idea of passage |
| <input checked="" type="checkbox"/> Recognize common word parts | <input checked="" type="checkbox"/> Predict action of story |
| <input checked="" type="checkbox"/> Expand vocabulary by using context | <input checked="" type="checkbox"/> Describe characters |
| <input checked="" type="checkbox"/> Read orally with fluency and expression | <input checked="" type="checkbox"/> Retell story, restate passage |
| <input checked="" type="checkbox"/> Recognize multiple meanings of words | <input checked="" type="checkbox"/> Read for enjoyment, to gather information |
| | <input checked="" type="checkbox"/> Self-correct when errors distort meaning |

Writing

- Identify and use complete sentences
- Begin to use capital letters to begin sentences, for names of persons and places
- Begin to use end punctuation correctly
- Represent sounds in a word when spelling independently
- Utilize pre-writing strategies and the writing process
- Write a personal narrative
- Write an informational book
- Write a fictional story
- Write in response to literature
- Write with a beginning, middle, and end
- Choose a topic for independent writing
- Apply characteristics of genre to independent writing
- Express ideas clearly

First Grade Mathematics

Number and Operations

- Estimation skills
- Learn basic addition and subtraction facts
- Develop an understanding of place value
- Learn about odd and even numbers
- Learn to read and write numbers through 1000
- Develop fractional concepts
- Explore use of calculator

Patterns, Algebra, Reasoning

- Recognize numerical and geometric patterns
- Be able to add to existing patterns, complete missing sections, and make up new patterns

Measurement

- Learn to read time and determine temperature
- Measure with nonstandard and standard units
- Compare lengths and weights
- Recognize coins, count and combine coins
- Use a calendar to find dates, know days of week and months

Geometry

- Identify characteristics of two-dimensional shapes
- Recognize lines of symmetry
- Find congruent shapes (same size and shape)
- Name squares, rectangles, circles, and basic polygons
- Explore 3-D shapes

Data and Probability

- Make and interpret simple graphs, using physical objects and manipulative materials
- Collect, compare and describe data
- Do simple probability activities

Problem-Solving

- Apply effective strategies to solve problems, such as drawing diagrams, organized guessing, putting problems into own words
- Create and solve word problems in measurement, geometry, data and probability as well as with arithmetic
- Translate problems into numerical equations
- Communication and Representation
- Communicate problem-solving strategies
- Observe change in real life
- Create and explain number models and representations

First Grade Social Studies

- Citizenship**
- Kinds of Communities**
 - School Community
 - Neighborhood Community
 - World Community
- United Nations Day**
 - World Countries
- African American Heroes**
 - Equality
 - Freedom
 - Integration
- Caring for the Earth**
- Celebrations**

First Grade Science and EcoSPACES

Planting & Seeds

- Plant, weed, and maintain a garden plot
- Identify the plant life cycle
- Investigate plant growth using the scientific method
- Explore the concept of sustainability

Observations

- Determine plant growth through measurement
- Conclude observations using the senses
- Produce a written record of informal and formal observations regarding plant life

Keeping Fit & Healthy

- Recognize the importance of good nutrition, exercise, sleep, and proper hygiene
- Study the food pyramid and healthy diets/snacks

Magnets

- Identify the properties of magnets
- Review magnetic force and magnetic fields
- Examine magnets and compasses

First Grade Curriculum Resources

Please note that all resources are subject to change

Language Arts:

1. Workbook Curriculums
 - a. *Handwriting Without Tears - Letters and Numbers For Me*
2. Word Study
 - a. *Month-by-Month Phonics* by Patricia M. Cunningham and Dorothy P. Hall
 - b. *Words Their Way: Word Study for Vocabulary and Spelling Instruction* by Donald R. Bear, Marcia Invernizzi, Shane Templeton and Francine Johnston
3. *The Continuum of Literacy Learning K-8* by Irene Fountas and Gay Su Pinnell

Mathematics:

1. *Everyday Mathematics*: Student Journal Volume1 and 2, Teacher Guides

Science:

1. Houghton Mifflin *Discovery Works*: Magnets, Keeping Fit and Healthy, and Life Cycles Units
2. Teacher created EcoSPACES units

Second Grade

Virtue: Honesty

By the end of First grade students are becoming more socially aware and Second grade at St. Philip's Academy emphasizes social growth as well as academic growth. Students work in a variety of settings to help promote positive social interaction skills as well as independence. Students often work in partners or small groups, but also complete activities independently and one-on-one with the teacher.

In Reading, students build upon the foundations they built in Kindergarten and First grade and start to select beginning chapter books and series books. Texts contain multiple characters, increasing amounts of dialogue, and more complex plot structure. Students respond to what they read in a variety of written forms and begin to make more complex connections between texts.

Second graders continue to receive weekly spelling words, but begin to be held accountable for their spelling in their writing. Students also begin to study the conventions of grammar and the parts of speech. Second graders study compound words, homographs and homophones, synonyms and antonyms, and have increased their written vocabulary to 150-200 high frequency words. With the study of phonetics, grammar, and conventions students' writing becomes more crafted and increasingly sophisticated.

Academic growth outside of the classroom is promoted through daily homework assignments. A Second grader can expect to receive twenty minutes of homework per night. At this level, homework begins to resemble a continuation of the learning that took place during the school day, challenging students to recall information, apply their knowledge, and sometimes extend their knowledge. Homework becomes an imperative practice starting in the Second grade, and students' grades can be affected by the completion of these assignments. Second graders also begin to receive projects that must be completed at home. Teachers provide explicit instructions and plenty of support during the school day to ensure the completion of these assignments, but it is also important to begin establishing a homework routine at home; providing an atmosphere conducive to studying, establishing a daily routine, and communicating at home about what is being learned.

Focus and Benchmarks of Second Grade Curriculum

Second Grade Language Arts

Reading

- Identify number of syllables in words
- Read common root words, prefixes and suffixes, and multi-syllable words
- Use knowledge of root words to expand vocabulary
- Follow plot sequence
- Select important details
- Skim for information
- Draw inferences from reading
- Empathize with characters
- Set purpose for reading
- Identify story elements
- Differentiate between reality and fantasy in content
- Identify author's purpose
- Read multiple books by a favorite author
- Read with fluency
- Develop and write questions in response to reading

Writing

- Use correct past tense of regular verbs, and simple irregular verbs
- Use capital letters for days, months, and holidays
- Use contractions correctly
- Identify and use different sentence types
- Differentiate common homophones
- Proofread for grammar and punctuation
- Learn spelling words corresponding to targeted phonic rule
- Transfer knowledge of mastered spelling patterns into independent writing
- Define and develop a main idea in writing
- Stay on a theme or topic throughout a story
- Write for different purposes in a variety of genres
- Write in a logical sequence
- Write with a sense of voice
- Share writing and make revisions in response to peer suggestions
- Edit work in preparation for publication

Second Grade Mathematics

Number and Operations

- Estimation skills
- Learn basic addition and subtraction facts
- Develop an understanding of place value
- Learn about odd and even numbers
- Have basic understanding of the meaning of multiplication (know multiplication facts for 2's and 5's)
- Have basic understanding of the meaning of division
- Learn to read and write numbers through 1000
- Develop fractional concepts
- Balance an equation
- Explore use of calculator

Patterns, Algebra, Reasoning

- Recognize numerical and geometric patterns
- Be able to add to existing patterns, complete missing sections, and make up new patterns

Measurement

- Learn to read time and determine temperature
- Measure with nonstandard and standard units
- Compare lengths, areas, weights
- Recognize coins, count and combine coins
- Make change with coins and bills
- Use a calendar to find dates, know days of week and months

Geometry

- Identify characteristics of two-dimensional shapes
- Recognize lines of symmetry
- Find congruent shapes (same size and shape)
- Name squares, rectangles, circles, and basic polygons
- Explore 3-D shapes

Data and Probability

- Make and interpret simple graphs, using physical objects and manipulative materials
- Collect, compare and describe data
- Do simple probability activities

Problem-Solving

- Apply effective strategies to solve problems, such as drawing diagrams, organized guessing, putting problems into own words
- Create and solve word problems in measurement, geometry, data and probability as well as with arithmetic
- Translate problems into numerical equations
- Communication and Representation
- Communicate problem-solving strategies
- Observe change in real life
- Create and explain number models and representations

Second Grade Social Studies

- Building Communities**
 - Classroom Community
 - Types of Communities
- Culture**
 - Home Culture
 - Mexico and the United States
- Basic Geography**
 - Cardinal Directions
 - Oceans and Continents
- Celebrations Around the World**
 - Celebrations from Major World Religions
- Women’s History**
 - Helen Keller and other influential historical figures
- Needs and Wants**

Second Grade Science and EcoSPACES

- Interaction of Living Things**
 - Needs of Living Things
 - Plant and Animal Habitats
 - Effects of Living Things and Natural Forces on Environment
- What Makes Me Sick**
 - How Germs Cause Illness
- Matter**
 - Solids, Liquids, Gases
 - Properties of Matter
 - Changing States
- Changes Over Time**
 - Characteristics of Dinosaurs
 - Fossils
 - Daily and Seasonal Weather

- How Illness Spreads
- Prevention of Illness and Injury
- How to Stay Healthy
- ☑ **Habitats**
 - Four Major World Habitats
 - Habitat Life

☑ **Energy and Motion**

- Characteristics of Light
- Measuring Motion
- Sound Waves, Pitch, and Volume
- Heat Energy

Second Grade Curriculum Resources

Please note that all resources are subject to change

Language Arts:

1. Textbook Anthology Curriculums
 - a. *Junior Great Books* – Series 2 (reading strategies)
2. Workbook Curriculums
 - a. Educators Publishing Service *Wordly Wise 3000* – Book 2 (vocabulary)
 - b. *Making Connections* (comprehension)
3. Writing Curriculum
 - a. Teacher’s College/Lucy Calkins *Writer’s Workshop: Units of Studying for Teaching Writing Grades K-2*
 - i. Unit 1: Launching the Writing Workshop
 - ii. Unit 2: Writing for Readers
 - iii. Unit 3: Realistic Fiction
 - iv. Unit 4: Authors as Mentors
 - v. Unit 5: Poetry
 - b. Teacher Created Units (see Curriculum Documents)
 - i. Unit 6: Twisted Fairytales
4. Grammar
 - a. Houghton Mifflin “English” for 2nd grade
 - b. Teacher created materials
5. Spelling
 - a. Dolche sight words
 - b. Fountas and Pinnell *Word Study Units for Grade 2*
6. *The Continuum of Literacy Learning K-8* by Irene Fountas and Gay Su Pinnell

Mathematics:

1. Textbook Curriculum
 - a. *Everyday Mathematics* – Second Grade: Volume 1&2
2. Supplementary photocopies and teacher created materials varies by unit

Social Studies:

1. Textbook Curriculum
 - a. Houghton Mifflin Social Studies Communities – Grade 2
2. Supplementary material
 - a. *National Geographic* Map Essentials

Science:

1. Textbook Curriculum
 - a. Houghton Mifflin *Discovery Works* – Grade 2
2. Teacher created materials
 - a. Unit on Habitats

Third Grade

Virtue: Respect

Books, and the conversations and questions they inspire, make up the core of the Third grade Language Arts program. Children become increasingly insightful readers by focusing on comprehension skills as they move from literal interpretations to more predictive and interpretive viewpoints. Classroom programs include read-aloud sessions, book club discussions, reading with partners, individual conferences, and sustained silent reading. Children primarily use trade books to investigate fiction, non-fiction, and poetry. Discussions may focus on character, plot, setting, mood, audience, style, historical period, language, or story structure. Readers pay attention to facts and details but also begin to look for themes in order to craft summaries of their stories. Some children experience their first success with chapter books at this level, while others are engrossed in sequels and series.

Writing is also an integral part of the Third grade Language Arts experience. Children respond to literature through shared discussion, writing, art, or drama, and they use the information found in texts or media to write non-fiction pieces. Students express their ideas in a variety of forms, as when they write memoirs, stories, poems, letters, journal entries, interviews, and reports. Finished pieces usually have gone through a process of drafting, revising, editing, and proofreading before being presented to an audience. Spelling combines with vocabulary acquisition at this grade level and children learn to use increasingly specific vocabulary and more complex sentences to express their ideas.

Starting in Third grade, the Mathematics curriculum becomes even more differentiated. Third graders are often pre-tested before each unit to determine individual learning objectives and then placed in homogeneous groups according to their learning needs for that unit. Following this model students have the opportunity to receive more support or be more challenged depending on their performance level on each Mathematics unit pre-test. Often times, a student shows mastery in some mathematical skills and not in others, so students' groups may change according to the unit being studied.

Third graders can expect to spend approximately thirty minutes per night completing homework assignments and/or reading. Homework will be assigned daily and students become increasingly responsible for their assignments. An at-home routine will help Third

graders attain high marks on their homework, which does affect their overall grade point average.

Focus and Benchmarks of Third Grade Curriculum

Third Grade Language Arts

Reading

- | | |
|--|---|
| <input checked="" type="checkbox"/> Read an increasing variety of genres | <input checked="" type="checkbox"/> Compare, contrast books by same author |
| <input checked="" type="checkbox"/> Identify elements of many genres: memoir, poetry, biography, historical fiction, non-fiction | <input checked="" type="checkbox"/> Compare, contrast books on same topic |
| <input checked="" type="checkbox"/> Identify setting, character and plot | <input checked="" type="checkbox"/> Read with expression and attention to punctuation |
| <input checked="" type="checkbox"/> Identify problem, discuss resolution | <input checked="" type="checkbox"/> Use the dictionary to confirm definitions of words identified in context; use thesaurus for word studies and to assist with writing |
| <input checked="" type="checkbox"/> Differentiate between fact, fiction, and opinion in content | |
| <input checked="" type="checkbox"/> Identify author's point of view | |
| <input checked="" type="checkbox"/> Relate novel to personal experience | |

Writing

- | | |
|---|--|
| <input checked="" type="checkbox"/> Identify subject and predicate in a sentence | <input checked="" type="checkbox"/> Plan and complete research reports and projects using multiple sources |
| <input checked="" type="checkbox"/> Identify nouns, verbs, and adjectives | <input checked="" type="checkbox"/> Understand how to use a topic sentence |
| <input checked="" type="checkbox"/> Use capital letters in more complex applications, including titles and initials | <input checked="" type="checkbox"/> Organize work into paragraphs |
| <input checked="" type="checkbox"/> Use common abbreviations correctly | <input checked="" type="checkbox"/> Write for a particular audience |
| <input checked="" type="checkbox"/> Use apostrophes correctly | <input checked="" type="checkbox"/> Use a strong lead to open a piece |
| <input checked="" type="checkbox"/> Use commas in dates, letters, locations, series, and quotations | <input checked="" type="checkbox"/> Use appropriate detail in writing |
| <input checked="" type="checkbox"/> Use quotation marks correctly | <input checked="" type="checkbox"/> Use language descriptively to enhance meaning |
| <input checked="" type="checkbox"/> Proofread for grammar and punctuation | <input checked="" type="checkbox"/> Use a variety of revision strategies to clarify meaning |
| | <input checked="" type="checkbox"/> Revise sentences for length and variety |

- ☑ Use dictionary and other references to check spelling
- ☑ Develop and describe characters
- ☑ Establish and develop a setting for a story
- ☑ Use increasingly complex vocabulary
- ☑ Use established conventions to write a friendly letter
- ☑ Craft a variety of endings
- ☑ Craft a title
- ☑ Write upper and lower case cursive letters with proper spacing and orientation
- ☑ Select appropriate sources for research

Third Grade Mathematics

Number and Operations

- ☑ Read and write numbers through millions, billions
- ☑ Understand and apply basic place value concepts
- ☑ Learn basic facts multiplication and division
- ☑ Add and subtract multi-digit numbers
- ☑ Create models for multiplication and division; understand remainders
- ☑ Understand prime and composite numbers
- ☑ Solve using factors and multiples
- ☑ Multiply and divide two digit and three digit numbers by single and double digit numbers
- ☑ Learn algorithms for multiplication and division
- ☑ Represent fractions and decimals with appropriate models
- ☑ Recognize equivalent fractions; compare fractions and decimals
- ☑ Estimate, judge, and order fractions and percents
- ☑ Combine fractions; simple addition and subtraction
- ☑ Explore positive and negative integers and powers of 10

Algebra, Patterns and Reasoning

- ☑ Explore patterns on number grids and charts
- ☑ Solve logic problems
- ☑ Learn formulas for area, perimeter and volume

- ☑ Investigate functions, solve open number sentences
- ☑ See patterns in multiplication/division facts
- ☑ Use number models with parentheses

- ☑ Balance equations

Measurement

- ☑ Estimate before measuring; calculate elapsed calendar and clock time
- ☑ Use US customary units; decimals with the metric system
- ☑ Calculate perimeter, area and volume
- ☑ Understand the tools of measurement for length, weight, and volume

- ☑ Measure angles; classify by type, explore angles within polygons
- ☑ Use map scales and coordinate grid; explore longitude and latitude

Geometry

- ☑ Name polygons and identify the characteristics of polygons
- ☑ Sort, classify and categorize shapes by attributes
- ☑ Understand symmetry, rotation, reflection, slides and flips
- ☑ Build 3-D shapes from 2-D shapes

- ☑ Improve spatial visualization and understand spatial relationships
- ☑ Establish a vocabulary for 3-D shapes
- ☑ Use coordinates or simple maps
- ☑ Measure angles with a protractor and construct with a compass

Data Analysis and Probability

- ☑ Collect data, organize and represent in graphs
- ☑ Interpret, analyze, and pose questions based on data

- ☑ Find median, range, mean and mode of data
- ☑ Explore probability and chance

Problem-Solving

- ☑ Practice a variety of problem-solving strategies to solve problems which

- ☑ Generate appropriate models and equations

- involve multiple steps
- ☑ Develop effective mental computation strategies
- ☑ Make reasonable estimates to predict outcomes and check results

- ☑ Work in cooperative groups to solve problems
- ☑ Generate several strategies for solving problems
- ☑ Select efficient and effective strategies

Communication and Representation

- ☑ Use mathematical symbols to represent situations and compare amounts
- ☑ Develop a formal and informal mathematical vocabulary to communicate ideas clearly

- ☑ Create, analyze and solve word problems in all of the concept areas and develop facility for explaining mathematical thinking
- ☑ Represent ideas with numbers, drawings, diagrams, graphs, charts, and models

Third Grade Social Studies

☑ Communities

- Geography
- History
- Culture
- Government

☑ Multiculturalism

☑ Current Events

☑ Rivers and Ports

☑ Native Americans

- Culture of New Jersey Native Americans (focus on Iroquois)
- Native American Crops
- Arrival of Europeans

☑ Colonial America

- Colonization
- Agricultural Period to Industrial Period
- Immigration
- Age of the Automobile

☑ Advanced Mapping Skills

- Rural, Urban, and Suburban area

Third Grade Science and EcoSPACES

Life Cycles

- Stages in Life Cycle of Plants and Animals
- Classification of Living Things
- Basic Needs and Adaptations

Sun, Moon, and Earth

- Physical Features
- Rotation and Revolution
- Solar System
- Earth's Seasonal Changes
- Eclipses

Natural Resources

- Air, Water, and Land
- Renewable, Nonrenewable, and Inexhaustible Resources
- Uses and Protection
- Properties of Soil

Recycling & Environmentalism

- Reducing Waste
- Sustainability

Third Grade Curriculum Resources

Please note that all resources are subject to change

Language Arts:

1. Textbook Anthology Curriculums
 - a. Silver Burdett Ginn *Literature Works* – Collection 3 (reading strategies)
 - b. *Junior Great Books* – Series 3 (reading strategies)
2. Workbook Curriculums
 - a. Educators Publishing Service *Making Connections* – Book 3 (reading strategies)
 - b. Educators Publishing Service *Wordly Wise 3000* – Book 3 (vocabulary)
 - c. McGraw-Hill *Building Reading Comprehension* Grades 3-4 (photocopies)
3. Writing Curriculum
 - a. Teacher's College/Lucy Calkins *Writer's Workshop: Units of Studying for Teaching Writing Grades 3-5*
 - ii. Unit 1: Launching the Writing Workshop
 - iii. Unit 3: Breathing Life into Essays
 - iv. Unit 4: Writing Fiction
 - v. Unit 6: Memoir
 - b. Teacher Created Units (see Curriculum Documents)
 - i. Poetry
 - ii. Memoir Vignettes

- c. Grammar (photocopies)
 - i. MacMillan *Language Arts Today* workbook – Grade 3
 - ii. American Education Publishing *Daily Paragraph Editing* workbook – Grade 3
 - iii. McGraw-Hill *The Complete Book of Grammar and Punctuation* – Grade 3
- 4. Reading Curriculum
 - a. Major Whole Class Books
 - i. *Ramona Quimby, Age 8* by Beverly Cleary (Novel Ties)
 - ii. *Encyclopedia Brown, Boy Detective* by Donald J. Sobol (Novel Ties)
 - iii. *Sarah, Plain and Tall*
 - iv. *The Mouse and the Motorcycle*
 - b. Guided Reading Books
 - Vary each year by student reading levels
- 5. *The Continuum of Literacy Learning K-8* by Irene Fountas and Gay Su Pinnell

Mathematics:

- 1. Textbook Curriculum
 - a. *Everyday Mathematics* – Third Grade Volume 1&2
- 2. Supplementary workbook/photocopies
 - a. Addison Wesley Math – Third Grade – Practice Workbook & Another Look
 - b. McGraw-Hill – Grade 3 – *Spectrum Math*

Social Studies:

- 1. Textbook Curriculum
 - a. Houghton Mifflin Social Studies Communities – Grade 3
- 2. Supplementary material
 - a. *Time For Kids* magazine

Science:

- 1. Textbook Curriculum
 - a. Houghton Mifflin *Discovery Works* – Grade 3

Fourth Grade

Virtue: Self-Control

The Fourth grade curriculum is an interdisciplinary one designed to develop active and responsible learners. It encourages students to engage in active exploration of the world through story, literature, art, mathematical investigations, sciences experiences, trips, discussions, music, and ongoing questioning. Fourth graders develop responsibility for their work by meeting expectations, raising questions, pursuing areas of curiosity in greater depth, and building on their strengths as learners.

The Language Arts curriculum fosters students' ability to communicate effectively through the written and spoken word. Reading, discussions of books and children's stories, writing, poetry, research, and journals overlap and are interwoven through many related activities. Conversations with teachers and peers focus on higher-level thinking skills such as story structure, character analysis, author style, point of view, passage of time, and comparison with other reading. During the course of Fourth grade the fiction books that students read offer increased opportunities to make inferences based on details in the text as well as on their own experiences. Discussions of biography and true-life adventure offer opportunities to focus on issues of character and how challenges are faced and choices are made. Students also engage in non-fiction reading in search of information. They locate and utilize sources including non-fiction books and magazines, encyclopedias, dictionaries, and Internet sources. Students practice using a table of contents and index, skimming, locating main ideas, and an evaluation of what is important and what is merely a supporting detail.

Writing in Fourth grade is designed so that students can develop their ability to express themselves clearly in a variety of genres including fictional pieces such as mystery, fantasy, adventure, family, poetry, journal and letter writing, research related to Social Studies themes, and writing to communicate mathematical ideas. Fourth graders are introduced to the process of writing a research report. Students practice locating information from a variety of sources, distinguishing important information, taking notes, organizing information, writing paragraphs, and completing informative written reports. By the end of Fourth grade most students have developed their own voice and write clearly organized paragraphs with topic sentences, essays reflecting their own experience, and vividly expressed poetry.

In addition to weekly spelling and vocabulary quizzes, students in Fourth grade can begin to expect monthly tests on multiplication facts through 12 x 12. Students can then be expected to multiply using several-digit numbers and begin to utilize long division. Other whole number concepts include place value, square numbers, prime numbers, and factors and multiples. Computation practice continues throughout the year in the form of morning practice and homework.

Fourth grade students are expected to spend a minimum of a half an hour reading at home each school night in addition to their assigned homework.

Focus and Benchmarks of Fourth Grade Curriculum

Fourth Grade Language Arts

Reading

- | | |
|--|---|
| <input checked="" type="checkbox"/> Read an increasing variety of genres | <input checked="" type="checkbox"/> Compare, contrast books by same author |
| <input checked="" type="checkbox"/> Identify elements of many genres: memoir, poetry, biography, historical fiction, non-fiction | <input checked="" type="checkbox"/> Compare, contrast books on same topic |
| <input checked="" type="checkbox"/> Identify setting, character and plot | <input checked="" type="checkbox"/> Read with expression and attention to punctuation |
| <input checked="" type="checkbox"/> Identify problem, discuss resolution | <input checked="" type="checkbox"/> Use the dictionary to confirm definitions of words identified in context; use thesaurus for word studies and to assist with writing |
| <input checked="" type="checkbox"/> Differentiate between fact, fiction, and opinion in content | |
| <input checked="" type="checkbox"/> Identify author's point of view | |
| <input checked="" type="checkbox"/> Relate novel to personal experience | |

Writing

- | | |
|---|--|
| <input checked="" type="checkbox"/> Identify subject and predicate in a sentence | <input checked="" type="checkbox"/> Use established conventions to write a friendly letter |
| <input checked="" type="checkbox"/> Identify nouns, verbs, and adjectives | <input checked="" type="checkbox"/> Plan and complete research reports and projects using multiple sources |
| <input checked="" type="checkbox"/> Use capital letters in more complex applications, including titles and initials | <input checked="" type="checkbox"/> Understand how to use a topic sentence |
| <input checked="" type="checkbox"/> Use common abbreviations correctly | <input checked="" type="checkbox"/> Organize work into paragraphs |
| <input checked="" type="checkbox"/> Use apostrophes correctly | <input checked="" type="checkbox"/> Write for a particular audience |

- ☑ Use commas in dates, letters, locations, series, and quotations
- ☑ Use quotation marks correctly
- ☑ Proofread for grammar and punctuation
- ☑ Use dictionary and other references to check spelling
- ☑ Develop and describe characters
- ☑ Establish and develop a setting for a story
- ☑ Use increasingly complex vocabulary
- ☑ Use a strong lead to open a piece
- ☑ Use appropriate detail in writing
- ☑ Use language descriptively to enhance meaning
- ☑ Use a variety of revision strategies to clarify meaning
- ☑ Revise sentences for length and variety
- ☑ Craft a variety of endings
- ☑ Craft a title
- ☑ Write upper and lower case cursive letters with proper spacing and orientation
- ☑ Select appropriate sources for research

Fourth Grade Mathematics

Number and Operations

- ☑ Read and write numbers through millions, billions
- ☑ Understand and apply basic place value concepts
- ☑ Learn basic facts multiplication and division
- ☑ Add and subtract multi-digit numbers
- ☑ Create models for multiplication and division; understand remainders
- ☑ Understand prime and composite numbers
- ☑ Solve using factors and multiples
- ☑ Learn algorithms for multiplication and division
- ☑ Represent fractions and decimals with appropriate models
- ☑ Recognize equivalent fractions; compare fractions and decimals
- ☑ Estimate, judge, and order fractions and percents
- ☑ Combine fractions; simple addition and subtraction
- ☑ Explore positive and negative integers and powers of 10

- ☑ Multiply and divide two digit and three digit numbers by single and double digit numbers

Algebra, Patterns and Reasoning

- ☑ Explore patterns on number grids and charts
- ☑ Investigate functions, solve open number sentences
- ☑ See patterns in multiplication/division facts
- ☑ Solve logic problems
- ☑ Learn formulas for area, perimeter and volume
- ☑ Balance equations
- ☑ Use number models with parentheses

Measurement

- ☑ Estimate before measuring; calculate elapsed calendar and clock time
- ☑ Use US customary units; decimals with the metric system
- ☑ Calculate perimeter, area and volume
- ☑ Understand the tools of measurement for length, weight, and volume
- ☑ Measure angles; classify by type, explore angles within polygons
- ☑ Use map scales and coordinate grid; explore longitude and latitude

Geometry

- ☑ Name polygons and identify the characteristics of polygons
- ☑ Sort, classify and categorize shapes by attributes
- ☑ Understand symmetry, rotation, reflection, slides and flips
- ☑ Build 3-D shapes from 2-D shapes
- ☑ Improve spatial visualization and understand spatial relationships
- ☑ Establish a vocabulary for 3-D shapes
- ☑ Use coordinates or simple maps
- ☑ Measure angles with a protractor and construct with a compass

Data Analysis and Probability

- ☑ Collect data, organize and represent in graphs
- ☑ Interpret, analyze, and pose questions based on data
- ☑ Find median, range, mean and mode of data
- ☑ Explore probability and chance

Problem-Solving

- ☑ Practice a variety of problem-solving strategies to solve problems which involve multiple steps
- ☑ Develop effective mental computation strategies
- ☑ Make reasonable estimates to predict outcomes and check results
- ☑ Generate appropriate models and equations
- ☑ Work in cooperative groups to solve problems
- ☑ Generate several strategies for solving problems
- ☑ Select efficient and effective strategies

Communication and Representation

- ☑ Use mathematical symbols to represent situations and compare amounts
- ☑ Develop a formal and informal mathematical vocabulary to communicate ideas clearly
- ☑ Represent ideas with numbers, drawings, diagrams, graphs, charts, and models
- ☑ Create, analyze and solve word problems in all of the concept areas and develop facility for explaining mathematical thinking

Fourth Grade Social Studies

- ☑ **Changes in U.S. geography**
 - Over time up to early 1900's
- ☑ **Early American history**
 - Up to the Roaring Twenties
- ☑ **New Jersey**
 - History
 - Government
 - Economics
 - Geography
- ☑ **Holocaust**
 - Research
- ☑ **Civil Rights**
 - Research

Fourth Grade Science and EcoSPACES

Physical Science

- Properties of Matter
- Heat
- Electricity
- Magnetism
- Mechanics
- Waves
- Mixtures and Compounds
- Preparation of Gasses

Earth Science

- Structure and Physical Properties of Earth
- Earthquakes and Volcanoes
- Rocks
- Planetary Systems

Life Science

- Review of the Five Kingdoms
- Plant and Animal Responses
- Classification of Plants

Health Science

- Bones and Muscles
- Exercise and Nutrition

Fourth Grade Curriculum Resources

Please note that all resources are subject to change

Language Arts:

1. Textbook Anthology Curriculums
 - a. *Junior Great Books* – Series 4 (reading strategies)
2. Workbook Curriculums
 - a. Educators Publishing Service *Wordly Wise 3000* – Book 4 (vocabulary)
3. Writing Curriculum
 - a. Teacher's College/Lucy Calkins *Writer's Workshop: Units of Studying for Teaching Writing Grades 3-5*
 - i. Unit 1: Launching the Writing Workshop
 - ii. Unit 2: Writing Personal Narratives
 - iii. Unit 3: Writing Persuasive Essays
 - iv. Unit 4: Writing Non-Fiction Essays
 - v. Unit 6: Memoir

- b. Teacher Created Units (see Curriculum Documents)
 - i. Poetry
 - 4. Reading Curriculum
 - a. Major Whole Class Books
 - i. *On My Honor*, by Marion Dane Bauer (Literature Guide-Vocabulary and Questions)
 - ii. *Number the Stars* by Lois Lowry (Literature Guide-Vocabulary and Questions)
 - iii. *The Watsons Go To Birmingham 1963* by Christopher Paul Curtis (Literature Guide-Vocabulary and Questions)
 - iv. *The Cay* by Theodore Taylore (Literature Guide-Vocabulary and Questions)
 - v. *Holes* by Louis Sachar (Literature Guide-Vocabulary and Questions)
 - b. Guided Reading Books
 - Vary each year by student reading levels
 - 5. *The Continuum of Literacy Learning K-8* by Irene Fountas and Gay Su Pinnell

Mathematics:

- 1. Textbook Curriculum
 - a. *Everyday Mathematics* – Fourth Grade: Volume 1&2, Student Reference Book, Skills Link, and Study Link

Social Studies:

- 1. New Jersey *Studies Weekly* Newspaper Grade 4
- 2. *Mapping Essentials* Grade 4

Science:

- 1. Textbook Curriculum
 - a. Houghton Mifflin *Discovery Works* – Grade 4