



**The Dwight School**  
**Curriculum Handbook**  
**Fourth Grade**

## **THE DWIGHT SCHOOL MISSION STATEMENT**

The Dwight School, an internationally recognized college preparatory school with a rich tradition of academic excellence, trains its students to be leaders with a strong sense of community responsibility.

Every student has a spark of genius, and our goal is to nurture that potential. Kindling their interests, we strive to develop inquisitive, informed, and ethical citizens who, with a sense of global kinship, will take action to build a better world.

## **THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## INTRODUCTION TO CURRICULUM HANDBOOK FOURTH GRADE

This handbook is designed for parents of children in grade 4. It contains important information about the knowledge, skills and understanding your child will cover during the year. The handbook is intended to be a reference resource for you, so that you feel better informed about the work your child is doing in class, and so that you are able to discuss it with him/her and the teacher more knowledgeably.

Research shows that parent support is one of the most important factors influencing your child's levels of attainment in school. Good communication between home and school is of great importance to us. If you have any questions about your child's attainment levels, his/her home or class work, or would like to discuss any aspect of the curriculum, please contact your child's teacher or the Dean.

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## **1. SCHOOL PHILOSOPHY: THE PRIMARY YEARS PROGRAM**

The Primary Years Program (PYP), for students aged 5 to 12, focuses on the development of the whole child, in the classroom but also in the world outside, through other environments where children learn. It offers a framework that meets children's several needs: academic, social, physical, emotional and cultural.

The PYP is a comprehensive approach to teaching and learning, with an international curriculum model that provides guidelines for what students should learn, a teaching methodology and assessment strategies.

At the center of the PYP curriculum are five essential elements: knowledge, concepts, skills, attitudes and action. Six organizing themes (see curriculum model below) help teachers and children explore these elements in the broadest sense of the word. Teachers and students use key questions that are concept based to structure the Units of Inquiry. They acquire and apply transdisciplinary skills while developing an understanding of these important concepts. The development of explicit attitudes and the expectation of socially responsible behavior are also essential elements of the program.

## 2. LANGUAGE ARTS

### Word Level Work

#### *Phonological Awareness, Phonics and Spelling*

The students will:

1. read and spell words through
  - identifying phonemes in speech and writing
  - blending phonemes for reading
  - segmenting words into phonemes for spelling
  - correct reading and spelling of high frequency words
  - identifying syllabic patterns in multi-syllabic words
  - using phonetic /spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts
  - recalling the high frequency words

#### *Spelling Strategies*

The students will:

1. identify misspelled words in own writing
2. use independent spelling strategies, including
  - sounding out and spelling using phonemes
  - using visual skills, e.g. recognizing common letter strings and checking critical features (i.e. does it look the right shape, length, etc.)
  - building from other words with similar patterns and meanings, e.g. *medical, medicine*
  - spelling by analogy with other known words, e.g. *light, fright*
  - using word banks, dictionaries
3. practice new spellings regularly by “look, say, cover, write, check” strategy

#### *Spelling Conventions and Rules*

The students will:

1. spell two-syllable words containing double consonants, e.g. *bubble, kettle, common*
2. distinguish between the spelling and meanings of common homophones, e.g. to/two/too; they’re/their/there; peace/piece
3. spell regular verb endings *s, ed, ing*, (link to grammar work on tenses)
4. spell irregular tense changes, e.g. *go/went, can/could*
5. recognize and spell the suffixes *-al, -ary, -ic, -ship, -hood, -ness, -ment, -ible, -able, -ive, -tion, -sion*
6. investigate what happens to word endings in “f” when suffixes are added
7. spell words with the common endings: *-ight, etc.*
8. recognize and spell the prefixes *al-*, etc.

9. explore the occurrence of certain letters, e.g. “v” and “k” and letter strings, e.g. “wa” (e.g. *swat, water*), “wo” (e.g. *worship, won*) and “ss” (e.g. *goodness, hiss, missile*) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words
10. spell words within common letter strings but different pronunciations, e.g. *tough, through, trough, plough, hour, journey, could, route, four*
11. collect/classify words within common roots, e.g. *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone*; investigate origins and meanings
12. practice extending, and compounding words through adding parts, e.g. *ful, ly, if, tion, ic, ist*; investigate links between meaning and spelling
13. distinguish the two forms: its (*possessive no apostrophe*) and it’s (*contracted it is*) and use these accurately in own writing

### *Vocabulary Extension*

The students will:

1. define familiar vocabulary and unit vocabulary in their own words, using alternative phrases or expressions
2. use 3<sup>rd</sup> and 4<sup>th</sup> place letters to locate and sequence words in alphabetical order
3. use a rhyming dictionary and dictionary of idioms, e.g. in poetry
4. use thesaurus for writing a variety of interesting words in compositions, poetry, reflections, etc.
5. know the way in which nouns and adjectives, e.g. *fix, simple, solid, drama, dead* can be made into verbs by use of the suffixes *-ate, -ify*, etc.; investigate spelling patterns and generate rules to govern the patterns
6. use alternative words and expressions which are more accurate or interesting than the common choices, e.g. *got, nice, good, then*
7. explore and discuss the implications of words which imply gender, including the *-ess* suffix, e.g. *prince/princess, fox/vixen, king/queen*
8. understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why, e.g. *wireless, frock*
9. define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes
10. know a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash...able, hope...ful, shock...ing, child...like, hero...ic, note...worthy*
11. investigate compound words and recognize that they can aid spelling even when pronunciation obscures it, e.g. *handbag, cupboard*
12. understand how diminutives are formed i.e. suffixes: e.g. *-ette*; prefixes: eg *mini*;; adjectives: eg *little*; nouns: eg *sapling*; and nicknames, e.g. *Jonesy*

## Sentence Level Work

### *Grammatical Awareness*

The students will:

1. re-read own writing, silently and out-loud, to check for grammatical sense (coherence) and accuracy (agreement); identify errors and suggest alternative constructions
2. investigate verb tenses (past, present and future):
  - compare sentences from narrative and information texts, e.g., narrative in past tense, explanations in present tense (e.g. *when the circuit is...*); forecasts/ directions etc. in future. Develop awareness of how tense relates to purpose and structure of text
  - understand the term “tense” (i.e., that it refers to time) in relation to verbs and use it appropriately
  - understand that one test of whether a word is a verb is whether or not its tense can be changed
3. identify the use of powerful verbs, e.g., “hobbled” instead of “went”, e.g. through close procedure
4. identify adverbs and understand their functions in sentences through :
  - identifying common adverbs with *ly* suffix and discussing their impact on the meaning of the sentences
  - noticing where they occur in sentences and how they are used to qualify the meaning of the verbs, adjectives or other adverbs
  - collecting and classifying examples of adverbs, e.g., for speed: *swiftly, rapidly*; light: *brilliantly, dimly*
  - investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the house...ly*
  - using adverbs with greater discrimination in own writing
5. link work on expressive and figurative language in stories and poetry:
  12. constructing adjectival phrases
  13. examining comparative and superlative adjectives
  14. comparing adjectives on a scale of intensity (e.g., *hot, warm, tepid, lukewarm, chilly, cold*)
  15. relating them to the suffixes which indicate degrees of intensity (e.g., *-ish, -er, -est*)
  16. relating them to adverbs which dictate degrees of intensity (e.g. *very, quite, more, most*) and through investigating words which can be intensified in these ways and words which cannot
6. understand that some words can be changed in particular ways and others cannot, e.g., changing verb endings, adding comparative endings, pluralization and that these are important clues for identifying word classes

## *Sentence Construction and Punctuation*

The students will:

1. identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading
2. practice using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing
3. use the apostrophe accurately to mark possession through:
  - identifying possessive apostrophes in reading and to whom or what they refer to
  - understanding that basic rules for apostrophizing singular nouns, e.g., *the man's hat*; for plural nouns ending in "s", e.g. *the doctors' surgery* and for irregular plural nouns, e.g. *men's room, children's playground*
  - distinguishing between uses of the apostrophe for contraction and possession
  - beginning to use the apostrophe appropriately in their own writing
4. understand the significance of word order, e.g., some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones
5. recognize how commas, connectives and periods, are used to join and separate clauses; to identify in their writing where each is more effective
6. understand how the grammar of a sentence alters when the sentence type is altered, when, e.g., a statement is made into a question, a question becomes and order, a positive statement is made negative, noting, e.g.,
  - the order of words
  - verb tenses
  - additions and/or deletions of words
7. changes to punctuation
8. use of connectives, e.g., adverbs, adverbial phrases, conjunctions, structure a argument, e.g., "if...then", "on the other hand..", "finally", "so"
9. edit own work and peer edit, looking for run-ons, fragments and proper meaning

## Text Level Work

### Fiction and Poetry

#### *Reading Comprehension*

The students will:

1. investigate how settings and characters are built up from small details, particularly at the start of a story, and how the reader responds to them
2. identify the main characteristics of the key characters(e.g., protagonist and antagonist), drawing on the text to justify views, and using the information to predict actions
3. explore chronology in narrative using written or the media texts, by plot mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others in detail
4. explore narrative order: identify and map out the main stages of the story: introductions → build ups → climaxes → resolutions
5. prepare, read and perform play scripts; compare organization of scripts with stories – how are settings indicated, story lines made clear?
6. chart the build-up of a play scene, e.g., how scenes start, how dialogue is expressed, and how scenes are concluded
7. compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences
8. learn more about popular authors, poets, etc. and use this information to move onto more books by favorite writers
9. understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail
10. understand setting as time and place in a story
11. understand how settings influence events and incidents in stories and how they affect characters' behavior
12. compare and contrast settings across a range of stories; to evaluate, form and justify preferences
13. identify social, moral, cultural issues in stories, e.g., the dilemmas faced by the characters or the moral of the story, and discuss recurring themes where appropriate
14. read stories from other cultures, by focusing on e.g., differences in place, time, customs, relationships; identify and discuss recurring themes where appropriate
15. understand how paragraphs and chapters are used to collect, order and build up ideas
16. understand how the use of figurative language in poetry and prose; compare poetic phrasing with narrative / descriptive examples; locate use of simile, metaphor, personification
17. review a range of stories, identifying, e.g., authors, themes or treatments
18. recognize how certain types of texts are targeted at particular readers; identify intended audience

19. write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution
20. identify clues which suggest poems are older or from another country, e.g., language use, vocabulary, archaic words
21. identify different patterns of rhyme and verse in poetry, e.g., choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively
22. understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration, onomatopoeia
23. clap out and count the syllables in each line of regular poetry
24. describe how a poet does or does not use rhyme, e.g., every alternate line, rhyming couplets, no rhyme, other patterns of rhyme
25. recognize some simple forms of poetry and their uses, e.g., the regularity of skipping songs, the chorus in songs
26. read further stories or poems by a favorite writer, making comparisons and identifying familiar features of the writer's work
27. describe and review own reading habits through monthly reading goals, and widen reading experience beyond classroom requirements and books for pleasure
28. understand and identify person (first, second, third) and from who's point of view the story is told

### *Writing Composition*

The students will:

1. use different ways of planning stories, e.g., using brainstorming, note-taking, diagrams
2. plan a story identifying the stages of its telling
3. write character sketches, focusing on small details to evoke sympathy or dislike
4. write independently, linking own experience to situations in historical stories, e.g. How would I have responded? What would I do next?
5. write play scripts, e.g., using own stories or read stories as basis
6. write poems based on personal or imagined experience, linked to poems read; list brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs
7. produce polished poetry through revision, e.g., deleting words, adding words, changing words, reorganizing words and lines, experimenting with figurative language
8. use paragraphs in story writing to organize and sequence the narrative
9. develop settings in own writing, making use of work on adjectives and figurative language to describe settings effectively
10. write poetry based on the structure and /or style of poems read, e.g., taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes
11. collaborate with others to write stories in chapters, using plans with particular audiences in mind
12. write own examples of descriptive, expressive language based on those read

13. edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reason for editorial choices
14. explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character
15. write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story
16. write own longer stories in chapters from story plans
17. write personal reflections on poetry, art, quotations and other cultures discussed in class

## **Non-Fiction**

### *Reading Comprehension*

The students will:

1. identify different types of text, i.e., their content, structure, vocabulary, style, lay-out and purpose
2. identify features of non-fiction texts in print and IT, e.g., headings, lists, bullet points, captions which support the reader in gaining information efficiently
3. select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information
4. understand and use the terms *fact* and *opinion*; begin to distinguish the two in reading and other media
5. identify the main features of newspapers, including lay-out, range of information, voice, level of formality, organization of articles, advertisements and headlines
6. predict newspaper stories from the evidence of headlines, making notes and then checking against the original
7. identify features of instructional texts including:
  - noting the intended outcome at the beginning
  - listing materials or ingredients
  - clearly set out sequential stages
  - language of commands, e.g., imperative verbs
8. investigate how reading strategies are adapted to suit the different properties of Information Technology texts, i.e., those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; have a spatial dimension
9. appraise a non-fiction book for its contents and usefulness by scanning, e.g., headings, contents, list
10. prepare for factual research by reviewing what is known, what is needed, what is available and where one might search
11. scan texts in print or screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarizing text
12. mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these
13. identify how and why paragraphs are used to organize and sequence information

14. identify from the examples the key features of explanatory texts:
  - purpose: to explain a process to answer a question
  - structure: introduction, followed by sequential explanation, organized into paragraphs
  - language features: usually present tense; use of connectives of time and cause and effect; use of passive voice
  - presentation: use of diagrams, other illustrations
15. read, compare and evaluate examples of arguments and discussions, e.g., environment, animal welfare
16. know how arguments are presented, e.g., ordering points to link them together so that one follows from another; know how statistics, graphs, etc. can be used to support arguments
17. from examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader
18. evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g., puns, jingles, alliteration, invented words
19. summarize a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

### *Writing Composition*

The students will:

1. write newspaper style reports, e.g. about school events or an incident from a story, including:
2. composing headlines
3. using IT to draft and lay out reports
4. editing stories to fit a particular space
5. organizing writing into paragraphs
6. write clear instructions using conventions learned from reading
7. improve the cohesion of written instructions and directions through the use of link phrases and organizational devices such as sub-headings and numbering
8. outline as a research tool categorizing ideas
9. write a non-chronological report, including the use of organizational devices, e.g., numbered lists, headings for conciseness by;
  - generalizing some of the details
  - deleting the least important details
10. make short notes, e.g., by abbreviating ideas, selecting key words, listing or in diagrammatic form
11. fill out brief notes into connected prose
12. collect information from a variety of sources and present it in one simple format, e.g., wall chart, labeled diagram
13. improve the cohesion of written explanations through paragraphing and the use of link phrases and organizational devices such as sub-headings and numbering
14. write explanations of a process, using conventions identified through reading

15. assemble and sequence points in order to plan the presentation of a point of view, e.g., on hunting, school rules
16. use writing frames if necessary to back up points of view with illustrations and examples
17. present a point of view in writing, e.g., in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader
18. summarize in writing the key ideas from, e.g., paragraph or chapter design an advertisement, such as a poster or radio jingle, on paper or screen, making use of linguistic and other features learned from reading examples

### 3. MATHEMATICS

The goal of our math curriculum is to produce mathematically powerful thinkers and problem-solvers who are confident and feel comfortable using mathematics in their daily lives. Therefore students not only learn basic computation skills, but they also are involved in more than the “how-tos” of basic arithmetic skills; they are involved in multiple day projects and explorations that link ideas and concepts from several strands of mathematics into and integrated whole that makes sense. We focus not just on answers but on students’ ways of thinking and we are more interested in their reasons and explanations for solutions and discoveries, not whether or not everyone gets the same solution in the same way. Mental math is practiced everyday to imprint mathematical information on the brain. When given the opportunity to investigate computation problems, students construct deep understanding and many, flexible ways of handling numbers. With this approach students develop autonomy and a more complete understanding of mathematics, i.e. a strong foundation for our technology-based society.

#### **Concept:**

##### *Number Sense*

The students will

1. use appropriate math vocabulary
2. use computation and estimation to solve problems
3. select and use appropriate method for computing
4. explore discrete mathematics by using and explaining Venn diagrams
5. use mental math to solve computation problems
6. represent numerical relationships in one- and two-dimensional graphs
7. develop, analyze, and explain procedures for computing, estimating, and solving proportions
8. explore discrete math by continuing number patterns and sequences
9. know and understand place value, including in the context of money
10. identify and demonstrate understanding of number theory

11. develop algorithms to solve problems
12. compute with whole numbers, decimals, and fractions, including numbers having multiple digits
13. estimate to check the reasonableness of results
14. use and describe different strategies to estimate quantities
15. use multiple strategies to solve problems
16. explain the need for numbers other than whole numbers
17. investigate and describe relationships among fractions and decimals and percents
18. represent numbers and their relationships on a number line
19. understand and explain how operations relate to one another
20. understand and model fractional parts
21. round fractions to the nearest whole number
22. compare and order whole numbers, fractions, and decimals
23. use operations involving integers (including negative numbers)
24. explain and appreciate other number systems

### *Algebraic Thinking*

The students will:

1. represent situations and number patterns with tables and graphs, and explore the interrelationships of these representations
2. analyze functional relationships to explain how a change in one quantity results in a change in another
3. use patterns and functions to represent and solve problems
4. use patterns and relationships to develop algebraic ideas and to make predictions
5. identify patterns in the environment
6. write an equation to represent a situation and solve problems
7. demonstrate an ability to solve linear equations, using concrete, informal, and formal methods
8. explore number patterns, using a calculator
9. record and describe the composition and decomposition of sets of objects
10. construct expressions or equations that model problems
11. formulate a rule and apply it to a number pattern
12. write equations to represent a situation and to solve problems
13. write number sentences, using fractions and whole numbers
14. use order of operations to solve problems mentally
15. describe, extend, analyze, and create a wide variety of patterns
16. explore and describe a variety of ways of solving equations, including hands-on-activities, trail and error, and numerical analysis
17. apply algebraic methods to solve problems
18. understand and apply the concepts of the variable, set, subset and equation

## *Geometry and Measurement*

The students will:

1. identify, draw, describe, compare, and classify geometric figures
2. know values of money
3. know and apply measurement equivalencies
4. compute with measurements – English and metric systems
5. develop and apply formulas and procedures for determining measures to solve problems
6. describe the meaning and use length, perimeter, area, weight, mass, volume, and capacity
7. solve problems using area, perimeter, volume and surface area
8. use proportional reasoning to solve and create measurement problems
9. select appropriate units and tools to measure to the degree of accuracy required in a particular situation
10. calculate time intervals and use conversions to solve problems
11. predict, model and describe the results of combining, subdividing and changing shapes
12. represent and solve problems, using geometric models
13. apply geometric properties and relationships
14. use tiling patterns to explore area
15. use a coordinate grid to locate ordered pairs and interpret information
16. use metric units to describe length
17. use a compass, ruler, and protractor to construct simple plane figures, including angles and circles
18. identify types of angles, and name them by using letters
19. explore and describe transformations of geometric figures
20. tessellate shapes across a plane
21. estimate angle measures

## *Data Analysis: Statistics and Probability*

The students will:

1. devise a plan, collect, organize, and describe data systematically
2. construct, read, and interpret tables, charts and graphs
3. evaluate arguments that are based on data analysis
4. find and describe the average of given data
5. make predictions that are based on experimental or theoretical probabilities
6. calculate and combine probabilities to solve real-life problems
7. make predictions from generalizations, hypotheses, rules, and conjectures based on data that are organized in tables, charts, or diagrams
8. determine all possible combinations
9. use logical reasoning to solve problems
10. model situations by devising and carrying out experiments or simulations to determine probabilities
11. make inferences and convincing arguments that are based on data analysis

#### 4. UNITS OF INQUIRY

##### **Transdisciplinary Theme: *Who We Are***

###### ***Title: I Believe***

Subject focus: Social Studies, PSPE, Arts

Central idea: The beliefs and values of cultures are conveyed through rituals, celebrations, and the arts, as well as the way people live.

An inquiry into:

1. major world religions
2. the role religion plays in people's lives and in the development of cultural identity and the arts
3. the role of rituals and ceremonies that some cultures use to mark special events

##### **Transdisciplinary Theme: *Where We Are In Time and Place***

###### ***Title: Architecture: An Investigation of Human Spaces***

Subject focus: History and Social Studies

Central idea: The history, the resources, and the needs of a culture are reflected in its architecture.

An inquiry into:

1. the art and science of design and construction
2. evaluation of visual data as clues to history and culture
3. the structures of homes and cities as indicators of time and place
4. the influence of technology on architecture and design

##### **Transdisciplinary Theme: *How We Express Ourselves***

###### ***Title: Publications: Formats Count***

Subject focus: Reading, Writing and Graphics

Central idea: There are many ways of capturing the attention of and persuading a target audience through language and visual media.

An inquiry into:

1. types of publications and their uses
2. how design affects the message
3. story-telling and illustrating
4. effects of mass production of printed materials
5. creating with an audience in mind

**Transdisciplinary Theme: *How The World Works***

***Title: Simple Machines***

Subject focus: Science

Central idea: Simple machines help make the world work.

An inquiry into:

1. Mechanical devices (inclined planes, pulleys, levers, wedges, wheel and axles)
2. How machines help in our daily lives
3. What machines are used at home and in school

**Transdisciplinary Theme: *How We Organize Ourselves***

***Title: Getting Organized: the Development of Government Systems***

Subject focus: Social Studies and History

Central idea: People develop rules and systems for governing themselves.

An inquiry into:

1. different governmental systems – compare and contrast
2. human rights and responsibilities; children's rights
3. the development of democracy
4. government as it applies to us today

Case study: American government from the beginning

**Transdisciplinary Theme: *Sharing the Planet***

***Title: Water - Infinite Demands, Finite Resources***

Subject focus: Geography, Science, History, Social Studies

Central idea: Water is required for all living things to sustain life.

An inquiry into:

1. water uses for people, plants and animals
2. the water cycle
3. water ecosystems and biodiversity
4. preservation and conservation

## 5. FRENCH

The French Program is structured around units, based on child-related themes and the Units of Inquiry with learning activities geared to the student's cognitive level and interest. French is taught in a meaningful communicative context, using role-play, games, songs and rhymes, arts and crafts. The activities incorporate opportunities for movement, physical activity, and concrete manipulation. As the students' level progresses, French will become a communication tool during other activities in class. Evaluation takes place frequently and regularly in a manner consistent with the objectives of the class.

The students will :

1. practice and reinforce the language patterns and vocabulary learned in the previous grades
2. learn the numbers 1-100, the colors, the days of the week, the months, body parts, clothing and animals in the environment
3. explore the world of Francophonie and learn about countries where French is the main language spoken
4. understand French, spoken for 90% of the time during French lessons and establish it as the language of classroom communication to enhance the development of speaking skills
5. participating in special activities during All-America French week.
6. produce a short theater play
7. read, write and produce simple phrases

## 6. MUSIC

Through exposure to diverse materials, students develop an awareness of how people from many cultures create and participate in music. Students will learn the basics of note reading and music notation in order to develop the skills necessary for sight-reading and the application of performance. Rhythm, movement, and singing are an integral part of the music program. Through exposure to performance, students gain self-confidence, memorization skills, and public speaking. Students will develop listening skills and will gain knowledge of historical composers and their music.

### **Listening**

The students will:

1. listen to a wide musical repertoire, with a focus on multicultural music from around the world
2. discuss many classical composers and the similarities and differences in their music
3. explore the different sounds of the orchestral instruments
4. recognize musical patterns, dynamics, rhythmic patterns, and melodic direction

### **Performing**

The students will:

1. perform numerous songs together as a group, focusing on canons and three part singing
2. understand the principles of rehearsing music for a production by beginning and ending together, memorizing music, taking direction from the teacher, and working as a group
3. understand voice production and how the human voice works
4. practice solo and group singing, speech canon, rhythmic and melodic ostinato, and question/answer singing
5. sing with appropriate tone, posture, and breathing

### **Movement**

The students will:

1. Create rhythmic patterns and perform with others
2. Perform movement that directly correlates to the music
3. Understand how storytelling and movement through music is an important element like "Carnival of the Animals" and "Peter and the Wolf"

### **Music Fundamentals and History**

The students will:

1. explore Classical and Romantic music of the 18<sup>th</sup> and 19<sup>th</sup> centuries through singing and listening to the music of Mozart, Beethoven, Chopin, and Scriabin
2. focus on the importance of melodic and rhythmic patterns in musical compositions; basic notation
3. understand early 20<sup>th</sup> century concert music from Europe and the United State

## 7. ART

The Art Program explores many forms and styles of art and uses many different media. Through the years in Timothy House, the students acquire varied skills. They are exposed to different tools and materials that are age-appropriate. An environment where the children's visual perceptions are allowed to mature is created, as their ability to handle tools becomes more skillful, their ability to discuss, critique and compare becomes more sophisticated. The students are exposed to art and artists in various cultures. They have the opportunity to apply their knowledge creatively in classroom projects and studies.

The students will:

1. combine an increased understanding of abstract concepts with observational skills that integrate the Units of Inquiry
2. learn to interpret their surroundings through direct and interpretive architectural studies
3. learn more sophisticated concepts, such as perspective
4. explore art elements and principles of design in advertising

## 8. PHYSICAL EDUCATION

The physical education program is a task-oriented, year round system in which mind, body and spirit are developed; in addition to developing strong, healthy, flexible, fast and adaptive bodies, values, morals, attitudes are emphasized. The students will also do exercises in the classroom as they take breaks during the day.

The students will:

1. develop and refine basic techniques in running and jumping
2. measure, compare and improve their own performances
3. be given the opportunity to understand and play small-sided games and simplified versions of recognized competitive team and individual games
4. learn common skills and principles, including attack and defense, striking and fielding
5. refine the skills of sending, receiving, striking and travelling with a ball in team and individual games
6. use movement imaginatively, responding to stimuli, including music, and performing basic skills; e.g. travelling, being still, making a shape, jumping, turning and gesturing
7. begin to recognize and explain which exercise or drill uses a particular muscle, e.g. *push-ups/arm muscles*

## 9. COMPUTER TECHNOLOGY

The Timothy House capitalizes on the natural enthusiasm of children for exploring new ideas, taking risks, solving problems and manipulation concrete materials. Therefore the information technology program is a natural conduit for developing these capacities and for helping children to develop the understanding the role that the computer will play as the long life learning tool. Students progressively develop skills and confidence as they use the computer for a wide range of educational activities.

### **Technological Awareness**

The students will:

1. identify parts of the computer
2. understand the fundamentals of how the computer works
3. use the mouse to point, click and drag
4. open and close folders, files, windows and applications
5. scroll to see hidden parts of a window
6. choose from the menu bar at the top
7. choose a network printer

### **Networking skills**

The students will:

1. log on/off
2. access and open programs on the net work
3. save and retrieve projects using various folders
4. print documents to a network printer

### **Internet Skills**

The students will:

1. recognize the purpose of the Internet
2. locate a URL by typing in its address
3. navigate using links and toolbar
4. use search engines
5. send and reply to e-mail messages
6. develop web pages using authoring software

### **Keyboard Skills**

The students will:

1. use informal keyboarding skills to type
2. use shift, caps lock, punctuation, tab, enter and arrow keys
3. learn basic keyboard shortcuts to save, copy, paste and close windows
4. practice formal keyboarding skills, most keys introduced

## **Word-processing Skills**

The students will:

1. highlight text
2. format text by changing size, font and style
3. cut, copy and paste text
4. change margins, columns and lay-out

## **Drawing Skills**

The students will:

1. create and manipulate images, using pencils, colors, paint bucket, spray can, eraser and shape tools
2. select, modify and move parts of a drawing

## **Multimedia Skills**

The students will:

1. combine text boxes with graphics
2. import and modify pictures

## **Programming Skills**

The students will:

1. write simple procedures to create animations and draw designs
2. write super procedures to create more complex programs
3. create procedures using variables
4. create and program buttons and sliders to use in designing own interactive projects

## **Spreadsheet/ Database Skills**

The students will:

1. enter data in spreadsheets to create graphs
2. sort and filter data
3. create reports
4. modify format and graphs

## **10. HOMEWORK POLICY**

Homework is a valuable part of the school curriculum. It provides children with the opportunity to consolidate or extend their understanding of the concepts covered during class time. It also encourages them to develop independent study habits. Homework is given every night for all students in the Timothy House. The amount and kind of work that is given depends on the student's age and the individual abilities of the student. Homework will be recorded by the student in a homework agenda, provided by the school. All students are expected to complete the daily homework. In fourth grade, students will be given approximately 30 to 45 minutes of homework each day.

## **11. THE PASSPORT PROGRAM**

The Passport Program is a palate of exciting after school activities for all Timothy House students. It encourages students to find a hobby or investigate new interests. Basketball, tennis, soccer, and fencing are Dwight's strongest athletic traditions. These programs are offered from the lower grades and continue throughout High School. In Kindergarten and in first and second grades, we encourage students and families to try a variety of different activities. In the third and fourth grades, students are asked to analyze what activity they are enjoying the most and to continue this activity. In sports, skills and sportsmanship are emphasized, rather than competition. Many other Passport favorites are Mini-Musical (drama program), Circus Club, Chess Club Awesome Arts, Water Warriors (swimming program) and much more. The Passport Program is a unique opportunity for students to interact with children of other ages within Timothy House.