



**ST. MARY ACADEMY**  
**BAY VIEW**

**MODEL CONTENT STANDARDS**  
**&**  
**GRADE LEVEL EXPECTATIONS**

**GRADE 4**

**Course Title: English Language Arts****Grade: 4****Full Year****Text:**

Sadlier Grammar Workshop, Level Orange, Sadlier-Oxford, Inc., 2013

Sadlier Vocabulary Workshop, Level Orange, Sadlier-Oxford, Inc., 2011

Trade Books

**Course Description:**

- I. In the fourth grade language arts program, students will read a variety of fiction and nonfiction texts which will strengthen the development of their decoding, comprehension, analytical, and critical thinking skills. A wide variety of genres, including drama, poetry, literary, and informational texts will be read. The communication skills of writing, listening, and speaking, across all content areas, will also be emphasized. All curriculum is aligned with the common core standards.
- II. Sadlier grammar prepares students in fourth grade with systematic lessons and effective grammar practice that will improve their ability to communicate clearly and correctly in their writing, and help prepare them for standardized tests.
- III. The instruction of vocabulary through an integration of print and online audio and visual media tools help students “own” words in their growing vocabularies and enrich their understanding.

**Course Outcomes:**

Upon completion of this language arts course the student will:

1. Students will conduct short research projects in which they gather facts from a variety of sources in order to create evidence based essays or multimedia presentations which show signs of analysis and reflection.
2. Students will read and analyze a wide variety of class assigned and self selected texts from different genres.
3. Students will draw evidence from research in order to logically support a writer’s purpose across all content areas integrated with multimedia.
4. Students will continue to develop their speaking skills in order to express their ideas clearly and effectively.
5. In addition, they will refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

Course Content:

- I. Literature:
  - Read assigned and self selected texts of various genres.
  - Identify main idea, using supporting text details, and be able to summarize text
  - Use details in text to draw inferences about facts presented
  - Strengthen vocabulary acquisition of unfamiliar and domain specific words through the use of context clues, synonyms or antonyms
  - Compare and contrast characters, settings, and points of view in various texts
  - Participate in classroom discussions and debates
- II. Writing:
  - Writing to an audience to:
    - Describe

- Inform
- Persuade
- Entertain
- Conduct short research projects that correctly cite sources and present their findings in various multimedia formats.
- Periods and commas
- Quotation marks
- Capitalization rules
- Introduction of
  - Main idea
  - Supporting paragraphs which contain
    - Key facts,
    - Definitions, and
    - Details needed to clarify main topic
    - Concluding statement/paragraph which summarizes main idea
- Linking words and phrases to connect facts and information necessary to support main idea, both within and between paragraphs
- Conduct short research projects, across all content areas, using a variety of correctly cited sources

## II. Grammar: Mechanics and Usage

- Kinds of sentences (declarative, interrogative, imperative and exclamatory)
- Subjects and predicates (simple and complete)
- Simple, compound and complex sentences
- Sentence fragments and run-ons
- Nouns (common, proper, singular, plural, possessive and appositives)
- Verbs (action, linking, being, and tense)
- Adjectives (comparing, proper, articles, demonstrative, comparing)
- Pronouns (subject, object, possessive and contractions with pronouns)
- Adverbs (comparing, negatives,
- Prepositions, conjunctions, interjections

## III. Vocabulary

- Spelling,
- Definition
- Synonyms
- Antonyms

### ***Course Objectives:***

Upon completion of this language arts course students will:

1. Engage in oral and silent reading for comprehension;
2. Participate in large and small group discussions;
3. Discuss different concepts of characters and authors past and present;
4. Listen to tapes of stories and respond to them either orally or in writing;
5. Practice basic spelling and phonics patterns
6. Engage in oral discussions in small and large groups about class material;
7. Create videos or presentations that reinforce and enrich class work;
8. Work independently and cooperatively in creative writing exercises;
9. Write using story prompts;
10. Write for a variety of purposes and audiences;
11. Engage in teacher-directed activities such as practice exercises, educational games and using their iPads;

12. Use technology to communicate and collaborate with others.

***Assessments:***

1. Teacher observations
2. Written and oral tests
3. Creative writing activities
4. Worksheets: spelling comprehension, phonics practice activities
5. Illustrations
6. Homework
7. Daily class work
8. Class participation
9. Projects
10. Technological assessments

**Course Title: Social Studies****Grade: 4****Full Year****Text:** *States and Regions*, Harcourt, 2010

**Course Description:** The social studies curriculum is designed to promote awareness of the different regions of the United States. What makes up the United States of America? Students will begin their two year study (third and fourth grade) of the United States and Regions. They will study the geography, history, economics, government, regions, culture and people of all the 50 states.

**Course Outcomes:**

Upon completion of this social sciences course the student will:

1. Demonstrate map and globe skills to establish literacy in this area.
2. Identify and use graphic skills through familiarity with primary and secondary resources.
3. Expand study skills through note-taking, summarizing, outlining, research skills, and through gathering and evaluating information.
4. Gain an overview of the regions of the United States and be able to recognize individual regions studied.
5. Gain knowledge about national and international current events.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

**I. The Northeast**

- Geography of the Northeast
- Early History of the Northeast
- Growth of the Northeast
- The Northeast Today
- New England States
- Middle Atlantic States

**II. The Southeast**

- Geography of the Southeast
- Early History of the Southeast
- Ports of the Southeast
- The Southeast Today
- Atlantic Coast States
- Gulf Coast States
- Inland South States

**III. The Midwest**

- Geography of the Midwest
- Early History of the Midwest
- Transportation in the Midwest
- The Midwest Today
- Great Lakes States
- Plains States

**IV. The Southwest**

- Geography of the Southwest
- Early History of the Southwest

- Resources in the Southwest
- The Southwest Today

V. The West

- Geography of the West
- Early History of the West
- Environment of the West
- The West Today
- Mountain States
- Pacific States

***Course Objectives:***

1. Students will gain map reading skills.
2. Students will reinforce concepts by taking notes and studying them.
3. Students will read text, listen to, and discuss teacher generated instruction.
4. Students will learn the history and geography of the five regions of the United States.
5. Students will view and discuss relevant videos.
6. Students will participate in relevant field trips.

***Assessments:***

1. Tests
2. Quizzes
3. Oral and written activities
4. Small group work
5. Project based assessments
6. Teacher observation
7. Class participation
8. Homework

**Course Title: Math****Grade: 4****Full Year****Text:** enVisionMath2.0 Scott Foresman & Addison Wesley, 2017

**Course Description:** The fourth grade math program offers the flexibility of print, digital, or blended instruction. *It* provides the focus, coherence, and rigor needed to meet our standards. Project-based learning, visual learning strategies, and extensive customization options empower every student.

**Course Outcomes:**

Upon completion of this math course the student will:

1. Demonstrate an understanding of the basic number facts and place value.
2. Utilize at an age appropriate level, critical and visual thinking.
3. Collect, organize, and analyze numerical data effectively.
4. Demonstrate age appropriate facility in the operations of addition, subtraction, multiplication and division.
5. Effectively use problem solving and time and measurement strategies.
6. Recognize the interaction of mathematics with other disciplines and in everyday life.
7. Demonstrate an understanding of fraction concepts, such as ordering, comparing, adding and subtracting.
8. Identify basic geometric shapes and explore area, perimeter and volume.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course:

## I. Generalize Place Value Understanding

- *Numbers Through One Million*
- *Place Value Relationships*
- *Compare Whole Numbers*
- *Round Whole Numbers*
- *Problem Solving-Construct Arguments*

## II. Fluently Add and Subtract Multi-Digit Whole Numbers

- *Mental Math: Find Sums and Differences*
- *Mental Math: Estimate Sums and Differences*
- *Add Whole Whole Number*
- *Subtract Whole Number*
- *Subtract Across Zeros*
- *Problem Solving-Reasoning*

## III. Use Strategies and Properties to Multiply by 1-Digit Numbers

- *Mental Math: Multiply by Multiples of 10., 100, and 1,000*
- *Mental Math: Round to Estimate Products*
- *The Distributive Property*
- *Mental Math Strategies for Multiplication*

- *Arrays and Partial Products*
- *Use Partial Products to Multiply by 1-Digit Numbers*
- *Multiply 2- and 3-Numbers by 1-Digit Numbers*
- *Multiply 4 Digit by 1-Digit Numbers*
- *Multiply by 1-Digit Numbers*
- *Problem Solving-Model with Math*

#### IV. Use Strategies and Properties to Multiply by 2-Digit Numbers

- *Mental Math: Multiply Multiples of 10*
- *Use Models to Multiply 2-Digit Numbers by Multiples of 10*
- *Estimate: Use Rounding*
- *Estimate: Use Compatible Numbers*
- *Arrays and Partial Products*
- *Multiply Using the Distributive Property*
- *Use Partial Products to Multiply by 2-Digit Numbers*
- *Multiply 2-Digit Numbers by Multiples of 10*
- *Multiply 2-Digit by 2-Digit Numbers*
- *Problem Solving-Make Sense and Persevere*

#### V. Strategies and Properties to Divide by 1-Digit Numbers

- *Mental Math: Find Quotients*
- *Mental math: Estimate Quotients*
- *Mental Math: Estimate Quotients for Greater Dividends*
- *Interpret Remainders*
- *Division as Sharing*
- *Use Partial Quotients to Divide: Greater Dividends*
- *Divide with 1- Digit Numbers*
- *Problem Solving-Model with Math*

#### VI. Factors and Multiples

- *Solve Comparison Situations*
- *Solve Multi-Step Problems*
- *Problem Solving-Make Sense and Persevere*

#### VII. Fraction Equivalence

- *Understand Factors*
- *Factors*
- *Problem Solving Repeated Reasoning*
- *Prime and Composite Numbers*
- *Multiples*

#### VIII. Extend Understanding of Fraction Equivalence and Ordering

- *Equivalent Fractions: Area Models*
- *Equivalent Fractions: Number Lines*
- *Generate Equivalent Fractions: Division*
- *Use Benchmarks to Compare Fractions*
- *Compare*
- *Problem Solving-Construct Arguments*

#### IV. Understand Addition and Subtraction of Fractions

- *Model Addition of Fractions*
- *Decompose Fractions*
- *Add Fractions with like Fractions*
- *Model Subtraction of Fractions*
- *Subtract Fraction with like Denominators*
- *Estimate Fraction Sums and Differences*
- *Model Addition and Subtraction of Mixed Numbers*
- *Add Mixed Numbers*
- *Subtract Mixed Numbers*
- *Problem Solving - Model with Math*

#### X. Extend Multiplication Concepts to Fractions

- *Fractions as Multiples of Unit Fractions: Use Models*
- *Multiply a Fraction by a Whole Number: Use Models*
- *Multiply a Fraction by a Whole Number: Use Symbols*
- *Multiply a Whole Number and a Mixed Number*
- *Solve Time Problems*
- *Problem Solving: Model with Math*

#### XI. Represent and Interpret Data on Line Plots

- *Read Line Plots*
- *Make Line Plots*
- *Use Line Plots to Solve Problems*
- *Problem Solving: Critique Reasoning*

#### XII Understand and Compare Decimals

- *Fractions and Decimals*
- *Fractions and Decimals on the Number Line*
- *Compare Decimals*
- *Add Fractions with Denominators of 10 and 100*
- *Solve Word Problems Involving Money*
- *Problem Solving- Look For and Use Structure*

#### XIII Measurement: Find Equivalence in Units of Measurement

- *Equivalence with Customary Units of Length*
- *Equivalence with Customary Units of Capacity*
- *Equivalence with Customary Units of Weight*
- *Equivalence with Metric Units of Length*
- *Equivalence with Metric Units of Capacity and Mass*
- *Solve Perimeter and Area Problems*
- *Problem Solving-Precision*

#### XIV. Algebra: Generate and Analyse Patterns

- *Number Sequences*
- *Patterns: Number Rules*
- *Patterns: Repeating Shapes*
- *Problem Solving-Look for and Use Structure*

## XV. Geometric Measurement: Understand Concepts of Angles and Angle Measure

- *Line, Rays, and Angles*
- *Understand Angles and Unit Angles*
- *Measure with Unit Angles*
- *Measure and Draw Angles*
- *Add and Subtract Angles Measures*
- *Problem Solving: Use Appropriate Tools*

## XVI. Lines, Angles, and Shapes

- *Lines*
- *Classify Triangles*
- *Classify Quadrilaterals*
- *Line Symmetry*
- *Draw Shapes with Line Symmetry*
- *Problem Solving - Critique Reasoning*

### **Course Objectives:**

1. Students will receive direct instruction in large and small groups.
2. Students will reinforce skills through board work, use of manipulatives and “partner practice.”
3. Students will engage in written and oral drills,
4. Students will engage in games calculated to help them review concepts and skills,
5. Students will receive individual additional instruction when indicated.
6. Students will participate in computer enrichment programs.

### **Assessments:**

1. Oral and written activities
2. Small group work and cooperative learning projects
3. Board work
4. Teacher observation
5. Game-style reviews
6. Class participation
7. Homework
8. Technological assessments
9. Chapter tests and quizzes

## **PERFORMING ARTS**

**Course Title: General Music/ Recorder Instruction**

**Grade: 4 Full Year**

**Text:** Recorder Karate: A Highly Motivated Method for Young Players By: Barb Philipak

**Additional Resources:** Liturgical music (Breaking Bread - Oregon Catholic Press, 2006) and various other music sources, CDs and tapes.

### ***Course Outcomes:***

The Elementary general music program strives to give the student an opportunity to:

1. Express herself creatively;
2. Build self-confidence;
3. Learn to interact with her fellow classmates;
4. Develop a love and appreciation for music and all the arts.
5. Complete and demonstrate competency of Recorder Karate Curriculum
6. Play confidently alone and with classmates

Through playing the recorder, movement, singing, and using percussion instruments, the student learns to use her whole mind, body, and spirit in experiencing the universal language of music and instrumentation.

### ***Course Content:***

- Paying attention to the National Standards, students will have opportunities to:
- Sing solo
- Sing with a group
- Develop listening skills
- Learn to play an instrument
- Compose their own songs
- Learn about famous composers
- Learn beginning music theory and form
- Discover cultural connections with various styles of music, lyrics, and instrumentation.
- Perform and express themselves at school liturgies and concerts.

### ***Assessments:***

- Students are required to do their best in participating in all learning and listening skills.
- Students are required to be respectful and patient with themselves and each other.
- Students receive karate belts as they master specific songs showing competency.

*Music students are encouraged to:*

- Explore their God-given talents.
- Learn exciting new skills and appreciation that will last a lifetime.
- Share their knowledge and talents generously with the world around them and beyond.

**Course Title: Science****Grade: 4****Full Year****Text:** *Interactive Science, Pearson, 2016**Varies trade books*

**Course Description:** Interactive Science is a complete science curriculum for Grades K-5 students. Lessons engage students in science inquiry; STEM activities; and problem-based, hands-on learning. Blended print and digital experiences engage students and support Next Generation Science Standards (NGSS)\*. Interactive Science includes strong literacy connections for elementary learners. High-quality science resources, strategies, and guidance help teachers awaken students' sense of curiosity as they learn about science.

**Course Outcomes:**

Upon completion of this Grade 4 science course the student will:

1. Exhibit a positive attitude towards science;
2. Exhibit an awareness of what scientific endeavor is and how it relates to our society and their culture;
3. Demonstrate a set of study skills to facilitate further success in science;
4. Articulate an elementary knowledge of life and physical sciences;
5. Exhibit critical thinking skills and an awareness of the steps in the scientific method of investigation;
6. Make informed decisions on issues affecting their lives.

**Course Content:**

The following outline of this science course material covers the various concepts and skills that form the basic substance of the course:

## I. Energy and Heat

- What are forms of energy?
- What is sound energy?
- What is light energy?
- What is heat?

## II. Motion

- What is motion?
- What is speed?

## III. Electricity

- How do electric charges flow in a circuit?
- How can energy change?

## IV. Plants and Animals

- How are plants and animals classified?
- How do plants reproduce?
- How do plants make food?
- What are adaptations?
- What plant and animal characteristics are inherited?
- How do animals respond to the environment?

## V. Ecosystems

- What are ecosystems
- How do living things affect the environment?
- What are natural resources?
- What are fossils?
- What can fossils tell us?

## VI. Earth's Resources

- How are minerals classified?
- How are rocks classified?
- How can Earth's surface change rapidly?
- Where is Earth's water?
- What is the water cycle?

Link:

<https://www.pearsonrealize.com>

### ***Course Objectives:***

1. To have students read text, listen to and discuss teacher generated instructions;
2. To have students reinforce concepts by taking notes and studying them;
3. To have students explore concepts and build skills while engaging in STEM activities and experiments.
4. To have students view and discuss relevant videos;
5. To have students attend relevant field trips.

### ***Assessments:***

1. Oral question and answer sessions
2. Participation in class discussions
3. Written answers to lesson review and end of chapter questions
4. Teacher observation
5. Quizzes and chapter tests
6. Projects and art work

## **THEOLOGICAL STUDIES DEPARTMENT**

### **MISSION STATEMENT**

The Department of Theological Studies functions to provide a complete theological foundation so as to empower its young women to live lives of faith expressed in the unfolding of their created uniqueness and in the living of just interrelationships in the context of the global community. To that end, the Theological Studies program enables the students in their self-discovery by challenging them to honest self-appraisal; exposing stereotypical thinking; examining media and cultural influences that inhibit self-valuation and the development of personal uniqueness. The department provides the student with clear doctrine, intelligent reading of the Scriptures, and moral guidelines according to the teachings of the Catholic Church. It fosters that sense of justice grounded in the Judaeo-Christian tradition which enables them to respond to the challenges of their world and in so doing to expand the reign of God.

### **THEOLOGICAL STUDIES DEPARTMENT GOALS**

Upon completion of the Theological Studies program, the students will:

1. Express their personal uniqueness through personal choices and lifestyles.
2. Recognize their relationship with God and express in worship, prayer, and service the faith that is in them;
3. Understand and appreciate the ways in which others find and respond to the divine Presence in the world;
4. Make informed decisions based on a clear understanding of the Judaeo-Christian tradition, integrating a relationship between personal conduct and social accountability;
5. Demonstrate understanding of the interdependence of all life through reverence of the environment as God's stewards on earth.

#### ***Course Title: Religion***

**Grade: 4**

**Full Year**

**Text:** We Believe, Gerard F. Baumbach, Ed.D., et al, William H. Sadlier, Inc. 2011

**Course Description:** The fourth grade religion program focuses on living as a good Christian as we are guided by the Ten Commandments, the Holy Spirit, the spiritual and corporal works of mercy, the Beatitudes, the Church and prayer. The students examine these areas through reading the text and scripture, prayer, discussion, reflection, role playing and dramatic presentations.

#### ***Course Outcomes:***

Upon completion of this fourth grade Religion course the student will:

1. Demonstrate an understanding of what it means to live as a Catholic Christian by applying the virtues of faith, hope and charity in their lives;
2. Articulate verbally and in their life decisions what it means to live for God's Kingdom;
3. Explain how the Beatitudes should be lived;
4. Exhibit an understanding of how the Holy Spirit gives them life;
5. Demonstrate that they understand how the Church guides them;
6. Examine their consciences;
7. Demonstrate an appreciation for family life, their own sexuality and an awareness that all human life is sacred;

8. Reach out to others out of an awareness of the Christian's obligation to service;
9. Recite the Ten Commandments and articulate how these laws help them to be better people;
10. Study the lives of many saints and appreciate how the saints are role models for today's Christian children;
11. Understand that the Church's liturgical year consists of Advent, Christmas, Ordinary Time, Lent and Easter.

**Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

I. Growing in Jesus Christ

- Incarnation
- The Beatitudes
- The Church, Jesus' Community
- Living for God's Kingdom
- Types of sin
- Examination of Conscience
- Celebrating Reconciliation
- The Liturgical Year
- Ordinary Time
- Honoring the Saints

II. The Commandments Help Us Love God

- First Commandment
- Second Commandment
- Third Commandment
- Corporal Works of Mercy
- Spiritual Works of Mercy
- Celebrating the Eucharist
- Advent
- Christmas

III. The Commandments Help Us Love One Another

- Fourth Commandment
- Fifth Commandment
- Sixth Commandment
- Seventh Commandment
- Eighth Commandment
- Lent
- Triduum

IV. We Are Called To Holiness

- Ninth Commandment
- Tenth Commandment
- Sacraments
- Gifts of the Holy Spirit
- Precepts of the Church
- Virtues of Faith, Hope, Love
- Mary and the Rosary
- Cardinal Virtues
- Easter

- V. Family Living
  - Living with Others
  - Rules and Choices
- VI. Personal Growth and Self-Understanding
  - God Made You
  - How You Grow
- VII. Respect For Life
  - The Stages of Life
  - Staying Healthy
- VIII. Catholic Christian Sexuality
  - Feelings Matter
  - Feelings in Action
- IX. Social Living
  - Reaching Out
  - Your Future

***Course Objectives:***

1. Students will participate in individual, small group and whole class reading.
2. Students will come to a better understanding of what it means to live as a good Christian by making connections between scripture readings and how they react to everyday life situations.
3. Students will reinforce what they have learned in class by participating in various service projects.
4. Class discussion, prayer and reflection and collaboration in preparing liturgical prayer services and PowerPoint presentations will provide further understanding and respect for what living as a Catholic Christian means.
5. Written assignments and art projects will enable students to express their own thoughts and feelings about what they will do to live as good Christians.
6. Viewing of various videos will help to reinforce course content.
7. Participation in various dramatic presentations will reinforce the concepts taught in the gospels, parables and Holy Week stories.

***Assessments:***

1. Participation in class discussions.
2. Chapter tests.
3. Effort placed on written class assignments and art projects.
4. Observations of how individuals use what they have learned in class with various real-life situations.

**Course Name: Computer Science****Grade: 4****Full Year**

**Resources:** Code.org Course E, Blockly programming language, CS Unplugged, Computer Science for All, CommonSense.org, G-Suite for Education, Hello Ruby series by Linda Lukas, Legos Mindstorm Kits, EV3 Programming software, student iPads and Typing.com.

**Course Description:** The Grade 4 computer science class gives students multiple opportunities to code using different programming platforms. Students continue using nested loops, while loops, conditionals, and events. At this level, functions are introduced. Using Lego Mindstorms NXT Kits students will build and program a robot that will complete a variety of challenges. Students will distinguish between private information and personal information and discuss identity theft including safety precautions. All students will have G-Suite accounts which give them access to Google Docs, Drive, Slides and Sheets. The curriculum focuses on collaboration, investigation, persistence, problem solving.

**Course Outcomes:**

Upon completion of this class, the student will be able to:

1. Identify the main internal components of a computer their relationships and purpose.
2. Increase their proficiency in keyboarding by continuing to use home row and correct finger placement.
3. Create, edit and save files in G-suite including formatting fonts and adding and editing images.
4. Use Google Draw to insert images and videos into a Google application file.
5. Use Google email to communicate with faculty and students.
6. Students develop their understanding of nested loops, while loops, conditionals, and events.
7. Think critically about the user information that some websites request or require.
8. Build an autonomous robot designed for a specific task.
9. Create and download programs to complete a specific robot task
10. Use writing for planning and reflection.
11. Work cooperatively with other students.

**Course Content and Objectives:**

The following outline of course material covers the various concepts and skills that form the objectives of this course.

- I. Computer Basics
  - o Hardware identification and relationships
  - o Parts of the computer - RAM, ROM, Hard Disk, CPU, GPU Storage.
  - o Connect the parts of the computer to the appropriate step in the Information Processing Cycle
- II. Keyboarding
  - o Type using home row and correct finger placement
  - o Continuation of typing the Alphabet and Punctuation Keys
  - o Introduction to the Numeric Keys
- III. G-Suite - Google Apps for Education
  - o Log in and out of their Google account.
  - o Create, save, edit and open files using Google Slides, Docs and Draw.
  - o Format fonts in Google applications.
  - o Add images to Google applications.
  - o Use Google draw to add a variety of file types to a Google file
  - o Create, send, receive and reply to email messages.
  - o Use best practices when creating email messages.
- IV. Programming

- Use algorithms in programming
- Debug programming errors
- Use while loops, nested loops, conditionals and events in programs
- Introduction to Functions
- Program an autonomous robot using the Lego EV3 software to perform a variety of robot behaviors including movement and actions dependent on sensor input.

V. **Building**

- Using Lego Mindstorm NXT kit create a an autonomous robot with sensors and output devices.
- Modify building of the robot to perform different challenges.

VI. **Digital Citizenship**

- Learn how to protect themselves and their family from identity theft.
- Discuss user information that some websites request or require
- Difference between private information and personal information
- Express what is safe and unsafe to share online.

VII. **Journaling**

- Use a journal to plan plan programs and building
- Reflect on computer science concepts and activities in a journal.

VIII. **Cooperative Learning**

- Work in groups to solve problems and challenges
- Take part in paired programming lessons

## **WORLD LANGUAGE**

**Course Title:** Lower School Spanish

**Grades: Pre-K 3-Year Olds Through Grade 5**

**Full Year**

**Text:** *Spanish is Fun* (Grades 4+5), Amsco School Publications, Inc. 1997; *Viva El Español, A+B* (PreK-3) National Textbook Company, 1995 *Total Physical Response in First Year Spanish*, Francisco Cabello. (All Grades)

**Course Description:** This early introduction to Spanish applies the natural approach used to teach children their first language. It emphasizes oral competence (speaking and listening skills). It uses various media to enhance the learning process: picture cards, videos, books, puppets, skits, songs, dances and games. Writing and reading skills are introduced in Grades 2-5. Basic grammar is introduced in Grades 4 and 5.

### **Course Outcomes:**

Upon completion of this Spanish course the student will:

1. Listen to and understand; speak on topics of general interest; read basic level reading material and write simple responses to questions.
2. Demonstrate a basic knowledge of the history, values and cultures of the Spanish-speaking countries.
3. Compare / contrast her own lifestyle with those of the Spanish-speaking peoples.
4. Relate world language study with the vision of Catherine McAuley and the Core Values and Critical and Critical Concerns of the Sisters of Mercy.

### **Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

- I. Each grade begins with a review of previously learned material. Common phrases, vocabulary and cultural facts and experiences are added gradually as the students' comprehension increases along with their facility in the language arts.

### **Course Objectives:**

1. Students will demonstrate a comprehension of basic, relevant vocabulary used in settings familiar to children: home, school, friends, community, sports and entertainment and travel
2. Students will give appropriate responses to questions made regarding material presented in class
3. Students will grow in respect and appreciation for the customs and values of the cultures of the Spanish-speaking countries
4. Students will be able to read, write and comprehend basic vocabulary and language structures according to each class level

### **Assessments:**

1. Oral assessments
2. Individual and group projects
3. Physical responses to spoken and/or written commands
4. Written reviews
5. Homework assignments (depending on grade level)

**Course Content:**

Each grade level builds on the content taught in previous grade levels and introduces new vocabulary as well as further knowledge of the language structure and culture.

**6. Grade 4:**

- Review of prior material
- Study of Spanish-speaking Countries
- Reading and Writing exercises of text (*Spanish is Fun Book A (Lessons 1-9)*)
- Gender and Number of nouns
- Regular present tense of ar and er verbs
- Subject pronouns
- Forming Negative and Interrogative sentences.
- Simple math functions
- Numbers 1-500
- Adjectives- position, gender and number

Cultural Celebrations at all levels: Hispanic Heritage Month, Día de la Raza, Día de los Santos, Día de los Muertos, Juan Diego y la Guadalupe, Las Posadas, La Noche Buena y la Navidad, El Día de los Reyes Magos, la Semana Santa, Cinco de Mayo.

**Mercy Mission Values:** There are many opportunities to incorporate teaching Mercy values and the Critical Concerns with special emphasis on: respect for differences, embracing our multicultural and international reality, awareness of racism, commitment to nonviolence. Also tied in with these concerns is the conscience raising regarding the way in which climate change affects the poor and third world nations.

## **VISUAL ARTS**

**Course Title:** Visual Arts, Grades K-5

**Full Year**

**Resources:** In Visual Arts Grades K-5 the students have access to:

- Wide range of art materials
- Art Room Book Corner
- Promethean Board Art Instruction
- Apple TV
- iPad Drawing Apps
- Artist Visits
- Blank Sketchbooks for each student

### **Course Description:**

The Visual Art program for Grades Kindergarten- Grade 5 will develop students' appreciation for art as well as their creative skills. They will be introduced to varied media and instructed on how to use materials properly. Both individual and group projects will encourage their creative thought, expression, and knowledge of art. Students will learn about and be inspired by the artistic accomplishments of past and present artists and cultures, while developing skills to express their own artistic vision. Special projects that connect with classroom curriculum will be included. The schedule provides each grade with one 45 minute class per week. Lessons will span over several weeks when time is required.

### **Course Outcomes:**

Upon completion of the course the students will:

1. Develop creativity and appreciation of the arts
2. Use art materials properly
3. Develop confidence in their own artistic ability
4. Increase artistic skills
5. Develop a respect for their own and others' work and belongings
6. Gain knowledge of art and cultural history

### **Course Content:**

The following outline of course material covers the various concepts and skills that form the basic substance of this course.

#### **Grade 4 Art**

Skills:

- Continue to develop skills in using art materials
- Listening and following directions
- Sharing art tools and respecting others' work
- Develop increasingly realistic drawing and painting skills
- Neatness and commitment to completing tasks
- Develop confidence and self-evaluation, discussion of art and art concepts
- Explore individual creativity in response to assignments
- Develop personal style as well as artistic proficiency with materials

Design and Materials

- Self-Portrait with Symbolism
- Color theory
- Shell and bead art, history, and culture
- Pattern/Zentangles
- Colored pencil techniques/shading
- Graphic Design, pop art, commercial art
- Paper Cutting (Papel picado)
- Watercolor techniques
- Pointillism
- Drawing Exercises
- Organic art inspired by nature
- Materials: crayon, watercolor, paper, pencil, colored pencil, oil pastel, tempera paint, tissue paper, chalk pastel, acrylic paint, charcoal

#### Art History and World Culture

- Teacher will show class examples of historical artists and world culture
- Students will respond by creating art inspired by art history and world culture

#### Contemporary Art

- Teacher will show the class illustrated books by contemporary artists
- Teacher will show artwork by contemporary artists
- Students will respond by creating art inspired by contemporary art
- Artist Visit: The lower school will have a visit by an Illustrator/Author during Reading Week

#### Drawing from Nature

- Students will take sketchbooks into BayView's Garden to observe and draw from nature

#### Technology

- Students will experiment with drawing app on ipad