

**LESLEY ELLIS SCHOOL**  
**CURRICULUM GUIDELINES: GRADES 3/4**  
**2017-18**

**LANGUAGE ARTS**

Language arts generate enthusiasm for self-expression. Language is viewed as a complex process that includes reading, writing, speaking, and listening. Through the use of language, children can extend their abilities as critical and creative thinkers, essential skills for academic achievement and interpersonal relationships. As children share stories, poems, and original pieces of work, and engage in debate, idea sharing, and other forms of group discussion, they come to view themselves as competent readers, authors, and communicators.

The goal of the language arts program is to progressively and sequentially build upon students' foundations in reading, writing, listening, and speaking. Students are supported and challenged within their zone of literacy development as they gain an understanding of phonological processing, phonics, grammar, context, and content. Children learn to use language in all its varied forms and gain an understanding of the importance and pleasure that all kinds of expression can provide. Overall, students are given a multitude of experiences that increase their confidence as readers, writers, and communicators. Students are involved in numerous reading and writing activities throughout the day. Some of these activities are connected to ongoing classroom themes, and others are designed to help develop proficiency in specific skill areas. Writing workshops, journaling, small reading groups, and language arts stations provide times during the day that support the children's continued literacy growth. Literacy is also integrated into many aspects of the school day including meetings, art, science, math, and social studies activities.

Students engage in and respond to literature through whole class picture and chapter books, poetry studies, individual and buddy reading, and reading groups. During reading groups, the children explore a wide variety of literature through direct instruction via books that are appropriate for the age and skill level of the reader. Vocabulary development is enhanced during these times through book chats, word analysis, contextual investigation and, in the upper grades, specific vocabulary assignments. In conjunction with the classroom program, weekly library visits and extensive collections of classroom texts extend the students' opportunities for diversifying their literature experiences.

The writing program includes both direct instruction and daily writing times with an emphasis on writing as a process. Students learn to edit their own writing, conference with peers and teachers, and publish their work. Using their foundational knowledge, students expand their abilities as authors and develop greater insight into the stories shared in both fiction and non-fiction texts. In grades 3 and 4, students work on more focused writing assignments that include, but are not limited to, persuasive, descriptive, and informational essays. Teachers in Kindergarten – Grade 2 use the *Wisnia-Kapp Reading Program* to provide direct, explicit instruction in phonological awareness,

sound/symbol retrieval, segmentation skills, and syllable pattern types that support reading and writing development. Students transition from invented spelling to emergent spelling to conventional spelling as they enhance reading fluency, and develop the recognition of sight words, word patterns, and phonetic rules. Spelling skills are reinforced in mini lessons, games, story editing, writing assignments, and reading groups.

*Zaner-Bloser* manuscript and cursive handwriting is taught and reinforced with the understanding that ease, skill, and confidence in this area promote written communication. Children also have the opportunity to publish written work on computers, using technological tools as modes of communication.

Listening and speaking skills also play a major role in the language arts program. As children communicate with each other, they work towards a greater awareness of themselves and the effect and impact their words and tone can have on those around them. Ways to communicate and listen effectively are explored through group work, dramatizations, and class meetings.

Above all, through the language arts program, we hope to instill in every child a love for reading, writing, and communicating, the foundations to accomplish these successfully, and an understanding of how vital they are in everyday life.

### **Third and Fourth Grade Language Arts Objectives**

#### **Reading**

- Increase fluency in group and individual reading
- Increase focus on comprehension and reading for meaning, both individually and in groups
- Distinguish between common forms of literature (poetry, prose, fiction, non-fiction)
- Begin to analyze books, poems, expository writing, and short stories using learned skills and strategies
- Make connections between literature and other experiences by relating themes to personal experiences and/or the experiences of others
- Reread to increase comprehension (implicit, explicit, main idea, detail, and sequencing)
- Effectively decode and understand new words and use them accurately in speech and writing
- Increase understanding of syntax and word morphology

#### **Writing**

- Demonstrate the use of a topic, supporting sentences, and conclusion in paragraph format
- Write letters, essays, poems, stories and personal narratives
- Begin to write informational reports with a connected beginning, middle, and end
- Understand, define, and practice using similes and metaphors
- Identify elements of plot, character, and setting and use these in personal stories

- Consider audience and purpose when writing
- Develop independence in editing writing for basic mechanics, standard spelling, and sentence and paragraph structure
- Regularly use neat handwriting, practice cursive writing, and increase keyboarding skills
- Begin to develop note-taking skills
- Continue to use reference skills and accompanying materials
- Compare and collect information from several sources

### **Grammar and Usage**

- Recognize and understand the parts of speech (noun, verb, adjective, pronoun, adverb, conjunction)
- Develop a solid understanding of word parts (root, suffix, prefix)
- Know common suffixes and prefixes to help develop spelling and vocabulary skills
- Work toward using punctuation appropriately (end marks, commas, apostrophes, quotation marks)
- Show knowledge of capitalization rules in writing (proper nouns, beginning sentences)

### **Spelling**

- Gain an increased understanding of phonetic rules
- Integrate conventional spelling into writing and consistently spell mastered words correctly

### **Speaking/Listening**

- Practice the ability to listen to others, paraphrase, ask complex questions and make appropriate personal connections
- Enrich vocabulary
- Gain confidence and practice in expressing ideas verbally in front of a group
- Independently follow multi-step verbal instructions

### **Learning Looks Like This:**

The sound of a makeshift die can be heard hitting a table. A student calls out, “Adverb!” Three other students search frantically on their Bingo boards for a word one of them describes as, “...a word that ends in *ly*.” Another explains, “It’s a word that usually tells how often or how much you do something. Like, I *usually* go to a friend’s after school.”

Moving to another table, pairs of students have swapped spelling cards and are checking on each other’s progress. A friend reminds, “It’s got an *ed* on the end.” A chart of the words from the week’s spelling patterns (*ight, ought, aught*) hangs off to one side. In a quieter area, a reading group has just finished Kate and the Beanstalk. They are deeply involved in a comparison of this story’s heroine Kate to the Jack with whom we are all familiar. The children take turns recording their ideas on a Venn Diagram. One child

wonders, “Were there any older fairy tales with girls as the strong main character?” At the computers, a child practices sight words in an animated game.

Sitting in another corner of the room, students are working individually to organize strips of paper. They thoughtfully move these sentence strips around to create cohesive and ordered paragraphs before typing them into their laptops. The light blinks suddenly, and a peer gives a five-minute warning. Low moans are heard as students quickly finish those last minute details that they do not want to let go until tomorrow.

## **MATHEMATICS**

The Go Math! curriculum is the basis of mathematics teaching in the elementary program. The curriculum has numerous features which center around the idea that each child learns differently. Much like other aspects of Lesley Ellis’ curriculum, it incorporates techniques that target and address students’ diverse needs. Teachers focus on concepts and skills in great depth, while simultaneously building a foundation for the next grade level. In general, lessons begin with problem-based situations and then build to more abstract problems. Students and teachers move through a carefully sequenced program to develop deep conceptual understanding and then practice, apply, and discuss these newly acquired skills. Problem solving and application to real-life situations are emphasized and provide students with the opportunity to truly understand why they are learning these mathematical concepts.

GoMath! is aligned with the Common Core Standards (CCS), with an emphasis on its standards for mathematical practices, which are relevant at every grade level with increasing complexity. As laid out by the Common Core, students will:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

### **In Grade Three mathematics, students will work toward mastery of the following learning objectives:**

- Identify and describe whole-number patterns and solve problems within 1000
- Use a variety of strategies to find sums and differences mentally
- Organize data, and read, interpret and compare data in line plots, bar graphs, and picture graphs
- Model and skip count objects in equal groups or on a number line to find out how many there are
- Write an addition sentence and a multiplication sentence for a model
- Model the Commutative Property of Multiplication and use it to find products
- Identify and explain patterns on the multiplication table

- Use an array or a multiplication table to find an unknown factor
- Solve multiplication problems using various strategies, including “draw a diagram”
- Use base-ten blocks, a number line, or place value to multiply with multiples of 10
- Use models to explore the meaning of partitive (sharing) and quotative (measurement) division
- Use repeated subtraction and a number line to relate subtraction to division
- Relate multiplication and division as inverse operations and write related facts
- Perform operations in order when there are no parentheses
- Explore and identify equal parts of a whole, and model, read, write, and find fractional parts of a group
- Read, write, and model fractions that represent one part of a whole and more than one part of a whole that is divided into equal parts
- Relate fractions and whole numbers by expressing whole numbers as fractions and recognizing fractions that are equivalent to whole numbers
- Compare and order fractions with the same denominator or the same numerator by using models and reasoning strategies
- Read, write, and tell time on analog and digital clocks to the nearest minute and decide when to use a.m. and p.m.
- Measure and solve problems involving time intervals, starting times and ending times
- Measure length to the nearest half or fourth inch and use measurement data to make a line plot
- Estimate, measure and solve problems involving liquid volume in liters and mass in grams or kilograms
- Estimate, measure, and find the perimeter and area of polygons
- Describe angles and line segments in two-dimensional shapes, and classify and compare various quadrilaterals and triangles

**In Grade Four mathematics, students will work toward mastery of the following learning objectives:**

- Read, write, order, compare, and use models to show the place value of numbers through 1,000,000
- Multiply tens, hundreds, and thousands by whole numbers through 10
- Estimate products by rounding
- Use a variety of strategies and models to multiply by 1- and 2- digit numbers
- Solve multiplication comparison and multistep problems
- Use multiples and compatible numbers to estimate quotients
- Use a variety of strategies and models to divide with and without remainders, and be able to interpret remainders
- Find all the factors of a number
- Determine whether a number is a multiple of a given number
- Determine whether a number is prime or composite

- Use a variety of strategies and models to generate equivalent fractions, and write equivalent fractions in simplest form
- Compare and order fractions
- Decompose a fraction by writing it as a sum
- Use a variety of strategies and models to add and subtract fractions and mixed numbers
- Find multiples of a fraction and solve comparison problems with fractions
- Record tenths and hundredths as fractions and as decimals
- Relate fractions, decimals, and money
- Identify and draw points, lines, line segments, rays, angles, parallel lines, and perpendicular lines
- Relate angles and degrees to fractional parts of a circle
- Use a protractor to measure and draw angles
- Use benchmarks to understand the relative sizes of measurement units
- Use models to compare customary and metric units of length, weight, mass, and liquid volume, and solve problems involving mixed measures
- Use formulas to find the perimeter and area of a rectangle, and the “solve a simpler problem” strategy to solve area problems

### **Learning Looks Like This:**

In partners, third and fourth graders sit around the classroom pondering how a family of four can support itself if two wage earners can only qualify for jobs paying the minimum wage. With spreadsheets in hand, students at a computer investigate the cost of renting a two-bedroom apartment in several local communities. Others pour over flyers from local supermarkets. One student pipes up, “What about going to the doctor, who pays for that?” Another suggests that they call a local fast food restaurant or check the web for benefits packages.

After a half hour of gathering information, the students begin to add up their budgets. Questions and comments arise, “How much is gas?” “Can we afford a car?” “Who takes care of the baby when the parents go to work?” Slowly partnerships come to the realization that it is impossible to balance the budget. The teacher gathers the class to the circle area. A student raises her hand and asks why the minimum wage is so low. The discussion begins to focus on civics, political influence, and voting.

Together the class decides that the next step will be to calculate a new minimum wage that could adequately support the family. They pledge to write letters both to local representatives and to the President, describing their research and stating their case for an increase in the minimum wage.

### **SCIENCE**

Science is both a highly creative endeavor, representing an important aspect of our culture, and one that provides clear benefits to humankind. Science involves a wide range of processes including posing questions, developing models, making and testing predictions, and collecting and interpreting data. It is through engaging in these processes that students strive to make sense out of the world around them. Children who are

actively engaged in the practices of science begin to view it as much more than just the simple acquisition of facts. When they learn about science using many different approaches, they gain a deeper understanding of, and respect for, their world.

The goal of the science program is to connect with children's natural curiosity and enable them to learn 'by doing'. Focused, guided investigations, as well as time for open-ended exploration, lead to the development of age-appropriate skills and engagement in thoughtful reflection. This approach requires them to work collaboratively, think independently, experiment, and problem-solve.

Our science curriculum is developed from a wide range of sources. The curriculum is broadly aligned with the Massachusetts Curriculum Frameworks, and reflects recommendations of the American Academy for the Advancement of Science (AAAS), the National Research Council (NRC) and the Next Generation Science Standards (NGSS). We use and supplement stand alone units, such as *Science and Technology Concepts* (STC) and *Building Blocks of Science* units. In addition, curriculum materials are sourced from a diverse spectrum including The American Chemical Society, The Harvard Museum of Natural History, WGBH Teachers' Domain, and elsewhere. The curriculum is designed to cover four areas of inquiry: life sciences, physical sciences, earth & space sciences, and engineering & technology.

In Kindergarten, students investigate the **Five Senses, Organisms & Habitats, Balls & Ramps, and Our Bodies**. In the multi-grade classrooms, topics are taught in a two-year looping cycle. Students in their first and second grade years study **Weather & Water Cycle, Animal Classification, Rocks & Minerals, Nutrition, Plant Growth & Development, and Space**. During the third and fourth grade years scientific study centers around **Electric Circuits, Human Bodyworks, Microscopes, Sound, An introduction to Chemistry, and Motion & Design**.

In an effort to encourage deeper understanding of what students are learning, teachers often integrate science into other curriculum areas. Students keep science journals, make detailed drawings of what they observe, tabulate and graph data they collect, and generate questions that can lead to further investigations. In these ways, students develop an understanding that science both bridges many subjects and is highly relevant to their lives.

### **THIRD AND FOURTH GRADE SCIENCE OBJECTIVES**

#### **Electric Circuits**

- Discover that electricity in circuits can generate energy in the form of light, heat, and magnetism
- Through a series of investigations, learn that electric circuits require a complete circle though which an electric current passes
- Learn that different types of circuits show different characteristics

#### **Human Bodyworks**

- Review the major groups of mammals and explore their general characteristics

- Make the connection between humans and other mammals by studying skeletons, from great whales to tiny shrews.
- Explore the systems which make up the human body, including skeletal, muscular, digestive, excretory, respiratory, circulatory, and nervous systems
- Collaboratively research and construct models of the human heart, lung, kidney, and eardrum in order to understand their form and function
- Learn about aids and accommodations to meet the needs of people with diverse abilities (artificial limbs, voice synthesizers etc.)
- Become aware of age appropriate safety matters related to human body systems:  
respiratory system - asthma, allergies and choking hazards  
digestive system - medicines vs poisons, and food safety  
skeletal and nervous system - concussions and safety helmets

### **Microscopes**

- Understand the importance of scale in science, and how tools have been invented to extend what we can observe using our senses
- Consider hand lenses, microscopes and telescopes, and how their invention brought about huge steps forward in the ability of people to observe, explore and understand the natural world
- Learn about various microscopes that exist today
- Identify the parts of a light microscope and become familiar with its function
- Learn how to use and care for a microscope
- Use a light microscope to examine the fine detail of a range of natural, human-made, living and non-living materials.

### **Sound**

- Investigate the relationship between vibrations and sound
- Define *pitch* and *volume* as characteristics of sound, and be able to describe how these two characteristics are different
- Explore how changing the length, thickness, or tension of string affects the frequency of vibration (pitch)
- Investigate how human ears receive, and how brains interpret, sound
- Discover how human vocal cords produce sound

### **An Introduction to Chemistry**

- Broaden definition of the term ‘chemical’
- Deepen understanding of the scientific method, while learning about the chemistry of solutions
- Learn how a solution is made up of a solute and solvent
- Recognize how external factors, such as temperature, can affect chemical and physical processes
- Discover how some crystals can be identified by simple observation with a hand lens, and by testing their solubility in several solvents.
- Consider whether mass or volume is a better measure of the amount of something

- Learn how to use paper chromatography as a way to separate out mixtures of pigments
- Investigate the properties of polymers
- Develop an understanding of the ways liquids interact with other liquids and some of the unique properties of water, including surface tension
- Learn about atoms, elements and the periodic table

### **Motion & Design**

- Consider the similarities and differences between science and engineering
- Explore the concepts of motion, force, friction, and energy in everyday life
- Follow an ‘engineering blue print’ to construct a simple K’nex vehicle
- Identify and manipulate factors that impact motion, including vehicle design, weight, surface, and air resistance
- Design and build vehicles that test theories related to movement, make modifications, and record and evaluate data to determine success
- Understand the (reasons that support) physics behind specific engineering designs (such as in safety helmets) and apply this knowledge in the development of a protective shipping container

## **TECHNOLOGY**

Technology education at Lesley Ellis School begins in Prekindergarten with the introduction of exploratory concepts and skills. These learning experiences are built upon and developed more fully at each grade level throughout the elementary and middle school programs. Our technology curriculum guidelines ensure that there will be consistency in skill development across classrooms and that all Lesley Ellis students will attain a proficient level of technology competency by graduation.

Lesley Ellis elementary students incorporate technology into their learning experiences through SMARTboard activities, digital cameras, Lego Robotics, laptops, and classroom computers. Curriculum objectives for technology are primarily designed for integration with other subject areas such as math, reading, and social studies. Students will receive direct computer instruction of basic operations, such as keyboarding, word processing, and printing documents.

Upon graduation from LES, students have had the opportunity to become familiar and competent with a wide range of technology tools which will help develop a positive view of using technology as a tool for learning and also form an understanding of the legal, ethical, and safety issues involved in using the Internet and online tools.

## **THIRD AND FOURTH GRADE TECHNOLOGY OBJECTIVES**

### **Basic Operations**

- Select and access printers
- Create and access personal folders on fileserver
- Differentiate between save and save-as
- Delete files

- Drag, resize, scroll, and close windows
- Create and access personal folders on fileserver
- Define terms such as apps, files, etc.
- Switch between multiple running programs
- Learn keyboard shortcuts for menu commands
- Apply formal keyboarding instruction through regular use of word processing software
- Import photos from digital camera and edit/manipulate them using graphic software
- Manipulate between image, word processing, and graphic software
- Use and manipulate Notebook software on the SMARTBoard
- Leave computer workspace ready for next student

### **Ethics, Society, and Safety**

- Continue to reinforce code of conduct while using technological devices
- Continue to reinforce need to follow classroom rules for responsible use of resources
- Report inappropriate material
- Understand the use of technology in daily lives, workplace, and society
- Understand and identify media messages through technology (ads, commercials, etc.)
- Use a critical eye while accessing on-line information
- Evaluate sites for bias
- Reinforce need to conserve resources (e.g. paper)

### **Research, Problem Solving, Curriculum, and Communication**

- Reinforce skills used to create and manipulate graphics using graphic editors
- Continue to build skills necessary to use word processing software to communicate ideas and learning effectively
- Use presentation (Keynote/Powerpoint, iMovie, etc.) software to present learning to peers
- Select characters, words, and paragraphs for editing
- Format documents using styles, alignment, tabs, line spacing, margins, page orientation, etc.)
- Create simple spreadsheets and charts from data
- Use the web to access information
- Follow Web Quests created by teachers
- Use of timeline software to fit curriculum
- Access and use electronic library catalog to search for titles
- Access and use online resources for research projects
- Use outlining and organizational tools (eg. Inspiration)

### **Learning Looks Like This:**

After reading several folktales from around the world Third and Fourth grade students are brainstorming creative folktales that they can write and illustrate. "I'm going to write a variation of the Strega Nona story by Tony DePaolo," shouts one child. "I'm deciding between creating a story about The Three Little Dogs or The Three Little Cats," exclaims another child. The students begin this new writing project by using online graphic

organizers to plot out their storyline, highlighting character development, setting, as well as rising and falling action. They print out these outlines and begin writing their stories (some on paper, some directly onto the computer).

All of the students create a finished document using word processing software and print out their rough drafts to work through the editing process with their peers and teacher. When satisfied with their spelling, grammar, and punctuation, they begin work on formatting the text, font, and size to match the feel and style to that of their writing. Each student then creates an audio recording of their story using digital recording software on their laptops. Using iMovie, the students then combine this digital reading of their work to illustrations they have scanned and saved on their personal folders. They manipulate the recordings and the graphics, adding sound effects and other details to create a “moving picture” of their original stories. These are shared with the entire class and posted to the server for other classes to watch.

## **SOCIAL STUDIES**

Social studies is seen as a process in which students learn to understand themselves, their families, their neighborhoods, communities, and the greater world, both in current and historical perspective, while appreciating the interconnectedness between each. It is a way to investigate past, present, and future human relationships. It allows us to explore, and subsequently face, the responsibilities we have to each other and the world.

The goal of the social studies curriculum is to develop an understanding of the social, economic, and political institutions that foster our current day way of life. Students learn about the past and present from a variety of perspectives: anthropology, economics, geography, history, political science, psychology, and sociology.

The social studies curriculum builds upon itself year by year, in a spiraling manner, meant to reinforce core skills, while also increasing prior knowledge, as it repeatedly looks deeper into history and culture. In Kindergarten, students study **Families, Community, and Strong People**. First and Second Grade students explore the idea of **Citizenship, the United States, Goods and Services, Cultural Awareness, a study of Boston, and focus on Mapping**. During the Third and Fourth grade years, the students’ study turns to **Slavery and the Civil War Period, the Early United States, and Colonial America and the American Revolution**. Mapping skills and geographical knowledge are connected to all themes and play an important role in furthering the students’ understanding of the world. Because the content of social history is always changing current events are also used to help students relate the past to the present, recognize change, and hypothesize about the future.

It is our hope that the students will learn positive attitudes and the fundamental values of our society as they investigate the meanings of justice, human dignity, equal opportunity, and pluralism. It is our belief that this learning leads to a better understanding of the similarities and differences among diverse cultural, ethnic, religious, and racial groups in the world.

## **THIRD AND FOURTH GRADE SOCIAL STUDIES UNITS AND OBJECTIVES**

### **Colonial America and the American Revolution**

- Examine the competing interests of those involved during Colonial history
- Discuss the idea of independence and what that means to different groups in North America
- Become familiar with the concept of representative government
- Identify and understand important figures, places, and events in the Colonial time period
- Explore local historical landmarks
- Take an in-depth look at Massachusetts' land features and how they affected colonial life
- Name and identify the location of colonies and the current day United States
- Construct maps to illustrate historical concepts and develop geographic awareness

### **Early United States**

- Research the reasons and incentives for westward expansion
- Investigate the challenges and rewards experienced by pioneers traveling west
- Learn about the conflicts and perspectives of various groups as they compete for resources
- Focus on major geographical landforms of North America (mountain ranges, waterways, etc) and how geography affected the migration and settlement of different groups
- Identify important cities in North America
- Consider scale when viewing and creating maps
- Explore the Industrial Revolution, including the steam engine, railway system and canals, and how they changed the course of history

### **Slavery and the Civil War Period**

- Explore how technological advances in farming affected slavery in the south
- Learn about the important events and people of the Civil War Period
- Use maps and understanding of North American geography to better understand the strategies and tactics employed by army generals
- Discuss racism in the past and today and the concept of personal prejudice vs. institutional racism
- Explore the complexity of perspectives represented, even within groups
- Learn about the systems in place for government to work with conflicting ideas

### **Learning Looks Like This:**

During their writing time, students have been assigned to write one paragraph essays on the following topic, "Which are better: cats or dogs?" They are also instructed not to share their opinions or written work with their classmates and that the sharing portion of the assignment will happen later that afternoon during social studies class. As the students return from gym and make their way to the rug, the teacher sits with a stack of

their assignments on her lap. As the group quiets down, the teacher begins reading one student's paragraph about a dog and why it is better than a cat. Without naming students, she continues reading their essays. After the fifth one is read, one student calls out, "Wow! So far they're all about dogs!" The teacher reads on, continuing to read essays by those who favored dogs. And then she stops and puts the stack down. "Good work on your essays, everyone!" she says, and appears to move on with the lesson. "Wait! You only read the dog ones," a girl calls out. "Yeah, I wrote about how cats are better!" adds a boy. "So?" prompts the teacher.

A heartfelt conversation begins about how sharing only one perspective isn't fair. The teacher records students' comments on the white board and then introduces the students to a colonial newspaper. She tells them that some newspapers were accused of presenting only one side of an issue. "Let's see what we think," she continues while passing out copies of the text she is about to read "as I read about the Stamp Act, I want you to listen carefully about the perspectives presented." After finishing the text, the students gather in small groups to talk about whether or not the writer included multiple viewpoints, writing down their thoughts with textual evidence to support them. Later the group will share their findings with the class.

## **ANTI-BIAS**

Children are aware of and affected by human differences from an early age, and our community is based on respecting and appreciating the similarities and differences found within our school and neighborhoods and throughout the world. The strong emphasis on anti-bias education promotes a sense of belonging for all students and builds a sense of connection between people.

The goal of the anti-bias program is to challenge the impact of bias on the students' social and intellectual development by helping them acquire the knowledge, skills, and attitudes necessary for respectfully living in a diverse community.

Each year the anti-bias curriculum expands on the learning done in the earlier grades, as well as revisits topics of understanding to provide a spiraling learning experience for the students. The curriculum builds upon itself, encouraging the students to move along a continuum from knowledge to understanding to tolerance to acceptance to respect and inclusion. Throughout all of their learning, the students are encouraged to develop and actively participate in lessons to end the cycle of bias. The anti-bias curriculum focuses on, but is not limited to, eight major areas of bias. These include **racism, sexism, heterosexism, ableism, classism, ageism, religious intolerance, and body size/shape bias**. Through direct, pro-active instruction, as well as using everyday events within the classroom and the larger world, the curriculum is integrated into all aspects of the students' school experience.

Above all, we are working to instill in the students a respect for themselves, their classmates, and their community, while providing each child with strategies for actively improving the social conditions of all of those around them.

### THIRD AND FOURTH GRADE ANTI-BIAS OBJECTIVES

- Learn to look at the whole picture when examining issues of equality and inequality
- Learn about literary characters and real-life people connected to anti-bias issues
- Understand how both current events and historical information are connected to bias and develop a sense of the difference between past and present events
- Develop an understanding of the power structure in the United States and other countries, and how this structure impacts majority and minority perspectives, privileges and access
- Begin to understand the relationship between religion and power in history and current events
- Identify stereotypes and bias in literature, media, and real-life events
- Recognize that stereotypes can be learned and unlearned
- Continue to gain an understanding of anti-bias terms including, but not limited to, stereotype, minority, majority, ally, bully vs. bullying behavior, equity, equality, inclusion, exclusion
- Enhance self-awareness in the context of minority and majority, ally behavior and bullying behavior
- Distinguish between acceptance and tolerance
- Explore what affects a healthy body image
- Identify similarities and differences between the young and old and explore how each are portrayed in books and in the media
- Develop an awareness of the inequitable access to resources that exists on a local and global level
- Examine how institutionalized racism impacts the products we buy, the TV we watch, and the books we read
- Understand the relationship between rigid, traditional gender roles and homophobia, and the subsequent effects on people's choices and actions

#### **Learning Looks Like This:**

Children sit in small groups around large pieces of chart paper. Peering over their shoulders, you can see the paper is divided in two with the words *young* and *old* written in separate halves. Markers in hand, each group is busily recording their thoughts about each word. "We need to write sports next to young." "My grandparents have been sick a lot." "Write down opinionated. Older people have so many opinions. They don't really want to hear new ideas." "I think that we need to add death. Old people always have to think about death and dying. It must be hard." "I want happy next to kids and sad. I think that kids have lots of different feelings all of the time." The chatter continues as the chart papers fill.

A minute warning is called and the kids scramble to get their final ideas down as the class begins to congregate in the meeting area. Groups are asked to add their ideas to class charts. Once done, the teacher asks for observations. At first the class is silent, as the students study what is in front of them. A hand goes up. "A lot of the words for old are

pretty negative.” Another notices, “Yeah. Most of the words for young are pretty good. I don’t think that it’s always so great to be a kid. People don’t take you very seriously.”

As the conversation continues, one boy raises his hand and shares, “My grandmother always plays soccer with me when she visits.” Another student seconds this thought and adds, “My grandparents travel all of the time.” Suddenly, a number of the children join in with their own realizations about how the words that they wrote do not match many of the experiences they have with the older people in their lives. After a momentary pause, one child tentatively responds, “But that’s what old people are supposed to be like. Right? Isn’t that what we see all of the time in movies, on TV, and in books? Even though we know it’s not true, we can’t help but think it.” The other kids agree and many are amazed at how many stereotypes they have already acquired. The children work to sort through some difficult feelings about having jumped so easily to these conclusions. In the end, the group decides to post the lists as a reminder of how powerful the messages we receive really are.

## **SPANISH**

The Lesley Ellis Spanish Program creatively immerses children into another language and culture. Spanish instruction starts in Preschool and continues through Grade 8 with students building on the knowledge previously learned each year.

Communication is the main focus of the Spanish program at Lesley Ellis. The methods that are used incorporate a combination of TPR (total physical response) and a multi-sensory approach, which accommodates a wide range of learning styles. As a result, visuals, manipulatives, and all kinds of props are used during lessons to stimulate and facilitate language learning. Spanish language is taught in a natural, stress-free setting where students progress from a receptive period, internalizing and reacting to the spoken language, to a productive phase, where they are ready to utter words and phrases in Spanish. Music, songs, games and active classroom experiences are integrated into the Spanish program regularly.

The Spanish Program also creates an appreciation for the Spanish language and the Hispanic culture. Throughout the year, students learn about Hispanic holidays, such as “El Dia de los Muertos” and “Cinco de Mayo”. Cooking projects and dancing to a variety of Latin rhythms are other ways that children are exposed to the rich Hispanic culture.

### **Third and Fourth Grade Spanish Objectives**

- Expand vocabulary and further develop comprehension skills
- Combine vocabulary words into simple sentences
- Follow specific verbal or written directions and commands
- Read simple text
- Complete more advanced written exercises

- Introduction to more complex grammar concepts (verb conjugation)
- Appreciate the similarities and differences between cultures

### **Learning Looks Like This**

The teacher greets the children who are sitting in a circle as the class begins and starts to play a song. She explains that the song is about a “picky eater who does not like a lot of food.” After reviewing the expressions “Me gusta/ Me gustan” or “ No me gusta/n,” the students are challenged to listen and try to understand which foods are named in the song. The teacher draws on the board two columns: Le gusta (she likes) and No le gusta (she does not like). As the first verse of the song is done, the teacher stops the music, allowing the students to come up and write the name of the food on the board in the column in which it belongs. When the list is complete, the teacher starts a conversation about likes and dislikes and alternative expressions for expressing them. While listening to the song, the students also learn about the names for meals, ie. el desayuno (breakfast), el almuerzo (lunch), la merienda (afternoon snack) and la cena (dinner). The teacher makes comparisons between those meals in the United States compared with meals served in Latin America and Spain. Then the students work in teams to create a restaurant menu using the vocabulary for foods and meals they have just learned.

## **MUSIC**

Music education at Lesley Ellis School stems from a belief that music is for everybody and that it is a rich aspect of daily life across the spectrum of cultures. As such, the music curriculum strives to give students the basic knowledge they need to both create their own music and understand music that they hear, including music from many cultures beyond New England and the United States. Classes are also rooted in a vision of music as essentially cooperative. Classes heighten skills of cooperation and teamwork through activities that require children to work together in small or large groups, and reinforce healthy leadership in games in which a child directs the rest of the class, including the teacher.

The music curriculum builds upon itself year by year, reinforcing skills learned in previous grades while increasing and refining students’ musicality. The core of the program is a game-based, multiple-intelligences approach. Exciting, improvisatory movement games help children learn important musical concepts.

### **Third and Fourth Grade Music Objectives**

#### **Singing Goals**

- Sing expressively with appropriate dynamics and phrasing
- Sing songs in different meters, keys, genres and languages, from a variety of cultural backgrounds
- Sing independently, maintaining good intonation
- Sing two, three and four part rounds

#### **Reading/Notation Goals**

- Read and write rhythmic notation using quarter, eighth, half, whole, and dotted quarter notes and rests
- Use invented and standard symbols to notate dynamics, tempo, meter, pitch and articulation

### **Instrument Goals**

- Perform patterns accurately on rhythm and melody instruments
- Read and perform simple notation on instruments
- Layer instrumental patterns (ostinati) to create fulfilling improvisations and compositions
- Compose, perform and record original group pieces

### **Improvisation/Composition Goals**

- Create musically satisfying rhythmic improvisations in various meters and using a variety of percussion instruments as well as voices
- Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar melodies
- Improvise and compose short vocal and instrumental melodies using traditional and non-traditional sounds

### **Rhythmics Goals**

- Through singing, listening and improvisatory movement games, continue to develop all musical areas covered in previous grades, with particular attention to the exploration and development of: meter (4/4, 2/4 and 3/4, 6/8), phrase, form, duration (sixteenth notes, eighth notes and rests, quarter notes and rests, half notes and rests, whole notes and rests, dotted quarter notes), conducting
- Develop the ability to listen for these concepts in the teacher's live, improvised music or in recorded examples and to respond with appropriate movement/notation choices

### **Solfège Goals**

- Use Kodaly hand signals to develop proficiency with the pentatonic and major scales
- Use Kodaly hand signals to conduct group in simple improvisation
- Explore major vs minor tonality

### **Critical Response Goals**

- Perceive, describe and respond to basic elements of music including beat, tempo, rhythm, meter, pitch, melody, dynamics, phrase, form
- Listen to and describe music from various styles, cultures and historical periods, identifying expressive qualities, instrumentation and cultural/geographic context
- Identify sounds of a variety of instruments, from a variety of cultures

### **Social Skills Goals**

- Develop leadership skills through opportunities to lead the entire class and small groups

- Develop cooperation skills through social games involving problem solving in small and large groups

**Learning Looks Like This:**

Before entering the music classroom, students are challenged to create the word JAZZ with their bodies alone by the time their teacher counts to ten. The students must do this in silence and no student may direct anyone else. Instead they must improvise as a team, making their best decisions in relation to choices made by their peers.

In a circle, the teacher asks students to find symmetrical and asymmetrical objects in the room. The students discuss the meaning of symmetry vs asymmetry and compare photographs of a Greek temple with pictures of buildings designed by Frank Ghery. In partners, they create symmetrical and asymmetrical body sculptures. Music, too, has symmetry and asymmetry! The teacher invites students to create movement for a two-beat pattern. Students clap, step, stomp or move in any way they choose. The teacher accompanies them on a drum as the students fit their movement into a two-beat meter. They watch each other to see the variety of ideas in the room. The teacher then asks students to create a three beat movement pattern and students fit their movement in with the teacher's drumming in a meter of three beats. Once more, they watch each other. Together, they choose one two beat movement and one three beat movement that they will use in the next game. The teacher instructs the students to listen to the music that he improvises on the piano and to decide which of the patterns they will do. The teacher begins improvising in a three beat meter, and the students show the pattern through their movement.

“When I say ‘change,’ switch to the other one!” The teacher switches from three beats to two beats, and back again, at unexpected intervals. Students listen and change their movements accordingly. Just when they think they can predict what will happen next, the music changes unexpectedly. Eventually the music settles into patterns, such as four measures in three-beat meter and four measures in two-beat meter. Then two measures of each. Finally, they try one measure of each. Students explore combination of 3 +2 and 2+3. The game is repeated in partners, and each pair decides on something special to do for the two-beat pattern. Some give each other two high fives. Others stomp and clap while others jump. If the teacher calls out “three” the students stay in a three beat meter until the teacher calls out “back,” when they move to one of each. If the teacher calls out “two” the students stay in a two beat meter until the teacher calls out “back.” In this way, the students internalize the feeling of an uneven five-beat meter. They then learn an upbeat song from Guinea, Africa, in a five-beat meter. In future classes they will sing, play percussion, and improvise in a five-beat meter.

**ART**

At Lesley Ellis, we believe that the arts can play an essential role in the process of learning. Art projects help to stretch a child's focus and attention, develop fine motor skills, and strengthen cognitive skills such as problem solving, matching form to function, decision making, and logical thinking. It provides students with a powerful

means of self-expression, a way to share one's imagination and observations, to convey a feeling and thought. Arts nurture a sense of belonging and foster a sense of individuality. They also provide students with an important means of self-assessment and a creative tool to communicate knowledge and learning. Through the arts, children internalize the value of persistence, believing in one-self and others, and that mistakes are not forever. Art is integrated into many subject areas during the school day, and students also work in the art studio with an art specialist during the week on a variety of visual arts media and techniques.

Art classes at Lesley Ellis School focus on the individual child as well as cooperative learning. Participating in a wide range of art experiences allows children to express themselves successfully while developing and utilizing higher level thinking skills involving both critical and creative thinking. We focus on developing imaginative and innovative art techniques through the skillful use of a variety of media and tools. We work hard to create a continuous learning environment in which each student develops a positive self-image through a variety of learning experiences and artistic activities.

At Lesley Ellis, the art curriculum allows our students to analyze and evaluate their own individual artistic endeavors and the work of other artists, through integrating arts into other subject areas in the curriculum and to leisure time. We also help broaden an appreciation and understanding of arts that are relevant to students' lives, experiences, and cultures.

### **Third and Fourth Grade Art Objectives**

#### **Methods, Materials, and Techniques**

- Use a wide variety of art materials and media and understand how to use them to produce different visual effects
- Create artwork in a variety of two-dimensional and three-dimensional media, ie. 2D: drawing, painting, collage, printmaking, weaving; 3D: malleable materials such as paper and clay, wood or found objects for assemblage and construction
- Learn and use appropriate vocabulary related to methods, materials, and techniques
- Learn to take care of materials and tools and to use them safely

#### **Elements and Principles of Design**

- Use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors
- Demonstrate an awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color
- Identify various types of line, ie. contour drawings, calligraphy, freehand studies from observation, memory, imagination, and schematic studies
- Use and be able to differentiate between surface texture and visual texture
- Use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, ie. organic, geometric, positive and negative, and varieties of symmetry

- Create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis

### **Observation, Abstraction, Invention, and Expression**

- Create 2D and 3D representational artwork from direct observation to develop skills of perception, discrimination, physical coordination, and memory of detail
- Create symbolic artwork by substituting symbols for objects, relationships, or ideas
- Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions
- Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment

### **Drafting, Revising, and Exhibiting**

- Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how a piece of work was made and why it was chosen for discussion
- Work as a group to create a display
- As a class, develop and use criteria for informal classroom discussions about art
- Produce work that shows an understanding of the concept of craftsmanship
- Demonstrate the ability to describe preliminary concepts verbally, to visualize concepts in clear schematic layouts, and to organize and complete projects
- Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and revise work based on criteria developed in the classroom

### **Critical Response**

- In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory), and identifying kinds of color, line, texture, shapes, and forms in the work
- Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film
- Describe similarities and differences in works and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks
- Explain strengths and weaknesses in own work and share comments constructively and supportively within the group

### **Learning Looks Like This:**

The students have been learning about composition and imaginative drawing. They are looking at National Geographic magazines that the teacher has brought to class today. Each student selects an interesting subject from one of the magazines and carefully cuts it out. "I'm going to choose this white leopard," announces one child. "I'm really interested in this spinner dolphin jumping out of the water," shares another student. Each child glues their picture to a blank piece of paper, with an emphasis on placement so that a new environment can be created with oil pastels.

The teacher provides instruction with regards to color matching and an emphasis on line and texture for the creation of the new environment. Students begin to recreate a new image, constantly layering colors and creating texture and shape. Children experiment with color matching, composition, and layout. They apply previous lessons of imaginative drawing. The final piece illustrates a blending of the image chosen with the new drawing. At the end of the class, students eagerly talk about the choices they made, the problems they encountered, and the techniques they used while creating their imaginative environments. The class excitedly uses their works of art as an inspiration for a writing project later in the day.

## **PHYSICAL EDUCATION**

Physical Education at Lesley Ellis provides opportunities for all types of learners to be successful. Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. Physical Education develops the student's motor skills and hand-eye coordination through a variety of skill concepts.

At Lesley Ellis developing the fundamental movement patterns is the primary focus in Kindergarten Physical Education. Students are introduced to basic locomotor and non-locomotor skills and concepts, as well as spatial awareness. Students are introduced to basic physical changes that occur as a result of physical activity.

In first and second grade, students demonstrate mastery of basic locomotor and non-locomotor skills while performing in changing conditions and expectations. Students progress towards mature form in complex manipulative skills, such as foot dribble and throwing. They are able to sustain physical activity for longer periods of time and have a deeper understanding of the benefits of physical activity. Students work independently and in small groups.

In third and fourth grade, students seek to improve their motor skills by applying movement concepts while performing motor skills. Students work on body management skills in game-like settings, and specific sports skills are also emphasized. The four components of physical fitness are introduced. Students participate in physical activities successfully in a group and individually.

### **Third and Fourth Grade Physical Education Objectives**

- Show competence in object control skills: underhand throw (toss), overhand throw, catch, hand dribble, foot dribble, kick and strike (batting, forehand, overhand, underhand, backhand, punt, chest and pass)
- Throw a ball overhand at a target while demonstrating accuracy
- Throw a variety of objects demonstrating speed, force and accuracy
- Strike a thrown ball using correct grip and side orientation
- Acquire manipulation of apparatus skills, swinging a racket using the correct grip, hitting a puck using proper hand placement on the hockey stick

- Balance with control on a variety of objects, some of which move (e.g., scooters, balance boards, stability balls)
- Combine movement skills in an applied setting demonstrating spatial awareness and movement control while avoiding, dodging, or catching others (tag, keep away)
- Adapt and combine skills to meet the demands of a situation (defensive and offensive strategies)
- Demonstrate movement patterns (gymnastics sequence, dribble and pass a basketball to a moving receiver)

### **Learning Looks Like This**

The third and fourth graders show a burst of energy when they enter the gym. “Can we play floor hockey?” a fourth grader asks. During P.E. one focus in grades three and four is team sports and competitive games. Floor hockey is the current unit, and at the beginning of the class the teacher demonstrates moving the puck around the gym. The students go off to practice so they are able to incorporate this skill in the game. After the individual skill work, the students work in small groups to identify the characteristics needed to play as a team. One student says “teamwork,” another says “communication.” They then talk about what these words mean in the context of the game using specific examples. The students play a game of “hockey keep-away.” At a break, the teacher asks the students, “What did you have to do as a team to keep the puck away from the other team?” One student says, “Find space.” Another says, “Move to get open.” The students are divided into three teams. Two teams play a mini-game, while the third team watches to see if their classmates are finding a space and moving to get open. As each group gets a chance to play and offer feedback, it is clear that the students are working to incorporate the skills they’ve discussed.

## **HEALTH AND WELLNESS**

The health and wellness curriculum is designed to teach fundamental health concepts, promote healthy habits, and foster healthy individuals and relationships. We see health as a holistic subject, incorporating physical health, social and emotional health, safety and prevention, and ecological and community health. At Lesley Ellis, these areas of health overlap with and are integrated throughout our physical education program, our anti-bias curriculum, our science curriculum, and our social-emotional work within each classroom.

The objectives below, which grow in a developmentally-appropriate manner from Kindergarten through Grade 8, include those skills not specifically taught within other subject areas.

### **Third and Fourth Grade Health and Wellness Objectives**

- Understand the relationship between healthy practices and overall good health, including frequent hand washing, teeth brushing and flossing, getting enough rest and sleep, regular exercise, and good hygiene

- Identify common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to those symptoms
- Apply skills to prevent and control the spread of disease
- Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety
- Continue to develop an understanding of the importance of personal safety gear (including helmets, appropriate clothing for an activity, seatbelt use, etc)
- Identify stressors and develop strategies for dealing with and reducing stress
- Gain an understanding of online safety
- Learn about the dangers of tobacco and alcohol
- Review emergency procedures in case of fire or needing emergency help (911)
- Study concepts in consumer health, including the influence of advertising on consumers
- Consider ways to make a positive impact on our community and earth

### **Learning Looks Like This**

Around the room, students are huddled together in three groups, excitedly talking and gesturing. Some individuals leave the groups and return with props--bike helmets, flip flops, knee pads, etc. Each group holds a sign. One reads, "Well prepared," another "Not at all prepared" and a third states, "Sort of prepared but could be better." As the teacher sounds the chimes, students prepare to act out their assignment focusing on bike safety.

One student from the "sort of prepared" group goes to the center of the room, and pretends to be riding a bike. The other third and fourth graders watch carefully, writing notes about what they see. When the actor completes his role-play, many hands shoot up to share what the bike rider did or used that made him only slightly prepared for the activity. "He put on his helmet but didn't buckle it under his chin. Then when he pretended to fall, it fell off his head!" Another student adds, "He was wearing flip flops, which I don't think are the best kind of shoes... You can scrape your toes." Others add in what they have noticed, and then settle in to watch the next skit. That afternoon, they make posters to hang around the school advertising what a well-prepared and protected biker looks like.

## **SOCIAL AND EMOTIONAL LEARNING**

Through a variety of means such as proactive guided conversations and ongoing practice within a safe environment, elementary students at Lesley Ellis are encouraged and challenged to build their knowledge of and appreciation for themselves and each other. Students at Lesley Ellis are supported as they continue to construct a deep understanding of themselves as individuals including likes and dislikes, preferred modes of learning and useful strategies, as well as personal challenges and inspirations.

By strengthening their knowledge of themselves, students are more able to interact in meaningful ways with their peers. Classrooms are carefully set up to encourage students to work and play as members of a community; students understand that at school

disagreements are discussed and collaboration is valued. Each classroom has a weekly meeting in which students focus on intrapersonal and interpersonal skills in a flexible way that adjusts to fit their developmental needs. Classroom teachers are adept at not only tuning in to areas of difficulty for the group or individuals at a given time, but also in initiating critical discussions in a more proactive way. Students' social and emotional learning is bolstered by both the anti-bias curriculum and the health curriculum, allowing students to approach these relevant topics from various vantage points and sending them the message that this type of learning is significant as they approach many areas in life.

### **Intrapersonal Objectives**

- Understand and identify own feelings
- Manage and express feelings appropriately
- Understand the difference between thinking, feeling and acting
- Distinguish between a *want* and a *need*
- Develop a positive sense of identity
- Demonstrate a positive attitude toward work and play
- Suggest appropriate solutions to problems
- Seek adult support when appropriate
- Participate in classroom discussions
- Develop leadership skills
- Demonstrate a willingness to try new things
- Take risks in the process of learning
- Make independent choices
- Display perseverance
- Adjust to classroom routines; adapt to changes in routine
- Acknowledge redirection
- Demonstrate pride in accomplishments

### **Interpersonal Objectives**

- Listen attentively to others and demonstrate active listening
- Participate appropriately in class discussions
- Show a willingness to share and take turns
- Strive to view a situation from multiple perspectives
- Demonstrate respect and kindness toward classmates, teachers, and materials
- Strive to balance one's ability to initiate and support others in both social and academic endeavors
- Actively practice peaceful conflict negotiation skills