



Country Day School Elementary House



Teaching & Learning at CDS Overview for Families Grade 4 **2020 – 2021**

Welcome to our Grade Four Teaching & Learning Overview!

We hope the pages that follow will provide you with a window on our CDS learning world that leaves you not just better informed about our curriculum, but inspired by the liveliness and sense of purpose that characterize our day-to-day activities and experiences in the Elementary House at CDS.

From year to year as they progress along the CDS learning continuum, we provide our students with opportunities and challenges designed to:

- (i) consolidate and extend their knowledge base*
- (ii) develop and refine their skills*
- (iii) deepen their understanding of universal concepts, and*
- (iv) foster positive dispositions and attitudes.*


This overview outlines for you the learning expectations we have of our grade four students, and also offers some insight into the ways in which these are met across the school year.

Please do not hesitate to contact us should you wish to know more about our teaching and learning program in the Elementary House – we would be more than happy to answer any questions you may have.



Primary Vision Of Learning

•nurture




Through caring, strengthening, tending, guiding, supporting, scaffolding, encouraging; through paying attention to our students' Social Emotional Development: their identity, personhood, individuality and the qualities of integrity, sincerity, empathy

•empower



Through building capacity: extending knowledge, deepening understanding, refining skills, fostering dispositions; through examining and promoting self-knowledge, self-confidence and resilience; through framing decision-making and action-taking as the culmination of analysis, judgment, discernment

•inspire



Through being authentic learner role models, questioning and challenging assumptions and openly exhibiting a passion and enthusiasm for learning; through encouraging curiosity, creativity and innovation; through validating positive action and solution-oriented approaches; through ensuring learning is meaningful, relevant, engaging and challenging



**an inclusive community of learners
committed to nurturing the development of the whole
child through meaningful, playful inquiry**



The Written Curriculum:

What do we want our students to learn?

Our Adopted Standards: Balance and Structure Across Disciplines

The foundations of our written curriculum at CDS are based on our adopted standards and the objectives we have derived from them in each discipline area: in Mathematics and English Language Arts (ELA) we structure the content of our teaching and learning around the US Common Core standards; in Science, we have adopted the New Generation standards (NGSS); in Social Studies we are currently working with a standards series from North Carolina in the US (NCSS); in Spanish, we have adopted standards created by the American Council on the Teaching of Foreign Languages (ACTFL); in Music and Visual Arts we refer to the National Core Arts Standards (NCAS); and in Physical Education, SHAPE America's national standards are our point of reference.

Our adopted standards establish a baseline that spans the entire CDS continuum, thereby ensuring that we have a structured progression of learning targets in each discipline area, that runs vertically and cumulatively through the grade levels, from Pre-kindergarten to Grade 12. *Within* individual grade levels, our standards also create horizontal integrity and help articulate learning expectations in each discipline across the course of each school year.

Units of Learning

In the Elementary House, across all disciplines and grade levels, our standards are reviewed by our grade-level teams, and then arranged in discrete clusters around which comprehensive units of learning are then created. Our units are developed using the planner framework published by the Understanding by Design (UbD) organization, and housed in our school-wide curriculum planning/archiving tool, Rubicon Atlas, for sharing with colleagues across the school.

The Taught Curriculum:

How do we know that our students are learning?

Assessment Design: Standards-based and Objectives-aligned

To strengthen the cohesion of our learning cycle, it is essential that direct connections are made between the learning objectives we set for our students in the planning stages of our units and the assessment tasks we plan to assign during, and at the end of, those units.

Our assessment tasks are established at the outset and are designed in such a way as to give students ample opportunity to demonstrate what they know, understand, and are able to do, in a variety of contexts and ways. When students are able to show what they have learned, they are providing evidence of their learning, and it is through the collection and evaluation of this evidence that we are then able to provide reliable feedback to students and parents on achievement and growth.



In the Elementary House, we use the following 1-4 grading scale to evaluate, and report on, student achievement:

(1) Emerging	(2) Developing	(3) Proficient	(4) Mastered
Beginning to demonstrate aspects of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires substantial assistance when working on tasks/assignments.	Partially demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires some assistance when working on tasks/assignments.	Fully demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires very little assistance when working on tasks/assignments. May make minor errors.	Consistently and over time, demonstrates an in-depth command of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires no assistance when working on tasks/assignments. May make rare, minor errors.

Using this scale to develop discipline-specific criteria across the curriculum, we are then able to gauge how successful our students have been in acquiring the knowledge, skills, and understanding that underpin our targeted standards. Our consistent 1-4 record-keeping also translates easily into our quarterly student reports.

G4 Interdisciplinary Units

Adapt or Die!	Shifting Landscapes	Exploration & Settlement	Evidence of Energy
Enduring Understanding	Enduring Understanding	Enduring Understanding	Enduring Understanding
<i>The survival of plants and animals is supported by their internal and external structures and affected by environmental change.</i>	<i>Both natural phenomena and human action determine how our physical environment changes over time.</i>	<i>Migration and settlement have an impact on the culture of people and places.</i>	<i>Energy can be transferred from place to place by sound, light, heat, and electric currents.</i>
Related concepts: <i>organisms; structures; function; habitats; survival; change; causation</i>	Related concepts: <i>patterns; change; causation; erosion</i>	Related concepts: <i>migration; settlement; change; lifestyle; causation; culture; heritage; expression</i>	Related concepts: <i>energy; motion; transformation; resources; sustainability; responsibility</i>
Essential Questions	Essential Questions	Essential Questions	Essential Questions
<ul style="list-style-type: none"> • What kind of internal/external structures do plants and animals have? • How do the internal/external structures of plants and animals help them survive? • How is the survival of plants and animals affected by environmental change? 	<ul style="list-style-type: none"> • How has our physical environment changed over time? • What caused those changes? • Can changes to our physical environment caused by natural phenomena and/or human action be reversed? 	<ul style="list-style-type: none"> • Why do groups of people migrate to new locations? • What would the world look like if groups of people did not relocate ever? • What effect has colonization had on cultures around the world? 	<ul style="list-style-type: none"> • What is energy? • Where does energy come from? • What are the different forms/uses of energy? • How does energy change and move? • How can energy be conserved?



Grade 4: Learning Overview for the First Quarter

2020-2021

Discipline Areas	Learning Overview
<p style="text-align: center;">Mathematics</p>	<p>In Quarter 1, the Grade 4 students:</p> <ul style="list-style-type: none"> ● practice reading, writing, and expressing numbers using base-ten numerals, number names, and expanded form ● use their knowledge of place value to round numbers to the nearest 10, 100 or 1000 ● work to develop greater fluency in the addition and subtraction of standard algorithms ● use $>$, $<$ and $=$ to compare and record values ● apply a range of strategies to solve multiplication and division problems, including drawings, arrays, and area models ● apply knowledge of place value units to express metric length, mass, and capacity measurements in different units ● model and solve multi-step word problems involving length, mass, and capacity
<p style="text-align: center;">English Language Arts [ELA]</p>	<p>In Quarter 1, the Grade 4 students:</p> <ul style="list-style-type: none"> ● engage in reading and writing tasks focused mainly on the narrative genre ● summarize texts effectively ● use context as a clue to the meaning of a word or phrase ● describe characters in a story (e.g., their traits, motivations, or feelings) using details from the text and explain how their actions contribute to the sequence of events ● refer to details and examples in a text to explain what the text says explicitly and to draw inferences from the text ● develop real/imagined experiences and events in their writing through the use of concrete words and sensory details ● use dialogue and description to develop experiences and events or show the responses of characters to situations ● use a variety of transitional words and phrases to manage a clear sequence of events ● provide a conclusion that follows from the narrated experiences or events ● write routinely over varied time frames for a range of tasks, purposes, and audiences, with time to research, reflect, and revise ● apply feedback from their teachers and peers in order to strengthen their writing ● recognize and apply spelling features and patterns when spelling grade-appropriate words
<p style="text-align: center;">Interdisciplinary Studies ADAPT OR DIE!</p>	<p>In Quarter 1, the Grade 4 students:</p> <ul style="list-style-type: none"> ● learn how different internal and external structures affect survival, growth, reproduction, and behavior of organisms ● create and design an invented animal a/o plant that combines different internal and external structures that support survival, growth, reproduction, and behavior ● inquire and research the different internal and external structures of animals and plants that support their survival, growth, reproduction, and behavior ● share their learning through digital presentations, verbally explaining animals and plant structures and their functions



Grade 4: Learning Overview for the Second Quarter

2020-2021

Discipline Areas	Learning Overview
<p>Mathematics</p>	<p>In Quarter 2, the Grade 4 students:</p> <ul style="list-style-type: none"> ● multiply 4-digit whole numbers by 1- and 2- digit numbers ● find factor pairs for whole numbers in the 1-100 range ● develop familiarity with prime and composite numbers ● use the four operations to solve multi-step problems ● apply an understanding of place value and the relationships between multiplication and division, as well as drawings and equations, to explain their mathematical thinking ● apply a range of different strategies to multiply and divide e.g. partial quotients, traditional algorithm, arrays, patterns ● identify patterns in a series of numbers, and then create their own number patterns ● identify the value of each digit in numbers with up to seven digits
<p>English Language Arts [ELA]</p>	<p>In Quarter 2, the Grade 4 students:</p> <ul style="list-style-type: none"> ● engage in a range of reading and writing tasks centered around informational/explanatory text ● continue to develop and extend their research skills ● draw evidence from the text to support analysis and reflection ● take notes and categorize their findings in order to broaden their understanding of a given topic ● continue to plan, revise and edit their writing to strengthen their work ● write engaging introductions and effective conclusions to frame their writing pieces ● make decisions regarding formatting, illustrations, and multimedia in their work to support clarity for the reader ● use linking words and phrases to connect their ideas within a particular category of information ● identify the main ideas and key details in informational texts ● compose strong guiding questions to support their research on a given topic ● recognize and apply spelling features and patterns when spelling grade-appropriate words
<p>Interdisciplinary Studies SHIFTING LANDSCAPES</p>	<p>In Quarter 2, the Grade 4 students:</p> <ul style="list-style-type: none"> ● inquire into the ways in which natural phenomena and human actions determine changes in our physical environment ● research and identify patterns in rock layers with specific reference to rock formations and fossils ● make connections between those patterns and how landscapes have changed over time ● make observations of the effects of weathering, erosion, and deposition by water, ice, wind, or vegetation ● use maps that outline tectonics plates to locate earthquake zones and volcanoes ● offer possible explanations as to why these features exist/occur where they do ● generate and compare solutions for reducing the impact of the Earth's natural processes on humans ● research examples of ways in which people and places impact on the environment



Grade 4: Learning Overview for the Third Quarter

2020-2021

Discipline Areas	Learning Overview
<p>Mathematics</p>	<p>In Quarter 3, the Grade 4 students:</p> <ul style="list-style-type: none"> ● use repeated addition to multiply fractions ● identify key information in order to solve word problems ● use models, visual representations, and equations to demonstrate multiplying a fraction by a whole number ● apply their understanding of base ten rules to create equivalent fractions ● add and subtract fractions with like denominators ● add fractions with unlike denominators ● solve addition and subtraction fraction word problems ● use number lines to determine fraction values ● solve word problems involving measurement and measurement conversions ● identify and analyze patterns in fractions ● add, subtract, and multiply fractions with mixed numbers ● convert fractions greater than one into mixed numbers and vice versa ● create line plots representing data with mixed numbers ● compare and order fractions and mixed numbers
<p>English Language Arts [ELA]</p>	<p>In Quarter 3, the Grade 4 students:</p> <ul style="list-style-type: none"> ● explore the differences between fact and opinion ● develop note-taking strategies, including prioritizing what is important ● develop strategies for reading primary sources ● recognize different perspectives and points of view in and across texts ● identify the main idea in nonfiction texts ● use background knowledge to table challenging texts ● write persuasively for a particular audience ● introduce and develop their opinion on a topic in their written work ● include both argument and counter-argument in their writing ● use text structure to organize information in their writing ● support their reasons for or against by providing related facts and details ● link opinions and reasons with appropriate transition words and phrases ● confer with adults and peers around their writing pieces ● revise and edit their written work based on feedback ● use context as a clue to determine the meaning of a word or phrase ● identify, compare, and contrast point of view
<p>Interdisciplinary Studies EXPLORATION & SETTLEMENT</p>	<p>In Quarter 3, the Grade 4 students:</p> <ul style="list-style-type: none"> ● inquire into the motivations people had in the past for exploring the world and settling in new places ● investigate the impact that exploration and settlement had in the past on the culture of people and places ● discover more about the impact of colonization on cultures around the world ● synthesize their research findings ● summarize the impact of exploration and settlement on the culture, everyday life, and status of indigenous peoples ● explain how the cultural development of a region is affected by the settlement of people from different cultures ● explain how the cultural heritage of a place is represented by the artistic expression of the people who live there or have lived there in the past



Grade 4: Learning Overview for the Fourth Quarter

2020-2021

Discipline Areas	Learning Overview
<p>Mathematics</p>	<p>In Quarter 4, the Grade 4 students:</p> <ul style="list-style-type: none"> ● use formulas to solve for the perimeter and area of rectangles ● use standard algorithms to fluently add and subtract multi-digit whole numbers ● multiply multi-digit whole numbers ● draw points, lines, line segments, rays, angles, right angles, acute angles, obtuse angles perpendicular lines, and parallel lines ● identify, measure, and draw angles within geometric shapes ● identify triangles and quadrilaterals based on sides and angles ● recognize and draw lines of symmetry in symmetrical shapes ● solve addition and subtraction problems to find unknown angles on a diagram, real-world, and mathematical problems ● identify metric measurement units in length, volume, and mass ● convert from smaller units to big units and vice versa ● use the four operations to solve word problems involving distances, liquid volumes, masses of objects, and money ● convert fractions (tenths and hundredths) into decimals and decimals into fractions, and compare decimal fractions
<p>English Language Arts [ELA]</p>	<p>In Quarter 4, the Grade 4 students:</p> <ul style="list-style-type: none"> ● use text evidence to draw inferences ● identify, compare, and contrast point of view ● determine the theme and summarize the plot of a story ● use text evidence to describe and analyze character traits, setting, and an event in a historical fiction narrative ● use a variety of transitional words and phrases to lend their narrative stories a logical, sequential structure ● incorporate details into their narratives ● introduce characters and problems in their narratives to help create and support their plotlines ● use dialogue and description to develop characters, experiences, and events or show the responses of characters to situations ● use concise vocabulary to describe events and experiences ● read traditional literature, and identify themes and lessons ● compare different versions of the same folktale ● identify common characteristics of traditional literature stories (good v. evil, hero, trickster, gods, talking animals, magic) ● identify figurative language in traditional literature stories
<p>Interdisciplinary Studies EVIDENCE OF ENERGY</p>	<p>In Quarter 4, the Grade 4 students:</p> <ul style="list-style-type: none"> ● gather and analyze evidence on the speed and energy of objects ● explain how the energy and speed of an object are related ● investigate sound, light, heat, and electric currents ● ask questions and make predictions about the energy changes that occur when objects collide ● apply scientific ideas to (i) design (ii) test, and (iii) refine a device that converts energy from one form to another ● research how energy and fuels are derived from natural resources, and how this impact on the environment ● generate and compare solutions to reduce the impact of the Earth's natural processes on humans ● determine which energy/fuel sources are renewable/ non-renewable

Additional Areas of Learning

In addition to our core disciplines, the full learning complement in the Elementary House also comprises Spanish, Music, Art, Physical Education (PE)/Health & Wellness, and Social-Emotional Learning (SEL). Students attend weekly scheduled classes for Spanish (5), Music (2), Visual Arts (1), PE (2), and SEL (1).

Spanish

Spanish, the language of our host country and the mother tongue of over 60% of our student population, is our 'additional language' choice in the Elementary House. The teaching and learning of Spanish across the Elementary span a comprehensive range of Spanish language proficiency levels. From Novice through Intermediate to Advanced, our students are accommodated across two Spanish as a Second Language (SSL) classes; those students whose mother tongue is Spanish, or whose Spanish is near-fluent, attend Spanish Primera Lengua classes. Over the course of the year, our students enjoy a balanced range of learning opportunities aimed at developing their interpersonal communication, presentational speaking, writing, interpretive listening, and reading, across a series of unifying themes e.g. Families, Contemporary Life, Communities, and Popular Culture.

Visual Arts

Through a range of activities and tasks based around creativity and response, our students are able to gain a deeper appreciation of the visual arts generally. Moreover, they develop their understanding and skills in relation to different approaches, techniques, and media, and apply these to fully express their ideas and perspectives.



Music

Through listening to and producing their own musical sounds, our grade four students are able to better understand the expressive qualities of different musical elements. Our young musicians are given a wide range of opportunities to experiment and work with different instruments and techniques, as well as perform.

Physical Education (PE)

PE classes in the Elementary House are designed to encompass and address all areas of our students' physical development and wellness. Across the school year, the activities our grade four students participate in are varied and balanced, and provide them with the opportunities they need in order to develop their determination, strength, coordination, and collaborative skills.

Social & Emotional Learning

Going on the principle that our sense of self, purpose, and wellbeing is intricately connected with our learning success, we work continuously at CDS to help our students develop a solid grounding in emotional and social competencies. When students are socially and self-aware and possess effective self-management skills, their attitudes to learning are more likely to be positive and resilient. Likewise, their relationships with teachers and fellow-learners are more likely to be cooperative and empathic, and their understanding of the world and how it works more is comprehensive and well-rounded.

Opportunities for social and emotional learning at CDS are created just as wholeheartedly and purposefully as opportunities for learning within academic disciplines. We accomplish a lot in this regard through:

- (i) the adoption of a range of Responsive Classroom strategies and approaches
- (ii) our promotion of The Panther Way (respect for self, others, and the environment),
- (iii) monthly assemblies to meet and explore topics such as diversity, inclusiveness, and global citizenship in Big Animals Nations Family groups
- (iv) opportunities to connect and work with students from different grade levels, schools, and countries through and NAE Global Campus activities, and
- (v) weekly classes facilitated by our Elementary Guidance Counselor, guiding students through activities and discussions on themes such as friendship, organization, growth mindset, managing stress, and a variety of child safeguarding topics.

