

Lower School at a Glance

<i>Literacy</i>	<i>Integrated Learning</i>	<i>Mathematics</i>
<p>English Language Arts is taught through the Reader’s and Writer’s Workshop model, developed by Lucy Calkins and the Columbia Teachers’ College.</p> <p>Reading instruction relies on research that shows students progress through reading a wide variety of texts, fiction and nonfiction. The highly structured ‘workshop model’ helps students build stamina to be able to read fluently and independently.</p> <p>Writing instruction is also organized by grade level ‘workshops’ that teach students skills to express an opinion, construct an argument, share information and become narrators of their stories with increasing complexity and sophistication.</p>	<p>Students learn about a topic or theme through the lenses of different subjects, including science, history, geography, music, art, design technology and PE. This integrated program of learning is taught through the International Primary Curriculum (IPC).</p> <p>The IPC approach helps students develop inquiry, research and presentation skills, as well as cooperation and teamwork. Each IPC unit specifically promotes an international perspective and fosters responsible citizenship through a range of activities that connect learning with the wider world.</p>	<p>From Prefirst to Grade 5, we use Bridges in Mathematics, an engaging, comprehensive K–5 math program to develop students’ deep conceptual and procedural understanding of mathematics and ability to solve complex and nonroutine math problems.</p> <p>Students become skilled problem solvers with the ability to select and apply knowledge and a range of strategies in new situations. Learning to communicate reasoning and represent mathematical knowledge are both pivotal skills that are developed through the program.</p> <p>mathlearningcenter.org/families</p>
<i>Art and Music</i>	<i>World Languages: French and Arabic</i>	<i>Physical Education</i>
<p>Students develop skills in the arts with specialized teachers, and as part of the integrated study units. Students learn to take risks to develop artistic and musical ideas and build confidence as they present and perform through a variety of media and a range of audiences.</p>	<p>Students begin formal instruction in French in Pre First and Standard Arabic in Grade 2. They are placed in native or non-native classes. The curriculum is differentiated within the limitations of class groupings to best meet the language levels of all our students.</p>	<p>The PE program, taught by specialized instructors, is focused on learning and applying new skills to improve movement and performance, finding out about the importance of fitness and healthy lifestyles, and the values and responsible behaviors associated with sportsmanship.</p>

CAS is an International Baccalaureate Diploma Program and University preparatory school that inspires and enables all students to achieve success and fulfillment and is committed to creating a whole child. We recognize that students differ as learners in terms of background, culture, language, gender, interests, readiness to learn, confidence and independence. These differences profoundly impact how students learn and the support they will need at various points in the learning process. Teachers therefore aim to create flexible, rich learning environments and construct experiences based on what they know about each of their students.

We recognize that parents play an important collaborative role in shaping the way their children view learning. This resource will provide you with a better understanding of the curriculum we offer at CAS so that you can support your child and actively participate in his or her learning.



At CAS, we believe that the primary purpose of assessment is to improve student learning.

Assessment helps students:

- Identify their strengths, areas that need strengthening and their learning needs
- Identify which specific skills they need to practice more to improve
- Set goals for growth

Assessment is an ongoing process that allows educators to gather information about student performance in relation to standards or learning objectives. This information is used to give feedback to students and parents, inform instruction and track student growth. Teachers assess student performance each day as they integrate assessment and instruction and there is a constant overlap between questioning, responding, observing and evaluating progress to best determine the next steps for each student. Assessment, therefore, takes many different forms and is not limited to the end of unit test or project. Teachers provide a variety of different tasks to ensure a cross-section of experiences that caters for different learning styles and strengths. Assessment tasks might differ in format (visual, oral, written, dramatic); level of complexity (multi-step tasks or single, simple tasks); presentation requirements (spoken, written, constructed, role-play) and groupings (group, individual or paired tasks).

In the Lower School, assessment is focused on individual growth and the development of skills that will help students become reflective, self motivated and independent learners. In the IPC, for example, students are tracked as they move from *beginning* to *developing* then *mastering* the skills. Students also learn to self-assess and set their own goals. Critical thinking, problem solving, effective collaboration and communication of learning are all at the heart of the program.

<p>PREFIRST</p>	<p>LITERACY</p>
<p>READER'S WORKSHOP</p>	
<p>Unit 1: We are Readers</p>	<p>In Prefirst, students begin to establish their identities as readers while they build the foundational skills for reading. In the first unit, We Are Readers, they develop concepts of print, phonemic awareness, phonics, and how to use story language to help their approximations of reading. The classroom is a language rich environment to expose children to vocabulary everywhere.</p>
<p>Unit 2: Superpowers: Reading with Print Strategies and Sight Word Power</p>	<p>In the second unit, Super Powers, students learn “super power” strategies that help them use picture clues, work on fluency, and communicate meaning.</p>
<p>Unit 3: Bigger Books, Bigger Reading Muscles</p>	<p>In the third unit, Bigger Books, Bigger Reading Muscles, students attempt more difficult books with greater independence and use reading strategies to read with more accuracy, fluency, and comprehension.</p>
<p>Unit 4: Becoming Avid Readers</p>	<p>The last unit, Becoming Avid Readers, engages students in role play to be the readers they will soon become. They learn about characters, setting, and plot while reading fictional stories. Students also explore nonfiction topics as they read together in clubs, and play with rhyme and rhythm while reading poetry.</p>

PREFIRST	LITERACY
WRITER'S WORKSHOP	
Unit 1: Launching the Writing Workshop	<p>The first unit, Launching the Writing Workshop, helps students build confidence to use their letters, which at this stage may still appear as squiggles or shapes, to label their 'all about books'. It is common at this stage for 'writing' to be expressed in pictures, as a way for students to communicate their ideas and feelings.</p>
Unit 2: Writing for Readers	<p>In the second unit, Writing for Readers, students start to write true stories using 'read-able' words. A 'read-able' word is one that the student can read back to himself or another person, but is not necessarily spelled according to convention. This is an important stage for building confidence in young writers and the teaching goal is therefore not to correct, but to encourage the child to use the 'sounding out' skills they are developing.</p>
Unit 3: How-To Books: Writing to Teach Others	<p>In How-To Books: Writing to Teach Others, Unit 3, students write informational how-to texts on a procedure familiar to them.</p>
Unit 4: Persuasive Writing of All Kinds: Using Words to Make a Change	<p>In Persuasive Writing of All Kinds, the fourth unit in Prefirst, students may write petitions, persuasive letters or signs that aim to persuade people to address problems in the classroom, the school and in the world.</p>

PREFIRST	MATHEMATICS
Numbers Five and Ten	<p>Students focus intensively on the two critical areas specified by the Common Core State Standards for Mathematics:</p> <ul style="list-style-type: none"> • Representing and comparing whole numbers • Describing shapes and space <p>Most of the focus in Pre First is developing strong number sense to prepare for basic operations. Students learn to use numbers, including written numerals, to represent quantities and solve problems. They practice counting out a given number of objects and learn how to compare sets or numerals.</p> <p>Students are taught how to model and communicate simple situations with objects, fingers, words, actions, drawings, numbers, and equations. Students are introduced solving problems that are shared through a story.</p> <p>Students also learn about geometry. They describe and analyze the attributes of shapes in the world around them. Students find, count, draw, build, and compare shapes. They also fit shapes together to make other shapes and complete puzzles.</p>
Numbers to Ten	
Bikes & Bugs: Double, Add & Subtract	
Paths to Adding, Subtracting & Measuring	
Numbers Beyond Ten	
Weight & Place Value	

PREFIRST	Integrated Learning
Freeze It!	This is a science focused unit where students find out about temperature, freezing and melting of different liquids. They design cooling apparatus and experiment with different liquids and solids. Students also find out about the differences between hot and cold countries.
People of the Past	History is one big story, filled with important people who did many great things - scientists, rulers, artists, writers, explorers. By learning about these people and what they did, we can find out more about the qualities that make someone great.
Live and Let Live	What do living things such as animals and plants need in order to survive and grow? Do humans have the same needs? What is the difference between a living thing and something that has never been alive? Students find out about what animals and humans need to survive and grow and how living and non-living things are different.
A Day in the Life	The world is full of lots of different and exciting jobs. This unit looks at what some of those jobs are, and also celebrates the things we can do now - the hobbies and interests students enjoy and the learning we do at school to help us achieve our goals. Students find out about the jobs people used to do in the past and the jobs people do now at our school, in our families and in our communities.

Prefirst	ART
Projects	The use of hands on activities lets the students' minds grow and learn based on their experiences and the environment they are exposed to. Students draw, trace and use tempera based paints to begin to create and understand compositions.
Free Expression	Students are provided with a variety of materials to create their own interpretation of known artist's work or build upon previous projects. Students are provided on a range of different materials and media depending on the desired outcome.

Cross-curricular	Many subjects can be explored through art, for example: history, science, technology, language arts and multiculturalism. Through cross-curricular projects that support integrated learning, students make connections, build bridges and enhance their creativity and their imagination.
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Prefirst	MUSIC
Singing	We sing songs in the music classroom for vocal technique, language, musical expression, and the joy of singing. Students develop a repertoire of familiar songs.
Playing	Students play pitched and unpitched percussion instruments. They explore instrument sounds as they practice steady beat and rhythmic exercises.
Movement	We move in music class as students practice pitch, pulse, rhythm, and musical expression. Students move creatively as they listen to classical, world, and familiar music. External practice prepares students for internalizing abstract musical skills. We perform simple folk dances to explore music from varied cultures. P
Literacy	We use music language to build vocabulary. We discuss pitch and rhythm to prepare for reading a writing music notation.

Prefirst	Physical Education
Gross motor movement	To develop gross motor skills, students engage in obstacle courses where they run, jump, hop, leap, gallop and tip-toe. Students experiment with traveling at different speeds and taking a range of pathways and directions.
Eye-hand coordination	Students practice eye-hand coordination through the use of hand extensions like scoops and lollipop racquets. They practice throwing and catching skills while using a wide variety of props such as scarves, bean bags, animal bean bags, rings, foam frisbees, and different types and sizes of balls. Students also learn to play simple net games.

Eye-foot coordination: Soccer	To develop eye-foot coordination, students practice a range of skills that are required in soccer such as dribbling, trapping, passing, shooting and goalkeeping. They also begin to play mini soccer matches that teach them how to play within the rules of lead up games and to accept and respect win/lose situations.
Gymnastics	Gymnastics involves a range of movements and sequences. These include low-level movements that develop courage and flexibility such as rolling, tumbling and different animal crawls. To build strength, students also engage in climbing and swinging on ropes. They also develop balance through yoga poses and beam work, as well as learning how to land safely using a springboard.
Eye hand coordination: Basketball	Through basketball, students practice a set of skills that include dribbling, ball control, passing and shooting, within the parameters of a team game that has a clear set of rules.
T-ball and Kickball	Through T-ball and kickball, students continue developing a sense of teamwork, fair play and positive sportsmanship as well as game strategy. Specific ball skills practiced include striking, batting and kicking.

Prefirst	FRENCH
GENERAL OBJECTIVE	Oral language is the backbone of the nursery school's learning. Children learn to listen, to exchange, to express themselves and to understand.
SPECIFIC OBJECTIVES	To know how to listen in silence without interruption Participate in a conversation by staying in the subject of the exchange. To produce an oral comprehensible by others. Learn and recite nursery rhymes by adopting an appropriate tone. Sing songs learned in class. Understand a story read by the teacher, tell it by restoring the logical and chronological sequences

GRADE 1	LITERACY
READER'S WORKSHOP	
Unit 1: Building Good Reading Habits	In first grade, students build and reinforce the skills learned in Pre First and also start to become social readers. In the first unit, Building Good Reading Habits, students begin to work together with peers to help each other become more strategic as readers. At home, parents are encouraged to mirror these same activities at home. Read and write and discuss in French, Arabic and English.
Unit 2: Learning About the World	The second unit, Learning About the World, taps into students' natural curiosity as they explore nonfiction, and they learn comprehension strategies, word solving, vocabulary, fluency, and author's craft.
Unit 3: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension	<p>The third unit, Readers Have Big Jobs to Do, focuses on the reading process to set children up to read increasingly complex texts.</p> <p>The last unit of first grade, Meeting Characters and Learning Lessons, spotlights story elements and the skills that are foundational to literal and inferential comprehension, including empathy, imagination, envisioning, prediction, character study, and interpretation.</p>
Unit 4: Meeting Characters and Learning Lessons	

GRADE 1	ENGLISH LANGUAGE ARTS
WRITER'S WORKSHOP	
Unit 1: Small Moments: Writing with Focus, Detail and Dialogue	<p>The first-grade units are written for children who are beginning to understand their powers as readers as well as writers, and believe they can do anything. Students begin with the unit Small Moments. In this unit students take the everyday events of their young lives and make them into focused, well-structured stories. They learn to bring characters to life by making them talk, think, and interact.</p> <p>In Unit 2, Nonfiction Chapter Books, students enter the world of informational writing as they combine pictures and charts with specific vocabulary to create engaging teaching texts.</p>
Unit 2: Non-fiction Chapter Books	<p>In Unit 3, Writing Reviews, students create persuasive reviews of all sorts—pizza restaurant reviews, TV show reviews, ice cream flavor reviews, and finally book reviews to hook the reader, clearly express the writer's opinion, and make their argument convincing.</p>
Unit 3: Writing Reviews	<p>In the unit From Scenes to Series, students learn to “show, not tell” and use action, dialogue, and feelings to create a whole series of fiction books modeled after Henry and Mudge.</p>
Unit 4: From Scenes to Series	

GRADE 1	MATHEMATICS
Numbers all around us	Student focus intensively on the four critical areas specified by the Common Core State Standards for Mathematics in Grade One.
Developing strategies with dice and dominoes	<ul style="list-style-type: none"> ● Addition and subtraction within 20 ● Whole number relationships and place value ● Linear measurement in non-standard units ● Reasoning with shapes and their attributes
Adding, subtracting, counting, comparing	Students gain fluency with facts to 10 and develop sophisticated strategies for solving addition and subtraction combinations to 20. They learn to model, solve and pose a wide variety of word problems to construct meaning for the operations of addition and subtraction, as well as understanding of how the two are connected.
Leapfrogs on the number line	Students also learn about place value and much of the work engages first graders in developing, discussing, and using efficient, accurate and generalizable methods to add within 100 and to subtract multiples of 10.
Figure the facts with penguins	Students also learn about geometry and measurement, building their skills to identify, describe, construct, draw, sort and compare shapes.
One hundred and beyond	

GRADE 1	Integrated Learning
Who am I?	By taking the time to share facts about themselves with each other, students celebrate affirm their identities, and celebrate their differences, whilst also learning to recognize the things we all have in common. Students learn that although we are all unique individuals, together we make up a community where we learn to support and respect each other.
Push Me, Pull You	Every move we make is a result of a force. These forces are called ‘pushes’ or ‘pulls’. Students are introduced to push - pull forces and explore them through a wide variety of games where become scientists through experimentation and observation.
Hooray! Let’s go on holiday.	Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that we can travel to all parts of the world and even space, who knows where we will go for our holidays in the future? What is the same and what is different between the lives and home countries of the different children in our class.
Look and Listen	Have you ever wondered how you can hear and how you can see? You can hear a dog barking and you can see it wag its tail. What makes hearing and seeing possible? Students find out where sound and light come from and how humans and animals can make different sounds.
Green Fingers	Plants are living things – they grow when we give them enough sunlight, food and water. Plants give us food to eat, clean air to breathe and materials to build our houses and furniture. We can use plants to make clothes and medicines, and to decorate our gardens. Students also find out how to grow and look after plants.
The Stories People Tell	Many of stories that we enjoy today are influenced by the stories that have been passed down through the ages. By studying older stories, such as myths and legends, we can become storytellers too, writing and performing our own stories to entertain. Students learn about stories from different countries and cultures.

Grade 1	ART
Projects	The use of hands on activities lets the students' minds grow and learn based on their experiences and the environment they are exposed to. Students draw, trace and use tempera based paints to begin to create and understand compositions. Collage creation begins to add a three dimensional quality to their work.
Free Expression	Students are provided with a variety of materials to create their own interpretation of known artist's work or build upon previous projects. Students are provided on a range of different materials and media depending on the desired outcome.
Cross-curricular	Many subjects can be explored through art, for example: history, science, technology, language arts and multiculturalism. Through cross-curricular projects that support integrated learning, students make connections, build bridges and enhance their creativity and their imagination.

Grade 1	MUSIC
Singing	We sing songs in the music classroom for vocal technique, language, musical expression, and the joy of singing. Students develop a repertoire of familiar songs. Students have opportunities for solos to build musical independence.
Playing	Students play pitched and unpitched percussion instruments. They explore instrument sounds as they practice steady beat and rhythmic exercises with familiar songs. Students analyze the sound and technique of unpitched percussion instruments and use xylophones to create and compose.
Movement	We move in music class as students practice pitch, pulse, rhythm, and musical expression. Students move creatively as they listen to classical, world, and familiar music. We perform folk dances to explore music from varied cultures.
Literacy	We use icon notation to represent standard music notation. Quarter notes, paired eighth-notes, and quarter rests are the rhythmic focus and sol, mi, and la are the primary pitch focus.

Grade 1	Physical Education
Gross motor movement	To develop gross motor skills, students engage in obstacle courses where they run, jump, hop, leap, gallop and tip-toe. Students experiment with traveling at different speeds and taking a range of pathways and directions.
Eye-hand coordination	Students practice eye-hand coordination through the use of hand extensions like scoops and lollipop racquets. They practice throwing and catching skills while using a wide variety of props such as scarves, bean bags, animal bean bags, rings, foam frisbees, and different types and sizes of balls. Students also learn to play simple net games.
Eye-foot coordination Soccer	To develop eye-foot coordination, students practice a range of skills that are required in soccer such as dribbling, trapping, passing, shooting and goalkeeping. They also begin to play mini soccer matches that teach them how to play within the rules of lead up games and to accept and respect win/lose situations.
Gymnastics	Gymnastics involves a range of movements and sequences. These include low-level movements that develop courage and flexibility such as rolling, tumbling and different animal crawls. To build strength, students also engage in climbing and swinging on ropes. They also develop balance through yoga poses and beam work, as well as learning how to land safely using a springboard.
Eye hand coordination	Through basketball, students practice a set of skills that include dribbling, ball control, passing and shooting, within the parameters of a team game that has a clear set of rules.
T-ball and Kickball	Through T-ball and kickball, students continue developing a sense of teamwork, fair play and positive sportsmanship as well as game strategy. Specific ball skills practiced include striking, batting and kicking.

GRADE 1	FRENCH
Understand and learn	Students explain, understand the rules of life of the class, the roles of the managers. Students enrich their vocabulary about school, instructions in class and the environment.
Language and phonology	Students discover the alphabetic principle. They are made to know the alphabet, to recognize his name in script, to name the letters and to look for the correspondences between different writings, capital letters and script (first name and vocabulary), understanding the relationship between letter and sound (the alphabet: I see, I mean), name the letters and look for the correspondences between different writings, capital letters and script (words from picture), fill in a grid of crossword puzzles, identify vowel phonemes, name the letters and search for correspondences between different writings, uppercase and script, find words in a grid of words, understand the relationship between letter and sound and finally find words in spelling relatives.
Vocabulary	Students should know all the specific vocabulary relating to the days of the week, the months of the year and the seasons. They also discover the vocabulary of the different events of French culture and the events celebrated at school.

GRADE 2	LITERACY
READER'S WORKSHOP	
Unit 1: Second-Grade Reading Growth Spurt	<p>In second grade, children move from a “little-kid” focus on print to a “big-kid” focus on meaning. The first unit, Second-Grade Reading Growth Spurt, teaches students to take charge of their reading, drawing on everything they know to figure out hard words, understand author’s craft, and build big ideas about the books they read.</p>
Unit 2: Becoming Experts “Reading Nonfiction”	<p>Students learn that books can be their teachers in the second unit, Becoming Experts, in which they grow understanding of new topics while working on word solving, vocabulary development, and comparing and contrasting information across texts.</p> <p>In the third unit, Bigger Books Mean Amping Up Reading Power, students learn strategies to build three foundational reading skills—fluency, understanding figurative language, and comprehension.</p>
Unit 3: Bigger Books Mean Amping Up Reading Power	<p>In the final unit for second grade, Series Book Clubs, students work within book clubs to study author’s craft. They begin to understand ways authors use word choice, figurative language, punctuation, and even patterns to construct a series and evoke feelings in readers.</p>
Unit 4: Series Book Clubs	

GRADE 2	LITERACY
WRITER'S WORKSHOP	
Unit 1: Lessons from the Masters “Improving Narrative Writing”	<p>The second-grade units are written with seven-year-olds in mind who are beginning to feel very big and want work that also feels big and important. Second-graders carry out author studies that help them craft powerful true stories, science investigations and lab reports, and finally, some very grown-up writing about reading. Across the writing genres, students begin to understand and apply techniques they are discovering in the work of published authors.</p>
Unit 2: Lab Reports and Science Books	<p>In the first unit, Lessons from the Masters, students learn how to create engaging narratives by stretching out small moments and writing in detail.</p> <p>In unit 2, Lab Reports and Science Books, inspirational nonfiction texts are used to help students design and write about experiments and other scientific information.</p>
Unit 3: Writing About Reading	<p>Unit 3, Writing About Reading, has students read closely and gather evidence from texts to craft persuasive arguments.</p>
Unit 4: Poetry “Big Thoughts in Small Packages”	<p>The final unit, Poetry, helps children explore and enjoy language. Students learn to express meaning and rhythm and use visualization and figures of speech to make their writing more clear and powerful.</p>

GRADE 2	MATHEMATICS
Figure the facts	<p>Student focus intensively on the three critical areas specified by the Common Core State Standards for Mathematics in Grade Two.</p> <ul style="list-style-type: none"> ● Extending understanding of base-ten notation ● Building fluency with addition and subtraction ● Using standard units of linear measurement <p>Students revisit and extend addition and subtraction within 20, helping to ensure that second graders operation with understanding and fact fluency from the start of the school year.</p> <p>Later, students explore place value and multi-digit addition and subtraction. They learn to count by fives, tens, and multiples of hundreds, tens and ones. They learn to read, write and compare numbers to 1,000 and develop fluency with addition and subtraction to 100, presented in a variety of word problems.</p> <p>In geometry, students build foundations for understanding area, volume, congruence, similarity and symmetry as they investigate, describe, build, draw, combine decompose two and three-dimensional shapes. They continue to develop an understanding about linear measurement through experimenting with estimation, comparison and construction.</p>
Place Value and measurement with Jack's beanstalks	
Addition and subtraction within one hundred	
Measurement	
Place value to 1,000	

GRADE 2	Integrated Learning
What's on the Menu?	Food is essential as it gives us energy to do the things that we want to do. Students ask questions about where food comes from, who made it and where were the ingredients grown. They also learn about the many different people who are responsible for the food that ends up on our table and food from around the world.
Land, Sea and Sky	Plants and animals can adapt to living almost anywhere on our Earth. Wherever we look on the land, in the sea and in the sky, we find living things that have evolved in unique ways just to live there.
Explorers and Adventurers	Explorers are people who travel to new places in the world and discover new things that they didn't know existed. So much of what we know today about our world is because we have been explorers in the past. Being an explorer is exciting, but also a little daunting. In this unit, students find out what it is like to be an explorer.
Chocolate	Students learn about where cacao trees are found and the different factors affecting the growth of cacao trees. They learn about the history of the discovery of chocolate from the cocoa bean and how chocolate spread to other parts of the globe. Students will also learn how to make and market chocolate.

Grade 2	World Languages ARABIC native
My Family	By the end of second grade, students will be able to write and read Arabic alphabets with short and long vowels, simple words, sentences and photo stories. They will also be able to follow simple instructions in Arabic related to daily classroom activities, ask and answer simple questions and express their likes and dislikes. **Non-native speakers follow the same concepts at a simpler level.
My School	
My House	

Grade 2	World Languages FRENCH Francophone
Back to school	Students listen for oral messages (addressed by an adult or classmates) or texts read by an adult Students communicate to be heard and understood, in real or fictional situations.
French customs	Students participate in exchanges in diverse situations (learning sessions, regulation of the life of the class) and they adopt a critical distance compared to the product language. Students need to identify words more and more easily.
The carnival	Students should understand more and more complex texts and practice different forms of reading (aloud or in a low voice). Students learn to copy words and sentences to memorize their spelling and write them correctly.

Grade 2	ART
Projects	The use of hands on activities lets the students' minds grow and learn based on their experiences and the environment they are exposed to. Students draw, trace and use tempera and watercolor based paints to begin to create and understand compositions. Collage creation continues to add a three dimensional quality to their work. These techniques help the learner connect to concepts that were taught and explore through their own questions and actions.
Free Expression	Students are provided with a variety of materials to create their own interpretation of known artist's work or build upon previous projects. Students are provided on a range of different materials and media depending on the desired outcome.
Cross-curricular	Many subjects can be explored through art, for example: history, science, technology, language arts and multiculturalism. Through cross-curricular projects that support integrated learning, students make connections, build bridges and enhance their creativity and their imagination.

Grade 2	MUSIC
Singing	We sing songs in the music classroom for vocal technique, language, musical expression, and the joy of singing. Students sing and speak two-part rounds as a first-step to singing harmony. Students build independence through solos and two-part rounds.
Playing	Students play pitched and unpitched percussion instruments. We use instrument patterns to complement songs. These harmonies build music independence. Students use instrumental patterns to create and compose increasingly complex
Movement	We move in music class as students practice time signatures, folk music, and musical expression. We use creative movement to build musical independence performing with two or more complementary patterns. Students explore movement as they play singing games from around the world.
Literacy	Students use iconic and standard notation. Rhythmic focus includes whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, as well as different time signatures. Pitch focus extends to the major pentatonic scale.

Grade 2	Physical Education
Fitness and gymnastics	Students experiment with obstacle courses that involve running, jumping, hopping, leaping, galloping (in different pathways, direction, agility and speed), balancing forwards and backwards on a beam, swinging on a bar, swinging on the rope, climbing the net, jumping and landing using a springboard and trampoline, pulling and pushing (tires). Students also develop an awareness of the impact of physical activity on the body, by learning how to find and measure heart beat.
Eye-hand coordination	Students practice eye-hand coordination by using scoops as extensions to throw, catch, and pass over a net. Other games such as Pickleball, frisbee and dodgeball further develop eye-hand coordination.
Eye-foot coordination Soccer	To develop eye-foot coordination, students practice a range of skills that are required in soccer such as dribbling, trapping, passing, shooting and goalkeeping. Through engaging in 5-a-side matches, students also learn to play within a set of rules and to respect win/lose situations.
Eye hand coordination	Through basketball, students practice a set of skills that include dribbling, ball control, passing and shooting, within the parameters of a team game that has a clear set of rules.
T-ball and Kickball	Through T-ball and kickball, students continue developing a sense of teamwork, fair play and positive sportsmanship as well as game strategy. Specific ball skills practiced include striking, batting and kicking.
Olympics IPC	This unit introduces some of the Olympic track and field events, including 100m, 400m, 200m relay, long jump, high jump and shot put.

GRADE 3	LITERACY
READER'S WORKSHOP	
Unit 1: Third-Grade Building a Reading Life	The third-grade units were written to support the crucial transition children make from learning to read to reading to learn. The opening unit, Building a Reading Life, launches students' lives as upper elementary school readers. Students build capacity in their reading skills by immersing themselves in within-reach fiction books while working on word solving, vocabulary development, envisionment, and prediction.
Unit 2: Reading to Learn: Grasping Main Ideas and Text Structures	The second unit, Reading to Learn, teaches essential skills for reading nonfiction, such as working out the main ideas and how the text has been constructed, comparing texts, and thinking critically. Students also learn to read narrative nonfiction with skills such as determining importance by using knowledge of story structure.
Unit 3: Character Studies	The third unit, Character Studies, teaches students to closely observe characters, make predictions, and sharpen their skills in interpretation.
Unit 4: Research Clubs: Elephants, Penguins, and Frogs, Oh My!	The final unit, Research Clubs, shows students how to use texts as their teachers. Children work in clubs to gather, synthesize, and organize information about animals, and then use this information to seek solutions to real-world problems.

GRADE 3	LITERACY
WRITER'S WORKSHOP	
Unit 1: Crafting True Stories	<p>The third-grade units of study take into account that many third-graders are writing on full sheets of notebook paper and in writers notebooks for the first time. The opening unit, Crafting True Stories, extends students' work with personal narrative while engaging them more fully in the complete writing process, with increasing emphasis on drafting and revising their work.</p>
Unit 2: The Art of Information Writing	<p>In the second unit, The Art of Information Writing, students write chapter books that synthesize a wide variety of information and learn to section their topics into subtopics. They are supported in this challenging work because they are writing about topics on which they have firsthand, personal knowledge such as soccer or gymnastics.</p>
Unit 3: Changing the World: Persuasive Speeches, Petitions, and Editorials	<p>Changing the World gives an opportunity for third-graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe matter, such as recycling or conservation.</p>
Unit 4: Once Upon a Time: Adapting and Writing Fairy Tales	<p>The final unit in third grade, Once Upon a Time, uses familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing a narrator to guide readers, using story structure to create tension, and crafting figurative language to convey mood.</p>

GRADE 3	MATHEMATICS
Addition & Subtraction Patterns	<p>Students focus intensively on the four critical areas specified by the Common Core State Standards for Mathematics in Grade Three:</p> <ul style="list-style-type: none"> • Developing understanding of multiplication and division and strategies for multiplication and division within 100 • Developing understanding of fractions, especially unit fractions (fractions with numerator 1) • Developing understanding of the structure of rectangular arrays and of area • Describing and analyzing two-dimensional shapes
Introduction to Multiplication	
Multi-Digit Addition & Subtraction	<p>Students start the year by reviewing addition and subtraction facts, looking for patterns, and working with larger numbers. They then begin to develop their understanding of multiplication through a variety of rich contexts and models such as arrays of stamps, groups of windows, and a coral reef.</p>
Measurement & Fractions	<p>Students explore measurement, fractions, division, and multiplication of larger numbers. They also estimate and make measurements; are introduced to unit fractions and equivalent fractions Their work with multiplication develops a strong understanding of area.</p>
Multiplication, Division & Area	<p>In geometry, students investigate, draw, and build two-dimensional shapes, using their properties to classify and analyze these shapes. They connect their knowledge of geometry to fractions as they express the area of a shape as a unit fraction of the whole. Students explore algorithms for addition and subtraction and dig deeper into division. Students develop strategies and models for division, many of which are based on their work with multiplication. Grade three students explore the connections between mathematics and science through designing and building projects.</p>
Geometry	

GRADE 3	Integrated Learning
Living Together	We all belong to many different communities – family, friends, sports teams or activity groups. However, there is one thing that every community has in common - people. We must learn how to respect, support and work with other people if we hope to become valuable contributors to the communities that we are a part of. Students learn about what it means to be a responsible and contributing member of a community.
Saving the World	Rainforests once covered 14% of our world’s surface. Now they cover less than 5%. Every second, an area of the rainforest the size of a football field is being destroyed. Some scientists believe that, if we lose our rainforests, we might put our whole planet at risk. Students learn about the rainforest, its importance for the planet and explore some of the ways that they can help to save it.
Inventions that Changed the World	Inventions have transformed the way that we live our daily lives – from the simple paperclip to the latest mobile device. By learning about the important inventions that have changed our world, students also begin to discover how they could become great inventors too.
Footprints from the Past	Dinosaurs lived millions of years ago – long before people lived on Earth. No one has ever seen a dinosaur so how do we know anything about them? Students become historians as they learn that fossil evidence and dinosaur bones provide our only clues. Like detectives, they try to discover what dinosaurs looked like, what they ate and what might have happened to them in the end.

Grade 3	World Languages ARABIC native
The City	<p>By the end of third grade, students will be able to write and read simple words, sentences and photo stories. They will also be able to identify and understand familiar words, get the general idea of a reading text, ask and answer simple questions and talk about their daily routines.</p> <p>**Non-native speakers follow the same concepts at a simpler level.</p>

Grade 3	World Languages FRENCH Francophone
Fairies and witches	<p>Students must listen to understand spoken messages or read texts.</p> <p>Students are brought to speak to be heard and understood by participating in exchanges in diverse situations (learning sessions, regulation of the life of the class). They must also take a critical distance from the product language.</p> <p>Students must identify words to understand a text. They must arrange the words in alphabetical order and extend their lexical knowledge, memorize and reuse newly learned words. Then they must find the words in opposite directions, identify relationships between them and use them to better understand what they read.</p> <p>Students must produce writings that they have to revise and improve.</p> <p>Students must master the relationship between oral and written by memorizing the spelling of frequent words and irregular words whose meaning is known. They have to copy a short text without error and start using the capital letters and the marks of the type and the number in an autonomous way.</p>
The mail	
The family	
Comics	

Grade 3	ART
Projects	The use of hands on activities lets the students' minds grow and learn based on their experiences and the environment they are exposed to. Students draw, trace and use tempera and watercolor based paints to begin to create and understand compositions. Collage creation begins to add a three dimensional quality to their work. These techniques help the learner connect to concepts that were taught and explore through their own questions and actions.
Free Expression	Students are provided with a variety of materials to create their own interpretation of known artist's work or build upon previous projects. Students are provided on a range of different materials and media depending on the desired outcome.
Cross-curricular	Many subjects can be explored through art, for example: history, science, technology, language arts and multiculturalism. Through cross-curricular projects that support integrated learning, students make connections, build bridges and enhance their creativity and their imagination.

Grade 3	MUSIC
Singing	We sing songs in the music classroom for vocal technique, language, musical expression, and the joy of singing. Students sing and speak two-part rounds, canons and simple harmonic patterns. Independent musicianship is encouraged in solo opportunities.
Playing	Students play pitched and unpitched percussion instruments. We use instrument patterns to complement songs. These harmonies build music independence. Students use instrumental patterns to create and compose increasingly complex
Movement	We move in music class as students practice time signatures, folk music, and musical expression. We use creative movement to build musical independence performing with two or more complementary patterns. Students explore movement as they play singing games from around the world.

Literacy	Students use iconic and standard notation. Rhythmic focus includes whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, as well as different time signatures. The pitch focus includes the major and minor pentatonic scale.
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Grade 3	Physical Education
Fitness for Life (IPC)	This unit is an adaptation of Ninja Warrior. Students design obstacle courses to practice and test a range of skills. Courses include tire pulling, climbing net, parallel bar, (balance and agility), trampoline (jump and land), swinging from rope to rope, swing bars, springboard forward roll, balancing in zigzag on beams, and stepping stones. Students showcase their learning to an audience by organizing their own event. This includes setting up the music and sound system (DJ), creating posters, designating presenters and a camera person and of course, competing.
Racquet sports	Students are taught the skills and rules of Pickleball before competing in a class tournament.
Eye and Foot coordination: Soccer	To develop eye-foot coordination, students practice a range of skills that are required in soccer such as dribbling, trapping, passing, shooting and goalkeeping. Students learn offensive and defensive strategies, the field lines and rules of the game. Through engaging in 5-a-side matches, students also learn to play within a set of rules and to respect win/lose situations. The emphasis is on positive sportsmanship and including all classmates,, regardless of gender and level of skills.
Eye hand coordination: Basketball	Students develop basketball skills such as dribbling, passing, shooting (jump shot and lay-up), and engage in mini matches while adhering to simple basketball rules. They learn about offensive and defensive strategies and techniques, the court lines and game rules. As for all soccer, a high emphasis is placed on positive sportsmanship and including all classmates, regardless of gender and level of skills.
Cooperative Games Team sports	T-ball, kick-ball, and Lapta: baseball style games that incorporate batting, running, striking, kicking, catching, throwing, game strategy and teamwork.
Olympics (IPC)	This unit introduces some of the Olympic track and field events, including 100m, 400m, 200m relay, long jump, high jump and shot put.

GRADE 4	LITERACY
READER'S WORKSHOP	
Unit 1: Interpreting Characters "The Heart of the Story"	<p>In fourth grade, students delve into complex texts and see significance in details. In the first unit, Interpreting Characters, they study the complexity of characters and explore themes while developing skills such as inference and interpretation.</p> <p>In the second unit, Reading the Weather, children form research teams read about extreme weather and natural disasters while developing their informational reading skills.</p>
Unit : Reading the Weather, Reading the World	<p>Students take on the challenge of more complex texts to research history in the third unit, Reading History. They study multiple points of view and learn strategies for using new vocabulary.</p>
Unit 3: Reading History "The American Revolution"	<p>In the final unit for fourth grade, Historical Fiction Clubs, children students continue to practice fiction and non-fiction reading more analytically. They begin to learn how to synthesize narratives and compare and contrast themes for research purposes.</p>
Unit 4: Historical Fiction Clubs	

GRADE 4	LITERACY
WRITER'S WORKSHOP	
Unit 1: The Arc of Story “Writing Realistic Fiction”	<p>The fourth-grade units familiarize students with the genres they will regularly encounter throughout school, including thesis-driven persuasive essays, literary essays, and research reports. Students progress step-by-step through a process to learn how to structure their ideas in a variety of ways.</p> <p>In Unit 1, <i>The Arc of Story: Writing Realistic Fiction</i>, students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell.</p>
Unit 2: Boxes and Bullets “Personal and Persuasive Essays”	<p>In <i>Boxes and Bullets</i>, students learn how to organize information as they gather evidence to support and express an opinion on topics they know well.</p>
Unit 3: Bringing History to Life	<p>In Unit 3, <i>Bringing History to Life</i>, students begin to conduct historical research in which they collect evidence and use details to describe people and events long ago and far away.</p>
Unit 4: The Literary Essay “Writing About Fiction”	<p>In Unit 4, <i>The Literary Essay</i>, students begin to build on their essay writing skills and apply them to write about fiction.</p>

GRADE 4	MATHEMATICS
Multiplicative Thinking	Students focus intensively on the three critical areas specified by the Common Core State Standards for Mathematics in Grade Four:
Multi-Digit Multiplication & Early Division	<ul style="list-style-type: none"> • Developing understanding and fluency with multi-digit multiplication, and understanding of dividing to find quotients involving multi-digit dividends • Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers • Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry
Fractions & Decimals	At the start of the year, students review and extend multiplication work from third grade and examine factors and products, as well as prime and composite numbers. They delve deeper to explore and extend strategies, concepts, and models related to multi-digit multiplication. They also learn to use a variety of tools to model, read, write, compare, order, compose and decompose fractions and decimals.
Addition, Subtraction & Measurement	Students also discover the relationships between multiplication and division as they see that many multiplication strategies also apply to division problems. They solve division problems with and without remainders and begin exploring multiplication and division of simple fractions.
Multiplication & Division, Data & Fractions	In geometry, students extend their understandings of area, volume, and symmetry. They investigate, draw, and build two-dimensional shapes and the properties of those shapes to classify and analyze them. They also learn to use protractors to measure and construct angles.
Reviewing & Extending Fractions, Decimals & Multi-Digit Addition	Fourth grade students continue to explore the connections between mathematics and science through designing and building projects.

GRADE 4	Integrated Learning
Brainwave	Everyday we learn lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us. Students begin to develop their knowledge about some of the different areas of the brain and their function, understand the different ways that they can learn and understand how they can improve their learning and their attitudes to learning.
Space Explorers	We know that when we look up at our sky we will see the Sun, the Moon and the stars. We take them for granted. But why are they there? What do they do? How do they affect the Earth? Astronomy, like all sciences, is about asking questions. By becoming <i>space explorers</i> , students find out more about our solar system and the deeper mysteries of the universe.
Here and Now, There and Then	In this unit, students learn about the host country, Morocco, through studying historical and geographical sources. They study the different regions, climate, physical geography, industries and find out about the traditions, languages and culture that make this country unique. Some of this unit is taught through the Arabic class and also celebrates the oral tradition.
Climate Control	We all have a vital role to play in protecting and preserving our environment. As our population continues to grow, putting increased pressure on valuable resources, we – as global ‘caretakers’ – must act responsibly and with care to safeguard our planet for future generations. Students find out about sustainable energy sources and how we can reduce our use of energy. They learn about climate change, how we dispose of and the benefits of recycling. Students also experiment with making their own sources of energy such as a wind turbine.
Full Power	Electricity is one of the most important discoveries ever made and we have learned how to use it to power almost every aspect of our lives. Students find out who discovered electricity and how it works. They learn to draw and make different types of electrical circuits.

Grade 4	World Languages ARABIC native
The Solar System	By the end of fourth grade, students will be able to write simple sentences and paragraphs accurately, read in a grade-level appropriate pace, express the general idea of the text and understand the supporting ideas and details of the text. They will also be able to speak clearly with accurate pronunciation. **Non-native speakers follow the same concepts at a simpler level.
My dream house	
My trips	

Grade 4	World Languages FRENCH Francophone
The fantastic tale	Students need to know how to listen to understand spoken messages or texts read by an adult or their peers. Students must be able to participate in exchanges in diverse situations and take a critical distance from the product language. Students must identify words in complex ways phonetically and continue to improve their reading skills. The texts studied are more and more difficult and the students must understand them. students should extend their lexical knowledge, memorize and reuse newly learned words, find words in opposite senses, identify the main constituents of a simple sentence in relation to its semantic coherence. Students understand how verbs are formed and how to spell the most common verbal forms. They find marks of gender and number. Students use the oral and the present and the future and master the relationships between oral and written by memorizing the spelling of frequent and more complex words.
The documentary	
Thes hobbies	

Grade 4	ART
Projects	A framework (art skills) and a set of tools (art techniques) that students can use to gain the knowledge they wish to learn. These tools must be sufficiently diverse to accommodate the varying needs of different personalities and learning styles.
Free Expression	Students are provided with a variety of materials to create their own interpretation of known artist's work or build upon previous projects. Students are provided on a range of different materials and media depending on the desired outcome.
Cross-curricular	Many subjects can be explored through art, for example: history, science, technology, language arts and multiculturalism. Through cross-curricular projects that support integrated learning, students make connections, build bridges and enhance their creativity and their imagination.

Grade 4	MUSIC
Singing	We sing songs in the music classroom for vocal technique, language, musical expression, and the joy of singing. Students sing and speak two-part and three-part rounds, canons, partner songs, and simple harmonic patterns. Independent musicianship is encouraged in solo opportunities.
Playing	Students play pitched and unpitched percussion instruments, and learn to play the recorder. Students focus on ensemble skills and playing both independently and within the group. Students use instrumental patterns to create and compose increasingly complex musical works.
Responding	Students respond to music through movement, discussion, and written response. Students are able to demonstrate understanding of various elements of music within a historical and sociocultural context. Students are able to connect musical knowledge and skills learned in class with musical traditions and practices from different cultures, time periods, and genres.
Literacy	Students use standard notation. Rhythmic focus includes whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, and dotted rhythms, as well as different time signatures. Student begin working with sixteenth notes. The pitch focus builds on major and minor tonalities with increased fluency.

Grade 4	Physical Education
Fitness for Life IPC	This unit is an adaptation of Ninja Warrior. Students design obstacle courses to practice and test a range of skills. Courses include tire pulling, climbing net, parallel bar, (balance and agility), trampoline (jump and land), swinging from rope to rope, swing bars, springboard forward roll, balancing in zigzag on beams, and stepping stones. Students showcase their learning to an audience by organizing their own event. This includes setting up the music and sound system (DJ), creating posters, designating presenters and a camera person and of course, competing.
Racquet sports	Badminton skills (serve, clear, drop,drive, footwork, court lines and service rules singles and doubles). students are taught to play and adhere to all the rules of badminton and then played a class tournament.
Eye and Foot coordination: Soccer	Soccer skills: dribbling, trapping, passing, shooting, goalkeeping, and engage in 7-a-side matches while adhering to soccer rules..Offence and defence strategies and techniques. Field lines and game rules. Emphasize positive sportsmanship, accepting win/loss situations, and including others regardless of gender and level of play.
Eye hand coordination: Basketball	Basketball skills: dribbling, passing, shooting (jump shot and lay-up), and engage in mini matches while adhering to simple basketball rules..Offence and defence strategies and techniques. Court lines and game rules. Emphasize positive sportsmanship, accepting win/loss situations, and including others regardless of gender and level of play.
Cooperative Games Team sports	T-ball, kick-ball, and Lapta: baseball style games that incorporate batting, running, striking, kicking, catching, throwing, game strategy and teamwork. Volleyball: serving, setting, bumping, and playing by the rules
Olympics (IPC)	Track and field events: 100m, 400m, 200m relay, long jump, high jump, shot put.

GRADE 5	LITERACY
READER'S WORKSHOP	
Unit 1: Interpretation Book Clubs “Analyzing Themes”	<p>In fifth grade, students are developing their intellectual independence. In the first unit, Interpretation Book Clubs, students draw on a repertoire of ways for reading closely, noticing how story elements interact, understanding how different authors develop the same theme, and comparing and contrasting texts that develop a similar theme.</p>
Unit 2: Tackling Complexity “Moving Up Levels of Nonfiction”	<p>In the second unit, Tackling Complexity, students investigate the ways nonfiction texts are becoming more complex, and they learn strategies to tackle these new challenges. This unit emphasizes the strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction.</p>
Unit 3: Argument and Advocacy “Researching Debatable Issues”	<p>In the third unit, Argument and Advocacy, students read nonfiction texts to conduct research on a debatable topic, consider perspective and craft, evaluate arguments, and formulate their own evidence-based, ethical positions on issues.</p>
Unit 4: Fantasy Book Clubs “The Magic of Themes and Symbols”	<p>In the final unit for fifth grade, Fantasy Book Clubs, students work in clubs to read the fantasy genre and study how authors develop characters and themes. Students are introduced to thinking metaphorically as well as analytically, as they explore and compare the quests and themes within and across their novels.</p>

GRADE 5	LITERACY
WRITER'	
Unit 1: Narrative Craft	By the time students enter fifth grade, they will have been introduced to most of the skills expected of fifth-graders. The units are designed therefore to consolidate those skills. Students are also introduced to learning skills they will need in sixth-grade: how to conduct research using primary sources, how to write narratives that are reflective and theme-based, and how to write argument essays that use counterargument to clarify a position.
Unit 2: The Lens of History "Research Reports"	Unit 1, Narrative Craft, helps students use their narrative skills to make their stories more thematic. In Unit 2, The Lens of History, students draw inspiration and understanding from historical accounts, primary source documents, maps, and timelines to write focused research reports that engage and teach readers.
Unit 3: Shaping Texts "From Essay and Narrative to Memoir"	In Unit 3, Shaping Texts, students learn to listen to insights about their lives and decide upon the best genre to express them.
Unit 4: The Research-Based Argument Essay	The Research-Based Argument Essay is designed to give fifth-graders practice in building arguments that convincingly balance evidence and analysis to persuade readers to action.

Grade 5	MATHEMATICS
Expressions, Equations & Volume	<p>Students focus intensively on the three critical areas specified by the Common Core State Standards for Mathematics in Grade Five:</p> <ul style="list-style-type: none"> • Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited 5 cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) • Extending division to 2-digit divisors, integrating decimal fractions into the place value system, developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations • Developing understanding of volume <p>The first unit is focused on volume, and includes a review of multiplication facts and multi-digit multiplication strategies. Students revisit and extend multiplication and division strategies, including the array model, and learn about standard algorithm for multiplication.</p> <p>Students use what they know at the start of the year about equivalent fractions to add and subtract fractions, and later to multiply and divide. They continue to develop a sense of place value and the properties of operations to develop strategies for computing fluently with decimals.</p> <p>In geometry, students study coordinate graphing and the use of hierarchies to classify two-dimensional shapes by their properties.</p> <p>Fifth grade students continue to explore the connections between mathematics and science through designing and building projects.</p>
Adding & Subtracting Fractions	
Place Value & Decimals	
Multiplying & Dividing Whole Numbers & Decimals	
Multiplying & Dividing Fractions	
Graphing, Geometry & Volume	

GRADE 5	Integrated Learning
Brainwave	Everyday we learn lots of new and different things, gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, students are better equipped for meeting the many challenges ahead. Students learn about some of the different areas of the brain and their function, understand the many ways that they learn and understand how they can improve their learning, as well as their attitudes to learning.
Myths and Legends	People have been telling stories since prehistoric times, not just to entertain but as a means of passing on their history, beliefs and culture. Many of these stories we refer to as myths and legends, stories that are timeless and are as relevant today as when they were first told. By studying these myths and legends students learn more about the people and the cultures who created them, and understand how we can adapt and craft our own stories.
Investigators	Today we have a lot of scientific knowledge available on the internet but to discover new things ourselves we need to be able to be able to 'do' science, not just 'know' about it. During this unit, students learn about the scientific method and develop specific skills that can be used in a whole range of scientific situations. They then use these skills to investigate one branch of science: materials and their properties and discover how these skills can be applied to forensic science.
AD 900	What role does common language, leadership or dependency play on the rise and fall of empires? Students explore empires that coexisted in different parts of the globe in the year AD 900 and learn the value of primary and secondary sources to inform our understanding of history. Examples of empires studied include the Golden Age of Islam, which is taught through the Arabic class.
Being Human	The human body is designed to help us breathe, move, eat, respond and live. But how does the body function and how are humans different from other animals? In this unit students study the human anatomy. The learn about the brain and the nervous system, bones and muscles and how the human heart works. They also learn about the lungs and how the body uses food and water. Students also consider how the environment affects us and what the latest medical research is reporting.

Grade 5	World Languages ARABIC native
My memories	<p>By the end of fifth grade, students will be able to write simple, compound sentences and paragraphs accurately, read in a grade-level appropriate pace, express the general idea of the text using their own words and understand and discuss the supporting ideas and details. They will also be able to speak clearly with accurate pronunciation, express their ideas and opinions.</p> <p>**Non-native speakers follow the same concepts at a simpler level.</p>
The Arab World	
AD 900	

Grade 5	World Languages FRENCH Francophone
Myths and legends	<p>Students listen to a story and express their understanding by answering questions without referring to the text automatically.</p> <p>Students recite texts in prose or verse learned by heart aloud.</p>
Renewable energies	<p>Students make short oral presentations based on notes, slideshows or other digital tools.</p> <p>Students interact constructively with peers to confront different reactions or points of view.</p>
Versailles and Louis XIV	<p>Students read, understand and interpret literary texts, informative texts and documents (texts, tables, graphs, diagrams, diagrams, pictures) adapted to their age.</p> <p>The students write, after revision, organized and coherent texts, with the readable writing and respecting orthographic and grammatical regularities.</p>
Poetry	<p>The pupils distinguish the simple sentence from the complex sentence, recognize its elements: the subject of the sentence (a nominal group, a pronoun), the verb, the nominal group, the adverb. They know the functions of the adjective and identify the nominal group and its functions.</p> <p>Students memorize frequent verbs (being, having, going, doing, saying, taking, being able, seeing, having, wanting) and verbs whose infinitive is ener in the present and the imperfect.</p> <p>Students apply the rule of verb agreement with their subject, the adjective with the noun, and write without error the grammatical homophones and the plural nouns ending in -eu, -eau.</p>

Grade 5	ART
Projects	A framework (art skills) and a set of tools (art techniques) that students can use to gain the knowledge they wish to learn. These tools must be sufficiently diverse to accommodate the varying needs of different personalities and learning styles. Students explore the creation of ideas for personal expression, the discovery of visual qualities to express ideas and feelings, and the use of media to communicate an expressive intent.
Free Expression	Students are provided with a variety of materials to create their own interpretation of known artist's work or build upon previous projects. Students are provided on a range of different materials and media depending on the desired outcome.
Cross-curricular	Many subjects can be explored through art, for example: history, science, technology, language arts and multiculturalism. Through cross-curricular projects that support integrated learning, students make connections, build bridges and enhance their creativity and their imagination.

Grade 5	MUSIC
Singing	We sing songs in the music classroom for vocal technique, language, musical expression, and the joy of singing. Students sing and speak two, three, and four-part rounds, canons, and two-part harmony. Independent musicianship is encouraged in solo opportunities.
Playing	Students play pitched and unpitched percussion instruments, and learn to play the guitar. Students focus on ensemble skills and playing both independently and within the group. Students use instrumental patterns to create and compose increasingly complex musical works.
Responding	Students respond to music through movement, discussion, and written response. Students are able to demonstrate understanding of various elements of music within a historical and sociocultural context. Students are able to connect musical knowledge and skills learned in class with musical traditions and practices from different cultures, time periods, and genres.

Literacy	Students use standard notation. Rhythmic focus includes whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, sixteenth notes/rest and dotted rhythms, as well as more complex time signatures. Student begin working with combinations of eighth notes and sixteenth notes. The pitch focus builds on major and minor tonalities with increased fluency and as a basis for composition and improvisation.
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Grade 5	Physical Education
Fitness for Life (IPC)	This unit is an adaptation of Ninja Warrior. Students design obstacle courses to practice and test a range of skills. Courses include tire pulling, climbing net, parallel bar, (balance and agility), trampoline (jump and land), swinging from rope to rope, swing bars, springboard forward roll, balancing in zigzag on beams, and stepping stones. Students showcase their learning to an audience by organizing their own event. This includes setting up the music and sound system (DJ), creating posters, designating presenters and a camera person and of course, competing.
Racquet sports	Badminton skills (serve, clear, drop, drive, footwork, court lines and service rules singles and doubles). students are taught to play and adhere to all the rules of badminton and then played a class tournament.
Eye Foot coordination Soccer	Soccer skills: dribbling, trapping, passing, shooting, goalkeeping, and engage in 7-a-side matches while adhering to soccer rules..Offence and defence strategies and techniques. Field lines and game rules. Emphasize positive sportsmanship, accepting win/loss situations, and including others regardless of gender and level of play.
Eye hand coordination Basketball	Basketball skills: dribbling, passing, shooting (jump shot and lay-up), and engage in mini matches while adhering to simple basketball rules..Offence and defence strategies and techniques. Court lines and game rules. Emphasize positive sportsmanship, accepting win/loss situations, and including others regardless of gender and level of play.
Cooperative Games Team sports	T-ball, kick-ball, and Lapta: baseball style games that incorporate batting, running, striking, kicking, catching, throwing, game strategy and teamwork. Volleyball: serving, setting, bumping, and playing by the rules
Olympics IPC	Track and field events: 100m, 400m, 200m relay, long jump, high jump, shot put.

Grade 6	ENGLISH LANGUAGE ARTS
Reading Strategies	<p>In 6th grade English, students move through units on short stories, independent reading, poetry, and fiction novels. These units are used as vehicles for providing reading strategies that will strengthen comprehension. Frequent short and long writing assignments give students opportunities to develop their ability to back up an argument with evidence, logic, and organization. Reading and writing skills (including grammar) are expanded through online programs such as IXL and Achieve3000.</p> <p>Six grade ELA standards: http://www.corestandards.org/ELA-Literacy/L/6/</p>
Writing with Evidence	
Grammar	
Reading Comprehension	

6th Grade	MATHEMATICS
Expressions and Equations	<p>In grade six, instructional time will focus on four critical areas:</p> <ol style="list-style-type: none"> (1) connecting ratio, rate, and percentage to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations (4) developing understanding of statistical thinking <p>Six Grade Math Standards: http://www.corestandards.org/Math/Content/6/introduction/ Parent Access to Illustrative Mathematics: https://im.openupresources.org/ MYP Grade 6: https://www.haesemathematics.com/books/mathematics-for-the-international-student-6-myp-1-2nd-edition</p>
Computation with Multi-digit Numbers, Fractions and Decimals	
The System of Rational Numbers	
Ratios and Proportional Relationships	
Geometry	

Statistics and Probability	
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Grade 6	Social Studies
Revolutions	<p>American and Modern World History</p> <p>This course is a survey of American and modern world history from the revolutionary period through the Civil Rights Movement of the 1960s. Topics include the colonial and revolutionary periods, the development of the Republic through the westward expansion, the Civil War, and The Civil Rights Movement. Upon completion, students should be able to analyze specific political, geographic, socioeconomic and cultural influences in American history using primary and secondary source documents, inquiry and geographic skills. Slavery, abolition, minorities, women and technological advances are also examined.</p> <p>6th Grade Social Studies Standards: http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf English Language Arts connection to Social Studies: http://www.corestandards.org/ELA-Literacy/RH/6-8/</p>
Westward Expansion	
Civil War to Civil Rights	

Grade 6	Science
Scientific Method	<p>Students will get a basic understanding of life science, physical science and earth science, as well as an understanding of how to utilize the scientific method to understand their role in the vast world around us. They will engage in individual and group scientific inquiry, learn and apply methods of measurement, problem solve, and use appropriate technology.</p> <p>6th Grade Next Generation Science Standards: https://www.nextgenscience.org/ Earth Science https://www.ck12.org/c/earth-science/ Life Science: https://www.ck12.org/c/earth-science/ Physical Science: https://www.ck12.org/c/physical-science/</p>
Structures and Properties of Matter	
Chemical Reactions	
Cells	
Matter and Energy in Organisms	
Space Systems	
Weather and Climate	

Grade 6	World Languages FRENCH Native Speakers
Everything About Me	Grade 6 French course objective is for the learner to understand and master the tools of the French language through literature and various situations of everyday life. He/she will be able to understand texts of increasing difficulties. In writing, the student will have to apply linguistic knowledge (grammar, spelling, and conjugation), use the acquired vocabulary and logically organize writing. World Language Standards: http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf
The World in Pictures	
The Crime Novel	

Grade 6	World Languages FRENCH Non-Native Speakers
The Living Environment	This course is for non-French speakers, partial or absolute. It is based on an oral French approach designed to familiarize these students with the spoken language. But the written word will also have a significant place not only to develop the vocabulary but also to systematize the grammatical knowledge of French. Each trimester will be accompanied by a "differentiated" approach adapted to the needs of learners. World Language Standards: http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf
Daily Health	
Social Behaviors	

Grade 6	World Languages ARABIC Native Speakers
Food and health	In 6th grade Arabic class, students mainly focus on areas of most interest to students of their age. They learn about the relationship between food, sports and health, as well as hobbies and jobs. In addition to the linguistic knowledge and grammatical skills they acquire, students compare and contrast related practices in different cultural settings and learn how to appreciate differences, connect what they learn with their prior knowledge and other school subjects, and use Arabic in real life situations. They will also be able to hold small talk discussions, communicate their opinion and give presentations. World Language Standards: http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf
Sport and hobbies	
Future Job	

Grade 6	World Languages ARABIC Non-Native Speakers
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My favorite food	<p>The course aims at consolidating students language receptive and productive skills. The focus is on developing reading and speaking skills in Arabic. Therefore, each unit consists of reviewing and introducing decoding strategies and language communicative functions. The topics are adapted to the needs of the learners and pertain to real life experiences : favorite food,hobby and school ...</p> <p>Each unit culminates into meaningful communicative projects whereby students will put what they have learned together.</p> <p>World Language Standards: http://www.projectaero.org/AEROplus/languages/AERO_world_language_standards.pdf</p>
My favorite hobby	
My school	

Grade 6	The Arts/Theatre
Building an Ensemble	<p>Theatre 6 is a one-trimester course where students are familiarized with basic acting and performance skills. Students participate in a variety of activities targeting specific fundamental skills, such as body expression, the use of voice and gestures and the importance of facial expressions. Students are also introduced to mime and silent film and their histories. Once familiar with the major differences between textual and silent acting, students work on group scene projects to demonstrate their skills and knowledge by performing either scripted or mimed scenes.</p> <p>National Art Standards: https://www.nationalartsstandards.org/</p>
Basic Acting Skills	
Mime and Silent Films	
Group Scene Projects	

Grades 6 - 10	Physical Education
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Fitness for Life	The focus of this domain is to provide a physically active environment that focuses on improving students' physical fitness. In addition, this domain will focus on assessment and goal setting strategies that help students understand how to improve and/or maintain their physical well being. The students acquire the knowledge and skills necessary to maintain an active healthy life through movement, physical fitness and proper nutrition.
Eye - hand coordination	This is taught through basketball, volleyball, badminton, kickball, gymnastics and floor hockey.
Eye – foot coordination	This is taught through soccer, kickball, track and field and gymnastics
Cooperative Games and Team Sports	Students will experience team sports, dual/individual sports, recreational sports and fitness/conditioning activities. They will make connections between the concept of sportsmanship and the importance of responsible behavior.
Olympics	Students will interpret the history and purpose of international competitions. (e. g. Olympics, Special Olympics, Moroccan/American Games, World Cup Soccer PE Standards: https://www.shapeamerica.org/standards/pe/

At CAS, the report card is aligned with standards. Standards break down the knowledge, concepts and skills for each subject area into statements that help us understand more about a child’s progress and achievement. A student is therefore no longer described as a ‘B’ student in math, but as a student who is functioning on grade level for number operations, etc. Report cards are therefore more objective and transparent. Teachers, parents and students can have conversations focused on the skills or knowledge that a student should aim to master before the end of a certain period. This grading system does not evaluate children against each other. It assesses their journey towards meeting end of year expectations.

What does our numeric scale mean?

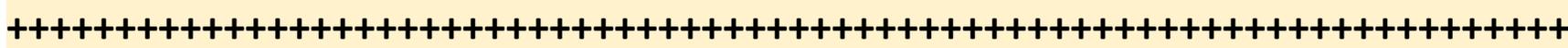
The Academic Key in Pre-First through Grade 5 consists of the following numeric scale:

4	The student has an extensive knowledge and understanding of the standard and can readily apply this knowledge. In addition, the student has demonstrated a very high level of competence in the processes and skills and can consistently apply these skills to new situations.
3	The student has a thorough knowledge and understanding of the standard and has demonstrated a sound level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
2	The student has some knowledge and understanding of the standards and/or is approaching an adequate level of competence in the processes and skills.
1	The student has limited knowledge and understanding of the content and/or has not yet demonstrated the expected level of competence in the processes and skills.

The “3” is the target for all students—meaning they have met the grade level standards. To determine the end-of-term grade, teachers collect evidence of student learning through daily work, observation and assessment. This evidence is used to determine whether the student has achieved the necessary competencies and understanding or needs additional time and re-teaching.

Are all standards assessed every reporting term ?

No, but over the year, all standards are taught and assessed.



About MAP Tests

“One Size Doesn’t Fit All”

Each child learns differently. The MAP tests are computerized adaptive assessments that test differently, allowing teachers to see their students as individuals – each with their own base of knowledge.”

<http://www.nwea.org/products-services/assessments>

At Casablanca American School, students in grades 2-5 take MAP tests over the course of the school year. MAP tests are aligned with the standards that we teach at CAS and present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. The result is a rewarding experience for the student, and a wealth of detailed information for teachers and administrators.

How do we use MAP assessments in school?

MAP® assessments are used to measure your student’s progress or growth in school. You may have a chart in your home on which you mark your child’s height at certain times, such as on his or her birthday. This is a growth chart. It shows how much he or she has grown from one year to the next. MAP® assessments measure your child’s growth in mathematics, reading and language usage using a scale called the RIT scale (RaschunIT). The RIT scale is used to chart your child’s academic growth from year to year.

How do teachers and schools use the test scores?

MAP® tests are important to teachers because they help keep track of progress and growth in basic skills of individuals and the whole class. Teachers find this information useful in helping them decide which skills to focus on in future lessons, and to differentiate instruction in the classroom. For schools, MAP scores are one type of assessment data that we use to analyze general patterns of performance against international standards.

How are scores shared with students?

Students review scores with teachers and set learning goals based on the information provided by the reports.

How do we interpret the scores?

Although the test scores provide us with some useful data, it is important to remember that test scores show the performance of your child on a particular day and in response to a particular set of questions. Therefore, we interpret your child's score on the MAP test in the context of the other information we have about your child's progress and achievement, and over a period of time.