

Green Acres School Third and Fourth Grades Curriculum **2011-2012**

The Green Acres School Mission Statement

Green Acres is a coeducational, progressive school for grades pre-kindergarten through eight, dedicated to fostering the natural curiosity of students, engaging them actively in the joy of learning and facilitating problem solving. Based on an understanding of child development, Green Acres' program is cognitively, physically and creatively challenging. Valuing acceptance of a variety of viewpoints, this community promotes socioeconomic and cultural diversity. An environment of trust, cooperation and mutual respect encourages students to become increasingly independent thinkers and responsible contributors to an ever-changing, multicultural world.

Lower School Life

The Lower School is centered around teaching students to be responsible, thoughtful, and independent in both their academic work and in their relationship with others. Through work in the classroom, within classrooms and units and in discussion with individuals the relationship between freedom and responsibility is highlighted. Our students learn what it means to be accountable for personal choice – that with freedom there is the opportunity to take risks but also the accountability of the decisions and actions followed. Children are frequently given choices as a way for them to exercise independence and follow interests. Additionally, students are expected to behave in a caring and compassionate way toward others and to act with care towards in their school environment. The close connection between students and teachers foster an atmosphere of honest, trusting communication where children are invited to voice their opinions and to learn the art of actively listening to the perspectives of others. Students in the Lower School have many opportunities to practice being part of a community through class meetings or Kidtalk. Our children help to form classroom guidelines at the beginning of the year because they accept rules better when they have a part in making them. As problems develop, we solve them together. We try to be flexible enough to try alternative solutions. We encourage children to make choices and expand their ability to be in charge of their own work.

At its most basic level, we believe everything that occurs at school is a part of our curriculum - that it encompasses all the experiences that children have at school. This is because we deeply believe that educating a child is attending to academic, social/emotional and the physical growth and progress of our students. The planned instruction in the subjects outlined further on in this packet, as well as what students have the opportunity to learn through everyday living as a part of the Green Acres community, demonstrate a commitment to educating the “whole child.” In and out of the classroom, we are dedicated to providing an educational experience based upon our mission and philosophy.

We believe learning occurs best in an active, stimulating environment. How we arrange the classroom will vary with the task and goals of the teaching moment.

Homework

At Green Acres we begin homework in 3rd grade because research informs us that children at this level have the maturity and energy level to handle it. Most homework is designed to reinforce skills taught at school. We try very hard to make sure that the assignments are clear and that children understand the expectations.

Third graders are encouraged to read nightly with or without assistance for a minimum of twenty minutes in addition to completing the homework assigned. Third grade teachers coordinate daily assignments so that either math or Humanities (but not both) is assigned Monday through Thursday. Those assignments are designed to be completed in about twenty minutes. Additionally there is Spanish homework given in a packet that is due the following week. It is designed to require 30-40 minutes of work over the whole week. Fourth grade students progress in what is asked of them for homework. They, too, are expected to read for 20 minutes nightly. They have assignments in both math and Humanities on a daily basis. They also are given Spanish homework on a weekly basis.

On occasion there are projects which require work that is coordinated over time. Teachers will communicate with both students and parents when these special assignments occur.

Your child uses a homework binder to carry assignments and parent communications to and from school. We want parents to help by establishing a routine and setting aside a time and place for doing homework. This can be any space at home that is removed from distractions; writing should be done at a desk or table. It is also extremely helpful for parents to help children establish a routine for returning homework to school. Often children forget that last step of putting their completed homework into their folder and into a backpack for school the next day.

As always ongoing communication between home and school provides the firm foundation on which to build this year's accomplishments.

Social/Emotional Growth & Habits of Mind

We encourage children to make choices and expand their ability to be in charge of themselves and their own work. We are supporting our students in acquiring the skills and behaviors found in the following checklist. Throughout the year, children solve problems and engage in activities to help them develop positive social relationships and healthful habits. Topics include friendship, cooperation, affirmation, conflict resolution, and age-appropriate information about health-related issues. These topics are addressed in nurturing settings including homerooms, gatherings, and in small ‘lunch bunch’ groups.

We will be using this checklist as a part of reporting about the progress of each student throughout the year.

Social/Emotional Growth
Internal Self Control Skills
Observes Classroom Routines:
Follows school routines
Seeks help when needed
Observes community agreements
Demonstrates Resilience:
Accepts correction and guidance
Uses a variety of problem-solving skills
Has strategies for handling frustration
Balances the needs of others with own needs
Demonstrates Responsibility:
Accepts responsibility for own behavior and actions
Makes appropriate decisions
Takes care of own belongings
Respects the belongings of others
Takes care of our community and environment
Connection to Others
Demonstrates the ability to work with others:
Respects the ideas and feelings of others
Is positive in interactions with others
Cooperates in peer initiated activities
Participates appropriately in adult directed activities
Is flexible to group needs
Builds connections to others:
Shows consideration for others’ ideas and feelings
Honors strengths and differences in self and others
Is open to new friendships
Is willing to broaden social group to include others
Demonstrates skill in handling conflicts:
Is able to advocate for self
Is able to advocate for others
Applies a variety of approaches to resolve conflicts, including self advocacy, negotiation, and compromise

Habits of Mind
Receptivity & Follow Through in Learning
Has a positive attitude
Participates fully in an activity
Sustains focus
Follows written directions
Follows directions given orally
Shows organization in work and use of materials
Successfully completes tasks in a reasonable amount of time
Takes responsibility to complete work
Is flexible in trying new experiences
Works independently
Seeks help when needed
Takes initiative to extend learning
Uses an appropriate amount of teacher time
Reflective Practice
Sets goals
Evaluates and reflects on own performance
Works for quality and accuracy
Selects appropriate independent activities
Group Process Skill in Learning
Listens actively
Listens respectfully to others
Volunteers thoughts and ideas in class discussion
Expresses ideas clearly
Works collaboratively with a variety of peers
Works equally in a partnership
Seeks input and suggestions from peers
Balances social interest and class work
Allows others to work undisturbed

Humanities Curriculum

Humanities Curriculum: Language Arts

The language arts curriculum focuses on a literature-based reading program and a process approach to writing. In the reading program, students learn to appreciate different genres of literature by reading and discussing various fiction and nonfiction materials including chapter books, articles, poetry, and short stories. Through reading guided by the teacher, children learn decoding and comprehension skills and develop a wider vocabulary. They begin to use conceptual thinking to synthesize, summarize, and support their opinions about the written word. In addition to reading independently for pleasure, listening to stories read aloud by teachers, and participating in book discussion groups, children are taught research skills. This work is in conjunction with the social studies program. Children gather information from articles and books and learn to take notes in preparation for writing short reports or presenting in class.

Teachers also use literature as a teaching tool to develop students' writing talents. Our goal is for children to enjoy writing and, in the process, to "see" themselves as authors. Students and teachers discuss the writing styles of various authors and use literature as models for student writing. Teachers guide children to express their ideas clearly and creatively and to expand their thoughts by adding details. Children learn to develop editing skills and to revise their work, and, in the process, develop fluency and confidence in all aspects of writing. This is done through a variety of writing assignments where teachers lead children in selecting story topics, producing rough drafts, revising the drafts for content, and editing them to improve spelling, grammar, punctuation, and capitalization.

Other areas that are addressed in the language arts curriculum are spelling and handwriting. Children study words and word patterns, examine spelling rules, and also concentrate on some words misspelled from their own writing. Children are expected to know the 'No Excuses Words' for their grade by the end of the year. In the 3rd grade, students review lower-case cursive formations as well as learn those for upper-case letters. These are reinforced further in 4th grade with 'All Cursive, All The Time' as a goal for the second half of the year.

Humanities Curriculum: Social Studies

At Green Acres, social studies explores geography, cultures, relationships of people to one another and to their environment, history, the development of arts and sciences in response to human needs, and civic ideas and practices. The subject is integrated into various areas, including reading, writing, math and the arts, and is used to help students develop critical thinking skills such as reading maps, gathering facts, summarizing information, and drawing conclusions based on the information gathered.

Third and fourth graders explore geography and cultures. Our main goal is to develop students' understanding of and respect for peoples in the world. Additional focus is on the interrelationship between people and their environments.

Third graders begin the year with a Friendship theme. They discuss what it means to be a good friend and explore the different characteristics that make a good friendship. This theme is interwoven throughout the year in their study of earlier cultures in the United States.

Third graders concentrate on the geography and selected environments of North America. They study Native American cultures both past and present and life in Colonial America. . The third

grade students explore the similarities and differences among cultures and compare those cultures to their own by investigating ideas such as:

- In what ways are people's lives like mine? How are they different?
- How are people's lives affected by their environment?
- How is the environment affected by people?
- How do the things people make reflect their lives and their surroundings?

The third grade Colonial Unit helps the students to understand a different time period in American history. The unit capitalizes on the many different historical sites and relevant museums that provide opportunities for the students to actively engage with colonial life in America.

Fourth graders learn about four Social Studies themes: World Geography and Mapping Skills; Explorers; World Celebrations; and the Rain Forest. Each topic exposes the children to research skills, content knowledge and creative applications across the curriculum.

Third and fourth graders use a wide variety of resources and go on numerous field trips as part of their study. Students share their discoveries during unit gatherings.

Mathematics Curriculum

According to the National Mathematics Advisory Panel, created by the President in 2006, a mathematics curriculum in grades Pre-K through 8 should emphasize a well-defined set of the most critical topics. A proficiency with these topics should become the norm in elementary and middle school mathematics curricula.

The third and fourth grade mathematics program reinforces the important concepts and skills children explored in the first and second grades, and builds towards new and more complex concepts. Concepts and skills will be revisited throughout both grades and in the years to come allowing each child's understanding of these ideas to solidify over time. EnVision Math, published by Scott Foresman-Addison Wesley, is the Lower School math program. Instruction and practice with concrete objects help the child to discover and understand important mathematical ideas. This is accompanied by written work and games, permitting the child to explore the mathematical principles further and to gain skill in applying them.

The curriculum focal points and related connections for mathematics in third and fourth grade are:

Number and Operations and Algebra

3rd grade: Developing understandings of multiplication and division, and strategies for multiplication facts and related division facts. Creation and analysis of patterns and relationships involving multiplication and division.

4th grade: Developing quick recall of multiplication facts and related division facts and fluency with whole number multiplication. Identifying, describing and extending numeric and nonnumeric patterns.

Number and Operations

3rd grade: Developing an understanding of fractions and fraction equivalents. Place value up to and beyond 10,000. Mental computation of addition and subtraction.

4th grade: Developing an understanding of decimals including the connection between fractions and decimals. Place value up to and beyond 100,000. Estimation. Developing an understanding of multidigit division. Generating equivalent fractions and simplifying fractions.

Measurement

3rd grade: Measuring with fractional parts of linear units. Developing an understanding of perimeter.

4th grade: Developing an understanding of area and determining the areas of two dimensional shapes. Measuring and classifying angles.

Geometry

3rd grade: Describing and analyzing properties of two dimensional shapes.

4th grade: Finding the area of polygons. Working with symmetry and congruence. Understanding lines and their use in rotational symmetry. Using transformations in simple tilings and tessellations to deepen their understanding of two dimensional space.

Data Analysis

3rd grade: Constructing and analyzing frequency tables, bar graphs, picture graphs and line plots, and using them to solve problems.

4th grade: Constructing and analyzing frequency tables, bar graphs, picture graphs and line plots, and using them to solve problems. Applying their understanding of place value to develop and use stem and leaf plots.

Late Night/Overnight Experiences

Each grade has a spring late night/overnight experience third graders have a “colonial” –themed event that provides many opportunities for the children to imagine they are living the life of an early American child; fourth graders participate in a one-night overnight at Hard Bargain Farm in Accokeek, MD. The students experience life on a working farm by learning about the environment, agriculture, and history through engaging in hands-on activities ranging from cow milking to studying marsh life.

The fourth grade will travel to Hard Bargain Farm in 2 groups this year. The first group will leave on Wednesday, March 7 and return on Thursday March 8. The second group will leave on Thursday, March 8 and return on Friday, March 9. Groups will share experiences at the farm on the Thursday. Groups for the trip will be determined later in the year.

Family Life Education

Teachers and children learn about families in the context of their social studies units throughout the year. Each year we extend this study to continue the work children started earlier in the Early Childhood Unit and in grades 1 and 2 about families, reproduction, and babies by focusing on the following concepts:

Families are formed in many different ways

We teach children that there are many different kinds of families and that all are worthy of respect. In comfortable homeroom groupings, children read and discuss stories that include:

- families with a mother and a father
- single parents
- interracial families
- families with two moms or two dads
- families that include extended members
- other families

Human reproduction is the process by which babies are made. Babies become part of families through birth and adoption.

Discussions stemming from age-appropriate picture books about human reproduction and babies provide children with facts about how humans begin and grow. This is done in a comfortable homeroom atmosphere where children can ask sincere questions.

Green Acres School Third Grade Art **2011-2012**

Marcelle James
Art Teacher

Grouping: Each third grade student has art once a week for one hour; students come in groups of 10-12.

Format of Classes:

Third grade students learn to observe reality more closely and learn to draw what they see. Their imaginations are also given plenty of opportunity to create and explore using a variety of media.

This year the units of study are integrated with what the students study in third grade, and will include multi-media projects with themes such as Friendship, Native American culture, and Colonial America, as well as design and studies of printmaking and painting.

The curriculum remains fluid to adapt to the needs of the group. Other skills are covered as children's interests develop. The art teacher remains in communication with homeroom teachers to ensure curriculum blends with current themes of study.

Student work is displayed around the school and in various bookstores and libraries in Montgomery County to increase their confidence as artists.

Skills and concepts:

- Finding and expressing feelings about their own art work and that of famous artists
- Imagining solutions and developing predictable outcomes
- Showing individual creative expression in their art work

Visual Art Skills:

- Using line, shape, form, and texture
- Identifying colors and their effects
- Developing new techniques in manipulating media

Green Acres School Fourth Grade Art **2011-2012**

Marcelle James
Art Teacher

Grouping: Fourth grade students meet once a week for one hour.

Format of Classes:

This is an exciting year for fourth grade students, when they are ready to take on more involved projects that require greater levels of skill and imagination.

This year the units of study are integrated with themes in the general fourth grade curriculum; they will include multi-media projects with a rainforest and desert theme, design skills and studies of printmaking and painting. The mini-musical is an opportunity to develop skills in larger scale work, such as props and scenery.

The curriculum remains fluid to adapt to the needs of the group. Other skills are covered as children's interests develop, and plenty of time is provided for less formal and more experimental art.

The study of works of art by famous artists often provides inspiration for projects, and students learn basic facts about the artists' life in a way that brings their stories to life.

Work by students is hung around the school and in various libraries and bookstores in Montgomery County to develop and foster a sense of pride.

Skills and concepts:

- Comprehend new concepts and explore new media
- Visualize answers to creative problems
- Imagine solutions and predict outcomes
- Show individual creative expression in their art work.

Visual Art Skills:

- Use line, shape, form, and texture
- Recognize rhythm, variation and balance
- Identify colors and their effects
- Develop new techniques in manipulating media
- Use exploration, intuition, judgment, communication

Green Acres School Third Grade Chimes **2011-2012**

Jocelyn Johnson
Handbells Teacher

Grouping:

The Third grade students come for Handchimes instruction by Homecorner groups, twice a week, during the first semester of the school year.

Goals:

Handchimes class serves as a tool to teach ensemble music. Each student is responsible for his or her individual part, while at the same time working as a participant in a group setting. Playing chimes fosters a unique opportunity to practice cooperation and teamwork. The students in Third grade advance from using belleplates to handchimes. The techniques for handchimes are similar, but offer a new and inviting sound and musical experience.

Through chime ringing, the students deepen their understanding of music concepts such as tempo, dynamics, tone, and texture. They also began to analyze each piece of music in terms of its structure, themes, and connections. These concepts are learned by hearing, physical movement, sight, and musical expression.

Units and Activities:

Third grade students learn how to ring handchimes and read music using sequential exercises and studies. These skills are demonstrated as they prepare for an assembly at the end of the semester.

Skills and Concepts:

- Proper hand position and use of good posture
- Techniques for ringing and damping sound
- Reading whole, half, and quarter note and rest rhythms
- Identification of line and space notes on the staff that correspond to assigned chimes
- Working together as a team
- Cooperation
- Care of the instrument

Resources:

- *Busy Ringers Series* by Kirtsy Mitchell
- *Beginning Busy Ringers* by Kirtsy Mitchell

Green Acres School Fourth Grade Handbells

2011-2012

Jocelyn Johnson
Handbells Teacher

Grouping: The fourth grade students come for handbells instruction in their Homecorner groups, twice each week at the beginning of the second semester.

Goals:

Handbells class serves as a tool to teach ensemble music. Each student is responsible for his or her individual part, while at the same time working as a participant in a group setting. Playing handbells fosters a unique opportunity to practice cooperation and teamwork. The students in 4th grade advance from using handchimes to handbells. The basic ringing technique for handbells is similar to that of handchimes, but handbells offer other ringing varieties that alter the sound.

Through ringing handbells, the students continue to apply other music concepts like tempo, dynamics, tone, and texture. These concepts are applied to their knowledge of music analysis and interpretation. These principles are expressed in a more complex manner than in handchimes and belle plates with the younger students. Musical expression also plays a prominent role in the students development and interest.

Units and Activities:

Fourth grade students learn how to ring handbells and read music using sequential exercises and songs. These skills will be demonstrated as they prepare and perform an assembly at the end of the semester.

Skills and Concepts:

- Proper hand position and use of good posture
- Proper stretches and use of arm muscles
- Reading whole, half, quarter and eighth note and rest rhythm patterns
- Execution of handbells techniques such as shakes, martellatos, echoes and swings
- Identification of handbells technique symbols and basic music symbols
- Identification of notes on the staff that correspond with assigned bell position
- Working as an ensemble
- Care and maintenance of the instrument

Supplementary materials used:

- *Successful Ringing Step by Step* by John A. Behnke
- *Quick Foundations* from The Busy Ringer Series by Kirtsy Mitchell

Green Acres School Third Grade Music **2011-2012**

Nan Shapiro
Music Teacher

Class Time: Two periods each week beginning second semester

Group Size: 14 students per group

Philosophy

Zoltan Kodaly, Hungarian composer, educator and musicologist, developed a system of music education that forms the basis for the music program at Green Acres. The Kodaly method is eclectic, borrowing from the work of other music educators such as Dalcroze and Curwen. Its foundation is singing, beginning in early childhood. Children are encouraged to sing, play instruments, and dance, learning folk music of their own culture, and exploring music of other cultures. They perform, listen to, and analyze great art music of the world. They learn musical skills such as musical reading and writing, singing, and part-singing. They improvise and compose at each level.

Skills and Concepts:

Third graders will spend much of their music class time learning to play the soprano recorder. Skills include mastering beginning recorder repertoire, reading and playing pitches and rhythms accurately, playing in unison, solo, in canon, or as duets, and using recorders to play melodies, ostinatos, and accompaniment for singing.

Essential questions:

- What kinds of music did European colonists bring with them to North America?
- How do instrumentalists work together to create an ensemble?

Texts and Supplementary materials used:

- The Silver Burdett *Music Connection* series
- Soprano recorders and recorder music
- Multiple library and music resources, including picture books, music books, records, tapes and CD's

Units and Activities:

In addition to an introduction to the soprano recorder, the music program for Third graders will complement the study of Colonial America. They will sing songs from the colonial period and perform colonial dances and play parties. Additionally, they will present a concert of recorder music for a Lower School assembly and for parents at the end of the year.

Green Acres School Fourth Grade Music and Chorus

2011-2012

Nan Shapiro – General Music Teacher

Nan Shapiro and Jocelyn Johnson - Chorus Teachers

Class Time:

The Fourth grade students come to music classes two periods each week by Homecorner groups during the first semester and to chorus once a week all year.

Philosophy:

Zoltan Kodaly, Hungarian composer, educator and musicologist, developed a system of music education that forms the basis for the music program at Green Acres. The Kodaly method is eclectic, borrowing from the work of other music educators such as Dalcroze and Curwen. Its foundation is singing, beginning in early childhood. Children are encouraged to sing, play instruments, and dance, learning folk music of their own culture, and exploring music of other cultures. They perform, listen to, and analyze great art music of the world. They learn musical skills such as music reading and writing, singing, and part-singing. They improvise and compose at each level.

Skills and Concepts:

Essential questions for the semester are:

- How do singers work together to create an ensemble? (chorus)
- How do diverse cultures express themselves and celebrate with music?
- Is music a universal language?

Skills developed in chorus include practicing healthy vocal technique; learning and performing music in unison, rounds and canons, and two- or three-voiced part songs; reading and performing music from octavos; and observing musical symbols and notation.

Skills developed in music class will include recognizing and expressing musical notation for note values, pitch, dynamics and tempo. Students will continue to play recorder music, building upon the instrumental work from Third grade.

Texts and Supplementary materials used:

- Silver Burdett *Music Connection* series
- Pitched mallet instruments and unpitched percussion instruments, recorders, and other instruments students are learning to play outside of school
- Multiple library and music resources, including picture books, music books, records, tapes, CD's and videos

Units and Activities:

The music program for Fourth graders will complement the Fourth grade social studies curriculum with an emphasis on global geography and the music of countries that were destinations for exploration including: Jamaica, India, China, Australia, Israel, Lithuania, and the Andes. Students will listen to music from these cultures, learning to sing and perform songs and dances. They will collect information about each area in a musical passport.

Green Acres School Third Grade Library 2011-2012

Ruth Phang

Librarian

Groupings

Third graders come to the library weekly in Language Arts groups to learn information skills, to share literature, and to select and check out books, magazines, audiotapes, and CDs.

Content

Throughout the year, students will share literature and learn the organization of the GAS library and the use of the online library catalog. Reference materials to support third grade thematic Humanities units are introduced. Students may use our electronic databases and also may access public library databases if they have a public library card.

Third graders will vote in the statewide Maryland Black-Eyed Susan Book Award Program for picture books; if they read at least three of the books in the Grades 4-6 division they may vote in that category, too. The grades 4-6 nominated books are listed below. As our library has limited copies of these books, so you may want to check the public library or buy paperback copies.

Please visit libraries and bookstores, surround your children with books, and read with them!

Grades 4-6 Nominees

Barnett, Mac – *The Case of the Case of Mistaken Identity*

Forester, Victoria – *The Girl Who Could Fly*

Henson, Heather – *Dream of Night*

Holm, Jennifer L. – *Turtle in Paradise*

Mack, Winnie – *After All, You're Callie Boone*

Martin, Ann M. – *Everything for a Dog*

Naylor, Phyllis Reynolds – *Emily's Fortune*

Park, Linda Sue – *A Long Walk to Water*

Waldorf, Mary – *The Gold Rush Kid*

Green Acres School Fourth Grade Library
2011-2012

Bevin Ratner
Librarian

Schedule:

Fourth graders come to the library in homeroom groups every other week for library classes. They also come individually or in small groups at other times to browse and check out books.

Content:

The students learn and apply information skills, share literature, learn about and discuss people and events related to social justice, help with library displays and other library tasks, and select and check out books, magazines, and CDs.

Throughout the year, the students use a wide variety of reference materials to support fourth grade thematic Humanities units. They use GAS library electronic databases and also may access public library databases.

Fourth graders may cast votes as part of the statewide Maryland Black-Eyed Susan Book Award Program if they read at least three of the books in the Grades 4-6 category (listed below) by the beginning of April. The GAS library has limited copies of these books, so you may want to reserve a copy at a public library or buy a paperback copy to share with other families.

Books in the 2011-2012 Maryland Black-Eyed Susan Program, Grades 4-6 Category:

- Barnett, Mac, *The Case of the Case of Mistaken Identity*
- Forester, Victoria, *The Girl Who Could Fly*
- Henson, Heather, *Dream of Night*
- Holm, Jennifer L., *Turtle in Paradise*
- Mack, Winnie, *After All, You're Callie Boone*
- Martin, Ann M., *Everything for a Dog*
- Naylor, Phyllis Reynolds, *Emily's Fortune*
- Park, Linda Sue, *A Long Walk to Water*
- Waldorf, Mary, *The Gold Rush Kid*
- Zimmer, Tracie Vaughn, *42 Miles*

Green Acres School Third Grade Physical Education **2011-2012**

Derek Edwards

Physical Education Teacher

Groupings:

The third grade students attend class together staffed by two PE teachers, four times each week for 45 minutes. Students are divided into teams with the intention of having all teams equal in skill and ability.

Goals:

The goals of the PE program are to create a lifelong desire to develop the whole person physically, socially, and emotionally. This program is integral in developing the students' education as it pertains to the total fitness, growth, and overall development of the individual. Teachers provide a wide variety of varying opportunities to enhance the social development of a student through the participation of the child in physical activities. The program instills a sense of importance in promoting fitness, wellness, and an overall healthy attitude towards exercise and the benefits it provides. Most importantly, the Physical Education department promotes respect for the uniqueness and differences of self and others through a wide variety of games and activities.

Students develop a sense of rules, skills, and strategies associated with the physical education activities in which they participate. Students will work on developing their sportsmanship and team-building skills in class. There is an intentional, developmentally appropriate progression of motor skill development through activities that engage the children in active participation. Teachers work to make the classroom a safe environment in order for the students to have the confidence to take risks and improve themselves athletically, socially, and emotionally.

A major goal of physical education at the third grade level is to continue developing athletic ability, such as movement, coordination, and strength. An introduction to team oriented games is also an important objective at this level, with an emphasis on teamwork and the basic rules of various sports.

Concepts:

Through adapted game play the students are helped to further develop their own individual skills. Each child is given an opportunity to learn, improve, and polish both new and existing skills using different equipment. The students are taught the proper techniques for several different team sports. Team-oriented games are modified to help students better understand the relationships between their own skills and the concept of working together as a team. In addition, each student is taught that fair play is a critical element when participating in team-oriented sports.

Objectives:

- To learn at their own pace the goals and skills appropriate for their age level
- To learn new skills and the proper techniques
- To improve existing skills
- To develop basic footwork and movement patterns needed within each sport
- To allow students to use individual skills in simulated game conditions
- To introduce more team-oriented sports and games to students
- To better understand the basic rules of the sport being taught
- To work cooperatively with teammates in small and large group games so that their team will become more successful
- To work and understand fair play and what being a good sport entails
- To be able to say "good game" after competing regardless of the score

Green Acres School Fourth Grade Physical Education

2011-2012

Derek Edwards
Physical Education Teacher

Groupings:

The fourth grade students attend together with the class staffed by three PE teachers, five times each week for 45 minutes. Students are divided into teams with the intention of having all teams equal in skill and ability.

Goals:

The goals of the PE program are to create a lifelong desire to develop the whole person physically, socially, and emotionally. This program is integral in developing the students' education as it pertains to the total fitness, growth, and overall development of the individual. Teachers provide a wide variety of opportunities to enhance the social development of a student through the participation of the child in physical activities. The program instills a sense of importance in promoting fitness, wellness, and an overall healthy attitude towards exercise and the benefits it provides. Most importantly, the Physical Education department promotes respect for the uniqueness and differences of self and others through a wide variety of games and activities.

Students develop a sense of rules, skills, and strategies associated with the physical education activities in which they participate. Students will work on developing their sportsmanship and team-building skills in class. There is an intentional, developmentally appropriate progression of motor skill development through undertakings that engage the children in active participation. Teachers work to make the classroom a safe environment in order for the students to have the confidence to take risks and improve themselves athletically, socially, and emotionally.

The major goal of physical education at the fourth grade level is to begin developing and understanding fundamentals of team-oriented games. These include teamwork, strategies, and the basic rules of each sport. On an individual level the students are encouraged to continue to improve and refine their own abilities and skills.

Concepts:

Through the use of variety of equipment, the students are taught the proper techniques of several different team sports. Each child is given an opportunity to learn, improve, and polish both new and existing skills. A greater emphasis is placed on the concept of working together as a team both to score points and to prevent the opponent from scoring during game play. In addition, each student is taught that fair play is critical when participating in team sports.

Objectives:

To learn at their own pace the goals and skills appropriate for age level

- To improve existing skills
- To learn new skills and the proper techniques
- To learn new team-oriented sport activities
- To develop basic footwork and movement patterns needed within each sport
- To give students an opportunity to use individual skills in simulated game conditions
- To work cooperatively with teammates in small and large group games so that their teams will become more successful
- To begin to problem solve within large-group game situations
- To pass, receive, dribble, shoot, and communicate with teammates
- To work and understand fair play and what being a good sport entails
- To better understand the basic rules of the sport being taught
- To be able to say "good game" after competing regardless of the final score

Green Acres School Third Grade Science and Technology

2011-2012

Maggie Langer
Science & Technology Teacher

Students come to class three times per week and topics are integrated with other Third grade social studies subjects as much as possible. Often the work is driven by student interest.

Goals:

- To foster the curiosity of children through a wide variety of experiences
- To encourage students to observe the natural world and understand the connections between all of its elements
- To encourage students to actively question their surroundings and create solutions to problems
- To have students practice various ways of recording and interpreting their observations
- To have students understand the connection between science and technology
- To have students utilize technology to research and solve real environmental problems

Units of Study:

Scientific Method: through open exploration and guided activities, students in the Third grade learn the steps of the scientific method:

- Identify the problem or question to be investigated
- Form a hypothesis, or educated guess, as to the cause of a problem or to the outcome of an experiment
- Test the hypothesis, using defined conditions or controls, through an experiment or study
- Record observations; check and interpret results
- Report results

Environmental Science: Students will investigate the environmental science background for global problems such as ecosystem and biodiversity loss, deforestation, fisheries depletion, global warming, water deficits, and air and water pollution. Together the teams of students tackle real global problems to find solutions that can be implemented at the local level and in their own communities.

Essential Questions students are asked to consider:

- What are the currently most pressing environmental problems and how do they affect our earth?
- Why is it important to find solutions to these problems?
- How do I research these problems and formulate theories for change?
- How can technology assist in finding and testing solutions?
- How does technology help us organize data and communicate our findings with other scientists?

Technology Integration:

- Google Docs
- Manage and organize documents
- Computer navigation
- Internet safety and Research skills
- Web page design
- Spreadsheets

Green Acres School Fourth Grade Science and Technology 2011-2012

Maggie Langer
Science & Technology Teacher

Students come to class three times per week and topics are integrated with other Fourth grade subjects as much as possible. Often the work is driven by student interest.

Goals:

- To foster the curiosity of children through a wide variety of experiences
- To encourage students to observe the natural world and understand the connections between all of its elements
- To encourage students to actively question their surroundings and create solutions to problems
- To have students practice various ways of recording and interpreting their observations
- To have students understand the connection between science and technology
- To have students utilize technology to research and solve real environmental problems

Units of Study:

Scientific Method: through open exploration and guided activities, students in the Fourth grade learn the steps of the scientific method:

- Identify the problem or question to be investigated
- Form a hypothesis as to the cause of a problem or to the outcome of an experiment
- Test the hypothesis, using defined conditions or controls, through an experiment or study.
- Record observations; check and interpret results
- Report results

Catapults: Students will study physics through researching, designing, planning, constructing, and testing catapults.

Essential Questions students are asked to consider:

- Why and how are catapults used?
- How do I research catapults using books and the Internet?
- How do I design a catapult using Google SketchUp to meet a goal?
- How do I budget for the catapult using a spreadsheet?
- What materials should I use?
- How does friction affect my results?
- What is energy and how is it used in the catapult?
- How do I measure and analyze my results?

Robotics: Students build, explore, investigate, inquire and communicate with each other to develop a vast range of skills. Students will be investigating speed, exploring the effect of friction, investigating simple machines, developing scientific investigation skills, pursuing purposeful inquiry, predicting and measuring, collecting data and drawing conclusions.

Essential Questions students are asked to consider:

- How do I design build, test and evaluate model solutions to match real needs?
- How do I use two-dimensional instructions to develop technical understanding?
- How do I identify technical components to create three-dimensional working models?
- How do I program robots to perform desired tasks?
- How do I work collaboratively in a team?

Technology Integration:

- Google Docs
- Google SketchUp
- Manage and organize documents
- Computer navigation
- Internet safety
- Research skills
- Spreadsheets

Green Acres School Third and Fourth Grades Spanish

2011 - 2012

Ximena Rios
Spanish teacher

Schedule: Each third grade student comes to Spanish twice a week in classes of 14 students. Fourth grade students also come to Spanish twice a week in their LA groupings.

Content:

Research in the instruction of a second language to young children documents that elementary age children are able to acquire accent and intonation more easily than adolescents and adults, and that language instruction for elementary students leads to higher levels of proficiency and accuracy in speaking, reading, writing, and understanding.

It is helpful for foreign language learners to have most of their instruction time spent in hearing only the second language. This lets the child internalize a language's components such as its sound system, basic lexicon, and grammatical structure. Students of Spanish need abundant opportunities to speak, listen, read, and write in order to develop communicative fluency, to understand how the language is constructed, and to understand culturally appropriate interactions.

Spanish classes at Green Acres use this research to guide instruction. Through games, songs, conversations, and other activities the children are exposed to the structure and flow of the language. As the children spend time hearing Spanish spoken they begin to think and respond in the language, rather than stopping to make the translation from English to Spanish. This is an essential step towards gaining fluency and mastery.

In addition to learning to speak Spanish, the children are learning how language affects the ways in which a people express values and how they conduct relationships with each other. The students use Spanish as a way to explore a "deeper awareness of the characteristics that bind us together as human beings even as they learn about the ways in which we are all different."

Third Grade Spanish Program:

Third grade students learn basic Spanish through the four linguistic competences: speaking, listening, reading, and writing. They sing songs and play in Spanish. They will learn that Spanish is spoken in more than 21 countries around the world and will be introduced to different Hispanic cultures and traditions. The curriculum is integrated with the third grade social studies units. Vocabulary and activities for friendship, animals, and culture will be developed.

Units and Activities:

- Greetings
- Spanish in the world
- Talking about me, my family, and my friends
- Counting from 0 to 50
- Learning the colors and about some Spanish speaking popular artists
- Learning the school supplies
- Learning the days of the week, the months of the year, and the seasons

- Learning the weather
- Learning basic vocabulary of the animals
- Singing Happy Birthday in many different ways, depending on the Spanish speaking country
- Reading short stories on celebrations (Day of the Dead, Christmas in Latin America and in Spain, *Cinco de Mayo*)
- Expressing themselves
- Working on pronunciation and intonation

Fourth Grade Spanish Program:

Fourth grade students learn basic Spanish through the four linguistic competences: speaking, listening, reading, and writing. They sing songs and play in Spanish. They are introduced to the different Hispanic cultures and traditions. They will perform short dialogues and skits. The curriculum will integrate with the fourth grade social studies units. Vocabulary and activities for friendship, Rain Forest animals, countries, celebrations, the explorers, holidays, and culture will be developed.

Units and Activities:

- Greetings
- Reviewing colors, numbers, school supplies
- Talking about me, my family, and my friends
- Counting from 50 to 100 (oral and written)
- Learning the parts of the body
- Learning the food
- Learning the animals, especially those of the Rain Forest
- Learning to tell the time
- Reading short stories on celebrations, people, animals, countries
- Learning about the encounter of two worlds
- Expressing themselves
- Working on pronunciation and intonation