MARYMOUNT
INTERNATIONAL SCHOOL ROME

2019-2020 PROGRAM INFORMATION
GRADE 4

Students in Grade 4 study the following required courses: Literacy, Mathematics, Social Studies, Religious Education, Science, Physical Education, Music, Art. Fablab projects are also embedded in the curriculum. All students are also required to take Italian and students who study Italian as a First Language, commence preparation for the 'Quinta' State Exam which takes place at the end of Grade 5.

GRADE 4 PROGRAM

Literacy 4
Mathematics 4
Science
Social Studies
Religion
Philosophy 4

Art
Fablab Projects
IT/Library
Music
Physical Education

Italian for All
Italian Second Language Beginner
Italian Second Language Intermediate
Italian as a First Language*

ELL
Enrichment
Learning Support

* Students enrolled in Italian as a First Language have the option of sitting the Quinta Elementare State Exam

Marymount International School
Mission Statement

Marymount International School Rome is a private, Catholic, English-speaking, co-educational school that aims to further the mission of the Religious of the Sacred Heart of Mary. We welcome students of diverse cultural and religious backgrounds and offer an excellent program of studies and extracurricular activities. We seek to guide students towards the achievement of their full potential by empowering them to think creatively, reason critically, communicate effectively and learn continuously. It is our goal that a Marymount student should desire to celebrate God's love, respond generously to the needs of our world, and promote justice and dignity for all.

Literacy 4

The Literacy program in Grade 4 follows a balanced literacy approach which includes Reading, Writing, and Word Study. Based on the Columbia University Teachers College Reader's and Writer's Workshop model, and aligned with the AERO standards, the program provides students with important tools to listen attentively, to speak fluently, to read and comprehend, to compose, and be clearly understood. The integrated approach defines the curriculum with a form of authentic, literature-based instruction.

The Reader's Workshop model aims to achieve a balance between information reading and fiction. Students explore through a variety of reading activities which include: read-aloud, shared reading, guided reading and independent reading. Students are taught to engage in thoughtful discussions, especially those that incorporate thinking under, between, and around texts. In Grade 4, students interpret characters, explore non-fiction, historical fiction and author study.

The Writer's Workshop model supports students' abilities to be strategic, metacognitive writers who use specific processes to achieve specific purposes as writers. The genre based units help students consolidate and use what they have learned and these also align with the types of writing that are predominant in world-class standards. In Grade 4, students study realistic fiction, personal and persuasive essays, the literary essay: writing about fiction, and historical writing.

Word Study instruction in Grade 4 teaches students that there are systematic relationships between letters and sounds and that written words are composed of letter patterns which represent the sounds as spoken words. This includes phonemic awareness and phonics instruction.

Mathematics 4

The Mathematics curriculum follows the NYengage program and AERO standards which are aligned to the American Common Core standards. The seven strands of mathematics are introduced, developed and enhanced at every grade level with a spiralling curriculum that builds on the skills learned in prior years. Students will be able to: compute, problem solve, understand numbers and operations, use statistics and probability, measure, solve simple algebraic equations, and develop understanding of geometry. The Grade 4 course includes: place value, rounding, algorithms for addition and subtraction to 1,000,000, unit conversions and problem solving with metric measurement, multi-digit multiplication and division, angle measure and plane figures, fraction equivalence, ordering and operations, and decimal fractions.

Science 4

The Science program encourages an interest in the sciences by instilling an awareness of natural phenomena. Situations are presented in which the student is encouraged to question, inquire, observe and design. From these experiences the students are then able to formulate hypotheses which are then investigated through the scientific method.

The Science program is based on Next Generation Science Standards (NGSS) which have also been adopted by the AERO standards and are aligned with the American Common Core. These have a three-dimensional approach which entails core ideas, crosscutting concepts, and engineering

practices. These are each integrated in instruction at all levels. In Grade 4, students study energy, waves, and earth's systems - processes that shape the earth.

Social Studies 4

The Social Studies program is aligned with the Marymount Guiding Statements, the Italian National Curriculum from Grades 3-8, and with the AERO standards (American Education Reaches Out). The AERO standards are flexible and are used by international schools worldwide because they allow for different cultural contexts.
Every class begins the year with a Multicultural Unit that celebrates cultural identity and living in an international environment. In Grade 4, students also focus on world religions, ancient civilisations: Mesopotamia, Egypt, and China. This course also includes a Geography component which is aligned with the Italian National Program.

Religious Education 4

In keeping with the mission of the Religious of the Sacred Heart of Mary, we approach Religious Education at Marymount International School with the belief that knowing and loving God, and sharing that love through service to others, brings each human person to the fullness of life.
Children from all religious traditions are welcome at Marymount. In the Elementary School, our Religious Education program seeks to help children receive and respond to the great gift of God's personal and deep love. We encourage children to explore the story of God's love, most especially the gift of his son, Jesus. The children participate in the Mass several times throughout the year to give thanks and to praise God. Children have the opportunity for daily prayer, and learn different forms of prayer to assist them in strengthening their spiritual life. Catholic students in the Grade 3- 5 are invited to prepare for, and receive, the Sacraments of Reconciliation and Holy Communion. In Grade 4, topics covered include: Prayer, Creation, Parables, Joyful Mysteries, Sorrowful Mysteries, Miracles, World Religions.
While all Marymount students attend Religious Education classes and spiritual events throughout the year, children are free to participate in the prayer and worship that takes place in a way that is comfortable and in keeping with their own religious beliefs.

Philosophy 4

Philosophy for upper elementary students looks beneath the surface, beyond the facts to the questions and concepts. Students are encouraged to reason and construct arguments by using higher order thinking skills and independent thinking. This course is based on a community of enquiry to help the students think critically, caringly, creatively and collaboratively. Students will reflect on and challenge their lived experiences and apply these new insights in attempts to understand and solve challenging problems.

Art 4

Throughout the school year, students are introduced to a variety of 2D and 3D art mediums and discover which of these materials best fits their needs. Within each medium, the students are taught and expected to: set up their workspace, explore, experiment, and create original works of art based upon their ideas, take care of materials, clean-up, reflect, share and critique their artwork and the work of their peers. The emphasis in this course is reflection through artist statements, digital and physical portfolios and sharing with peers.
Students work in drawing, painting, collage, fibers, sculpture and digital art, and explore how each material is used separately and together.

Fablab Projects

Through S.T.E.A.M. (Science, Technology, Engineering, Art & Mathematics), students are encouraged to explore, invent, create, and solve real-world problems using a variety of tools and materials in the Fab Lab. Fablab projects are embedded in the Science and Social Studies curriculums and the Fablab is also built into individual student enrichment programs. Optional Fablab classes are offered as an after-school activity.

Information Technology/Library 4

The curriculum is built upon three vital foundations - Digital Citizenship, Research Skills and Coding.
Our Digital Citizenship curriculum is designed so that students will "think critically, behave safely, and participate responsibly in our digital world." (www.commonsensemedia.org).
The Big6 research model is used to teach the following skills to all students: Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, and Evaluation. (www.big6.com) These are the same research skills that students will use throughout their educational careers. Students learn about specific skills and practice using them by completing research projects. In Grade 4, students learn coding through Scratch, a computer language designed by MIT, the Big 6 research skills, computer skills, digital citizenship, and library skills including the Follett system.

Music 4

Quality music education in the school integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. The processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program.
Creating involves composing, arranging or improvising music. *Performing* promotes a sense of personal accomplishment, shared goals, community, and the joy of experiencing a musical work from the unique perspective of performing it with instruments and/or voice. *Responding to music* includes activities rich in mental, physical, and emotional complexity. As students learn to read and interpret musical symbols, they further their cognitive development and ability to think logically by learning a new sign system and a different approach to the world around them. As they study the

historical and cultural aspects of music, students discover that music is a universal human activity. And as music study is connected to other disciplines, students discover the ways that one subject area can reinforce and inform another. Finally, as students learn to evaluate musical works they learn to discriminate, think independently, and develop their own views of musical meaning and beauty.
In Grade 4, students study musical structure, binary and ternary form, rondo form, programmatic music - composing to a set theme, voice as an instrument - learning a new repertoire. Students present an End of year Concert.

Physical Education 4

The aim of our Physical Education program is to provide opportunities for students to explore and experience various exercises and activities whilst guiding them towards a well-balanced lifestyle of fitness and health. The units include: moving safely, sportsmanship, jumping, striking skills eye-hand coordination, striking skills eye-foot coordination, throwing and catching, dodging and fleeing, cooperative learning, team skills, fitness. These are taught are developed throughout the grades in a spiralled curriculum providing students the opportunity to build on prior knowledge while learning new skills.

Italian

Italian as a Second Language Beginner (Grades 1-5)

The Italian SL Beginner course is for all students who are approaching the study of the Italian language for the very first time. The course focuses mainly on skills such as listening comprehension and oral communication and introduces students to the basics of the Italian grammar through activities like games, dramatizations, songs, nursery rhymes. The course also introduces students to the basics of reading and writing including the identification of the main syllables. The learning process lies both in the interactive and collaborative dimension through pair and small group activities, thus exposing the students to a vivid and authentic use of language.
At the end of the course the students will have a basic ability to communicate and exchange information in a simple way.

Italian as a Second Language Intermediate (Grades 1-5)

The Italian SL Intermediate course is for all students who have completed the Beginner level or otherwise reached a similar level (a basic ability to communicate and exchange information in a simple way). In addition to oral games and activities, Italian SL Intermediate course also offers a wide range of written activities. Grammar patterns are presented formally but are practiced in functional situations. The overall didactics of the course are enhanced through video clips, short readings, and dramatizations performed both by teacher and students.
At the end of the course the students will have an ability to deal with simple, straightforward information and begin to express themselves in familiar contexts.

Italian as a First Language - Grade 4

This is a five-year course (Grade 1 - Grade 5) designed to prepare students for the Italian fifth grade exam, the elementary school certification needed to enter Italian middle school. During the fourth year, students deepen their knowledge of grammar by studying all parts of speech and all verb forms and tenses. They continue writing essays by exploring narrative and descriptive texts.

Italian as a First Language - Social Studies - Grade 4

This is a three-year course (3rd to 5th grade) designed to prepare students for the Italian "storia e geografia" fifth grade exam, the elementary school certification needed to enter Italian middle school. During this year students learn about ancient civilizations such as Mesopotamia, Ancient Egypt and Phoenicians. They also study physical, social and economic aspects of the Italian territory.

Specialist Learning

ELL

The ELL program in the elementary school assists children whose first language is not English to become competent enough to participate fully in the mainstream social and academic life of the school. Marymount promotes Additive Bilingualism i.e.: English is added on to rather than seen as a replacement for the first language. All students are encouraged to develop and maintain their mother tongue. The Elementary ELL program follows the language arts and content area curricula. Children are taught in small groups where risk-taking is encouraged and error making is considered inevitable and necessary. The ELL teachers collaborate with the mainstream teachers to monitor the progress of ELL children. When possible, the ELL teachers work along with the regular classroom teachers. For more information on how you can help your ELL child, please see our ELL handbook.

Enrichment Program

Marymount is dedicated to guiding students towards the achievement of their full potential by empowering them to think creatively, reason critically, communicate effectively and learn continuously.
Teachers enable students to achieve their full potential. This includes pupils who need to be challenged, motivated, and inspired to learn beyond the curriculum. The School's core curriculum is inclusive and differentiated. Students who may benefit from enrichment may have a formal written plan which is developed in conjunction with classroom teachers, parents, and the student. Learning targets will be set collaboratively and monitored by all parties.

Learning Support

The Learning Support Department believes that ***all*** students should have the opportunity to explore and develop their skills in an educationally rich environment that will individualize their learning

experiences. However, there are times when students experience difficulty in the regular classroom setting. When a child has difficulty in school, it may be noticed by the teacher, other school personnel, the parents, or the child.

If a teacher/parent has concerns with a child's school performance, he or she may request assistance from the Student Support Team. *Parents are made aware of this process before it is initiated.* The Student Support Team is a general education initiative designed to support teachers through strategies and suggestions for students who are experiencing difficulty in the classroom. If the student's performance continues to raise concerns the teacher may work collaboratively with the ELL teacher, learning support teacher or school psychologist to suggest and plan alternative intervention strategies for helping the child meet with success. Though this is not a special education process, it is required before a referral for learning support. After alternative strategies have been utilized, the teacher and other involved school personnel evaluate the child's school performance and determine whether the alternative strategies are successful and should continue. Very often, many problems are resolved at this level.

However, if after a series of interventions, difficulties are not resolved, the school team members may suggest an evaluation to determine a student's areas of strength and areas of concern. This is a formal process and could possibly result in classroom modifications and/or accommodations, an individual learning plan, specialized instruction including support with a learning support teacher, school psychologist, outside speech and language therapy, and/or occupational therapy.

A strong, collaborative home-school connection is crucial to developing a program that best meets the student's needs.

Enrichment Classes

Classes	**Time Allocated**
Art	1 x 45 minute lesson per week
Fablab Projects	Flexible time allocated
Italian	4 x 45 minute lessons per week
Library / Research	1 x 45 minute lesson per week
Computer	1 x 45 minute lesson per week
Music	1 x 45 minute lesson per week
Physical Education	3 x 45 minute lessons per 10 days
Philosophy	1 x 45 minute lesson per week
Religion	3 x 45 minute lessons per 10 days