

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
English Reading	Oral/silent/ homework reading used to practice oral fluency, phonic application, and comprehension skills	Oral/silent/ homework reading used to practice oral fluency, phonic application, and comprehension skills	Oral/silent/ homework reading used to practice oral fluency, phonic application, and comprehension skills	Oral/silent/ homework reading used to practice oral fluency, phonic application, and comprehension skills
English Written Expression	Grammar: Intro. Complete sentences/kinds of sentences/Capitalization/ Comma use/Possessives/ Use of quotation/ Dictionary use Writing: Practice using concepts by using games, worksheets, and creative writing. Spelling: Use words to practice spelling of weekly list.	Grammar: Review Intro. Plural rules, contractions, word usage in sentences, synonyms, antonyms, homonyms, and writing letters Writing: Practice using concepts by using games, worksheets, and creative writing. Spelling: Use words to practice spelling of weekly list.	Grammar: Review Intro. Word usage in sentences, writing book reports, verbs, nouns, subjects of sentences Writing: Practice using concepts by using games, worksheets, and creative writing. Spelling: Use words to practice spelling of weekly list.	Grammar: Intro. Simple diagram of sentences, proofreading skills, word usage, adjectives, Overall review of concepts Writing: Practice using concepts by using games, worksheets, and creative writing. Spelling: Use words to practice spelling of weekly list.
English Handwriting	Review correct pencil grip and posture for writing and formations of manuscript and cursive letters. Introduce letter size for wide ruled paper.	Concentrate on cursive formations and letter connections/ continue review of all handwriting procedures	Continue practice using cursive and work on problem areas/teach children to evaluate their own work	Continue practice using handwriting procedures and help children to evaluate their own handwriting
Math	<ul style="list-style-type: none"> - Review concepts from 2nd grade. - multiplication and division tables 1-6 -multiplication with carrying - remainders in division -roman numerals - students verbalize how to complete problems 	Review previous concepts. <ul style="list-style-type: none"> - Multiplication tables 7-12, - Money problems - 3&4 digit dividends - word problems - multiplication and dividing money - measures in English units & metrics, converting measures and measurement problems - students verbalize how to complete problems 	Review previous concepts. <ul style="list-style-type: none"> -Adding/Subtracting measures, problems with parentheses, Fractions, Geometric shapes - students verbalize how to complete problems 	Review previous concepts. <ul style="list-style-type: none"> - Division remainders written as fractions, -Adding/subtracting mixed numbers, equal fractions, reducing fractions, averaging numbers,2&3 digit factors with partial products, money equations, division with two digit divisor
Science	<ul style="list-style-type: none"> - Investigating Questions - The Engineering Process 	<ul style="list-style-type: none"> - Matter and the world around us - Simple and Compound Machines 	<ul style="list-style-type: none"> - Plants and Animals - Ecosystems and Interactions - People and Resources 	<ul style="list-style-type: none"> - Earth and its Moon - Changes to the Earth's Surface - Water and Weather
ICT Technology	<ul style="list-style-type: none"> - Responsibility and Personal Information - Power of Words - Respect for others 	<ul style="list-style-type: none"> - Strong Passwords - Digital Citizenship - What is spam? 	<ul style="list-style-type: none"> --Keywords and searching - How to Cite a Site - Research online 	<ul style="list-style-type: none"> - Talking Safely Online - Privacy Rules - What is Cyberbullying
	First	Second	Third	Fourth

	Quarter	Quarter	Quarter	Quarter
French/Arabic	<p><u>Level I</u></p> <ul style="list-style-type: none"> - I can recognize a few letters or characters. - I can alphabetize a few names or words. - I can match a character in a headline to a supporting visual. - I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures. - I can understand greetings. - I can recognize some color words. I can understand some numbers. - I can understand some food items. - I can copy some familiar words, characters, or phrases. - Participate in age-appropriate cultural activities, games and songs. - Be familiar with a few well-known children's stories of the target culture. 			
	<p><u>Level II</u></p> <ul style="list-style-type: none"> - I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of conversations that I overhear. - I can present basic information on familiar topics using language I have practiced using phrases and more complex sentences. - I can write lists and memorized phrases on familiar topics. - I can use culturally appropriate courtesy expressions. - I can understand the necessary grammatical and syntactical functions in languages, and use them in the target language. - I can use the target language to present written and oral reports on topics studied in other disciplines, and vice versa. - Integrate products of the target culture to other school subjects (technology skills, music, songs, arts, games, etc.). 			
Fine Arts	<p><u>Visual Arts</u></p> <ul style="list-style-type: none"> - Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life. - get feedback from peers to enhance understanding of the creation 	<p><u>Visual Arts</u></p> <ul style="list-style-type: none"> - begin revision of the representation, diagram or map based on feedback; ask for peer review again to assess your revisions <p><u>Music</u></p> <ul style="list-style-type: none"> - learn to use a simple rhythmic notation to express a beat for a percussion instrument 	<p><u>Music</u></p> <ul style="list-style-type: none"> - given a context/story/video, create a percussion composition to express the emotion in the story; perform it for peers and get feedback 	<p><u>Drama/Theater</u></p> <ul style="list-style-type: none"> - choose a story and improvise movements to communicate thoughts - collaborate with a group to refine body movements for an improv situation/drama - collaborate with a group to create improv situations for performance

** Topics and times may change depending on student progress in each area of learning.