

ELEMENTARY ENGLISH PROGRAM

CURRICULUM GUIDE



ROCHAMBEAU

THE FRENCH INTERNATIONAL SCHOOL



APERÇU DU PROGRAMME D'ANGLAIS

Le programme d'anglais à Rochambeau, The French International School a été conçu par l'école pour créer un programme unique combinant les meilleures pratiques des écoles américaines, les normes du tronc commun et la rigueur du programme français. Ayant un besoin essentiel d'une base solide en expression orale et écrite, nos élèves sont initiés à une variété d'expériences, de littérature et de sujets qui encouragent le transfert des connaissances et des compétences entre les

deux langues principales. Le curriculum anglais s'appuie non seulement sur les compétences du curriculum anglais chaque année, mais aussi sur les aptitudes enseignées dans les cours de français langue seconde.

L'objectif général de notre programme est d'éveiller l'amour de la lecture et de l'écriture chez nos élèves tout en les préparant aux exigences du collège et du lycée.



Les élèves de l'école élémentaire ont des cours d'anglais langue seconde cinq périodes par semaine, les sciences humaines faisant partie intégrante de ce programme : les compétences et le contenu en sciences humaines sont entrelacés tout au long du programme.

L'objectif principal de la CP est de développer la fluidité de la lecture à l'aide d'une approche basée sur la phonétique et l'introduction de mots à vue. L'expression écrite est une priorité à partir de CE1, à la fin de CE2, la plupart des élèves devraient être à l'aise en lecture et en écriture dans les deux langues.

Le programme des sciences humaines de l'école élémentaire suit de près les aptitudes et compétences couvertes par le programme français tout en permettant l'introduction des multiples disciplines au sein des études sociales (histoire, géographie, éducation civique, économie...) dans une perspective américaine. Cela permet à nos étudiants de développer une compréhension du pays dans lequel ils vivent.

A partir de CE1, les enfants sont placés dans un groupe - ESL, Standard ou Advanced - en fonction de leurs compétences en anglais. Les élèves des groupes Standard et Avancé auront les mêmes objectifs d'apprentissage ; les élèves des groupes Standard sont ceux qui ont besoin d'un enseignement et d'une orientation plus directs de la part de l'enseignant tandis que ceux des groupes avancé sont plus autonomes. Les élèves

de la classe d'anglais langue seconde suivent un programme spécifique conçu pour développer leurs compétences en communication orale en anglais avant d'être initiés à la lecture et à l'écriture. Le placement des étudiants est basé sur leurs progrès au cours de l'année scolaire et à la suite d'un test de placement qui a lieu vers la fin de l'année scolaire.



ANGLAIS DEUXIÈME LANGUE CP - CM2

Certains de nos élèves arrivent sans parler anglais ou avec des connaissances rudimentaires. Ces élèves sont regroupés dans une petite classe où l'accent initial est mis sur le développement de leurs capacités d'expression orale et d'écoute. Une grande variété d'activités orales permettent aux élèves de développer leur vocabulaire, leur structure de phrases et leur confiance dans l'expression indépendante.

La lecture, l'écriture et les connaissances grammaticales prennent de l'importance tout au long de l'année à mesure que les élèves commencent à transférer leurs compétences orales dans d'autres domaines du curriculum. La classe d'anglais langue seconde suit le programme de sciences humaines comme la classe régulière. Il peut être introduit plus tard dans l'année pour permettre aux élèves de développer leurs compétences en anglais.

ENGLISH PROGRAM OVERVIEW

The English program at Rochambeau, The French International School has been designed by the school to create a **unique program** combining the **best practices** of American schools, the **standards** of the Common Core and the **rigor** of the French curriculum. With an essential need for a **strong foundation** in oral and written expression, our students are introduced to a variety of experiences, literature, and topics that encourage the **transfer of knowledge and skills** between the two core

languages. The English curriculum builds not only on the competences in the English curriculum each year, but also on the skills taught in French Language Arts lessons.

The overall aim of our program is to spark a love of reading and writing amongst our students whilst also preparing them for the demands of middle and high school.

Students in the elementary school have English Language Arts for 5 periods a week with Social Studies being an integral part of that curriculum: social studies skills and content are interwoven throughout the program.

The primary focus in CP/Grade 1 is to develop fluency in reading through a phonics based approach and the introduction of sight words. Written expression is a priority from CE1/Grade 2 and by the end of CE2/Grade 3 most students should be comfortable reading and writing in both languages.

The social studies program in the elementary school closely follows the skills and competences covered by the French curriculum whilst also allowing the introduction of the multiple disciplines within the social studies (History, Geography, Civics, Economics, Peoples of the Nations and World) from an American perspective. This allows our students to develop an understanding of the country in which they are living.



As from CE1/Grade 2, the children are put into a group - ESL, Standard or Advanced - according to their competences in English. Students in the Standard and Advanced groups will have the same learning objectives; students in the Standard groups are those who require more direct instruction and guidance from the teacher while those in the Advanced groups are expected

to be more independent. Students in the ESL class follow a specific program designed to develop their oral communication skills in English before being introduced to skills of reading and writing. Placement of students is based on their progress during the course of the academic year and following a placement exercise that is taken towards the end of the academic year.



ENGLISH AS A SECOND LANGUAGE - CP-CM2/GRADE 1-5

Some of our students arrive without being able to speak English or with only a rudimentary knowledge. These students are grouped together in a small class where the initial focus is to develop their speaking and listening skills. A wide variety of oral activities allow the students to develop their vocabulary, sentence structure, and confidence in independent expression.

Reading, writing, and grammatical knowledge gain in importance throughout the year as the students begin to transfer their oral skills to other areas of the curriculum. The ESL class follows the social studies program as per the regular class. It may be introduced later in the year to allow the students to develop their English skills.

OBJECTIVES

The primary focus in CP/Grade 1 is to develop fluency in reading and oral skills. Through a phonics based approach and the introduction of sight words, students are taught to read at the same time as they are being taught to read in French. The use of stories, poems, songs and non-fiction texts are key components of our language rich program. The students will strengthen their reading comprehension skills by asking and answering questions, as well as exploring the elements of stories such as characterization and plot. Oral skills are developed through group interaction, discussion, reciting poems and retelling stories among other things. Writing skills will be introduced through modelling texts and shared writing experiences. Students will be introduced to the use of word banks to aid independent writing.

Speaking and listening	Reading
<ul style="list-style-type: none"> Follow agreed-upon rules for class discussion Participate actively in class discussion Speak in well-structured sentences to ask, answer and tell Ask and answer questions about key details in a text read aloud, or information presented orally, or through other media Listen to others and respond appropriately Listen with sustained concentration Build on others' talk in conversations by responding to their comments Use appropriate expression and good pronunciation Follow a sequence of oral directions to complete a task Reinvest learned vocabulary to provide precise descriptions of people, places, feelings, and events 	<p>Phonics, fluency and comprehension</p> <ul style="list-style-type: none"> Read fluently at grade level Use letter-sound knowledge to decode regular words (consonants, short vowels, blends, digraphs) Decode regularly spelled one syllable words Read words in common word families Read common irregular sight words (Dolch) Decode two syllable words following basic patterns Demonstrate use of context and decoding skills for new words Recognize the beginning and end of a sentence by identifying the capital letter and end punctuation mark Read level-appropriate texts in guided groups, pairs, or independently Make predictions about stories read in class Retell stories, including key details, and demonstrate understanding of their central message or lesson Use illustrations and details in a story to describe its characters, setting, or events Answer questions to confirm understanding <p>Fiction</p> <ul style="list-style-type: none"> Sequence the main events in a story Identify a text as fiction Identify basic story elements <p>Poetry</p> <ul style="list-style-type: none"> Read a poem with appropriate expression Identify rhyme in children's poetry <p>Non-Fiction</p> <ul style="list-style-type: none"> Ask and answer questions to help determine or clarify the meanings of new words or phrases Ask and answer questions about key details in the text Identify the main topic and retell key details of a text
Language conventions	
<ul style="list-style-type: none"> Use regular verbs in the past, present and future tenses Use the correct punctuation at the end of a sentence Use a capital letter for the beginning of a sentence, for I and for names Spell words by following basic phonetic patterns 	
	Writing
<ul style="list-style-type: none"> Use a word bank to aid sentence writing Respond to questions in a written form (short answer/complete sentences) Write complete sentences Write legibly in print or cursive with correct letter formation Leave spaces between words 	

SOCIAL STUDIES

American culture is introduced through songs, games, poems and shared reading activities. The program will focus on learning about the immediate world in which students live and will be mainly integrated into the English program rather than being a stand-alone subject. Topics will include: Myself, Families, Neighborhoods, and Famous people in American History.

Themes	Objectives
<ul style="list-style-type: none">• Differences between the past and the present• The calendar – days of the week, months of the year, seasons• Family tree• Famous people in American History• Thanksgiving• Seneca Schoolhouse – what was a school like long ago• Neighborhoods• What can you learn about maps and globes?• Where do you live?• Children in other continents• Symbols of our country• Me and me – who am I?• Me and others – politeness, respect, honesty, difference• Society and me – what rules do we need/obey?	<ul style="list-style-type: none">• Identify and discuss the meaning of common symbols associated with the United States of America• Describe the contributions of people, past and present, to American society• Identify the rights, responsibilities and choices that students have in family, school, and neighborhood• Locate continents using maps and globes• Use photographs and pictures to describe a place• Identify a place using bird's eye view• Examine differences between past and present time• Compare people and objects of today and long ago• Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community



OBJECTIVES

Students in CE1/Grade 2 continue to build on the reading and oral skills introduced in Grade 1. In reading, phonetic and decoding skills are emphasized alongside sight words and vocabulary development as the students work towards becoming fluent and expressive readers. Reading comprehension skills are introduced and consolidated as the students are exposed to a wide range of literature, poetry and informational texts. Higher level thinking skills such as inference and prediction are introduced. Oral skills are developed through class discussion and presentations, where listening as part of an audience also becomes an important skill. Written expression becomes a main focus in CE1/Grade 2. Students use complete sentences with correct punctuation and capitalization, and become more confident in expressing their thoughts in a written format. The move towards writing structured, cohesive paragraphs is modeled and supported by the teacher, and the use of graphic organizers is introduced. Grammar teaching becomes more explicit; sentence structure is a key focus and the students are introduced to parts of speech such as nouns, verbs and adjectives.

Speaking and listening	Reading
<ul style="list-style-type: none"> Follow agreed-upon rules for class discussion Participate actively in class discussion Listen respectfully and respond appropriately to peers and adults Demonstrates good pronunciation of sounds specific to the English language Recount or describe key ideas details in a text read aloud, or information presented orally, or through other media Build on others' talk in conversations by responding to their comments Present in front of the class speaking audibly in coherent sentences Participate in Readers' Theater, using clear speech and appropriate expression to convey meaning Recite a short poem with expression 	<p>Phonics, fluency and comprehension</p> <ul style="list-style-type: none"> Read grade level texts with fluency, accuracy, and expression Use letter-sound knowledge to decode regular words (consonants, short/long vowels, blends, digraphs) Read common irregular sight words (Dolch) Distinguish long and short vowels when reading regular one syllable words Read multi-syllabic words with common prefixes and suffixes Demonstrate use of context and decoding skills for new words Use context to confirm or self-correct word recognition, rereading as necessary Retell a story identifying beginning, middle and end Locate details to support the main idea Use context and time order words to sequence a text Predict outcomes based on reading Ask and answer questions to demonstrate understanding of key details in a text
<h3>Language conventions</h3> <p>Grammar</p> <ul style="list-style-type: none"> Identify parts of speech (nouns, adjectives, verbs) Identify the four main sentence types (statement, question, exclamation, command) Identify complete subject and predicate of sentences Use pronouns for sentence variety <p>Punctuation</p> <ul style="list-style-type: none"> Use the correct punctuation at the end of a sentence Use a capital letter for the beginning of a sentence, for I and for proper nouns Use an apostrophe to form contractions Use an apostrophe to signify possession Use commas after time-order words at the start of a sentence 	<p>Fiction</p> <ul style="list-style-type: none"> Identify the elements of a story (character, setting, problem, resolution) Compare and contrast elements of a story (eg two characters) Compare and contrast two stories Identify the moral or lesson of a story <p>Poetry</p> <ul style="list-style-type: none"> Read a poem with appropriate expression Identify rhythm and rhyme in children's poetry Memorize and recite poems <p>Non-Fiction</p> <ul style="list-style-type: none"> Distinguish fact from fiction Identify main ideas, details and purpose in informational texts Identify cause and effect connections in informational texts Use headings, captions, and glossaries to better understand informational texts

Writing

- Write complete sentences to respond to questions
- Compose a short paragraph with a topic sentence, supporting details, and a closing sentence
- Write multiple sentences to recount major events
- Write a one-to-three paragraph personal or imagined narrative with detailed descriptions and sequencing
- State an opinion and support with reasons
- Use time-order words
- Use graphic organizers to plan the writing process
- Use the writing process to plan, draft, correct, and publish a final draft of a written assignment
- Write legibly in print or cursive with correct letter formation

SOCIAL STUDIES

The CE1/Grade 2 social studies program introduces the students to the world beyond their own, taking advantage of the international community of the school. Students continue to learn about American holidays and customs and topics covered include: Myself, Life in the time of my grandparents, Communities, North American Indians and Columbus.

Themes	Objectives
<ul style="list-style-type: none">• Long ago and now – comparing past and present• Personal timelines in students' life• What was it like in the time of my grandparents?• North American Indians• Columbus• Communities• Globes and maps• Exploring the US• People in other continents• Me and me – who am I?• Me and others – politeness, respect, honesty, difference• Society and me – what rules do we need/obey?	<ul style="list-style-type: none">• Explain how rules and laws are made and are necessary to maintain order and protect citizens• Recognize and describe how making choices affects self, family, school, and community• Identify the use and purpose of different maps and globes• Identify and use map elements, such as title and legend• Develop a personal timeline in each students' life• Describe people, places and artifacts of today and long ago• Describe the ways Native Americans lived in different environments in the past• Explain how communities in North America varied long ago• Develop an understanding of Christopher Columbus' first voyage• Use fiction and non-fiction to compare the elements of two different cultures

OBJECTIVES

CE2/Grade 3 is the end of the second cycle (Fundamental Knowledge Cycle) and by the end of this most students should be comfortable reading and writing in both languages. Phonetic rules are reinforced as the students are introduced to more complex texts and the bank of sight words continues to increase. Students learn how to read for detail and how to read for different purposes. Students are introduced to strategies to synthesize information and distinguish between fact and opinion. Exposure to chapter books, short stories, poetry and informational texts continues the language rich environment. Oral skills remain a key focus and the students are expected to be respectful listeners during class discussions and presentations. Students are taught how to justify their answers and opinions, and how to structure arguments for and against a topic. By the end of the CE2/Grade 3, the students should be able to express themselves independently in writing. Basic skills of language conventions are developed and consolidated, including capitalization, punctuation, parts of speech, and sentence structure. The students continue their work on paragraph structure and practice writing increasingly longer pieces by learning how to link paragraphs together. Graphic organizers are used consistently during the planning process, and the students are expected to edit and redraft their work.

Speaking and listening

- Follow agreed-upon rules for discussions
- Engage effectively in a range of discussions
- Ask questions to check understanding and link their comments to the remarks of others
- Ask and answer questions about key details in a text read aloud, or information presented orally, or through other media
- Identify main ideas and supporting details from an oral or audio presentation
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace
- Plan and perform readings for an audience, speaking audibly and maintaining eye contact
- Demonstrate standard English pronunciation
- Recognize dialect and informal language

Language conventions

Grammar

- Identify parts of speech (nouns, adjectives, verbs, adverbs, pronouns, determiners)
- Identify and use complete sentences,
- Identify and correct sentence fragments and run-ons
- Identify correct subject-verb agreement
- Form and use irregular past tense verbs
- Identify and use simple and compound sentences
- Identify and use coordinating and subordinating conjunctions (eg and, but, or/because, if, whereas)
- Form and use comparative and superlative adjectives and adverbs
- Use correct prepositional phrases

Punctuation

- Correctly punctuate sentences
- Consistently use a capital letter for the beginning of a sentence, for I and proper nouns
- Use commas in a series of items and after time order words
- Use commas in the English formation of the date and addresses
- Use apostrophes in contractions and possessives
- Identify use of quotation marks for speech

Reading

Phonics, fluency and comprehension

- Read aloud with fluency, accuracy, and expression at grade level
- Decode multisyllabic words using regular phonics patterns, root words, prefixes, suffixes and common Latin endings
- Read common irregular sight words (Dolch)
- Use various reading strategies to determine meaning of unknown words (phonics, context clues, semantics, and prior knowledge)
- Read silently at grade level with accuracy, self-checking for understanding, and re-reading when necessary
- Read for comprehension; locating the main idea and supporting details in the text
- Demonstrate understanding through response to written questions referring explicitly to the text as the basis for the answers

Fiction

- Identify the elements of a story (character, setting, problem, resolution)
- Compare and contrast elements of a story (eg theme, setting, plot)
- Determine the central message, lesson, or moral of the story and explain how it is conveyed through key details
- Describe characters in a story and explain how their actions contribute to the sequence of events
- Make predictions based on the reading and prior knowledge
- Make inferences about characters
- Recognize the difference between literal and figurative meanings in a text

Poetry

- Identify basic forms of poetry
- Read and discuss a range of poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech
- Prepare poems for performance choosing appropriate expression, tone, volume, and use of voice/other sounds

Spelling/Vocabulary

- Spell common irregular sight words (Dolch)
- Spell words with different long vowel patterns
- Spell base verb forms with -ed and -ing suffix
- Spell common homophones
- Identify prefixes and suffixes and how they change meaning
- Identify and use synonyms and antonyms

Non-Fiction

- Recognize the main ideas, details, and purpose in informational texts
- Identify introduction, body, conclusion and organizational structure in informational texts
- Distinguish fact from opinion
- Use text features (headings, captions, glossaries) to locate information relevant to the given topic
- Identify language that pertains to time, sequence, and cause/effect
- Compare and contrast the most important points and key details presented in two texts on the same topic

Writing

- Write complete sentences to respond to questions
- Write coherent paragraphs with topic sentence, supporting details, and closing sentence
- Write a one to three paragraph biography
- Write an opinion piece, supporting a point of view with reasons
- Use linking words and phrases (eg because, therefore, since, for example)
- Write an informative text to convey ideas and information
- Write a one-to-three paragraph personal or imagined narrative with descriptive details and clear event sequences
- Write a poem following a model
- Use graphic organizers to plan the writing process
- Use the writing process to plan, draft, correct, and publish a final draft of a written assignment
- Write legibly in print or cursive with correct letter formation
- Produce typed documents in an appropriate format

SOCIAL STUDIES

The CE2/Grade 3 social studies program continues to expose the students to the world beyond their own, taking advantage of the international community of the school. Students learn about African American history with a biographical focus on such figures as Martin Luther King Jr., Rosa Parks, Harriet Tubman and Frederick Douglass. Other topics include: Myself, Communities, and Life in the US and beyond.

Themes	Objectives
<ul style="list-style-type: none"> • Representing time using a timeline • Long ago and now – comparing past and present through houses/transport/clothes/food • African American History • Communities • Globes and maps • What can world maps show? • What can US maps show? • Life in the world's continents • Me and me – who am I? • Me and others – politeness, respect, honesty, difference • Society and me – what rules do we need/obey? 	<ul style="list-style-type: none"> • Identify and explain democratic principles, such as individual rights and responsibility • Describe practices such as voting, following rules, and recognizing national holidays associated with democratic principles • Describe the purposes of a variety of maps and atlases • Compare places and regions using geographical features • Develop a timeline of events • Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents • Analyze the importance of civic participation as a citizen of the United States • Illustrate historical and contemporary means of changing society in specific reference to African American history • Describe the contributions of people such as Martin Luther King and Rosa Parks and their effects on society today

OBJECTIVES

By CM1/Grade 4, the emphasis of the reading and writing program changes. With the basic literacy skills having been acquired, the students are no longer learning to read and write but are, instead, reading and writing to learn. The reading program incorporates texts of different lengths and genres. Students identify the main ideas, important details, plot points, sequence and setting. They draw conclusions and back up their ideas with evidence from the text. Through novels, short stories, poetry and informational texts, students enrich their vocabulary, diversify their literary exposure, and begin to think critically and analytically. Higher order thinking skills such as inference, author's intent and character development are stressed. Oral skills continue to be strengthened through read-alouds, discussions, group projects and presentations. Students learn to use the writing process to organize their thoughts in writing, producing a variety of multi-paragraph texts and longer written projects. They learn to write with increased mastery of grammar and spelling skills with a greater focus on organization, detail, and audience. Graphic organizers continue to be used during the planning process, and editing and redrafting become second nature.

Speaking and listening	Reading
<ul style="list-style-type: none"> Follow agreed-upon rules for discussions Engage effectively in a range of discussions Pose and respond to specific questions to clarify or follow up on information Articulate and justify answers, arguments and opinions Make comments that contribute to discussion and link to the remarks of others Recap the key ideas discussed Paraphrase portions of a text read aloud or information presented in diverse media formats Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace Plan and perform an organized presentation for an audience, speaking audibly, maintaining eye contact and audience attention Demonstrate standard English pronunciation Appropriately use informal or formal language according to the situation 	<p>Phonics, fluency and comprehension</p> <ul style="list-style-type: none"> Read grade level texts aloud with fluency, accuracy, and expression Independently read grade level texts silently Use all known strategies (phonics, context clues, semantics, and prior knowledge) to read accurately unfamiliar words in and out of context Use reading comprehension strategies autonomously (predicting, questioning, summarizing, inferring) Demonstrate understanding through response to written questions referring explicitly to the text as the basis for the answers <p>Fiction</p> <ul style="list-style-type: none"> Identify characteristics of common genres Identify literary elements in a story using evidence from the text (point of view, theme, plot, tone) Identify the narrator of a story Summarize stories by identifying the important details Compare and contrast elements of a story (eg theme, setting, plot) Draw inferences from a text, speculating on characters' thoughts, feelings, and motives from their actions Make predictions based on details stated and implied Determine implicit meaning using examples from the text <p>Poetry</p> <ul style="list-style-type: none"> Identify different forms of poetry Read and discuss a range of poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of figurative language (simile, metaphor) Prepare poems for performance showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Language conventions	
<p>Grammar</p> <ul style="list-style-type: none"> Identify parts of speech (nouns, adjectives, verbs, adverbs, pronouns, determiners) Use relative pronouns (who, whose, whom, which, that) and relative adjectives (where, when, why) Form and use progressive verb tenses Form and use irregular past tense verbs Use modal auxiliaries (can, may, must) Maintain subject-verb agreement Identify and use simple, compound and complex sentences Identify and use a variety of coordinating and subordinating conjunctions (eg and, but, or/because, if, whereas) Produce complete sentences, recognizing and correcting fragments and run-ons <p>Punctuation</p> <ul style="list-style-type: none"> Use correct capitalization and end punctuation Use commas and quotation marks to mark direct speech Use a comma before a coordinating conjunction in a compound sentence Use apostrophes correctly 	

Spelling/Vocabulary

- Correctly use frequently confused words (to, two, too/their, there, they're)
- Spell common homophones
- Spell words with different long vowel sounds
- Spell vowel controlled /r/ words
- Spell compound words
- Identify the meaning of Latin and Greek roots, prefixes, and suffixes
- Identify words borrowed from other languages

Non-Fiction

- Explain the main ideas, details and purpose of an informational text, referring to explicit information
- Compare and contrast different accounts of the same topic/event to identify differences in point of view
- Collect and integrate information from different texts on the same topic

Writing

- Write complete sentences to respond to questions
- Write coherent paragraphs with topic sentence, supporting details, and closing sentence
- Write a concise summary of a text or an event
- Write a two-to-four paragraph persuasive or opinion piece with logical reasons and a clear conclusion
- Use linking words and phrases (eg because, therefore, since, for example)
- Write a two-to-four paragraph personal or imagined narrative with detailed descriptions of characters or setting, logical plot sequence and dialogue
- Write a multiple-paragraph informative report with introduction, facts, details, explanations, and conclusion including relevant text features
- Take short notes from resources using own words to avoid plagiarism
- Write poems following different models
- Use graphic organizers to plan the writing process
- Use the writing process to plan, draft, correct, and publish a final draft of a written assignment
- Write legibly in print or cursive with correct letter formation
- Produce typed documents in an appropriate format

SOCIAL STUDIES

The CM1/Grade 4 social studies program starts to look more in-depth at American History and Geography by examining such areas as The First Americans, Colonial America and Consumption in the United States in addition to the topic of Myself as a responsible citizen.

Themes

- Three Worlds Meet – the first Americans (main theme)
- Colonial America
- A New Nation – Revolutionary War
- Consumption in the United States – problems caused by our energy consumption, how do we consume water, why and how to preserve water, how is our food produced, how can we feed ourselves and respect the environment at the same time?
- Respect, tolerance, racism
- How to be safe
- Why do we have rules?
- What are our responsibilities as citizens?

Objectives

- Analyze the chronology and significance of key historical events leading to early settlement
- Compare Native American societies before and after European colonization
- Examine the consequences of interactions among groups and cultures
- Analyze the causes and the effects of the American Revolution
- Utilize timelines to sequence key events in American history
- Use geographic tools to locate places and describe human and physical characteristics in America
- Explain how technological changes have affected production and consumption in Maryland and the United States
- Describe responsibilities associated with certain basic rights of citizens such as freedom of speech, religion, and press, and explain why these responsibilities are important
- Describe the rule of the law and explain how it impacts individuals and groups

OBJECTIVES

By the end of CM2/Grade 5, a student should have a solid foundation of skills and knowledge needed to succeed independently in middle school. Students continue to be exposed to a wide variety of genres and the emphasis is on the continued development of higher level thinking skills. Comprehension skills focus on the response to literature and students continue to synthesize and summarize information while making specific references to the text. The enrichment of vocabulary remains a key focus as students learn to investigate new words through etymology. Classroom discussion and a variety of presentations allow the students to show their command of the English language, structuring speeches effectively and maintaining the attention of their audience. Students demonstrate the ability to produce developed and lengthy responses to a variety of prompts. They are encouraged to use specific vocabulary, a variety of sentences and figurative language. Students become more confident in drafting, revising and publishing five-paragraph essays, exploring creative and expository pieces.

Speaking and listening	Reading
<ul style="list-style-type: none"> Follow agreed-upon rules for discussions Engage effectively in a range of discussions Pose and respond to specific questions by making comments that contribute to discussion Articulate and justify answers, arguments and opinions Make comments that contribute to discussion and link to the remarks of others Recap the key ideas discussed Summarize a text read aloud or information presented in diverse media formats Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace Plan and perform an organized presentation for an audience, speaking audibly, maintaining eye contact and audience attention Demonstrate standard English pronunciation Appropriately use informal or formal language according to the situation 	<p>Phonics, fluency and comprehension</p> <ul style="list-style-type: none"> Read grade level texts aloud with fluency, accuracy, and expression Independently read grade level texts silently Use all known strategies (phonics, context clues, semantics, and prior knowledge) to read accurately unfamiliar words in and out of context Use reading comprehension strategies autonomously (predicting, questioning, summarizing, inferring) Demonstrate understanding through response to written questions referring explicitly to the text as the basis for the answers <p>Fiction</p> <ul style="list-style-type: none"> Identify common structures of genre Identify literary elements in a story using evidence from the text (point of view, theme, plot, tone) Analyze characters using explicit and implicit evidence Summarize stories by identifying the important details Compare and contrast themes, settings or plots of two similar stories Draw inferences from a text, speculating on characters' thoughts, feelings, and motives from their actions Make predictions based on details stated and implied Analyze figurative language and word choice, and its effect on the meaning, tone, and mood in a story <p>Poetry</p> <ul style="list-style-type: none"> Identify poetic elements (rhyme, alliteration, rhythm, figurative language) Compare and contrast two poems on a similar theme Analyze figurative language and word choice, and its effect on the reader Prepare poems for performance showing understanding through intonation, tone and volume so that the meaning is clear to an audience Identify and use semi colons and colons Use a comma to set off the words yes and no, to set off a tag question and to indicate direct address
Language conventions	
<p>Grammar</p> <ul style="list-style-type: none"> Identify parts of speech (nouns, adjectives, verbs, adverbs, pronouns, determiners, conjunctions, prepositions, interjections) Form and use the perfect verb tenses Form and use irregular past tense verbs Use modal auxiliaries (can, may, must) Maintain subject-verb agreement Identify and use simple, compound and complex sentences Identify and use a variety of coordinating and subordinating conjunctions (eg and, but, or/because, if, whereas) Produce complete sentences, recognizing and correcting fragments and run-ons Use correlative conjunctions (either/or, neither/nor) Demonstrate correct use of comparative and superlative adjectives Identify a direct object in a sentence Identify a pronoun and the noun it replaces Identify pronouns as subjective, objective, reflexive, or possessive 	

CM2 / 5th GRADE

Spelling/Vocabulary

- Spell common homophones
- Spell words with different long vowel sounds
- Spell vowel controlled /r/ words
- Spell compound words
- Identify the meaning of Latin and Greek roots, prefixes, and suffixes
- Identify words borrowed from other languages
- Interpret figurative language, including similes and metaphors, in context
- Recognize and explain the meanings of common idioms and proverbs

Non-Fiction

- Identify purpose and audience of an informational text
- Determine two or more ideas of a text, and explain how they are supported by key details
- Identify bias in a text
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in their point of view
- Integrate information from several texts on the same topic

Writing

- Write complete sentences to respond to questions
- Write coherent paragraphs with topic sentence, supporting details, and closing sentence
- Write a concise summary of a text or an event
- Write a three-to-five paragraph persuasive or opinion piece with logical reasons and a clear conclusion
- Connect ideas with transition words (eg consequently, specifically)
- Write a three-to-five paragraph personal or imagined narrative with detailed descriptions of characters or setting, logical plot sequence and dialogue
- Write a multiple-paragraph informative report with introduction, facts, details, explanations, and conclusion including relevant text features
- Understand purpose and intended audience for various forms of writing
- Take short notes from resources using own words to avoid plagiarism
- Write poems following different models
- Use graphic organizers to plan the writing process
- Use the writing process to plan, draft, correct, and publish a final draft of a written assignment
- Write legibly in print or cursive with correct letter formation
- Produce typed documents in an appropriate format

SOCIAL STUDIES

The CM2/Grade 5 social studies program continues to have an in-depth look at American History and Geography with the focus being 1800 onwards and how America has grown and changed over time to a now Modern America, Study of the Local Area, the Government and Rights of an Individual.

Themes

- Growth in the United States
- Civil War and change – Industrial revolution
- Modern America – WWI, WWII
- Moving around the local area – my town, my region
- Moving around in a different place in the world/extreme conditions (Alaska? Desert?)
- Moving from town to town
- Respect, tolerance, racism
- What is a government? Why vote?
- Rights of an individual

Objectives

- Explain the political, economic and social changes in the United States
- Analyze regional differences in the Civil War and its effects on people Analyze how the institution of slavery impacted individuals and groups
- Utilize timelines to sequence key events in American history
- Use a variety of geographical skills to identify and locate physical features
- Construct and interpret maps of the local area
- Interpret political and physical maps using map elements
- Examine the early foundations, functions, and purposes of government
- Analyze the historic events, documents, and practices that are the foundations of the US political systems
- Analyze the importance of civic participation as a citizen of the United States
- Describe individual rights and responsibilities in the United States

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