RABAT AMERICAN SCHOOL

Vision:

Learning in a World Community:

Pursuing excellence in an environment of unity, mutual respect, and understanding.

Mission Statement:

The Rabat American School is a world learning community, preparing its students for higher education by inspiring academic excellence, intellectual curiosity, effective communication, service, and integrity.

Beliefs:

Each RAS student:

- Has dignity and worth
- Strives for personal and academic excellence
- Is civically, socially, and environmentally responsible
- Learns in partnerships with students, staff and parents
- Recognizes similarities and respects diversity
- Thinks critically and in depth
- Makes healthy, wise, and respectful decisions
- Communicates skillfully in a variety of languages and media
- Grows intellectually, physically, socially, ethically, and emotionally
- Values learning and becomes a lifelong learner

At RAS, we understand that each student has the capacity to grow intellectually, physically, socially, ethically, and emotionally. We intentionally model and teach positive attitudes and demonstrate positive actions. Our language that supports these attitudes and actions is brought to life through our ROCKS acronym:

- **R**esponsible and **R**espectful
- **O**pen-minded
- **C**ourageous
- **K**ind
- **S**afe

We develop the expert learner skills of self-regulation, collaboration, organization, and reflection. We believe that these skills lead to both personal and academic excellence. To that end, we cultivate and support life skills so that students can SCORE in and out of the classroom. This is how we define Self-Regulation, Collaboration, Organization, and Reflection:

Self-Regulation	Collaboration
- Self-Regulation - Mindfulness: Focusing, concentrating, and overcoming distractions - Perseverance - Persisting through a challenge - Emotional Management - Using strategies to overcome impulsivity - Emotional Management - Using strategies to manage anger - Emotional Management - Using strategies to reduce anxiety - Self-Motivation - Using positive self-talk to work through a problem - Self-Motivation - Taking the initiative to learn - Resilience - Managing feelings of disappointment and unmet expectations - Resilience - Adapting to changes - Resilience - 'Bouncing back' after adversity or mistakes	- Taking responsibility for one's own actions and contributions - Considering everyone's ideas before taking action - Giving and receiving meaningful feedback - Respectfully advocating for one's own rights and needs - Having an open mind when listening to other perspectives and ideas - Encouraging others to contribute - Making fair and equitable decisions - Managing and resolving conflict
Organization	Reflection
- Setting goals that are realistic - Planning strategies and taking action to achieve personal goals - Planning strategies and taking action to achieve academic goals - Planning ahead and preparing for learning - Choosing optimal learning conditions - Using time wisely - Managing resources effectively	- Identifying personal strengths and weaknesses in learning - Identifying what went well - Identifying what needs improvement - Taking steps to revise previous mistakes - Attempting new strategies with an open mind - Identifying the impact one has on others - Using a rubric to self-evaluate one's academic learning - Using a rubric to self-evaluate one's expert learner skills (SCORE)

LANGUAGE ARTS

Philosophy

The RAS Elementary Language Arts program aims to provide students with the tools and understanding they need for further academic progress, for critical thinking and problem solving, for success in society at large and for development of a life-long enjoyment of learning. Teachers across grades K-5 use a Reader's and Writer's Workshop to achieve these goals. It is important to remember that the Reader's and Writer's Workshop are only two of the components of a balanced literacy program. A complete balanced literacy program provides opportunities for Shared Reading, Reading to Self, Reading Aloud, Interactive Writing, and Word Study. The RAS Language Arts program is aligned to the Common Core State Standards for English Language Arts.

[Common Core Standards](): (corestandards.org)

Reading:
Teachers use units of study for reading to help students move up the ladder of text complexity, build foundational reading skills and strategies, support the teaching of interpretation, synthesis, and main idea, and offer classroom structures to support inquiry and collaboration. Reading experiences take place in whole-class, small-group, and individual settings. Students are asked to read at home regularly using classroom libraries, the RAS elementary library, and other reading resources.

Writing:
Teachers utilize units of study for writing when instructing students on how to write informational, narrative, and opinion pieces. Students apply the strategies taught in instructional level texts that have been identified through assessments or in their own writing. Classroom teachers set individualized goals with each student and provide personalized feedback during the independent time of the workshop. Workshops conclude by having students reflect, share, and celebrate what they learned and tried during the workshop.

Listening and Speaking:
Children who develop attentive listening habits learn more, and our program is designed to build listening skills at all levels. Similarly, children who can express their ideas clearly are likely to be more successful in all areas of life. Students are given many opportunities to use oral language informally and formally, across the curriculum, in large and small group situations, throughout each day at school.

Third Grade Language Arts Overview

Reading Units of Study	Building a Reading Life	How Does an Author's Craft Engage Me?	The Art of Reading Informational Text: Reading to Learn	Character Study	Passion Projects - Research	Poetry
Writing Units of Study	Authors Use Writer's Notebooks	Where Authors Get Ideas to Tell Stories from Their Life	The Art of Informational Writing	Authors Use Mentor Texts: Fairy Tales and Folktales	Authors Select Passion Projects to Change the World	Poetry
Word Study	Words Their Way					

Reading: Building on skills previously learned, students develop their reading skills to include increased vocabulary, increased recognition of the structure, devices, and genres of literature, reading for information and pleasure, and developing research skills through guided use of reference materials to locate and categorize information. Students read at school and at home.

Writing: Students write in a variety of forms using the writing process. In addition to using previously learned skills, third grade writers learn to summarize, write writing logs, research, and write personal narratives. They apply content words and newly learned vocabulary; vary sentence length and structure; use basic paragraph structure; use first and third person voices; demonstrate recognition of audience; edit for punctuation and spelling; and revise work with guidance. Students continue cursive writing.

Listening: Students improve their ability to, among others, listen actively for an appropriate length of time; listen and follow directions; listen and respond to others, and listen to recall main ideas, details, and facts.

Speaking: Students improve their ability to, among others, express ideas orally in large and small groups; speak clearly at an appropriate speed and volume; use increasingly precise vocabulary; and use formal and informal language appropriately.

Grammar, Mechanics, Spelling: Students continue to work toward mastery of previously learned conventions. In addition, they learn the grammar, mechanics, and spelling associated with possessives, superlatives, adverbs, pronouns, conjunctions, idioms, syllabication, and use of the hyphen. They increase the number of words they can spell correctly; their spelling words come from *Words Their Way*, "Word Wall" activities, and those related to their daily studies and lives.

Resources:

- Units of Study for Reading
- Units of Study for Writing
- Words Their Way
- Reading A to Z
- Scholastic Guided Reading
- Children's Literature from classroom and school libraries

Learning Activities: Reading, writing, speaking, and listening activities are integrated with content from other curricular areas (e.g. social studies and science) as well as the literature studied and the student's own experience. Students develop strategies for independent learning in order to fully participate in different types of reading: shared, guided, directed, aural, and independent practice. Coursework provides practice in narrative, descriptive, persuasive, and expository text.

Nightly Reading: Students are encouraged to read nightly as they are expected to become active participants in our community of readers.

Assessment: Assessment of student progress is based on anecdotal observations, individual conferences with the student, the Fountas and Pinnell Benchmark Assessment System is administered to assess a student's reading and comprehension progress, and the Measure of Academic Progress (MAP) is given three times a year.

MATHEMATICS

Philosophy

The primary goal of the elementary math program is to ensure that students develop a deep understanding of mathematical concepts, proficiency with key skills and ability to solve complex and novel problems.
Our program aims to:

- Provide opportunities for all students to be successful in math through the use of research-based teaching methods and visual models
- Help students master both essential skills and mathematical concepts so that they can solve a wide range of mathematical problems, from basic calculations to complex problems in real-world situations
- Foster all students' interest in and enjoyment of mathematics
- Help students develop the skills and confidence they need to be successful in middle-school math and beyond.

Resources:
Our primary resource, *Bridges in Second Edition*, offers support for parents at: http://www.mathlearningcenter.org/support/bridges.

Learning Activities:
The program develops students' conceptual understandings and skills as well as mathematical relationships through construction of visual models: students create the models, are guided to see the models' relationships to computational and problem solving strategies, and ultimately calculate with understanding using

numbers alone. The program is carefully articulated from one grade to the next, and students are expected to demonstrate proficiency with essential skills and mastery of key concepts. To accommodate students' different rates of learning and development, the program provides multiple opportunities within each school year and across the grades for students to master difficult topics, or to deepen their understanding if they have mastered them already.

Homework (Home Connections):
Homework is assigned with increasing frequency as students progress from kindergarten to fifth grade. Home Connections may include practice pages or games designed to build mastery. Especially in the latter, family support will be important.

Assessment:
Students are informally and formally assessed during the year before, during and after units and at mid-year and end-of-year.

Third Grade Mathematics Overview

Operations and Algebraic Thinking
Represent and solve problems involving multiplication and division.
Understand properties of multiplication and the relationship between multiplication and division.
Multiply and divide within 100.
Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten
Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions
Develop understanding of fractions as numbers.

Measurement and Data
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
Represent and interpret data.
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry
Reason with shapes and their attributes.

Mathematical Practices

Mathematical Practices are woven throughout all aspects of mathematics. They are intended to help students develop a mathematical mindset, see math in the world around them and become effective problem solvers. The mathematical practice standards help students develop the processes and proficiencies essential to mathematics.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

SCIENCE AND ENGINEERING

Philosophy

We believe that advancements in science and technology play a significant role in everyday life, and that all students should have opportunities to develop scientific literacy.

Over the years, students develop an appreciation of the beauty and wonder of science, learn key ideas in science and engineering to discuss them knowledgeably, and become critical consumers of scientific and technological information.

The study of science is built around three major dimensions:

- Science and engineering practices
- Crosscutting concepts that unify the study of science and engineering through their common application across fields
- Core ideas in four disciplinary areas: physical sciences; life sciences; earth and space sciences; and engineering, technology, and applications of science

Third Grade Science and Engineering Overview

Balancing Forces	Interrelations in Ecosystems	Life Cycles and Traits	Weather and Climate

Resources: Amplify Science, NexGeneration Science Storylines
https://www.amplify.com/curriculum/amplifyscience/elementary

Learning Activities: students engage in hands-on, inquiry-based constructivist learning experiences. Additional activities include reading, class discussion, and research.

Assessment: Assessment will include activities and projects embedded within each unit.

Third Grade Science and Engineering Standards

Balancing Forces
Students who demonstrate understanding can:

1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2
2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. 3-PS2-2
3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 3-PS2-3
4. Define a simple design problem that can be solved by applying scientific ideas about magnets. 3-PS2-4

Interrelations in Ecosystems
Students who demonstrate understanding can:
1. Construct an argument that some animals form groups that help members survive. (3-LS2-1)
2. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. (3-LS4-1)
3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. (3-LS4-4)

Life Cycles and Traits
Students who demonstrate understanding can:
1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death (3-LS1-1)
2. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms (3-LS3-1)
3. Use evidence to support the explanation that traits can be influenced by the environment (3-LS3-2)
4. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)

Weather and Climate
Students who demonstrate understanding can:

1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-1
2. Obtain and combine information to describe climates in different regions of the world. 3-ESS2-2
3. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. 3-ESS3-1

Science and Engineering Practices
Asking Question and Defining Problems

- Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4)
- Ask questions that can be investigated based on patterns such a cause and effect relationships. (3-PS2-3)

Planning and Carrying Out Investigations

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1)
- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (3-PS2-2)

Science Knowledge IS based on Empirical Evidence

- Science findings are based on recognizing patterns. (3-PS2-2)

Scientific Investigations Use a variety of Methods

- Science investigations use a variety of methods, tools, and techniques. (3-PS2-1)

Analyzing and Interpreting Data

- Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1)

Engaging in Argument from Evidence

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Obtaining, Evaluating, and Communicating Information

- Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2)

SOCIAL STUDIES

Philosophy

We believe that Social Studies are central to academic success and social development. Students build a sound base of facts, concepts, and skills with which they explore the diversity of life and our earth. Through their learning activities, students develop a sense of personal relevance; the ability to think critically and make thoughtful, informed decisions; knowledge and experience leading to informed and active citizenship; and the ability to interpret factual data. Our Social Studies program emphasizes students' personal and civic responsibilities to respect cultural and environmental diversity as well as the interrelatedness and interdependence of our world community.

Third Grade Social Studies Overview

We are RAS Model Citizens! We are Expert Learners!		People on Earth	Democracy in Action: Leadership and Government

The performance expectations in second grade help students formulate answers to questions such as: "What does an expert learner do? How does our culture make us similar and different? Does it matter how leaders are chosen? Why do countries need each other?" As often as possible we use aspects of living in Morocco for the context of inquiries, which allows for excellent field trip opportunities.

THE PRIMARY PURPOSE of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards is to provide guidance to states on the concepts, skills, and disciplinary tools necessary to prepare students for college, career, and civic life. In doing so, the C3 Framework offers guidance and support for rigorous student learning. That guidance and support takes form in an Inquiry Arc—a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in social studies: 1 Developing questions and planning inquiries; 2 Applying disciplinary concepts and tools; 3 Evaluating sources and using evidence; and 4 Communicating conclusions and taking informed action.

Resources: C3 Framework
 https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf

WORLD LANGUAGES

Philosophy

We believe that learning additional languages is of capital importance to students who will live in the 21st Century. Adding a foreign language to students' communication skills enlarges both their social and their intellectual horizons. For students from other countries, familiarity with Arabic and French is a valuable means of communication within the context of a multicultural society such as Morocco.

The World Languages program at the Rabat American School serves a dual purpose. For learners of French and Arabic as a foreign language, the program goal is to move students ever closer to achieving fluency in the target language. For those students who already speak French and/or Arabic, the program is meant to enhance fluency and literacy.

World Languages teachers conduct their classes in the target language, with **minimal** English used in the beginning classes. According to age and level, a variety of appropriate strategies are used to provide authentic communication practice in the four language skills: listening, speaking, reading, and writing.

Third Grade World Languages

Arabic/ French as a Foriegn Language:
Student learning is shaped by the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities with the objective that students grow their ability to communicate orally and in writing. 'Can Do' statements guide student learning through units.

Resource: ACTFL
(https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary)

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Philosophy

The EAL program recognizes that the primary goal for English Language Learners (ELLs) is their social integration into RAS and academic success. Students need to acquire academic language, which integrates reading, writing, listening and speaking skills using grade level content and material, cognitive skills, specialized vocabulary, and learning strategies.

Elementary EAL Support

Students can be placed in three different kinds of programs according to individual

need.

- Students may be supported through inclusion programs, where an English as an Additional Language (EAL) teacher works with the classroom teacher to develop in students a strong social and academic language base, enabling students to access the curriculum.

- Beginning English Language Learners (ELL) may be pulled out during the homeroom Language Arts time to develop basic interpersonal communication skills (BICS).

- Some English Language Learners (ELL) may be offered an English Language Exemption to be given time to strengthen their academic English. Mainstreaming (returning to the regular class) is done on an individual basis. It is a collaborative decision between the mainstream and EAL teacher and is based on a student's performance in both the mainstream and EAL class. Parents must agree to the World Language exemption. Children who are native speakers of French and/or Arabic are not offered exemption from their native language instruction.

Third Grade Specials Classes

MUSIC
The goal of elementary music instruction is to develop both the young musician within each child and the whole child within each young musician. Music is an essential part of our life and provides a unique means of communication through knowing, understanding, and expressing ideas and feelings about self, world and culture.

Active participation in music class helps to develop listening, memory, language articulation, vocabulary, patterning, counting, large and small muscle tone, coordination, motor control, balance, self-discipline and social interaction skills. Music class is an enjoyable means for developing the whole child as well as the musician within each one.

Music skills are developed as third graders learn about the following:

- Moving to music: Tempo, dynamics, style and rhythm
- Duration: Whole note/rest, half note/rest, quarter note/rest, eighth note/rest, four sixteenth notes, half note and ties
- Meter: Time signature (4/4, 3/4, 2/4) and conducting (basic patterns)
- Pattern: Ostinato, rhythmic patterns and improvised patterns
- Instruments: Applying all previously covered concepts on instruments
- Listening: Examples of all previously covered concepts
- Vocabulary
- Notation
- Critique and self-reflection

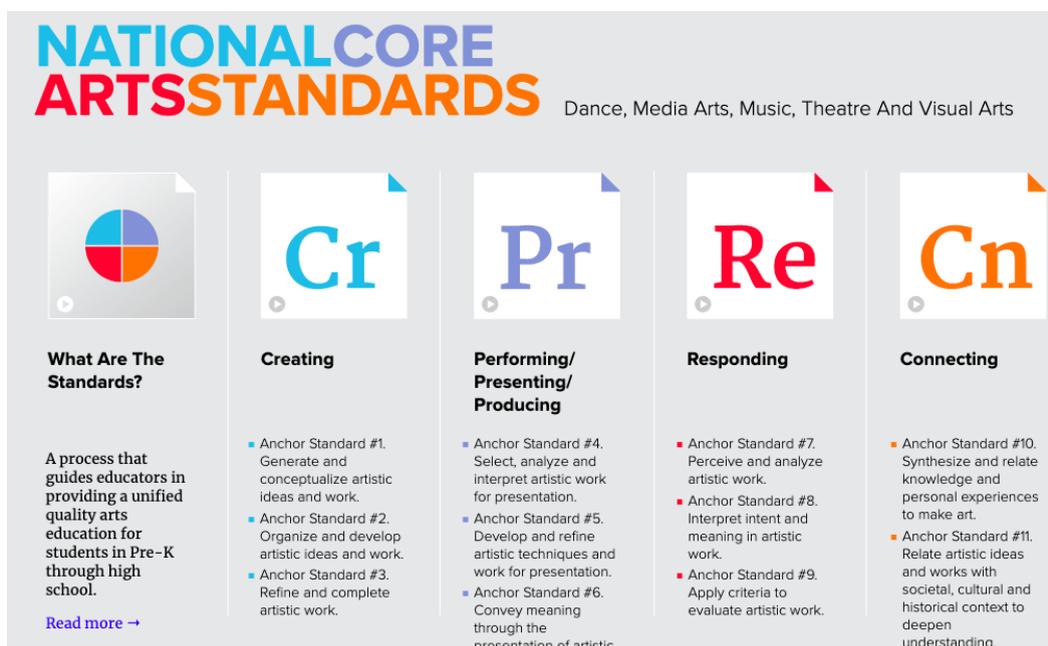Learning is developed with alignment to the National Core Arts Standards.

ART
Art skills are developed as third graders do the following:
- review the elements of design (line, color, shape, space, form, value, texture) and be introduced to the principles of design (movement, unity, variety, proportion, balance).
- explore a wider variety of drawing materials.
- plan and sketch out ideas before painting.
- use both watercolor and tempera paint and other media with paint.
- explore new forms of 3-d art.
- look at works of art connected with learning units and discuss them while deepening art history knowledge through the study of the artists and the art periods.
- continue exposure to art as a cultural expression through the study of one country or region's native art.
- learn the skills of critiquing art work.
- show more independence in caring for personal artwork and for clean-up.

Learning is developed with alignment to the National Core Arts Standards.

Art and Music Resources: National Core Arts Standards (National Core Arts Standards)

LIBRARY LEARNING COMMONS

What Is a Library Learning Commons?
At RAS, we believe that the library is a place where anything is possible. Our school library's objective is to inspire curiosity and a passion for reading, learning, and

information. We do this through a student-centered approach that differs drastically from a traditional library. In our library learning commons, you will see zones of differentiated student activity ranging from collaboration, coding, robotics, studying, reading, creating digital content, crafting, and more. The learning is truly up to the students.

Over the course of many library visits through mini-lessons, researcher's workshop, library programming, practice, and repetition, all elementary students will be learning:
- The routines of checking out and returning books and caring for them.
- How to choose "just right books."
- The roles of the author and illustrator.
- That there are many types of books.
- How to access the resources available to them.
- To recognize information in a variety of formats, including print and digital.
- Digital citizenship.
- Intellectual freedom and other rights as readers and creators.
- How to move from consumers of information to those who share information and become creators themselves.
- How to debate.

TECHNOLOGY

Technology skills are taught in the classroom through project-based learning. That is to say, integrated with other subjects taught in third grade. Technology integration is the use of technology resources and mobile devices such as laptops, tablets and digital cameras, as tools, in daily classroom practice.

PHYSICAL EDUCATION

The Rabat American School Elementary Physical Education program is a developmentally appropriate education experience designed to provide immediate and lifelong benefits. The curriculum and instruction emphasize enjoyable participation in physical activity and help students develop the knowledge, attitudes, motor skills, behavioural skills and confidence needed to adopt and maintain a physically active lifestyle.

Outcomes of the program

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
- Participate regularly in physical activity.
- Understand the factors that contribute to healthy development and a sense of personal responsibility for lifelong health.
- Apply and make decisions about healthy choices for their personal well-being.
- Exhibit responsible personal and social behaviour that respects self and others in physical activity settings.

Units

- Swimming
- Invasion Games
- Gymnastics
- Dance
- Net Games
- Fitness
- Health
- Strike and Field
- Adventure and Challenge
- Track and Field

Note: these are not listed in sequential order