



Rabat American School

Accredited: Middle States Association of Colleges and Schools



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
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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](http://corestandards.org): (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.

Fourth Grade Language Arts Overview

Reading Units of Study	Building An Independent Reading Life: Independence and Accountability	Using Mentor Texts to Interpret Characters	Reading Informational Text	Reading Informational Text Feature Articles: Components that Keep Readers on the Page	Book Club: Readers Talk About What They Read
Writing Units of Study	Getting To Know Myself As A Writer	Opinion Writing	Realistic Fiction: Reading Like A Writer	Informational Text: Feature Articles Focus on Revision and/or Peer Conferencing	Writers Respond to What They Read
Word Study	Words Their Way				

Reading: Building on skills previously learned, students build their reading stamina and develop their reading skills, including, but not limited to, increased vocabulary, critical reading for information and pleasure, anticipating text when reading aloud; increased recognition of the structure, devices, and genres of literature; consulting resources, including people, for pronunciation and/or meaning; recognizing reasons and examples that support an opinion; 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, the fourth grade writer edits and revises his/her own work with guidance by adding description and details; sequences events; varies sentence length and structure; uses basic paragraph structure; produces a unified and cohesive piece; finds the main ideas and writes summaries of literature with guidance; writes reactions to literature; reads own writing aloud using voice to engage the listener and extend understanding; uses simile, metaphor, and personification; uses content words and newly learned vocabulary correctly; and spells selected high frequency words correctly.

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

Speaking: Students improve their ability to speak confidently and expressively in large and small groups; use formal and informal language appropriately; speak clearly at an appropriate speed and volume; demonstrate vocabulary development; and present to a variety of audiences.

Grammar, Mechanics, Spelling: Fourth graders continue to work toward mastery of previously learned conventions. In addition, they study complex and compound sentences and phrases, dialogue, helping verbs, and reflexive pronouns. They increase the number of words they can spell correctly, with their spelling words coming from the Words Their Way spelling program and related to their daily study and specific needs. Conventions of language are embedded in all language arts activities.

Resources:

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

Learning Activities: Reading, writing, speaking, and listening activities are integrated with content from other curricular areas (e.g. social studies, science and math) as well as the literature studies and the student’s own experiences. Students develop strategies for independent learning in order to fully participate in different types of reading: shared, guided, directed, aural, and independent practice. Coursework encourages the use of a wide variety of forms of writing which best provide continued practice in narrative, descriptive, and expository text.

Nightly Reading: Students are expected to read nightly as they are learning to explore and build vocabulary and to become active participants in our community of readers. All reading is encouraged whether individually or with a family member. Please remember that children are never too old to enjoy listening to a book read aloud. Students are encouraged to explore a variety of genres including both fiction and informational texts.

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 are mathematically skilled, confident, and ready for each continuing grade.

Our program aims to:

- Provide opportunities for all students to be successful in math through the use of research-based teaching methods, visual models and math practices
- 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 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):

As needed, the homework 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 of study, and at the mid year and end of the year. The Measure of Academic Progress (MAP) includes a math assessment.

Fourth Grade Mathematics Overview

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

Gain familiarity with factors and multiples.

Generate and analyze patterns.

Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and operations—Fractions

Extend understanding of fraction equivalence and ordering.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Understand decimal notation for fractions, and compare decimals and fractions.

Measurement and data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Represent and interpret data.

Geometric measurement: understand concepts of angle and measure angles.

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

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

Fourth Grade Science and Engineering Overview

Structure, Function, and Information Processing	Waves, Energy and Information	Processes That Shape The Earth
---	-------------------------------	--------------------------------

Resources: Amplify Science, Next Generation 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, research and a StoryPath simulation

Assessment: Assessment activities are on-going and incorporate hands-on projects embedded within each unit. They assess students' knowledge and ability to apply scientific understandings and skills. Other assessments may include written tests and quizzes.

Fourth Grade Science and Engineering Standards

Structure, Function, and Information Processing

Students who demonstrate understanding can:

1. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. (4-PS4-2)
2. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (4-LS1-1)
3. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. (4-LS1-2)

Waves: Waves and Information

Students who demonstrates understanding can:

1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. 4-PS4-1
2. Generate and compare multiple solutions that use patterns to transfer information. 4-PS4-3

Energy

Student who demonstrate understanding can:

1. Use evidence to construct an explanation relating the speed of an object to the energy of that object. (4-PS3-1)
2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.(4-PS3-2)
3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.(4-PS3-3)
4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.(4-PS3-4)
5. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. (4-ESS3-1)

Earth's Systems: Processes That Shape the Earth

Student who demonstrate understanding can:

1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. 4-ESS1-1
2. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. 4-ESS2-1
3. Analyze and interpret data maps to describe patterns of Earth's features. 4-ESS2-2
4. Generates and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 4-ESS3-2

Science and Engineering Practices

Planning and Carrying Out Investigations

- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (4-ESS2-1)

Analyzing and Interpreting Data

- Analyze and interpret data to make sense of phenomena using logical reasoning. (4-ESS2-2)

Constructing Explanations and Designing Solutions

- Identify the evidence that supports particular points in an explanation. (4-ESS1-1)
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-ESS3-2)

Developing and Using Models

- Develop a model using analogy, example, or abstract representation to describe a scientific principle. (4-PS4-1)

Constructing Explanations and Designing Solutions

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-PS4-3)

Science Knowledge is Based on Empirical Evidence

- Science findings are based on recognizing patterns. (4-PS4-1)

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.

Fourth Grade Social Studies Overview

We are Social Scientists	Immigration	Global Trade	Children's Rights
--------------------------	-------------	--------------	-------------------

The performance expectations in second grade help students formulate answers to questions such as: "What is a social scientist? How does the study of social science allow us to study our world? What does an expert learner do? Did the American dream come true for immigrants who came from New York? In what ways do countries need each other? Do people around the world care about children's rights?" 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.

Fourth Grade World Language

Arabic/ French as a Foreign 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.

Fourth 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 fourth graders learn about the following:

- Moving to music: Tempo, dynamics, style, rhythm
- Duration: Whole note/rest, half note/rest, quarter note/rest, eighth note/rest, four sixteenth notes, dotted quarter note, dotted half note and ties
- Meter: Time signature (4/4, 3/4, 2/4, 6/8), changes in time signature, conducting
- basic patterns
- Pattern: Ostinato, 2-part canon/rounds, rhythmic patterns, improvised patterns and swing eighth notes
- 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 fourth graders do the following:

- Continue to study the Elements of Design (line, color, space, shape, form, texture, value).
- Choose and communicate subject matters, symbols, and ideas through artwork.
- Assess their work and the work of others using correct art vocabulary.
- Advance in confidence and skill in drawing and painting.
- Explore more forms of art production, such as mixed-media, 3-D, and printmaking.
- Look at works of art connected with learning units and discuss them while expanding art history knowledge through the study of the artists and the art periods.
- Increase exposure to various cultural art expressions from around the world.
- Show proper use and care of art room and materials.

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

Art and Music Resources: National Core Arts Standards ([National Core Arts Standards](#))

NATIONAL CORE ARTS STANDARDS Dance, Media Arts, Music, Theatre And Visual Arts

What Are The Standards?

A process that guides educators in providing a unified quality arts education for students in Pre-K through high school.

[Read more →](#)

Cr

Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

Pr

Performing/ Presenting/ Producing

- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

Re

Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

Cn

Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

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 fourth 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. Throughout the year, in class

and at home, students will be using <http://typingclub.com/>, an online program that will assist students in reaching grade-level accuracy and speed goals for keyboarding.

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