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**
• 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.

Fifth Grade Language Arts Overview

Reading Units of Study	Launching the Reader's Workshop	Notice and Note	Slice of Life - Stories Matter	Researching Debatable Issues	Tackling Complexity in Information Text	Fantasy Book Clubs
Writing Units of Study	Using a Writer's Notebook	Author's Craft Study	Slice of Life- Stories Matter	Writing to Persuade	Writing to Inform	Fantasy Writing OR Independent Writing Project
Word Study	Words Their Way					

Reading: Building on skills previously learned, fifth graders participate in daily workshop activities to further build their reading stamina and develop their skills to include, among others, reading engagement, recognizing and applying appropriate reading strategies, reading a wide variety of genres, increased vocabulary, critical reading for information and pleasure, developing research skills through the use of reference materials, and finding information to support an opinion or argument.

Writing: Students participate in daily writing workshop in order to explore the skills and strategies associated with writing in different genres for various audiences and purposes. Students learn to understand and use the writing process in order to write personal narratives, memoirs, as well as expository genres such as informational, persuasive and persuasive pieces. Ongoing reflection of their growth as writers is an integral part of the process.

Listening: Students are expected to improve their ability to, among others, listen critically and empathetically; listen to and follow directions; recall main ideas, details, and facts, recognize when repetition or clarification is necessary; and recognize bias.

Speaking: Students are expected to improve their ability to, among others, use formal and informal language appropriately; use increasing sophisticated vocabulary; speak clearly with appropriate speed and volume; speak in a variety of situations, including presenting to audiences; and gauge and respond to the listener or audience.

Grammar, Mechanics, Spelling: Conventions of language are embedded in all language arts activities. Spelling is based on Words Their Way and related to daily study and individual needs.

Resources: Core literature for grade 5 includes realistic fiction, nonfiction, fantasy and opinion pieces. A large selection of additional literature may be used to meet individual needs and supplement the course. Teachers also use *Words Their Way* to build vocabulary and support word study.

Learning Activities: Students engage in reading and writing activities daily. A variety of genres is explored, both in small groups and independently. Reading and writing strategies are explored through modeling, guided practice, and independent application. Students are encouraged to read and respond to a wide variety of texts, both orally and in writing. They are encouraged to develop their writing by expanding and organizing ideas, using effective language and learning to use strategies used by authors to improve their writing. Students are provided with opportunities and tools to constructively evaluate their work as well as that of their peers.

Nightly reading: Students are encouraged to read nightly as they are expected to become active participants in our community of readers, contributing to book club discussions on a regular basis.

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 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 basic 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.

Assessment: The student's grade will reflect the results of written assessments for main units, Number Corner check up assessments, as well as observations of daily student work and interaction. The Measure of Academic Progress (MAP) is given twice a year.

Fifth Grade Mathematics Overview

Operations and Algebraic Thinking
Write and interpret numerical expressions.
Analyze patterns and relationships.

Number and Operations in Base Ten
Understand the place value system.
Perform operations with multi-digit whole numbers and decimals to hundredths.

Number and Operations—Fractions
Use equivalent fractions as a strategy to add and subtract fractions.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data
Convert like measurement units within a given measurement system.
Represent and interpret data.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry
Graph points on the coordinate plane to solve real-world and mathematical problems.
Classify two-dimensional figures into categories based on their properties.

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

Fifth Grade Science and Engineering Overview

We are Scientists and Engineers	Modeling Matter	Patterns of Earth and Sky	Why Do Dead Things Disappear Over Time?	Where Does Clean Water Come From and Where Does it Go After It's Dirty?

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.

Fifth Grade Science and Engineering Standards

Space Systems: Stars and the Solar System

Students who demonstrate understanding can:

1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. 5-ESS1-1
2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS1-2
3. Support an argument that the gravitational force exerted by earth on objects is directed down. 5-PS2-1

Matter and Energy in Organisms and Ecosystems

Students who demonstrate understanding can:

1. Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS1-1
2. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. 5-LS2-1
3. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. 5-PS3-1

Structure and Properties of Matter

Students who demonstrate understanding can:

1. Develop a model to describe that matter is made of particles too small to be seen. 5-PS1-1
2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matte is conserved. 5-PS1-2
3. Make observations and measurements to identify materials based on their properties. 5-PS1-3
4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances. 5-PS1-4

Earth's Systems

Students who demonstrate understanding can:

1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. (5-ESS2-1)
2. Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (5-ESS2-2)
3. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (5-ESS3-1)

Science and Engineering Practices

Analyzing and Interpreting Data

- Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2)

Engaging in Argument from Evidence

- Support an argument with evidence, data, or a model. (5-ESS1-1), (5-PS2-1)

Developing and Using Models

- Develop a model to describe phenomena. (5-LS2-1)
- Use models to describe phenomena. (5-PS3-1)

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- Science explanations describe the mechanisms for natural events. (5-LS2-1)

Planning and Carrying Out Investigations

- 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. (5-PS1-4)
- Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3)

Using Mathematics and Computational Thinking

- Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)

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.

Fifth Grade Social Studies Overview

We are RAS Model Citizens! We are Expert Learners!	Life in Morocco: Culture, History, Geography	Social Media, Social Justice, and Me

The performance expectations in second grade help students formulate answers to questions such as: “What does an expert learner do? What is the real cost of a Banana? Why can’t I post that? How does Morocco’s money depict the past?” 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.

Fifth Grade World Language

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.

Fifth 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 fifth graders learn about the following:

- Pitch/Melody: La-minor, major vs. minor, pentatonic and diatonic
- Rhythm: Whole note/rest, half note/rest, quarter note/rest, eighth note/rest, four sixteenth notes, dotted quarter note, dotted half note, ties and syncopation
- Meter: time signature (4/4, ¾, 2/4, 6/8), changes in time signature and conducting basic patterns, Simple vs. compound meter
- Pattern: Ostinato, two-part canon-rounds, rhythmic patterns and improvised patterns and swing eighth notes
- Instruments: Applying all previously covered concepts on instruments
- Listening: Examples of all previously covered concepts
- Expression, tempo, dynamics
- Form: small and large forms, theme and variations
- Vocabulary
- Notation
- Critique and self-reflection

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

ART

Art skills are developed as 5th-Graders do the following:

- discuss works of art using correct art vocabulary.
- choose and communicate subject matters, symbols, and ideas through artwork.
- advance in confidence and skill in drawing, painting, and sculpting.
- explore more forms of art production
- 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.
- understand visual arts in relation to history and culture as well as the relation to other subjects, such as technology.
- increase exposure to various cultural art expressions from around the world.
- show proper use and care of the 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)

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 and fifth grades. 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

- Learn the skills necessary to perform a variety of physical activities.
- Participate regularly in physical activity.
- Know the implications of and the benefits from involvement in physical activities.
- Value physical activity and its contributions to a healthy lifestyle.
- Are physically fit.

Units

- Swimming and safety
- Cooperative games
- Fitness test challenges
- Soccer
- Badminton
- Basketball
- Volleyball
- Hockey
- Gymnastics
- Health games

Note: these are not listed in sequential order