



**LINCOLN  
INTERNATIONAL  
ACADEMY**

A CATHOLIC COLLEGE PREPARATORY SCHOOL



**Catholic Schools**  
Learn. Serve. Lead. Succeed.

## *Elementary School*



Elementary School is an exciting time in a student's life, the major goals for students are achieving basic literacy and numeracy, as well as establishing foundations in science, mathematics, geography, history and other social sciences.

Students grow in virtues, learn to share and work to collaborate in groups, habits that will be essential for their future life. Also, students have a homeroom teacher that provides the opportunity to build up a close relationship with them and help them develop.

Lincoln International Academy's curricular program is designed to give each and every student a solid academic foundation.

In addition to the academic approach, social and emotional skills are developed in an atmosphere where Catholic Faith and values are present in every aspect of the children's education.

The Elementary School Course description has been carefully designed to provide students with the preparation to advance to Middle School and beyond.

*Lincoln International Academy*

# ELEMENTARY SCHOOL COURSE DESCRIPTION

Lincoln International Academy is committed to educating students who will positively influence the future. LIA's curriculum provides students with a firm foundation in faith, a college preparatory education, and the ability to both identify and act upon the global community's need for service. Academic integrity, teamwork, dialogue, acceptance of others, and the search for truth are key elements of the curriculum. Students learn to understand another's point of view as well as to evaluate alternatives, judge prudently and choose responsibly.

LIA's curriculum's framework is based on the U.S. Common Core State Standards for Math and English Language Arts, ISTE Standards for Technology, United States Bishops Curriculum Framework for Religion, California State Standards for the rest of our academic program and MINED based Standards for courses taught in Spanish.

As our mission clearly states, LIA's faculty and staff promote a Christ-centered formation in accordance with the Teachings of the Roman Catholic Church. The Elementary School develops and refines student skills in both oral and written communication, promoting an understanding of and appreciation for the different subject areas. The major goals for students are achieving basic literacy and numeracy, as well as establishing foundations in science, mathematics, geography, history and other social sciences. Students grow in virtues, learn to share and work to collaborate in groups, habits that will be essential for their future life.

Teachers employ new technologies and pedagogical approaches to enhance the instructional program and support students in the development of 21st century skills which includes:

- Creativity
- Critical Thinking
- Communication
- Collaboration
- Effective use, management, and evaluation of information from digital technology and communication tools
- Flexibility and adaptability
- Self-direction
- Teamwork
- Appreciation for diversity
- Accountability
- Leadership

The Course descriptions that follow provide brief statements of the content of Elementary Schools curricular areas. These descriptions communicate, in a broad context, the content standards of courses. The descriptions also serve as category descriptions for the school's textbook adoption process.

# 1st Grade

## Language Arts: Reading - Writing - Phonics

Students arrive to first grade ready to read, and many students read well. Reading, writing, spelling, and penmanship are taught through an integrated approach. Students also learn elements of writing, grammar mechanics and usage. Students in this course will learn the parts of a sentence, be able to write complete sentences and write a three-line paragraph. Students will have the skill to read and comprehend a story and be able to learn up to ten spelling words a week. There is also an emphasis on spelling sight words and vocabulary development. By the end of first grade, students are fluent and independent readers and writers.

They practice writing process skills and explore the use of setting, character development, and defining problems and solutions in their stories. They develop an understanding of the story elements and grow in their mastery of the conventions of punctuation and capitalization. They learn to blend letters and make letter/sound connections. First grade students learn to think creatively through idea creation techniques like brainstorming, telling a story and making pre-writing idea booklets. They use their research and writing skills to complete their own non-fiction book. The children learn to choose a topic, research their topic, glean and absorb information, and then organize it in their own words.

The children practice comprehension skills like synthesizing and making connections, predicting, interpreting information, drawing conclusions, and reflecting on their learning experiences in their individual readers, through class discussions and enthusiastic listening to read-aloud literature. Small group reading circles this term, provided the children with opportunities to read aloud to the group, to listen attentively and to answer oral and written discussion questions using their literacy skills.

## Spanish

In first grade students will review movement vocabulary and expressions through games, art, songs, drama, puppets, videos, books. They will learn more complex concepts like feminine and masculine, plural and singular, and more verb-based actions. They will review greetings, farewells, commands, colors, days of the week, animals, actions, numbers, vowels, parts of the body, and other basic vocabulary as well as continue expanding their vocabulary. First grade Spanish also emphasizes conversation. Students will learn the language by repeating, practicing, memorizing, and acting eight different dialogues and situations through a series of basic questions and answers.

## Math

Using a variety of methods, first graders apply math skills by using manipulatives and real-life experiences. Students learn primary math symbols, to count by 2's, 5's, and 10's to 100, the concepts of place value and re-grouping, two-digit addition and subtraction, fractions, time to the half hour and quarter hour, money value and the value of coin combinations, graph interpretation, sorting, estimation, geometry concepts, measurement, and problem solving. Small group instruction is used to differentiate for student needs and learning levels. Math topics include fractions; addition and subtraction facts, telling time, using "fact families" and mental math; single-digit and double-digit addition and subtraction using a 100 chart and manipulatives; and an introduction to regrouping in double-digit addition using tens sticks and ones' cubes on a place value board.

## Science

First graders learn about a variety of themes through life science, earth science, and physical science. Students learn about living and non-living things through the study of plant and animal communities. The earth science unit teaches students about geology, water, weather and seasons. Students learn about matter and energy through the study of solids, liquids, gases, heat, and light. There are also extension units involving the study of pushes, pulls, and magnets. These themes are explored through hands-on experiments, making hypotheses, and collecting data. Environmental education is taught and modeled throughout the year. Students are made aware of the major environmental issues facing the world today and units are integrated with this important theme.

## History

As part of our class themes, history in the first grade teaches students about the world around them and the issues that face each of the various geographical regions. Students learn the importance of history through the study of their expanding communities. The study of geography involves studying states, countries, continents, oceans, environmental change, and map skills. The students also learn about different cultures through experiential sharing and investigation. Students are exposed to various holidays, celebrations, and traditions.

## Art

Visual Art students in first grade focus on the elements of art emphasizing line, color, shape, form, and texture. They identify and describe various subjects in art (landscape, seascape, portrait, still life). Students view and identify art objects from various cultures.

## Dance

While learning new terminology, all students study and memorize a set choreography. Students participate in a holiday dance performance as well as mother's day.

## Music

The first grade music class participates in many singing activities as well as rhythmic activities. Movements are put to classical listening pieces to help students internalize the beat patterns and form melodies in music. The students begin to read music and coordinate playing the melodic bells with simple letter notation. Familiar tunes, songs, and the C Major scale are emphasized at the beginning of the year. Singing songs include seasonal songs, patriotic songs, and heritage songs. The string family of the symphony orchestra (violin, viola, cello and double bass) is introduced and students learn to play individual instruments.

## Religion

During this course, students will be capable of discovering God as Father who meets us, speaks to us and worries for us. Also, they will learn the relation with God and Jesus Christ. Students will learn about Birth, Life, Death and Jesus' Resurrection.

## Technology

This course involves activities that make students engage and feel comfortable using a computer. Students will know the keyboard and will work with simple word processing programs, as well as those used for the making of spreadsheets. Grade appropriate educational software is used to reinforce all the skills learned in other class subjects. Also, typing tutorials are introduced. They should be able to illustrate and communicate original ideas and stories using digital tools and media-rich resources. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. Engage in learning activities with learners from multiple cultures through email and other electronic means. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. Find and evaluate information related to a current or historical person or event using digital resources. Use simulations and graphical organizers to explore and depict patterns of growth, such as electronic books, simulation software, and websites.

## Physical Education

The P.E. course is divided in 5 Sports: Athletics, Basketball, Soccer, Volleyball and Baseball. In athletics the different phases of the jumps (Height – Length), Competition of (speed and resistance). In Basketball, Football, volleyball and baseball we teach the essentials. This course is divided in two groups. The group of the girls is guided by an instructor who is a specialist in Volleyball and the group of males guided by an instructor who is a trainer in Athletics. The course is a 45-minute lesson. It begins with warm-ups and stretches. Then students enter the principal part, where they are taught to develop skills in every sport and continue with the final part, where the principal target is to do recovery exercises and warm-downs so that the children return rested and calm to the classroom. During each sports season, games and competitions are arranged by level and gender. The winners are prized with trophies, medals, and diplomas.

## 2nd Grade

### English/Language Arts: Reading/Writing

Second grade students increase their fluency and accuracy in reading. In second grade Language Arts, students are expected to fulfill the following requirements in grammar: use capital letters (beginning of sentences and in proper nouns), use appropriate ending marks, identify naming and telling parts and distinguish between parts of speech (nouns, verbs, adjectives and articles). As part of their writing process students follow the pre-writing steps in order to elaborate descriptive, narrative, informative and how-to paragraphs (5 to 7 sentences). Students should be able to understand what they read by identifying main characters, setting, problem and solution in stories. Finally, students enhance their vocabulary by using multiple strategies, such as: phonics, context clues and pictures to construct meaning of new words.

Students are assessed on a regular basis in reading and writing through teacher observation, project evaluation, and running records of reading. They are assessed on spelling skills of high frequency and vocabulary words in both structured skill tests and free writing. Language arts units are integrated with the class theme whenever possible.

### Math

In math, students continue to develop their number sense and estimation skills. They strengthen addition and subtraction concepts, learning to add and subtract numbers to 1,000, and they further explore geometry, fraction, measurement, and money topics. Students are also introduced to multiplication and division concepts.

Second graders increase their range of knowledge in all areas of mathematics. Students work towards gaining automaticity with basic math facts. Students also continue to learn more about measurement, fractions, time, and money. They are taught strategies to solve math problems and are also encouraged to set up and solve problems of their own.

### Science

As second graders investigate science topics such as sound, chemical changes, rocks and minerals, and the life cycle of a frog, they learn to ask questions, record observations, and develop hypothesis. Second graders have the opportunity to explore matter in all three stages. Through many experiments, they discover that substances can be described by their unique properties and they investigate the processes that result in changes of state. The students explore mixtures of solids, liquids, and gases and discover ways to separate them as well. These investigations help the students recognize indicators of chemical reactions.

### History

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system. Second grade students learn more about the world around them by expanding on each of the differences in the cultures, such as music, dance, politics, language, clothing, food, and religions. The major themes covered in history include: mapping (continents, community, and cardinal directions), needs and wants (including how we depend on each other to meet our common needs), citizenship (symbols of our country and basic government

institutions), and biographies (looking at the lives of famous individuals and learning how they used their lives to help others).

## **Art**

The students work with oil pastels to create abstract faces on paper and also make wire sculptures. Clay is introduced and the students create pinch pots which they glaze and fire in our kiln. There is an emphasis on abstract art because it is non-subjective. It gives the students an opportunity to immerse themselves in the process of making art and let go of the notions of how something ought to be.

## **Dance**

While learning new terminology, all students study and memorize a set choreography. Students participate in a holiday dance performance. All students learn how to apply dance movements to set formations and stage direction. Class etiquette is emphasized.

## **Music**

The second grade music class participates in many singing activities as well as rhythmic activities. Movements are put to classical listening pieces to help students internalize the beat patterns and form of melodies in music. The students begin to read music and coordinate playing the melodic bells with simply letter notation. Familiar tunes, songs, and the C Major scale are emphasized at the beginning of the year. Singing songs include season songs, patriotic songs, and heritage songs. The string family of the symphony orchestra (violin, viola, cello, and double bass) is introduced and students learn to play individual instruments.

## **Religion**

In this course students will be capable of knowing the relation with God in the life of Christian community, the Church, discovering God's big family and identifying Jesus' presence in the Baptism, Eucharist and Forgiveness.

## **Civics**

Students must be able to recognize that each individual has physical and personal attitudes that are unique, understanding that personal opinions or expressions have to be respected even if we do not agree with them. Students will be able to recognize that the environment and its care are essential for the human beings, and that we need to take good care of it, preserving and respecting present and future life on Earth. Also, they will be able to recognize that rules and norms exist for the well-being of society and should be able to identify basic institutions in society like: family, school, church, and community. Be able to recognize that the government are community persons that create and apply the law for the country and which are followed by the family, School and large community. Students will be able to recognize Nicaraguan national symbols, culture and traditions.

## **Spanish**

The Spanish course in the second grade is divided into four areas of language: Reading, writing, grammar and spelling. At this level it gives the students a major emphasis on comprehensive reading and the writing. One of the major

targets of this course is to show the students the diverse types of texts and to develop in them a taste for reading. The activities related to the reading occupy an important position within in the development of the class. The development of written expression skills are of equal priority. The students are stimulated to write every day and acquire good calligraphy.

## Technology

This course involves activities that make students engage and feel comfortable using a computer. Students will know the keyboard and will work with simple word processing programs, as well as those used for the making of spreadsheets. Grade appropriate educational software is used to reinforce all the skills learned in other class subjects. Also, typing tutorials are introduced. They should be able to illustrate and communicate original ideas and stories using digital tools and media-rich resources. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. Engage in learning activities with learners from multiple cultures through email and other electronic means. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. Find and evaluate information related to a current or historical person or event using digital resources. Use simulations and graphical organizers to explore and depict patterns of growth, such as the life cycles of plants and animals. Demonstrate safe and cooperative use of technology. Independently apply digital tools and resources to address a variety of tasks and problems. Communicate about technology using developmentally appropriate and accurate terminology. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites.

## Physical Education

The P.E. course is divided in 5 Sports: Athletics, Basketball, Soccer, Volleyball and Baseball. In athletics the different phases of the jumps (Height – Length), Competition of (speed and resistance). In Basketball, Football, volleyball and baseball we teach the essentials. This course is divided in two groups. The group of the girls is guided by an instructor who is a specialist in Volleyball and the group of males guided by an instructor who is a trainer in Athletics. The course is a 45-minute lesson. It begins with warm-ups and stretches. Then students enter the principal part, where they are taught to develop skills in every sport and continue with the final part, where the principal target is to do recovery exercises and warm-downs so that the children return rested and calm to the classroom. During each sports season, games and competitions are arranged by level and gender. The winners are prized with trophies, medals, and diplomas.



## 3rd Grade

### English/Language Arts: Reading - Writing - Phonics

A large part of language arts in third grade focuses on skills and process. In third grade Language Arts, students are expected to read and understand grade-level material by developing strategies and skills such as creating mental images, making predictions, building background and concepts, studying vocabulary in context and multiple-word meaning, identifying main ideas and story elements, summarizing, making inferences, drawing conclusions, following sequence of events, and others. As for writing, they begin to understand the importance of the writing process as they start writing personal narratives, descriptive, informative and persuasive paragraphs. In grammar, students are taken from developing complete sentences, to sentence types, parts of sentences, helping and main verbs, as well as present and past verb tenses. Projects are often integrated into social studies and science units, and provide opportunities for research and presentation. Students are exposed to, interact with, and analyze fiction and non-fiction across the curriculum. Students participate in differentiated reading groups, where the skills taught around class read-aloud are practiced. Students engage in drama, writing, art, and research to extend comprehension and skills. Students learn cursive handwriting in third grade.

Assessment is conducted informally through ongoing observation, conferencing with students to discuss their writing, and student's editing of their own work for content and mechanics. Formal assessment includes running records, spelling tests, student publication and presentation of their own work, and collecting work into portfolios.

The students are taught the complete cursive alphabet, lower case and capital letters. This helps them learn formation of letters and become more fluid in their penmanship. Third grade reviews homophones, synonyms, and antonyms, which are practiced through the through writing skills.

The third grade students take notes as they read a story and draw character webs. Through in-class discussion and focused free-writes, the students learn to articulate their ideas to one another and in formal writing assignments.

### Math

Third and fourth grades focus on solidifying basic skills, including mastery of math facts and place value concepts. Students also study geometry, decimals, fractions, percent, probability, and measurement. Investigations and challenges provide opportunities for application and synthesis of skills and concepts. Both grades experiment with strategies such as estimation and rounding to strengthen number sense. Assessment is addressed on an ongoing informal basis and with unit tests every 2-3 weeks. Testing includes oral written and practical components. Math is incorporated into the general curriculum on an informal everyday basis, emphasizing real world application of practical skills.

### Science

Science parallels social studies where possible, studying geology, ecology, and the importance of water to the development of a country, for instance. However, science process and content are also addressed in mini units where students engage in developmentally appropriate hands-on investigations to hone skills, practice the scientific method, and nurture curiosity, creative problem solving, critical thinking, and application of understanding. Content in the third and fourth grades includes geology and earth sciences, chemistry (pH, and water quality analysis, chromatography, states of matter) physics (gravity, balance and motion) processes in life sciences (including photosynthesis, habitat,

adaptation, niche, and structure/function relationships, critical systems in the human body), and topics in environmental science including key environmental problems and the challenges involved in solving them. Students practice the scientific method in each area, forming hypotheses, designing experiments, and recording and analyzing results in order to draw conclusions. Assessment happens through this process of ongoing hands-on investigation, and in formal end of unit reviews and presentations.

## History

This area is addressed thematically, with units of study addressing learning objectives and content standards through in-depth project based learning. The English/language arts curriculum parallels and enriches this curriculum, integrating reading and writing as much as possible. Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Students also develop skills such as reading political and geographical maps, timelines and tables, resolve conflicts and economic decision-making.

## Art

Students in third grade begin to perceive and describe rhythm and movement in works of art and in the environment. They describe how artists use tints and shades in painting. Students focus on creating the illusion of space in art by identifying foreground, middle ground, and background. Students identify objects of art from different parts of the world. Students are able to describe contrast and emphasis in works of art and in the environment. They also describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art. Students will use the interaction between positive and negative space expressively in works of art. Students will focus on the use of complimentary colors in their works of art. The students create projects in clay, wire, plaster, and wax. Through the course of the academic year, third and fourth grade students focus on a different artist's work and life and take part in a culminating project depicting each artist' style.

## Dance

While learning new terminology, all students study and memorize set combinations. Students work hard on identifying their space in the dance room. They are attentive with warm-up and dance exercises. Class etiquette is a strong focus and is a set goal for each student's success. Students are excited to advance their skills by adding chasse, chaines turns, jumps and across-the-floor combinations. Third grade participates in our annual Christmas and Mother's Day Show.

## Music

The third grade music class begins the year by studying and playing soprano recorders. Not only must they learn finger positions, which correspond to note tones, but they must learn to read the notes on the staff while they play. Many musical symbols and terms are taught as students study more pieces. Students sing in our Christmas and Mother's Day Show.

## Physical Education

The physical education curriculum for third grade increases students' basic knowledge of movement patterns and movement skills. Individual activities and motor skills are practiced and reinforced and students are introduced to a

variety of team sports. All students engage in a variety of health related fitness activities and are introduced to basic health related fitness concepts and healthy lifestyle choices.

The P.E. course is divided in 5 Sports: Athletics, Basketball, Soccer, Volleyball and Baseball. In athletics the different phases of the jumps (Height – Length), Competition of (speed and resistance). In Basketball, Football, volleyball and baseball we teach the essentials. This course is divided in two groups. The group of the girls is guided by an instructor who is a specialist in Volleyball and the group of males guided by an instructor who is a trainer in Athletics. The course is a 45-minute lesson. It begins with warm-ups and stretches. Then students enter the principal part, where they are taught to develop skills in every sport and continue with the final part, where the principal target is to do recovery exercises and warm-downs so that the children return rested and calm to the classroom. During each sports season, games and competitions are arranged by level and gender. The winners are prized with trophies, medals, and diplomas.

## Religion

During this course, students will be capable of discovering Jesus and his teachings. It also educates students to see God as Father, directing us with love, happiness and confidence. Students will learn about prayer and taking consciousness of Jesus' presence in the Sacraments. Third graders will also be prepared to receive their First Communion.

## Cívica

Los estudiantes deben ser capaces de identificar actitudes que ejemplifiquen la aplicación de valores éticos y morales. Reconocer las principales funciones que desempeñan las instituciones sociales, la familia, la escuela, la iglesia y la comunidad. Describir la celebración patronal de Managua. Reconocer que existen personas que se encargan de ejercer el gobierno como en el hogar, los padres y madres, en la escuela, el director, en la comunidad, el alcalde y en el país el presidente. Explicar en qué consiste el Código de la Niñez y la adolescencia. Describir y explicar el significado de los símbolos patrios de Nicaragua. Identificar la posición geográfica de Nicaragua, reconocer el mapa de Nicaragua e identificar las regiones y la capital. Describir las características culturales más importantes de los grupos indígenas que poblaron Nicaragua. Explicar el descubrimiento de Nicaragua.

## Spanish

This course develops the skills of reading, writing, spelling and grammar. For reading development, there is a diversity of texts used for appropriate age levels, where students can apply comprehension strategies. Students start using a systematical five steps approach for writing and emphasize on spelling and grammar as part writing essentials. Oral presentations are a part of the activities that are realized in this level for language development.

## Technology

This course entails activities that allow the student to demonstrate the skills learned in the past years. The student must be able to make Power Point presentations, where they expose graphs, tables and word processed information. Students will also take advantage of the countless information and resources the internet has to offer. Students are expected to successfully create a personal webpage by the end of the elementary years. They should be able to produce a media-rich digital story about a significant local event based on first-person interviews. Use digital imaging technology to modify or create works of art for use in a digital presentation. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. Select and apply digital tools to collect, organize,

and analyze data to evaluate theories or test hypotheses. Identify and investigate a global issue and generate possible solutions using digital tools and resources. Conduct science experiments using digital instruments and measurement devices. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. Practice injury prevention by applying a variety of ergonomic strategies when using technology. Debate the effect of existing and emerging technologies on individuals, society, and the global community. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems.

## 4th Grade

### English/Language Arts: Reading - Writing - Phonics

In fourth grade Language Arts, students learn to write clear and coherent paragraphs in different types of writing. They read stories that develop comprehension skills, such as decoding familiar patterns, identifying language patterns to confirm meaning, or using structural analysis. In grammar, they learn the parts of speech and verb tenses. They also develop study and research skills that enable them to write a research report and give presentations. These provide authentic practice of taught skills, and experience with the writing process. Projects are often integrated into social studies and science units, and provide opportunities for research and presentation. Students are exposed to, interact with, and analyze fiction and non-fiction across the curriculum. Students participate in differentiated reading groups, where the skills are practiced through class read-aloud. Students engage in drama, writing, art, and research to extend comprehension and skills. Students learn cursive handwriting in fourth grade. Assessment is conducted informally through ongoing observation, conferencing with students about their writing, and student's editing their own work for content and mechanics. Formal assessment includes running records, spelling tests, student publication and presentation of their own work, and collecting work into portfolios.

Fourth grade students engage in an ongoing writing project and explore the craft of novel writing. They begin by putting away their "inner editor" and focus on creating and developing characters and event sequences. Their own work then provides material for grammar and mechanics practice.

### Math

Fourth grade focuses on solidifying basic skills, including mastery of math facts and place value concepts. Students also study geometry, decimals, fractions, percent, probability, and measurement. Investigations and challenges provide opportunities for application and synthesis of skills and concepts. Both grades experiment with strategies such as estimation and rounding to strengthen number sense. Fourth grade also focuses on group work, creative problem solving, and 'proof'. Assessment is addressed on an ongoing informal basis and with unit tests every two-three weeks. Testing includes oral written and practical components. Math is incorporated into the general curriculum on an informal everyday basis, emphasizing real world application of practical skills.

### Science

Fourth grade science concentrates on physical science, earth science and life science. Physical science explores electricity and magnetism. Earth science investigates rocks and minerals, erosion, earthquakes and volcanoes. Life science studies organisms, ecosystems, and food webs. Hands-on experiments, model construction, observations, experiment design and tests, and science write-ups.

They participate on a science fair where their projects are put on display. Innovation and generative thinking are a priority. Fourth grade students learn to take pride in their "perfect failures" because that is where we all learn to question and reverse engineer like true professionals.

## History/Social Studies

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization.

## Art

The students work with oil pastels to create abstract faces on paper and make wire sculptures. Clay is introduced and the students create miniature totems, which they glaze and fire.

Students in fourth grade begin to perceive and describe rhythm and movement in works of art and in the environment. They describe how artists use tints and shades in painting. Students focus on creating the illusion of space in art by identifying foreground, middle ground, and background. Students identify objects of art from different parts of the world. Students are able to describe contrast and emphasis in works of art and in the environment. They also describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art. Students will use the interaction between positive and negative space expressively in works of art. Students will focus on the use of complimentary colors in their works of art. The students create projects in clay, wire, plaster, and wax. Through the course of the academic year, fourth grade students focus on a different artist's work and life and take part in a culminating project depicting each artist's style.

## Dance

While learning new terminology, all students study and memorize a set choreography. Students prepare and perform the all-school dance for Christmas and Mother's Day Show. Fourth grade students learn how to apply dance movement to set formation and stage direction. Class etiquette is emphasized.

## Music

Fourth graders study the soprano recorder and add more positions for notes and continue to increase their music-reading ability. Singing activities include, but are not limited to, partner songs, patriotic songs, and rounds.

## Physical Education

The physical education curriculum for fourth grade increases students' basic knowledge of movement patterns and movement skills. Individual activities and motor skills are practiced and reinforced and students are introduced to a variety of team sports. All students engage in a variety of health related fitness activities and are introduced to basic health related fitness concepts and healthy lifestyle choices.

The P.E. course is divided in 5 Sports: Athletics, Basketball, Soccer, Volleyball and Baseball. In athletics the different phases of the jumps (Height – Length), Competition of (speed and resistance). In Basketball, Football, volleyball and baseball we teach the essentials. This course is divided in two groups. The group of the girls is guided by an instructor who is a specialist in Volleyball and the group of males guided by an instructor who is a trainer in Athletics. The course is a 45-minute lesson. It begins with warm-ups and stretches. Then students enter the principal part, where they are

taught to develop skills in every sport and continue with the final part, where the principal target is to do recovery exercises and warm-downs so that the children return rested and calm to the classroom. During each sports season, games and competitions are arranged by level and gender. The winners are prized with trophies, medals, and diplomas.

## Religion

In this course students will be learning God's relation with us, the life of the community that is the Church. Students will be discovering the Christian sense of attitudes and actions and the coexistence between the members of the God's new people.

## Cívica

Los estudiantes deben ser capaces de reconocer que la práctica de los valores contribuye a ser responsable en la toma de decisiones y a la convivencia social diaria. Reconocer la importancia de las normas y reglas en las instituciones. Reconocer que existen diferencias y similitudes en las personas, tanto dentro de un grupo como entre grupos. Describir baile, traje, comidas y bebidas típicas de Nicaragua. Establecer semejanzas y diferencias entre los valores culturales de los habitantes de las regiones Pacífico, Central y Atlántico. Explicar la idiosincrasia del nicaragüense. Explicar de forma razonada que a la par de un derecho existe un deber de cumplimiento por la persona. Reconoce que el cumplimiento de las leyes consignadas en la Constitución. Política de Nicaragua contribuye a la construcción de la democracia. Diferenciar y explicar los distintos períodos en la Historia de Nicaragua. Reconocer y explicar los límites, forma y extensión de Nicaragua. Determinar y explicar la posición geográfica de Nicaragua y las ventajas de la misma. Reconocer y describir las características físico geográficas del paisaje de las regiones de Nicaragua.

## Spanish

In the field of Spanish, the contents are worked in four large areas that interact together: Reading, Writing, Grammar and Spelling. Also, a series of workshops are realized where students develop work projects that allow them to verify the use of the Spanish language as tool of communication. Oral, silent and interpretive reading is used, allowing the development of reflective and imaginative skills. In writing and grammar students learn to differentiate literary and computer texts, to do description and another variety of texts with clarity, logical order and good spelling. In spelling the intention is to avoid confusions in writing in order to be able to understand the contents with clarity.

## Technology

This course entails activities that allow the student to demonstrate the skills learned in the past years. The student must be able to make Power Point presentations, where they expose graphs, tables and word processed information. Students will also take advantage of the countless information and resources the internet has to offer. Students are expected to successfully create a personal webpage by the end of the elementary years. They should be able to produce a media-rich digital story about a significant local event based on first-person interviews. Use digital imaging technology to modify or create works of art for use in a digital presentation. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. Identify and investigate a global issue and generate possible solutions using digital tools and resources. Conduct science experiments using digital instruments and measurement

devices. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. Practice injury prevention by applying a variety of ergonomic strategies when using technology. Debate the effect of existing and emerging technologies on individuals, society, and the global community. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems.



## 5th Grade

### English/Language Arts

Particular attention is given to critical thinking, class discussion, and individual comprehension through in depth work with literature. In fifth grade Language Arts, students are presented with a wide variety of texts that are read to, listened to, or read by students and then discussed in class. Students are expected to participate in reading activities, which include no more than 8 vocabulary words a week. In addition, they will use the writing process in all their assignments. Students are expected to clearly express the main idea with supporting details. They must learn to write using sentence structure and edit/revise using their knowledge from grammar class, this includes weekly writing prompts. Students are given spelling patterns in which they learn to apply letter/sound recognition to be able to identify words. Fifth graders are expected to learn the correct parts of speech and correct sentence structure. They also learn to identify mistakes in their writing assignments. Use of correct punctuation such as capitalization, apostrophes, and commas are required. They must be able to identify parts of speech and verb tenses in stories and independent readings. Poetry is studied in depth through onomatopoeia, and free verse. Class discussions, map illustrations indicating comprehension, and cross-thematic work to the science curriculum are utilized. Journal writing and illustrations and weekly reading log all work to gain mastery of the content and the skills.

Writing is exercised through persuasive letters, descriptive writing, comparing and contrasting, summarizing news articles, research reports, inferences, and cause and effect. The students must think critically, write for an audience, persuade the audience, edit, and proofread. Introduction of a multiple paragraph essay begins in the spring term of the fifth grade year. There is a poetry slam and weekly journal writing. Substantial focus is placed upon dramatic increase of vocabulary in the fifth grade. 400-600 words are learned throughout the fifth grade year. Memorization, phonics, spelling patterns, handwriting, and word study are some of the skills utilized. Weekly word study guides, weekly quizzes, handwriting, and essay writing are ways spelling mastery is assessed and refined.

The students are encouraged to read for pleasure, documenting where their reading takes them. They learn civic literacy, media literacy on Google maps, and accountability.

### Math

Fifth grade students begin the school year by understanding and reviewing place value, adding and subtracting whole numbers, multiplying and dividing decimals learning fractions, and fraction computation. The students learn critical thinking sequencing, memorization, fractions, and decimals.

The students learn geometry, measurement, ration, percent, and probability. Integers are introduced at the end of the fifth grade school year.

### Science

The focus on hands-on, inquiry-based, real-life scientific learning continues in the fifth grade. Coral reefs are studied as a model for life science, nature versus human impact symbiosis, and mutualism. We review the scientific method and investigate the effects of co2 on the coral skeletons through egg and vinegar experiments. Fifth graders also identify sand properties through vinegar experiments. Fifth grade uses analysis of a myriad of media sources thus fostering critical thinking, observation and problem solving. The fifth grade does an intensive study on weather. Using real time data, the students study meteorology, weather investigation, data interpretation, prediction and human

impact. The students are introduced to the periodic tables of elements and food chemistry. There are hands on investigations of buoyancy, density, mass, volume, and physical properties.

## History/Social Studies

In fifth grade Social Studies students learn to read a map fluently and explore the early civilizations of America. Students will analyze events that occurred during the Age of Exploration in America and how Europeans affected life of Native American Indians. Furthermore, students learn about the English in the Americas (missions, ranches, haciendas) as well as government and conflict between colonies. Fifth graders learn how independence and victory came to be in the United States. They recognize that a nation that has a constitution that derives its power from the people that has gone through a revolution that once sanctioned slavery that experienced conflict over land with the original inhabitants and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

## Religion

This course will allow students to learn God's relation with us by means of the history of God's people. Knowing and valuing the principal models of the life proposed by the Christian faith across some personages of the Ancient and New Testament. Spanish

Spanish for fifth and sixth graders focuses on developing the basic skills of language (speak, read, write and listen). Students are presented with informative and literary texts adapted to the age and interest of each student allowing them to develop basic cognitive skills: to understand the content of the text, to place facts in time and space, to arrange processes, to compare situations. Students enjoy reading finished works adapted for them and discover the expressive possibilities of language. The grammar content is worked by means of an inductive procedure – deductively, depart from the previous knowledge and drives the application of new workmanship, promotes the reflection of the students' language mechanism as a system of effective communication. Spelling is realized by means of deductive process that allows the analysis of concrete orthographical problems and application in real communicative situations. All these skills and workmanship develop a scientific approach and direct the formation of Christian values.

## Cívica

Los estudiantes deben ser capaces de reconocer y promover valores de respeto, responsabilidad y tolerancia en su familia, escuela, comunidad y medio ambiente. Valorar que la participación y el trato en igualdad de condiciones entre hombres y mujeres, contribuyen al desarrollo de la persona y la sociedad. Explicar la importancia del respeto a las leyes por las personas, grupos sociales e instituciones. Analizar y explicar los derechos del niño y la niña establecidos en la convención sobre la familia, la educación y la salud. Analizar y explicar los derechos, deberes y garantías del pueblo nicaragüense según la Constitución Política de Nicaragua. Analizar y explicar la posición geográfica del Istmo centroamericano en América y el mundo, su división política y las características físico geográficas más importantes. Establecer semejanzas y diferencias entre los símbolos patrios de los países centroamericanos. Reconocer las principales características socioeconómicas y políticas del período de colonial y explicar las causas, hechos y consecuencias del proceso independentista de Centroamérica. Identificar y explicar las principales características del

período de la Federación Centroamericana y las causas de su disolución. Identificar y describir las principales actividades económicas de la población centroamericana.

## Physical Education

The P.E. course is divided in 5 Sports: Athletics, Basketball, Soccer, Volleyball and Baseball. In athletics the different phases of the jumps (Height – Length), Competition of (speed and resistance). In Basketball, Football, volleyball and baseball we teach the essentials. This course is divided in two groups. The group of the girls is guided by an instructor who is a specialist in Volleyball and the group of males guided by an instructor who is a trainer in Athletics. The course is a 45-minute lesson. It begins with warm-ups and stretches. Then students enter the principal part, where they are taught to develop skills in every sport and continue with the final part, where the principal target is to do recovery exercises and warm-downs so that the children return rested and calm to the classroom. During each sports season, games and competitions are arranged by level and gender. The winners are prized with trophies, medals, and diplomas.

## Technology

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*Elementary School Course Description*

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