



ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

# CURRICULUM SCOPE & SEQUENCE

**Grade 4**  
**2019 - 20**

[www.IslandPacificAcademy.org](http://www.IslandPacificAcademy.org)





Aloha ISLAND PACIFIC ACADEMY Families,

At ISLAND PACIFIC ACADEMY we strive to educate the whole child. On the following page is our IPA Mission and Vision Statement which serve as the guide for the educational program provided at IPA. Next are the Learner Traits which are a set of ideals that we develop in our students. The Elementary Overview comes next followed by the Thematic Units which are the foundation of the learning experiences within which many skills are integrated. The thematic unit title, central idea for each unit, and a brief overview of the year follows. Lastly are the grade level Learning Goals which cover reading, writing, oral communication, and math followed by an overview from the Specials classes.

The purpose of this curriculum guide is to both inform teacher instruction and to communicate to parents the Learning Goals we have set for our students. Please refer to this curriculum document when you receive your child's report cards during the school year. The curriculum document is a "living" document. We continuously reflect on our educational program to improve our practice.

In the back of the curriculum guide is "Nā Kau a Kau" and "The IPA Navigator Song." "Nā Kau a Kau," our school's oli, was created by Kumu Pumehana Silva, sister of IPA Kumu Momi Kuahiwini, and her colleague, Kumu Melelani Spencer, especially for ISLAND PACIFIC ACADEMY. The oli incorporates the traditional roots of the Honouliuli 'ahupua'a of which Kapolei is a part, and reflects the core values of generosity and kindness that are foundational to IPA. The "IPA Navigator Song" was written by Natalie Welch (class of 2019) and her parents. It shares our (students, families, faculty, staff, and friends) journey as Navigators, sailing together in one wa'a. "Nā Kau a Kau" is chanted and "The IPA Navigator Song" is sung at each Elementary 8:00am Monday assembly.

If you have any questions or comments about our Curriculum Guide, please contact your child's teacher, specials teacher, or me.

Looking forward to working with you in support of your child and best wishes for a successful 2019-2020 school year.



Steve Ross  
Elementary Principal  
sross@ipahawaii.org



## **OUR MISSION**

ISLAND PACIFIC ACADEMY empowers students to unlock their potential by providing a well-rounded college and career preparatory education that values each child's individuality, builds confidence and character, and inspires future success as engaged citizens and life-long learners in a place where values matter.

## **OUR VISION**

Inspiring and enabling our students to "Go Forward with Confidence" (I mua Me Ka Ha'aheo) to become caring, contributing citizens who can succeed in an ever-changing world.

Academic achievement without a personal context is hollow knowledge. Integral to the school's philosophy are such core values as:

- The power of human kindness
- Trust and respect
- Generosity of spirit
- Recognition of each individual's values
- Highest level of ethical standards within the school community
- Commitment to excellence

Students guided by such values develop strength of character and become good citizens of their communities, nation, and indeed, the world.

## LEARNER TRAITS

The IPA Learner Traits are a list of characteristics and values that are nurtured and developed in students throughout activities and experiences at ISLAND PACIFIC ACADEMY. These characteristics and values will help students to be successful members of the IPA community and contributing citizens in our democratic society.

LEARNER	I ask questions to understand. I keep working even when things are hard.
CONFIDENT	I believe in myself. I will learn from my mistakes.
RESPECTFUL	I am kind to all people, places, and things. I am honest.
HELPFUL	Whenever you can, help. I do what is needed.
RESPONSIBLE	I follow our school's 5 agreements. I make good choices.
OPEN-MINDED	I appreciate differences. I am open to new experiences.
COURAGEOUS	I am a risk taker. I stand up for what is right. I tell the truth. I admit when I am wrong or make a mistake.
THINKER	I reflect. I make connections.
CARING	I nurture people, places, and things. I am considerate of other people.
CREATIVE	I use my imagination. I think of new ideas. I express myself.

## ELEMENTARY OVERVIEW

The Elementary program at ISLAND PACIFIC ACADEMY (IPA) provides a balanced curriculum that emphasizes the development of concepts, knowledge, skills, attitudes, and self-initiated action in students in order to meet the needs of young learners. Our faculty provides opportunities for students to build meaning and refine understanding principally through structured inquiry. They seek to educate students on the difference between knowing something and truly understanding it.

Our curriculum is student-centered and place-based. It is founded on the belief that learning occurs when students and teachers build on their prior knowledge and engage in activities that help them construct new understandings. Skills and concepts are grounded in the context of Hawai'i. Students develop strong ties to their community, experience enhanced appreciation for the natural world, and develop a heightened commitment to serving as active, contributing citizens. This process involves continuous self-reflection, the freedom to ask questions, the motivation to take risks, and the desire to take action based on what students have learned.

At IPA, we are a community of learners who believe that learning is a life-long endeavor. Each classroom is a student-centered, multi-sensorial learning environment where children are encouraged to face challenges, learn through experimentation, and think critically in order to become imaginative, independent, and self-reliant individuals.

Tribes is a process that creates a culture that maximizes learning and human development. Tribes helps all students grow in the fullness of their humanity as smart, socially competent, purposeful, and ethical human beings. This can happen when a school develops and sustains a safe and caring culture which supports, challenges, and motivates students (and adults) no matter their levels of ability, different ways of learning, or backgrounds.

Our 5 Agreements are foundational in Tribes and support how each member of our community, students, faculty/staff, and parents/families relate and interact with each other. They help to create and sustain a caring culture and a positive learning environment.

### **Island Pacific Academy's 5 Agreements**

Aloha: Mutual Respect

Kuleana: Right to Pass; Responsibility to Participate

Ho'olohe: Attentive Listening

Mālama: Take Care of Each Other and This Place

Pono: Do What is Right; Only Put-Ups

## THEMATIC UNITS

Thematic Units, grounded in inquiry, are the foundation of the educational programs at ISLAND PACIFIC ACADEMY. Many skills taught are integrated into the following Thematic Units.

UNIT TITLE	CENTRAL IDEA
'Āina (land)	Understanding and valuing the land and it's resources from ma uka (the mountains) to ma kai (the ocean) is important to sustain responsible choices for the present and future.
Ho'okele (migration)	Migration and voyaging encompasses many different components that need to simultaneously work together to be successful.
Lāhui (nation)	The evolution of Hawaii's monarchy system and how it has contributed to Hawaii today.

Our Grade 4 students experience a fun and engaging year of transition, social growth, and self-discovery as they navigate through the curriculum. The overall theme of our Grade 4 units involve decision-making, problem-solving, and the impact their choices have on themselves, their peers, and even the Earth. The year begins with an understanding of our personal and Hawaiian values. As students navigate through the Hawaiian islands, they gain valuable knowledge about the state of Hawai'i, including language, culture, and early Hawaiian history. They discover the natural resources of Hawai'i and the human impact made on our island today. Throughout the year, the fourth graders are engaged in weekly gardening activities that include planting and caring for indigenous plants. Also, incorporated into each thematic unit will be ho'omau (economy) and how it is an advantage or disadvantage to Hawaii and the Hawaiian culture. As the year comes to a close, we enhance our understanding of the environment and our community and engage in a culminating project in order to perpetuate their learned experiences. Students leave with a deeper understanding of the world around them, as well as, grow into their own independence.



## FOURTH GRADE LEARNING GOALS

### READING STANDARDS

#### Skills and Strategies

- Reads with sufficient accuracy and fluency
- Knows and applies grade-level phonics when decoding for multisyllabic words in and out of context
- Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading material
- Uses word analysis skills
- Uses a dictionary to extend use of language (vocabulary)

#### Comprehension and Response

- Derives meaning and purpose of poetry
- Introductory understanding of the elements of literature
- Asks and answers questions about grade-appropriate texts
- Identifies main idea
- Identifies conflict/solution and considers alternative solution
- References text to support inferences about story
- Identifies author's text structure
- Distinguishes between fact and opinion and able to justify them
- Compares/contrasts elements of literature in two or more books

#### Literature and Informational Text

- Chooses books for personal enjoyment, instruction, and information
- Identifies and understands the components of a book
- Consistently reads, comprehends, and explains a wide range of genres confidently and independently
- Integrates information from two or more texts on the same topic in order to write or speak about the subject knowledgeably
- Locates and selects reference materials appropriate to purpose and audience

## WRITING STANDARDS

### Conventions

- Spells grade-appropriate words correctly, consulting references as needed
- Accurately spells grade level high-frequency words
- Publishes written work in both legible print and cursive
- Uses correct capitalization
- Uses correct punctuation to support meaning
- Uses common and proper nouns, pronouns, verbs, adjectives, and conjunctions in their writing

### Organization, Design and Presentation

- Consults reference materials to find the pronunciation and determine the meaning of words
- Uses transition words and phrases to convey a sequence of events
- Uses prewriting strategies (brainstorming, webbing, and outlining)
- Produces coherent writing while engaging in the writing process
- Uses feedback from teachers and peers to strengthen writing as needed by editing, revising, and rewriting
- Uses a variety of tools to publish writing in handwritten or digital format

### Expression

- Writes to express their own ideas, experiences, feelings, and reflections through personal journal writing, reflections, notes, etc
- Uses paragraphs to construct a three paragraph essay to to examine a topic and convey ideas and information clearly.
- Uses grade level vocabulary from personal experiences, Units of Inquiry topics, and literature
- Writes narratives to develop real or imagined experiences or events using descriptive details and clear event sequence.
- Writes expository pieces to examine a topic and convey ideas and information clearly
- Writes descriptively to include many sensory details that paint a picture and appeals to the reader's senses
- Writes persuasive pieces with a well-developed argument and some evidential support



## ORAL COMMUNICATION STANDARDS

### Listening

- Listens attentively in discussions, conversations, and group presentations
- Demonstrates acceptance that people speak and respond according to personal and cultural perspectives by demonstrating active listening such as eyes on the speaker and nonverbal encouragement
- Follows rules of conversation and group discussions by taking turns and focusing attention on the speaker
- Listens and responds appropriately to instructions, questions, and explanations
- Listens and demonstrates understanding of stories read aloud and oral presentations by taking notes, summarizing or reacting
- Listens critically to interpret, analyze, and evaluate oral message from speaker or written material

### Speaking

- Speaks appropriately in discussion, conversations, and group presentations by demonstrating understanding that ideas and opinions can be generated, developed and presented through engaging in discourse
- Participates in class and group discussions by expressing thoughts, ideas, and opinions and utilizing persuasion
- Utilizes collaborative feedback when working in pairs and small groups to develop oral presentations and analyze work
- Describes elements of literary texts, paraphrases, and identifies key ideas in text
- Uses inflection and intonation when speaking
- Verbalizes their thinking and explains their reasoning; shares ideas persuasively and justifies a point-of-view
- Asks questions to gain information, clarify, and persuade
- Uses higher level questions to gain information, clarify, and persuade
- Uses a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience, and context
- Realizes that grammatical structures can be irregular and begins to use them appropriately and consistently

## MATHEMATIC STANDARDS

### Numbers and Operations

- Reads, writes, orders and compares whole numbers up to millions in standard, expanded, and written form using the base ten place value system
- Estimates and rounds multi-digit whole numbers up to millions
- Demonstrates proficient use of mathematical terms with mathematical operations
- Adds and subtracts multi-digit whole numbers up to millions
- Develops and uses strategies for recalling addition, subtraction, multiplication, and division facts
- Multiplies whole numbers up to four-digit by one-digit and two-digit using the standard algorithm, short division, rectangular arrays, and area models
- Divides whole numbers up to four-digit dividends and one-digit divisors using the standard algorithm, short division, rectangular arrays, and area models
- Finds factor pairs of a whole number from 1-50
- Finds the first 5 multiples of a whole number from 1-50
- Determines if a number is prime or composite from 1-50
- Uses the language of fractions
- Reads, writes, represents, and orders basic fractions and mixed numbers
- Compares fractions with like and unlike denominators and determines equivalent fractions using visual representations
- Adds and subtracts fractions with mixed numbers
- Multiplies fractions by whole numbers using visual representations
- Reads, writes, represents, compares, rounds, and orders decimals, up to the hundredths place
- Adds and subtracts decimals using money and visual representations
- Solves multi-step word problems by selecting the appropriate mathematical operations or methods



### Measurement

- Recognizes relationships between both metric and standard units of measurement for capacity, weight, and length
- Consistently measures length to the nearest quarter inch and/or millimeter
- Accurately reads and writes analog and digital time to the hour, minute, and second
- Calculates elapsed time within am or pm to the nearest minute
- Converts various units of time in order to compare them
- Finds perimeter and area
- Applies knowledge of measurement to real world problems

### Shape and Space

- Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles
- Understands coordinates and graphing

### Pattern and Function

- Generates a number or shape pattern that follows a given rule
- Interprets a multiplication equation as a comparison
- Solves multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted

### Data Handling

- Collects, displays, and interprets data in bar graphs, line graphs, line plots, and frequency tables
- Collects, displays, and interprets data for the purpose of answering questions
- Creates appropriate graph forms using collected data, including line plots
- Calculates the mean, median, mode, and range of a data set

## SPECIALS OVERVIEW

The Elementary Division offers a variety of enriched learning that goes hand in hand with what students learn in their classrooms. Each specialist area will make authentic connections with various curriculum areas in each grade level. For some Units of Inquiry, multiple specialists coordinate their topics as integral parts of that unit. When not integrated, specialists teach subject specific skills as part of their curriculum.

### MUSIC

Music education at IPA enables participation in musical self-expression. Using rhythm instruments and other musical instruments, the students' creativity emerges as they explore their musical talents. Our program covers:

- Ear Training
- Creative Movement
- Basic Note Reading
- Rhythm
- Singing
- Recorders (Grades 3-5)
- Ukulele (Grades 4-5)
- Cultural Music
- Dramatic Role Play
- Performances

### WORLD CULTURES & LANGUAGE

ISLAND PACIFIC ACADEMY's Culture and Language Program strives to bring in varied exposure of cultures to our students through two languages: 'Olelo (the Hawaiian language) and Mandarin Chinese. It is our goal to have students develop an internationally minded respect towards various peoples, traditions, and nations of the world.

All elementary students explore and are introduced to the Hawaiian language and culture during their Hawaiiiana and 'Olelo classes. As students proceed through the program, they will engage in 'Olelo and cultural experiences at more depth. In addition, all elementary students participate in biweekly Mandarin Chinese classes. Students engage and learn these languages through conversational and written practice. Also included in instruction are cultural experiences.

Other goals:

- Help students understand the target language with minimal translation
- Provide language-rich lessons that will build vocabulary and basic conversational phrases
- Use authentic songs, games, stories and rhymes
- Include meaningful culture

## ART

Using an inquiry approach to foster exploration, experimentation, and choice, students will explore, create, and appreciate art. Through integration with thematic units, science, technology, music, and literature, students make meaningful connections to content and concepts. This allows students to see art and academics as a whole and not separate pieces. The foundation of art lessons are rooted in Discipline-Based Art Education (production, history, criticism, and aesthetics) and layered with other strategies to create a rich and engaging learning environment. Students are encouraged to think big like Matisse, O'Keefe, Picasso, and Van Gogh but stay true to their own brushstroke. Students learn about:

- Art Materials
- Art Forms and Techniques
- Principles and Elements of Art
- Artists
- Art History/Styles/Periods

## SCIENCE, ENVIRONMENT, ENGINEERING, DESIGN (S.E.E.D)

Kindergarteners will explore the world around them through **Science, Environment, Engineering, and Design (SEED)** activities this year. They will develop teamwork and problem-solving skills, as well as, begin to safely use the tools of SEED. Although students will have an exciting time exploring the concepts of the class, the overall objective is to help build students with stronger learner traits.

Grades 1-5 will continue their SEED journey by exploring 20 different engineering fields through practical problem solving of issues that are related to their grade level units of inquiry. Students will enrich their knowledge of SEED concepts and skills while developing more detailed, innovative, and workable solutions to issues that affect our world.

Throughout their SEED journey at IPA, students will develop leadership, management, and teamwork skills that will promote them being involved citizens, both within their communities and the world. The courses will allow students to discover the structure and function of the parts of the world around them and how to manipulate those things to make the world a better place. Creating solutions will encompass hands-on construction that will sharpen children's abilities to function in three dimensions, as well as, develop an understanding of materials and tools and how to find creative ways to use them.

## COMPUTER SCIENCE

ISLAND PACIFIC ACADEMY's Elementary Computer Science Program builds computational thinking skills. According to The International Society for Technology in Education (ISTE) and the Computer Science Teachers Association (CSTA), computational thinking is a problem-solving process that includes (but is not limited to) the following characteristics:

- Formulating problems in a way that enables us to use a computer and other tools to help solve them
- Logically organizing and analyzing data
- Representing data through abstractions such as models and simulation
- Automating solutions through algorithmic thinking (a series of ordered steps)
- Identifying, analyzing, and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources
- Generalizing and transferring this problem-solving process to a wide variety of problems

These skills are supported and enhanced by a number of dispositions or attitudes that are essential dimensions of computational thinking. These dispositions or attitudes include:

- Confidence in dealing with complexity
- Persistence in working with difficult problems
- Tolerance for ambiguity
- The ability to deal with open ended problems
- The ability to communicate and work with others to achieve a common goal or solution

## PHYSICAL EDUCATION

An emphasis on healthy living, making positive health choices, and personal and social decision-making is our main focus and is supported with activities appropriate to each grade level:

- Fitness Standards and Goals
- Team-building Activities
- Motor Skill Development and Movement Forms
- Understanding of form and function of the body related to exercise and nutrition
- Balance/Hand-eye Coordination
- Introduction to Net, Invitation, and Field sports and games
- Core Fitness & Aerobics

## **Nā Kau a Kau**

*Na Pumehana Silva me Melelani Spencer*

Kilo ka maka i uka i kai  
I Honouliuli a puni ē  
He nilu ka 'ikena, Ka mā'ama'ama  
Ua ao ē  
E ho'okele i ke ala 'imi na'auao  
E ho'okele i mua me ka ha'aheo  
Me ke aloha ka hō'ihi.  
Ka lokomaika'i, Ka mahalo ē  
I ola mau  
No nā kau a kau  
A pae aku

## **The IPA Navigator Song**

We are the Navigators and we lead the way  
Steering by the stars at night time  
Watching wind and waves by day  
Our wa'a sails across the ocean  
Flying colors blue and gold  
Na keiki of Hawaii nei and of the USA  
I Mua Me Ka Ha'aheo  
From our graduation day  
We know the world is ours tomorrow  
No matter if we leave or stay  
We will show Aloha spirit  
And we'll remember what we learned  
Whenever we can, Help  
Let's sail away  
'Til we meet again you'll have a friend at IPA

