



# ELEMENTARY SCHOOL PROGRAM GUIDE

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# THE SAS PHILOSOPHY

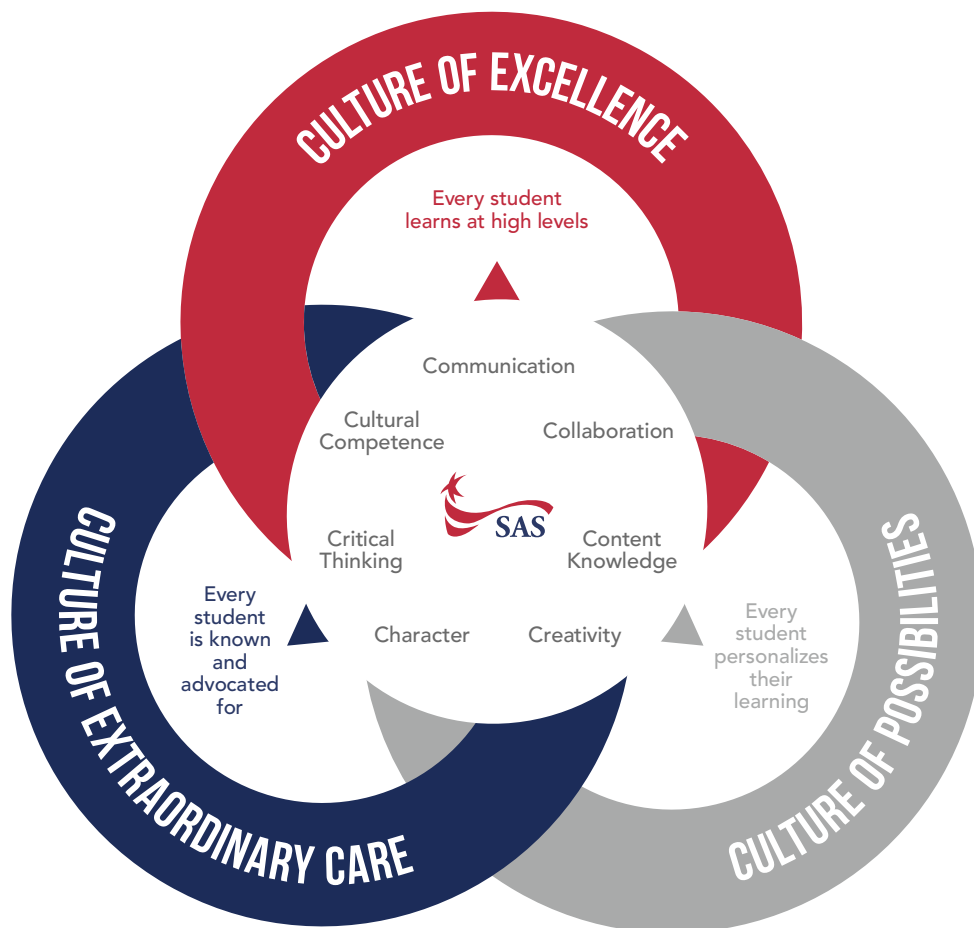
## VISION

A world leader in education  
Cultivating exceptional thinkers  
Prepared for the future

## MISSION

Singapore American School is committed to providing each student an exemplary American educational experience with an international perspective.

## SAS STRATEGIC ANCHORS



## DESIRED STUDENT LEARNING OUTCOMES



**CHARACTER**



**COLLABORATION**



**COMMUNICATION**



**CREATIVITY**



**CRITICAL THINKING**



**CULTURAL COMPETENCE**



**CONTENT KNOWLEDGE**

## SAS CORE VALUES

**COMPASSION**

**HONESTY**

**FAIRNESS**

**RESPONSIBILITY**


**RESPECT**

# SINGAPORE AMERICAN SCHOOL BY THE NUMBERS

Co-ed • Grades preschool through 12 • College preparatory • Day school • Non-profit  
Accredited by Western Association of Schools and Colleges

**3,942**  
STUDENTS

**49**  
NATIONALITIES




**4.0** YEARS AVERAGE STUDENT TENURE

**TOP 5 NATIONALITIES**

- 61% USA
- 7.2% India
- 6.3% Singapore
- 6.1% Korea
- 2.5% Canada

STUDENT : FACULTY RATIO  
**10 : 1**

**22**   
maximum class size for kindergarten through 5th grade

**381**  
FACULTY

**7.0**  
YEARS AVERAGE FACULTY TENURE

**74%** of faculty hold a master's or doctorate degree



# ADMINISTRATION



**Left to right** Amanda Wood (deputy principal 2-3), Ken Schunk (deputy principal K-1), David Hoss (principal), Jo McIlroy (deputy principal early learning center), Susan Shaw (deputy principal 4-5).

# COUNSELORS



**Top left to right** Colleen Steigerwald (fourth grade), Jeannette Dari (fifth grade), Sarah Farris (second grade)  
**Bottom left to right** Caroline Delhommeau (kindergarten), Robin Pearson (first grade), Jennalee Murray (third grade)

# ELEMENTARY PROGRAM OVERVIEW

## CHILDHOOD AS IT SHOULD BE

Discover a place where learning fuels curiosity, where kids understand the world by experiencing it, and where they learn skills by putting them into practice. A place where teachers are passionate about learning alongside their students and seek to understand them to help kids discover their interests. A place where students collaborate, construct, and create. A place where foundational skills take hold so that students can shine in years to come. A place where friendships are made and nurtured. Discover the elementary division at Singapore American School.

The elementary program at SAS has a strong commitment to fostering each child's intellectual, physical, emotional, social, cognitive, creative, and cultural growth within a rich and stimulating environment. We believe that children learn best by doing. Their discovery is concrete and based on their own experiences, so students in kindergarten through fifth grade are given opportunities to explore, experiment, and discover with hands-on materials.

Our curriculum offers a structured approach to teaching core subjects, with a major emphasis on the development of language, writing, and arithmetic skills. Science, social studies, and health, art, physical education, music, technology, world languages, library skills, and swimming are also integrated into the curriculum.

Welcome to SAS.

### SAMPLE DAILY SCHEDULES

#### Kindergarten

|                   |   |
|-------------------|---|
| <b>8:00 A.M.</b>  | Perceptual motor                          |
| <b>8:20 A.M.</b>  | Mathematics                               |
| <b>9:00 A.M.</b>  | Recess                                    |
| <b>9:35 A.M.</b>  | English Language Arts                     |
| <b>11:05 A.M.</b> | Lunch                                     |
| <b>11:35 A.M.</b> | Recess                                    |
| <b>11:55 A.M.</b> | World language                            |
| <b>12:35 P.M.</b> | Art, music, or P.E.                       |
| <b>1:15 P.M.</b>  | Science lab, library, tech, or counseling |
| <b>1:50 P.M.</b>  | English Language Arts                     |
| <b>2:35 P.M.</b>  | Recess                                    |

#### Fourth grade

|                   |   |
|-------------------|---|
| <b>8:00 A.M.</b>  | Social studies, science, library, tech, or counseling |
| <b>9:10 A.M.</b>  | English Language Arts                                 |
| <b>11:25 A.M.</b> | Lunch and recess                                      |
| <b>12:15 P.M.</b> | Mathematics   |
| <b>1:25 P.M.</b>  | World language  |
| <b>2:10 P.M.</b>  | Art, Music, & PE                                      |

# CLASS PLACEMENT

## PRESCHOOL AGE

Turning **three** years old  
by September 1

## PRE-KINDERGARTEN AGE

Turning **four** years old  
by September 1

## KINDERGARTEN AGE

Turning **five** years old  
by September 1

We believe in creating classrooms that reflect the diverse world our kids live in. The SAS mix of students in each classroom is balanced with a mix of nationalities that represents our school, boys and girls, native-level English speakers and English language learners, and other learning strengths and needs. Each class environment generates genuine respect for others, and is a mature kind of diversity that makes us proud to belong to the SAS community.

New students coming into the school have their records reviewed and are carefully placed in the various groupings of returning students in order to preserve the balance we work to achieve. The placement team of elementary counselors and administration reviews the groups, the class lists, teacher matches, and any additional pertinent information. In August, class lists are reviewed and finalized once all new students have been placed.

Although we do not accept requests for specific teachers by name, nationality, or gender, or for students to be placed with individual friends, information that describes a child's learning needs or perhaps the type of adult personality, temperament, or teaching style that they've found in the past to be a good match is helpful as we set the stage for a school year that is rich in learning, growth, and community.

New students to the SAS community are paired with buddies in their classroom who show them around classes, introduce them to friends, and sit with them at lunch for the first weeks of school. Becoming a buddy is an honor for our current students, and they take their jobs seriously.

# ENGLISH LANGUAGE ARTS

Singapore American School emphasizes effective reading, writing, spelling, listening, and speaking skills through an integrated multicultural, literature-based curriculum. This curriculum encourages a diversity of genres, time periods, and perspectives to foster critical and creative thinking, quality communication, independence, and reflection at developmentally appropriate levels.

Students experience information literacy and language in meaningful contexts for a variety of purposes and audiences. In English language arts, a balanced literacy approach is used to help children with the acquisition of vocabulary, phonetic patterns, reading strategies, oral language skills, comprehension skills, and writing skills.

Elementary teachers provide a variety of language learning opportunities to meet all students' developmental levels, experiences, abilities, and learning styles. Teachers use flexible grouping to organize their classrooms for more effective instruction. There is a balance of individual, group, and whole-class activities.

Lessons are consistent in each grade level. Reading and writing instruction is primarily through the workshop model that starts with a mini-lesson, continues with independent practice, and ends with sharing. In addition to workshop, reading instruction involves teachers reading aloud, shared reading, guided reading, or partner- or small-group reading. Writing instruction includes modeled, interactive, shared, and guided writing.

Teachers monitor student progress through developmental reading assessments, ongoing anecdotal record keeping, and quarterly formal assessments of leveled texts and writing samples. Assessment procedures are aligned with grade levels and are available for viewing at specific times during the year.



# MATHEMATICS

The mathematics curriculum is based on the Common Core State Standards and is designed to achieve a balance among concepts, skills, and problem solving. The curriculum stresses rigorous concept development, realistic and relevant tasks, and computational and procedural skills. The program used to support student learning in kindergarten through fifth grade is enVision Math Common Core. It includes an extensive digital presence, comprehensive parent support, differentiated lesson design, and home learning.

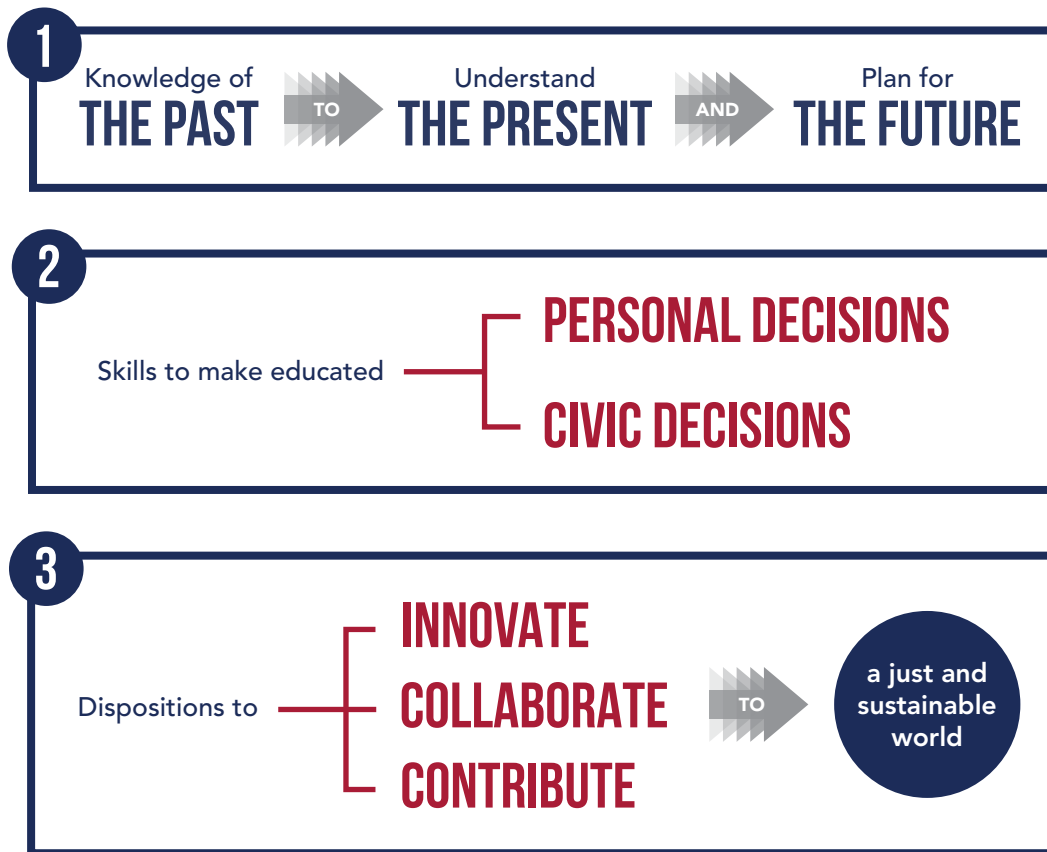
The Mathematics Practice Standards for all students to develop are to:



# SOCIAL STUDIES

Our social studies curriculum prepares students to become compassionate, responsible, and effective citizens in their local and global communities. Powerful social studies learning encourages students to think critically and consider multiple perspectives as they interpret the world and develop understandings that endure beyond the classroom.

Through systematic inquiry into meaningful and relevant content that integrates history, geography, civics, and economics, our goal is to empower students with:



Students also have opportunities to apply and develop interdisciplinary skills relating to areas such as English language arts, math, research, and technology while working both independently and collaboratively.

# SCIENCE

The elementary science program at SAS is an inquiry-based curriculum that aims to stimulate students' natural curiosity, build their interest in their world and themselves, and provide opportunities to practice the scientific method. Hands-on experiences emphasize the important scientific processing skills of observing, questioning, inferring, predicting, measuring, communicating, and classifying. These experiences are introduced and investigated as students explore the life, physical, and earth sciences.

Our students are actively engaged in constructing ideas and explanations about the world around them. We use the Full Option Science System (FOSS) in both the classroom and science lab. Additional explorations are carried out in the elementary science lab to support the existing program and provide enrichment opportunities for all students. Many science activities are integrated by classroom teachers into units that involve math, social studies, reading, writing, and home connections.

Singapore American School's dedicated science laboratories create an oasis of scientific study and research and provide engaging, enriching, and challenging experiences for students. Open-ended activities and hands-on experimentation encourage creative thinking and the lateral exploration of ideas. Students are invited to present a scientific investigation at an annual elementary school science fair.

After-school science club opportunities are available and allow students to be engaged in a variety of activities to further heighten their scientific and environmental awareness.

## **ART, MUSIC, AND PHYSICAL EDUCATION**

Elementary students receive instruction in physical education, music, and art on a three-day rotational calendar. A portion of each student's physical education program is swimming.

These specialist class calendars are hosted on teacher blogs, which remind families of what lesson they will be participating in on each specific day and whether students should wear the PE uniform or regular school uniform.

### **ART**

Students receive art instruction once every three days. They experience a variety of media, including ceramics, drawing, painting, printmaking, sculpture, and textiles. Students are exposed to art of other cultures, works of famous artists, and basic elements and principles of art and design.

### **MUSIC**

Students in elementary music classes engage in a wide range of activities such as singing, dancing, music technology, listening to music from all genres, creating music, and playing instruments. Students gain a dynamic exposure to music from other cultures and are assessed on their ability to sing on pitch and perform simple rhythms. The goal of music education in K-grade 5 is musicianship.

### **PHYSICAL EDUCATION**

The physical education (PE) program is designed around a belief in a lifetime of activity. It involves lessons in aquatics, cooperative games, ball skills, kicking and striking skills, wall climbing, dance and rhythm, gymnastics, fitness games, and manipulative skills. All PE activities are based on SAS core values of compassion, honesty, fairness, responsibility, and respect.

An aquatics unit is embedded in the PE program at every grade level. Students develop water safety, water confidence, basic stroke technique, and an enjoyment of aquatic games and activities.

The elementary health curriculum at SAS recognizes health education as fundamental to supporting lifelong wellness and addresses topics in physical, social, and mental health. The health curriculum is integrated into various subject areas and contexts with classroom teachers, PE teachers, counselors, and nurses.

# WORLD LANGUAGE PROGRAM

Language and communication are at the heart of the human experience and individual identity. Therefore, it is imperative that all students have opportunities to become equipped both linguistically and culturally in other languages to establish and maintain relationships, and to function confidently within a global society.



## CHINESE AND SPANISH TO K – G5 STUDENTS:

**K** - daily 35 minutes

**G1, G2** - daily 40 minutes

**G3 - G5** - daily 45 minutes

Students are placed into classes according to their proficiency levels. The following are the levels that are offered in different grades:

### **K - G2**

- Chinese: Novice I, Novice II, Novice +, Near Native K, G1, G2
- Spanish: Novice, Intermediate, Intermediate High

### **G3**

- Chinese: Novice, Novice High, Intermediate, Near Native
- Spanish: Novice, Intermediate, Intermediate High

### **G4 - G5**

- Chinese: Novice, Intermediate I, II and III, Near Native G4, G5
- Spanish: Novice, Intermediate, Intermediate High

Our main focus is to develop students' oral communication skills first with clear exit goals.

### Interpersonal Oral Score Description

| Range               | Score      | Description  |
|---------------------|------------|--|
| <b>NOVICE</b>       | <b>N-1</b> | N1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language students can understand some of what you are saying.  |
|                     | <b>N-2</b> | N2 means that you can say some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can understand and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language students can understand much of what you are saying.   |
|                     | <b>N-3</b> | N3 means that you can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and occasional simple sentences. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language students can understand most of what you are saying.   |
|                     | <b>N-4</b> | N4 means that you can be part of a conversation about yourself and your life. A lot of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that most of the time.   |
| <b>INTERMEDIATE</b> | <b>I-1</b> | I1 means that you can have a conversation about yourself and your life. You can also use your language to express your own thoughts and get the things that you need. You tend to speak in single sentences. You can ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language students can understand what you are saying.   |
|                     | <b>I-2</b> | I2 means that you can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use more than one sentence at a time. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language students understand you.   |
|                     | <b>I-3</b> | I3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language students easily understand you.   |
|                     | <b>I-4</b> | I4 means that you keep the conversations about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires extra effort. You speak in well-connected sentences. You do all of this in a way that your teacher and others who are used to language students readily understand you. People who are not used to language learners understand what you are saying some of the time. |
|                     | <b>I-5</b> | I5 means that you keep the conversation going by asking questions, telling stories, describing people, places, and things, and reporting events. You can talk about some topics beyond yourself. You can also resolve a problem that you might encounter in your daily life. You speak in well-connected sentences and some paragraphs. You do all of this in a way that people who speak this language can understand you most of the time even if they are not used to language learners.                                    |

# LIBRARY

The library works collaboratively with teachers to support the curriculum and to encourage a lifelong love of reading. The collection offers a diverse range of quality and engaging print and electronic items. Special events, such as the PTA-sponsored academic visitors-in-residence program, as well as division-wide literacy events, encourage our learners to celebrate and enjoy all things book-related.

All SAS students, teachers, and parents are welcome to use the elementary library to find information and check out books. Each kindergarten through fifth-grade class comes to the library regularly for information literacy lessons as well.

Our elementary library also hosts an innovation loft where students can work with their hands and create a variety of personalized projects.

# TECHNOLOGY INTEGRATION

At SAS, we constantly look through the lens of how technology can enhance learning and make it more personalized, collaborative, and relevant. In elementary school, every student starting in kindergarten has an iPad outfitted with a suite of core apps that becomes a scaffold for learning. With significant guidance from teachers and educational technology coaches, students set goals and monitor their progress, and use technology to express themselves, demonstrate their learning, and support the development of critical skills and core knowledge. Students use their iPads in a variety of ways, from measuring their heart rate in physical education, mastering math facts, building vocabulary, attempting new art techniques, and creating reflections of learning. Digital citizenship and internet safety are woven into the curriculum at each grade and collaboratively taught by counselors, educational technology coaches, and teachers.

Kindergarten through third grade students leave their iPads at school; beginning in fourth grade, students take iPads home each day.

# KINDERGARTEN PERCEPTUAL MOTOR PROGRAM

The kindergarten perceptual motor program develops movement skills, sensory system stimulation and development, and learning in all domains (cognitive, social, and language). Curricular components include gross and fine motor skills, exploratory and creative play, and the acquisition of fundamental loco motor and non-loco motor skills. Such expressive movement activities aim at helping students develop spatial and kinesthetic awareness, acquire perceptual and visual discrimination, and correspondingly, increase muscular endurance and strength. Efficient movement and body management skills go a long way in developing coordination and psychomotor competence, and lay the foundation of sports and recreational skills. Such success builds confidence and self-esteem, enhancing students' cognitive activities in the classroom.

# SERVICE LEARNING

Putting others before themselves from a young age, SAS students in all grades take part in service learning opportunities in school, in their community, and in regional and global communities. They find meaning in benefiting others when they brainstorm, research, interview, plan activities, build connections, and contribute to communities' areas of need. Service learning is integrated into our curriculum as elementary schools support local and Southeast Asian charities.

# FIELD TRIPS

Field trips are spaced throughout the year to punctuate the curriculum with cultural interest and to offer students interdisciplinary learning opportunities outside the classroom. They are often tied to topics such as English language arts, science, mathematics, and music, and enable students to put SAS's core values of compassion, honesty, fairness, responsibility, and respect into practice in the community in which they live. Students navigate new regions, gain budgeting, scheduling, and cultural competency skills, and become flexible, independent learners as real-world learning and leadership tasks are put into their hands. Communicating in a diverse environment, they also practice self-regulation and reflection.



# CURRICULUM DETAILS KINDERGARTEN

| KINDERGARTEN      |                                   |   |   |
|-------------------|-----------------------------------|---|---|
|                   | Subject                           | Resource Framework                                | Units   |
| <b>Core</b>       | English Language Arts             | Columbia Readers' and Writers' Workshop           | We are readers, emergent story books and shared texts, readers use super powers, reading teachers, learning about ourselves and our world, characters, launching the writing workshop, writing for readers, how to, informational books, persuasive writing   |
|                   | Mathematics                       | enVision Math Common Core                         | One to five, comparing and ordering zero to ten, six to ten, numbers to 100, understanding addition, understanding subtraction, composing and decomposing numbers to ten, composing numbers eleven to 19, measurement, sorting, classifying, counting and categorizing data, identifying and describing shapes, position and location of shapes, analyzing, comparing, and composing shapes |
|                   | Science                           | Full Option Science System (FOSS)                 | Light and sound, wood and paper, worms, goldfish and guppies, snails  |
|                   | Social Studies                    | Variety   | My family and me, holidays and celebrations   |
|                   | World Language – Spanish          | National Standards for Foreign Language Education | Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones<br><br>Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol   |
|                   | World Language – Mandarin Chinese | National Standards for Foreign Language Education | All about me, my family and me, what I do with my friends, what I do in school  |
| <b>Specials</b>   | Art                               | Variety   | Ceramics, painting, printmaking, sculpture, textiles  |
|                   | Music                             | Variety   | Rhythm and beat, melody, style and form, performance practices, gamelan   |
|                   | Physical Education (PE)           | Variety   | OLD games, aquatics, kicking skills, striking skills, gymnastics, ball skills, manipulatives, rhythms/dance/movement, climbing, cooperative games, integrated health and fitness  |
| <b>Supporting</b> | Perceptual Motor Skills           | Variety   | Locomotor skills and non-locomotor skills, spatial awareness, activities with gross motor focus, moving, moving my body, gross motor and locomotor skills, self-management skills, fine motor skills, cooperative play, basic fundamental class organization skills, manipulative skills  |
|                   | Counseling                        | Variety   | Friendship, conflict resolution, feelings, self-control/managing anger, managing anxiety and worries, respect, responsibility, honesty, compassion, fairness, cooperation/working with others, tolerance/flexible thinking, self-esteem (identifying strengths/talents, interests/hobbies, dreams/passions), risk-taking/resilience, personal safety  |
|                   | Technology                        | N/A   | Integrated into curricular areas  |
|                   | Library                           |   | Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas   |
|                   | Service Learning                  | N/A   | Befriending stroke patients at Adventist Rehabilitation Centre  |
|                   | Field Trips                       |   | Chinatown, Singapore Zoo, local theater production  |



# CURRICULUM DETAILS FIRST GRADE

| FIRST GRADE       |                                   |   |   |
|-------------------|-----------------------------------|---|---|
|                   | Subject                           | Resource Framework                                | Units   |
| <b>Core</b>       | English Language Arts             | Columbia Readers' and Writers' Workshop           | Building good habits, tackling trouble, characters, nonfiction readers learn about the world, we can be our own teachers, small moments, authors as mentors, writing reviews, information books, poetry   |
|                   | Mathematics                       | enVision Math Common Core                         | Understanding addition, understanding subtraction, five and ten relationships, addition and subtraction facts to twelve, addition facts to 20, subtraction facts to 20, counting and number patterns to 120, tens and ones, comparing and ordering numbers to 100, adding with tens and ones, subtracting with tens and ones, length, time, using data to answer questions, geometry, fractions of shapes |
|                   | Science                           | Full Option Science System (FOSS)                 | Solids and liquids, plants and animals, simple machines   |
|                   | Social Studies                    | Variety   | Our community, our Singapore community  |
|                   | World Language – Spanish          | National Standards for Foreign Language Education | Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones<br><br>Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol   |
|                   | World Language – Mandarin Chinese | National Standards for Foreign Language Education | Level 1: All about me, my family and me, what I do with my friends, what I do in school<br><br>Level 2: More about me, more about family, home sweet home, how I get around<br><br>Level 3: My school, let's eat, my community, travel<br><br>Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors   |
| <b>Specials</b>   | Art                               | Variety   | Ceramics, drawing, painting, sculpture, printmaking, mixed media collage, textiles  |
|                   | Music                             | Variety   | Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan  |
|                   | Physical Education (PE)           | Variety   | Games, ball skills, kicking skills, gymnastics, manipulatives, striking skills, aquatics, rhythms/dance/movement, cooperative games, integrated health and fitness, climbing  |
| <b>Supporting</b> | Counseling                        | Variety   | Friendship, conflict resolution, feelings, self-control/managing anger, managing anxiety and worries, respect, responsibility, honesty, compassion, fairness, cooperation/working with others, tolerance/flexible thinking, self-esteem, identifying strengths/talents, interests/hobbies, dreams/passions, risk-taking, resilience, personal safety  |
|                   | Technology                        | N/A   | Integrated into curricular areas  |
|                   | Library                           |   | Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas   |
|                   | Service Learning                  | N/A   | First-grade students interact with their Singaporean buddies from Seng Kang Primary School by building relationships, celebrating festivals, and playing ethnic games   |
|                   | Field Trips                       |   | Little India, theater performance, Bollywood Veggies or Pulau Ubin  |

# CURRICULUM DETAILS SECOND GRADE

| SECOND GRADE      |                                   |   |  |
|-------------------|-----------------------------------|---|--|
|                   | Subject                           | Resource Framework                                | Units  |
| <b>Core</b>       | English Language Arts             | Columbia Readers' and Writers' Workshop           | Taking charge of reading, characters face bigger challenges, reading nonfiction, reading the world, series reading clubs, nonfiction reading clubs, reading and role playing, reading for pleasure, authors as mentors, writing and revising realistic fiction, informational writing, persuasive writing, poetry, fairy tales & folk tales, writing to meet student needs |
|                   | Mathematics                       | enVision Math Common Core                         | Understanding addition and subtraction, addition strategies, subtraction strategies, working with equal groups, place value to 100, mental addition, mental subtraction, adding two-digit numbers, subtracting two-digit numbers, place value to 1,000, three-digit addition and subtraction, geometry, counting money, money, measuring length, time, graphs and data     |
|                   | Science                           | Full Option Science System (FOSS)                 | Pebbles, sand, and silt, building bridges, balance and motion  |
|                   | Social Studies                    | Variety   | Exploring our Asian community  |
|                   | World Language – Spanish          | National Standards for Foreign Language Education | Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones<br>Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol  |
|                   | World Language – Mandarin Chinese | National Standards for Foreign Language Education | Level 1: All about me, my family and me, what I do with my friends, what I do in school<br>Level 2: More about me, more about family, home sweet home, how I get around<br>Level 3: My school, let's eat, my community, travel<br>Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors  |
| <b>Specials</b>   | Art                               | Variety   | Ceramics, drawing, painting, sculpture, printmaking, textiles  |
|                   | Music                             | Variety   | Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan   |
|                   | Physical Education (PE)           | Variety   | Games, ball skills, kicking skills, gymnastics, aquatics, manipulatives, striking skills, rhythms/dance/movement, cooperative games, integrated health and fitness, climbing   |
| <b>Supporting</b> | Counseling                        | Variety   | Friendship, conflict resolution, feelings, self-control/managing anger, managing anxiety and worries, respect, responsibility, honesty, compassion, fairness, cooperation/working with others, tolerance/flexible thinking, self-esteem, identifying strengths/talents, interests/hobbies, dreams/passions, risk-taking, resilience, personal safety                       |
|                   | Technology                        | N/A   | Integrated into curricular areas   |
|                   | Library                           |   | Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas  |
|                   | Service Learning                  | N/A   | Second-grade students feed 315 people each month through Food From the Heart, organize a Toys for Treats drive, and send dental hygiene kits to Cambodia   |
|                   | Field Trips                       |   | Musical at Ulu Pandan Community Club, Chinatown, local supermarket, Asian Civilisations Museum   |

# CURRICULUM DETAILS THIRD GRADE

| THIRD GRADE       |                                   |   |  |
|-------------------|-----------------------------------|---|--|
|                   | Subject                           | Resource Framework                                | Units  |
| <b>Core</b>       | English Language Arts             | Columbia Readers' and Writers' Workshop           | Building a reading life, crafting true stories, reading nonfiction expository, paragraph structure and the art of information writing, information writing (expository), following characters in series book clubs, fiction writing - emphasis on characters, changing the world - persuasive writing, mystery book clubs, poetry writing, the genre of test reading, independent writing project, social issues book clubs, series book clubs |
|                   | Mathematics                       | enVision Math Common Core                         | Numeration, number sense: addition and subtraction, using place value to add and subtract, meanings of multiplication, multiplication facts: use patterns, multiplication facts: use known facts, meanings of division, division facts, understanding fractions, fraction comparison and equivalence, two-dimensional shapes and their attributes, time, perimeter, area, liquid volume and mass, data   |
|                   | Science                           | Full Option Science System (FOSS)                 | Matter and energy, solid earth, structures of life   |
|                   | Social Studies                    | Variety   | A village called Earth, test of time   |
|                   | World Language – Spanish          | National Standards for Foreign Language Education | Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones<br><br>Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol  |
|                   | World Language – Mandarin Chinese | National Standards for Foreign Language Education | Level 1: All about me, my family and me, what I do with my friends, what I do in school<br><br>Level 2: More about me, more about family, home sweet home, how I get around<br><br>Level 3: My school, let's eat, my community, travel<br><br>Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors  |
| <b>Specials</b>   | Art                               | Variety   | Ceramics, drawing, painting, sculpture, printmaking, mixed media collage, textiles   |
|                   | Music                             | Variety   | Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan   |
|                   | Physical Education (PE)           | Variety   | Basketball, soccer, gymnastics, aquatics, fitness, floor hockey, rhythms/dance/movement, climbing, net skills, cooperative games   |
| <b>Supporting</b> | Counseling                        | Variety   | Anxiety and stress, managing anger, conflict resolution, bullying, digital citizenship: the power of words, rational vs. irrational thinking, self-esteem, problem solving/critical thinking, friendship/rejection, global citizenship   |
|                   | Technology                        | N/A   | Integrated into curricular areas   |
|                   | Library                           |   | Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas  |
|                   | Service Learning                  | N/A   | Third-grade students serve as mentors to students from Innova Primary School through the Kids READ service program, and conduct Read to Feed fundraising and leprosy home visits   |
|                   | Field Trips                       |   | Hydroponic farm, play at Ulu Pandan Community Club, play at DBS Arts Centre, Jurong Bird Park  |

# CURRICULUM DETAILS FOURTH GRADE

| FOURTH GRADE      |                                   |   |   |
|-------------------|-----------------------------------|---|---|
|                   | Subject                           | Resource Framework                                | Units   |
| <b>Core</b>       | English Language Arts             | Columbia Readers' and Writers' Workshop           | Building a good reading life, launching writing workshop personal narratives, launching writing workshop with realistic fiction, reading: following characters into meaning, opinion writing: personal essay, navigating nonfiction with critical literacy, nonfiction text structures, informational writing, reading to grow big ideas book clubs, writing: poetry, nonfiction research projects - reading and writing, the genre of test reading, reading: social issues book clubs  |
|                   | Mathematics                       | enVision Math Common Core                         | Multiplication and division: meanings and facts, generate and analyze patterns, place value, addition and subtraction of whole numbers, number sense: multiplying by one-digit numbers, number sense: multiplying by two-digit numbers, developing fluency: multiplying by two-digit numbers, number sense: dividing by one-digit divisors, developing fluency: dividing by one-digit divisors, fraction equivalence and ordering, adding and subtracting fractions and mixed numbers with like denominators, extending fraction concepts, measurement units and conversions, solving measurement problems, lines, angles, and shapes |
|                   | Science                           | Next Generation Science Standards (NGSS)          | Survival of the Fittest; Go With the Flow   |
|                   | Social Studies                    | C3 Framework (College, Career and Civic Life)     | Interdependence; Conflict and Resolution  |
|                   | World Language – Spanish          | National Standards for Foreign Language Education | Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones<br><br>Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol   |
|                   | World Language – Mandarin Chinese | National Standards for Foreign Language Education | Level 1: All about me, my family and me, what I do with my friends, what I do in school<br><br>Level 2: More about me, more about family, home sweet home, how I get around<br><br>Level 3: My school, let's eat, my community, travel<br><br>Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors   |
| <b>Specials</b>   | Art                               | Variety   | Ceramics, drawing, painting, sculpture, printmaking, textiles   |
|                   | Music                             | Variety   | Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan  |
|                   | Physical Education (PE)           | Variety   | Individual/team activities, basketball, soccer, gymnastics, aquatics, fitness, floor hockey, rhythms/dance/movement, climbing, cooperative games, net skills  |
| <b>Supporting</b> | Counseling                        | Variety   | Anxiety and stress, managing anger, conflict resolution, bullying, digital citizenship: what's cyber bullying & picture picture, rational vs. irrational thinking, self-esteem, problem solving/critical thinking, friendship/rejection, global citizenship   |
|                   | Technology                        | N/A   | Integrated into curricular areas  |
|                   | Library                           |   | Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas   |
|                   | Service Learning                  | N/A   | Experiential learning integrated into RLA, science, and social studies curricular units with a sequence of outdoor experiences  |
|                   | Field Trips                       |   | S.E.A. Aquarium, Sungei Buloh Nature Reserve, MacRitchie Reservoir, Singapore Chinese Orchestra   |

# CURRICULUM DETAILS FIFTH GRADE

| FIFTH GRADE       |                                   |   |   |
|-------------------|-----------------------------------|---|---|
|                   | Subject                           | Resource Framework                                | Units   |
| <b>Core</b>       | English Language Arts             | Columbia Readers' and Writers' Workshop           | Raising the level of narrative writing, launching fifth-grade readers: digital & print readers, building agency - independence to follow characters, personal and persuasive essay writing, nonfiction reading - text structures, informational writing, fantasy writing, fantasy reading, the genre of test reading, research-based argument essay, historical fiction reading, informational writing research, nonfiction research - reading, independent writing project |
|                   | Mathematics                       | enVision Math Common Core                         | Place value, adding and subtracting decimals, multiplying whole numbers, dividing by one-digit divisors, dividing by two-digit divisors, multiplying decimals, dividing decimals, numerical expressions, patterns, and relationships, adding and subtracting fractions, adding and subtracting mixed numbers, multiplying and dividing fractions and mixed numbers, volume of solids, units of measure, data, classifying plane figures, coordinate geometry                |
|                   | Science                           | Next Generation Science Standards (NGSS)          | Spaceship Earth; Human Growth and Development; Water, Water, Everywhere   |
|                   | Social Studies                    | C3 Framework (College, Career and Civic Life)     | Migration; Argument and Advocacy  |
|                   | World Language – Spanish          | National Standards for Foreign Language Education | Spanish I: Todo Sobre Mi, Mi Familia, Mi Casa Y Mi Comunidad, Mi Escuela Y Mis Amigos, Mis Vacaciones<br><br>Spanish II: Picasso, Paella, Viaje a Barcelona, Futbol   |
|                   | World Language – Mandarin Chinese | National Standards for Foreign Language Education | Level 1: All about me, my family and me, what I do with my friends, what I do in school<br><br>Level 2: More about me, more about family, home sweet home, how I get around<br><br>Level 3: My school, let's eat, my community, travel<br><br>Level 4: Mooncake, Mulan, bring home happiness, terracotta warriors   |
| <b>Specials</b>   | Art                               | Variety   | Ceramics, drawing, painting, sculpture, printmaking, textiles   |
|                   | Music                             | Variety   | Rhythm and beat, melody, style and form, harmony and texture, performance practices, gamelan  |
|                   | Physical Education (PE)           | Variety   | Individual/team activities, basketball, soccer, gymnastics, aquatics, fitness, floor hockey, rhythms/dance/movement, climbing, cooperative games, net skills  |
| <b>Supporting</b> | Counseling                        | Variety   | Anxiety and stress, managing anger, conflict resolution, bullying, digital citizenship: E-volve & Twakers, rational vs. irrational thinking, self-esteem, problem solving/critical thinking, friendship/rejection, global citizenship   |
|                   | Technology                        | N/A   | Integrated into curricular areas  |
|                   | Library                           |   | Library-specific skills (how to find, use, and share information), digital citizenship, literature appreciation, and support for grade-level curricular areas   |
|                   | Service Learning                  | N/A   | Fifth-grade students carry out elder care, teaching arts and crafts to the elderly at Christalite Methodist Home  |
|                   | Field Trips                       |   | Singapore Science Centre, National Museum of Singapore, Christalite Methodist Home, Jurong East Swimming Complex, Images of Singapore LIVE- Sentosa   |

# SUPPORT SERVICES

The learning support program is designed to provide individualized academic assistance for students who require additional support to be successful in the SAS academic program. Frequently school staff collaborates with families to develop an individualized education support plan to track and monitor a student's progress in the area of need (reading, writing, math, or behavior). Supports for students are individualized and designed to meet their specific learning need and foster success throughout all their classes.

Students may be provided support in their current class context as well as targeted instruction for their learning deficits with the goal of increased independence in their learning. SAS prefers the decision to enroll and/or exit students to be a collaborative determination between parents, students, and school personnel (teachers, school psychologist, divisional administrator, and/or other team members as appropriate). There are instances when the school may recommend learning support to ensure a student is able to make expected annual progress.

Our elementary learning support team includes teachers, counselors, our school psychologist, our speech language pathologist, a behavior interventionist, and divisional administrators.

## ENGLISH LANGUAGE LEARNING

English language learning instruction is available only to students in kindergarten through third grade. Classes are designed to develop their English proficiency so they may participate fully and independently in their general education classroom.

## COUNSELING

Our elementary school has one counselor for each grade level in grades one through five with additional supports available in pre-kindergarten. Our counselors focus on the social and emotional health of students (and families) in an effort to ensure their confidence and success in their classrooms. School counselors are an active part of each grade level team.



# SNACKS AND LUNCH

At SAS, we provide students with a wide variety of great tasting and creative meal choices prepared with the precise nutrition and quality considerations needed to promote optimal growth, as well as to help minds and bodies to achieve more.

All main school menus are tailored to offer nutrient-rich options that students of all ages, tastes, and backgrounds love. They include many of the Hoe Brothers' long-time school food favorites, as well as the ongoing nutritional enhancements made by the school's nutritionist.

## SNACK OPTIONS

All elementary students have a morning snack time. Kindergarten students should pack two snacks from home each day. Students from first to fifth grade have one snack time and can pack a snack from home or purchase a snack in the cafeteria.

## LUNCH OPTIONS

Students can purchase lunch in the cafeteria using their SASCard or pack a lunch from home.

Students should bring a water bottle to school each day. There are cooled, filtered refilling stations throughout campus.



Set price of a meal with vegetables, fruity dessert, and a drink for kindergarten to grade 3



Average price of a meal without a drink for grade 4 and 5 (water served freeflow on tables.)



Cashless payment with your SASCard

## LUNCH TIMES

|                     |            |
|---------------------|------------|
| <b>KINDERGARTEN</b> | 11:05 a.m. |
| <b>GRADE 1</b>      | 11:05 a.m. |
| <b>GRADE 2</b>      | 12:20 p.m. |
| <b>GRADE 3</b>      | 11:45 a.m. |
| <b>GRADE 4</b>      | 11:25 a.m. |
| <b>GRADE 5</b>      | 12:40 p.m. |

# SAMPLE LUNCH MENU

## SAS Elementary School Set Lunch Menu (K- G5)

|   | Monday, 28 March, 2016                                    | Tuesday, 29 March, 2016                                  | Wednesday, 30 March, 2016   | Thursday, 31 March, 2016                                 | Friday, 1 April, 2016                                       |
|---|---|--|---|--|---|
| <b>Snacks-choose option A, B or C.</b>  |   |  |   |  |   |
| A   | Oat and raisin cookie (E,G)                               | Chocolate and banana muffin (G,D,E)                      | Grain enriched apple & cinnamon scroll (E,G)                                  | Oat, raisin and choc chip cookie (E,G)                   | Fruity flapjack (E,G)                                       |
| B   | Cheesy popcorn (D)  | Hummus (nut free), grapes and vegetable sticks           | Olive oil buttered popcorn  | Healthy homemade sausage roll (G)                        | Cheese dipper pots and vegetable sticks (D)                 |
| C   | Chocolate monkey milkshake (with banana) (D)              | Tropicana smoothie                                       | Banana and strawberry smoothie  | Strawberry milk smoothie (D)                             | Fresh fruit yoghurt pots (no added sugar) (D)               |
| <b>Lunch meals - choose option 1, 2, 3 or 4. - all meals are served with vegetables, a fruity dessert and a drink</b> |   |  |   |  |   |
| 1. Western  | Beef taco and grated cheese with salad and brown rice (D) | Chicken schnitzel with olive oil roasted potatoes (G)    | Lean beef burger with salad (G)   | Chilli con carne with pasta (G)                          | Traditional fish and olive oil baked chips (G,E)            |
| 2. Asian  | Sweet and sour pork with brown rice (G)                   | Asian John Dory fish with basmati rice (G)               | Chicken & pumpkin curry, brown rice & roti pratha (G)                         | Beef and broccoli noodles (G)                            | Hainanese chicken with red pepper sprinkles with brown rice |
| 3. Vegetarian   | Penne with red lentil and tomato sauce (G)                | Lentil dhal and basmati rice with roti pratha            | Cheesy pizza with a homemade vegetable sauce on a grain encrusted crust (D,G) | Egg and vegetable fried noodles (E,G)                    | Jacket potato with beans and grated mozzarella (D)          |
| 4. Sandwich   | Chicken sausage in a w' grain roll (G)                    | Chicken & cucumber sandwich (G)                          | Cheese pita (G,D)   | Roast turkey and ranch dressing sandwich (G)             | Baked ham and cheese sandwich (G,D)                         |
| <b>Plus Vegetables (dressings optional)</b>   |   |  |   |  |   |
| Carrot and celery sticks  | Chinese greens  | Corn and peas  | Cucumber sticks and baby tomatoes   | Broccoli and corn  |   |
| <b>Plus a Fruity Dessert - there is also a fruit bowl that provides an alternate fresh fruit choices.</b>             |   |  |   |  |   |
| Fresh fruit   | Fresh fruit yoghurt pots (no added sugar) (D)             | Fruit jelly (low sugar)                                  | Fresh fruit   | Fruit or vanilla ice-cream (D)                           |   |
| <b>Plus a Drink</b>   |   |  |   |  |   |
| No added sugar juice, water or low fat flavored milk (D)  | No added sugar juice, water or low fat flavored milk (D)  | No added sugar juice, water or low fat flavored milk (D) | No added sugar juice, water or low fat flavored milk (D)                      | No added sugar juice, water or low fat flavored milk (D) | No added sugar juice, water or low fat flavored milk (D)    |

## RECESS

Students have two outdoor playtimes each day, supervised by counselors and instructional assistants. Our five playgrounds feature a variety of equipment, and two are covered for rainy day play. In addition, students in third through fifth grades have access to the Lunch Bunch, a space dedicated to building, inventing, and being imaginative, during recesses.

## UNIFORMS

Available for sale on campus and online.

Uniforms for sale on campus at Eagle Stop (Room A108)  
Monday through Friday, 7:45 a.m. to 3:45 p.m.

Uniforms for sale online through the Eagle Stop site:  
<https://sas-eagle-store.myshopify.com/>

Uniform pants for boys and girls can be ordered through Lands' End at <http://www.landsend.com/shop/school-uniforms/-/N-g54>. Click on "Find My School Using My Preferred Number." The SAS preferred school number is 900054461. Lands' End offers delivery to Singapore.



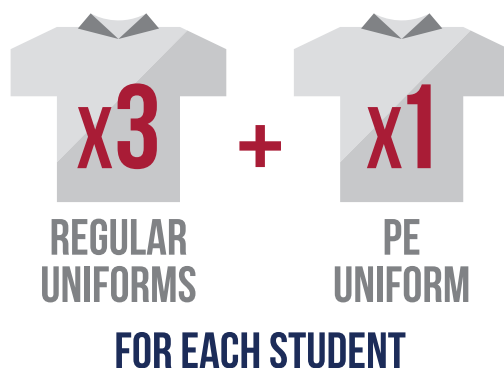
The SAS student uniform consists of a white polo shirt with an embroidered logo and navy blue bottoms, also with an embroidered logo. Students require both regular uniforms and PE uniforms. Alternate dress days occur twice each month and are noted on the school calendar.

A white or blue SINGAPORE sweatshirt (purchased at the booster booth) or a solid navy blue or white sweater or sweatshirt (with no commercial logos, stripes, or designs) may be worn over an SAS uniform shirt. A solid white undershirt or white SAS t-shirt may be worn under the official SAS uniform polo shirt.

Single plug flip-flops, beach or sport sandals, and Crocs are not permitted.



### **MOST FAMILIES PURCHASE**



## **NURSE'S OFFICE**

We have two nurse's offices at SAS, one of which is located in the elementary school. The elementary nurse's office is open from 7:30 a.m. to 4:30 p.m. Qualified registered nurses staff the nurse's offices.

Singapore American School requires that a completed medical examination form be submitted before a student can attend classes and activities at SAS. The medical exam must be dated within six months prior to the start of the school term. Please note that the doctor must complete the SAS medical examination form and a parent/guardian must sign the consent section on the second page. This medical examination form must be completed again when students move up a division, from elementary school to middle school, or from middle school to high school.

Under the Singapore Infectious Disease Regulations of the Infectious Disease Act, the parent/guardian of every child residing in Singapore must ensure that their child is fully vaccinated against diphtheria and measles.

If there is any change in the student's health condition, we ask parents to inform the nurse's office. The school nurse manages the health of your child based on the information given on the medical examination form, so it is important that the form is filled out completely with emergency contact information, emergency treatment authorization, immunization records, and the authorization to administer medication.

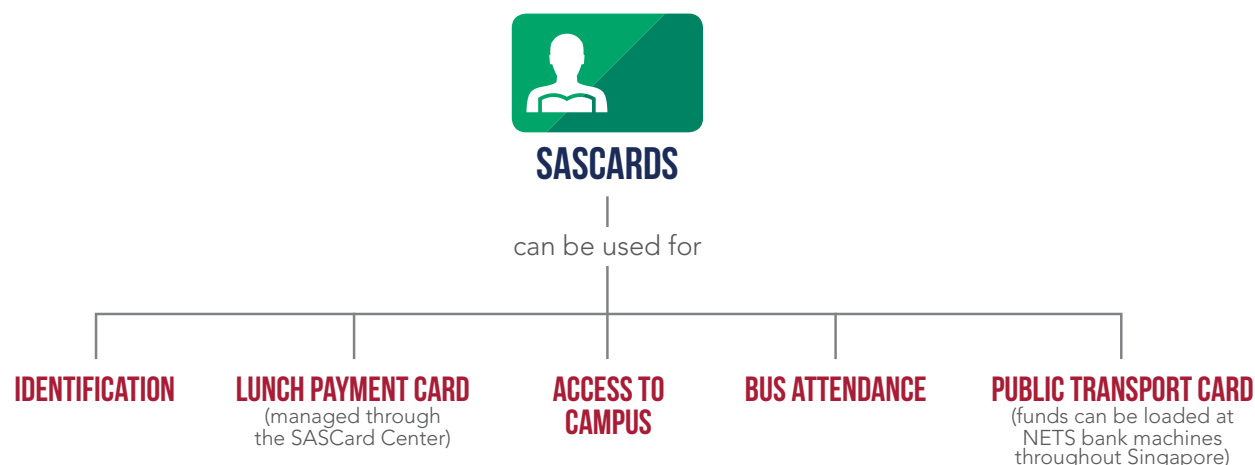
All medications must be administered in the nurse's office. If a student needs to take prescription medication during the school day, that medication needs to be brought into the nurse's office in the original container, with a copy of the prescription from the physician. The parents must provide the nurse's office with a signed authorization for administering medications form.

Students that have been tested for and/or diagnosed with severe allergies, asthma, seizures, diabetes, or any other medical condition requiring medications during school hours must provide a supply of all their appropriate medication needs to the nurse's office:

- Asthma—inhalers and any regular medications that would be taken during school hours
- Severe allergy—antihistamine tablets or creams, Epi-pens
- Diabetes—glucose monitor, insulin, glucagon injection, snacks, spare lancets, needles, and any other required equipment the individual may need
- Seizures—regular medications as well as emergency medications

## SASCARDS

The SASCard, a chip-based smart card, is our campus identification card that serves as the primary form of identification for all individuals entering the school campus. New families joining the SAS community will find a campus access application included in the materials they receive from the admissions office.



The SASCard Center (<http://webcard.sas.edu.sg/student/login.php>) is a secure website where all SASCard users can manage their SASCard accounts:

- One-time account registration: Register one or multiple SASCard accounts with a single password-protected login.
- View balances: Cardholders may display account balances in real time.
- Check transaction histories: Transaction histories are available for the most recent six-month period. Information displayed for each transaction includes account, date/time, location, type of transaction, amount of transaction, and remaining balance.
- Report lost or found cards: An immediate hold can be placed on your SASCard account funds.
- Low-balance notification: Preferences for a low-balance email notification can be set-up on your SASCard Account page.
- Credit card top-up: MasterCard and Visa are accepted. Cash top-up machines are also located on campus.

# BUSES

SAS contracts with an independent, local bus company Yeap Transport to provide bus transportation for SAS students. More than 100 buses provide transportation each day for approximately 3,000 students. While the length of the bus route for most students is between 45 minutes and 55 minutes, students living in more distant areas such as the East or West Coast may experience slightly longer travel times. Fees are based on the distance from home to school.

After-school activity buses are available for students in grades three and above who participate in after-school activities. The activity buses provide service to a variety of pre-determined drop-off locations across the island.

The bus coordinator's office is located at the Eagle Stop (Room A108). For further information, check the website at [www.yeaptpt.com](http://www.yeaptpt.com) or email [sas@yeaptpt.com](mailto:sas@yeaptpt.com) or call the bus coordinator, Mr. Adrian Yeap, at +65 6360 6770. The bus office is open Monday through Friday, 7:45 a.m. to 3:45 p.m.

 MORE THAN  
**80%**  
OF OUR STUDENTS TAKE THE BUS  
TO AND FROM SCHOOL EACH DAY

- Bus monitors help our youngest students on and off the bus
- Chips in student ID cards to ensure that students get on the correct bus and off at the correct stop
- Three-point seat belts on all buses
- GPS tracking of all vehicles
- After-school activities buses at 4:15 p.m. and 6:15 p.m.
- SMS broadcast system to parents
- Onboard CCTV cameras
- On-campus bus office fully staffed by Yeap Transport
- Low bus fees relative to other international schools



# AFTER SCHOOL ACTIVITIES

Beginning in kindergarten, SAS elementary students have access to more than 90 after-school activities in recreation, performing arts, music, arts and crafts, computers and technology, and instructional and competitive athletics. All after-school classes are taught by dedicated and professional teachers, many of whom are part of the SAS faculty.

The programs run for three different terms during the school year and activities vary from term to term. All classes are on weekdays from 3:15 to 4:15 p.m., and activity bus services are available.

## Sample list of courses:

Acting antics  
Dodge ball  
Fencing  
Hip-hop  
Junior scientists  
Junior zookeepers  
Kids can cook  
Masks and clay  
Ninja game coders  
Piano  
Taekwondo  
Yoga  
Young cartoonists

In addition, Girl Scouts and Boy Scouts are active on campus. Although not school-sponsored, many troops and dens meet on campus after school.

# HOMEWORK

We continue to review the relevance and value of homework in terms of promoting high quality learning for elementary students. We believe ongoing reading continues to be an important component to producing well-rounded students. This, along with math and world language, will continue to be the main focus of the homework that is asked of our students. While general time frames below provide guidelines for what is recommended, we understand that the manner in which children attend to, or are monitored in their work, can affect the actual time they spend on daily homework.

|                     |                                   |
|---------------------|-----------------------------------|
| <b>KINDERGARTEN</b> | 10 minutes of reading             |
| <b>GRADE 1</b>      | 20 minutes (10 literacy, 10 math) |
| <b>GRADE 2</b>      | 20 minutes                        |
| <b>GRADE 3</b>      | 20-30 minutes                     |
| <b>GRADE 4</b>      | 30-40 minutes                     |
| <b>GRADE 5</b>      | 40-50 minutes                     |

Most elementary classes have students write their daily homework in their homework diary provided by SAS. This can be used as a tool for conversations about the day's activities and to ensure that students have completed their work.



# PARENT CONNECTIONS

## ROOM PARENTS AND VOLUNTEERING THROUGH THE SAS PTA

The Parent Teacher Association (PTA) is a resource for new families settling into a new life at SAS and in Singapore. We aim to provide information, assistance, and friendship for newcomers as they transition into the SAS community. Other PTA services include the sale of school uniforms through the PTA Shop, processing Scholastic Book orders for preschool through grade eight students, and various social events such as the Open House Ice Cream Social, welcome coffees, and Staff Appreciation Day. Parents can connect and volunteer with a variety of PTA-sponsored activities within each division, including classroom and field trip assistance to teachers, parties, special events, room parent programs, class pictures, and more.

## PARENT EDUCATION SEMINARS

**Parenting workshops** – Elementary school counselors offer well known parenting workshops, including Active Parenting (for parents of students in preschool to grade two) and Parenting the Love and Logic Way® (for parents of students in grades three to five).

**Parent information coffees** – These monthly meetings are a great opportunity to connect with your child's principal or counselor to hear about the most important academic, social, and emotional topics relevant to your child's age. Topics include curriculum, grading, technology, parenting issues, and more. Have a topic you would like to hear more about? Let your principal or counselor know!

## TEACHER WEBSITES AND BLOGS

We believe that students and parents benefit most by engaging directly with classroom teachers. Each elementary teacher maintains a blog or class website that keeps parents up to date with class news, academic highlights, photos, and important dates to note. Teachers communicate these platforms individually to parents of their students.

## SCHOOL COMMUNICATIONS

**SAS eNews** – Considered required reading for SAS parents, our weekly digital eNews is the prime go-to source for news about upcoming registrations, deadlines, conferences and report cards, events, and important news. Be sure to read the top school-wide section and each division that your children attend. Plus, the PTA, Booster Booth, and community organizations include news and updates in the bottom section. eNews is emailed to both parents on the last day of each week.

**Website** – The MySAS portal on the school website is a place of vital information for parents, with calendars, lunch menus, links to teacher websites, absence forms, the parent directory, eNews archives, the *Perspectives* blog, and more. The portal has a school-wide section for general information, and a section for each division and can be accessed at the top right corner of the SAS website; your username is your six-digit SASCard number. Click 'Forgot Your Username/Password' if necessary, and it will be emailed to the address we have on record for you. Support: [communications@sas.edu.sg](mailto:communications@sas.edu.sg)

**Publications** – *Journeys*, (<https://www.sas.edu.sg/journeys>) our official school magazine, shares current, in-depth stories of education practices, faculty members, and events happening around the school written by and for members of our school community. It is mailed to current SAS families, faculty, and staff. Check out the Notable Mentions feature at the back to see the achievements and milestones of our students and faculty. The *Perspectives* blog (<https://www.sas.edu.sg/perspectives>), designed to highlight and share insight into each of the perspectives of our community, regularly features student reflections and achievements within our community.

**Social media** – Connect with SAS on your favorite social media platform to celebrate all things SAS, stay in the know for upcoming activities, and see photos of campus life. We are on Facebook, YouTube, Twitter, Instagram, Pinterest, Google+, LinkedIn, and Flickr. Post your own SAS photos and join the conversation!





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