



**International School
of Tanganyika**

Challenge | Support | Inspire

Elementary Parent Handbook 2018-2019

www.istafrika.com

MISSION

Challenging, inspiring and supporting all our students to fulfil their potential and improve the world.

VISION

IST will be a global leader in the education of internationally-mobile young people. All students, regardless of their starting point, will think critically, achieve academically and develop the wisdom to make good choices. They will show curiosity and creativity in addressing authentic problems, local and global. They will pursue their varied passions with enthusiasm, developing resilience, perseverance and confidence. Understanding the diversity of people and cultures, they will act kindly, fairly and responsibly. All members of the IST community will work together to fulfil this Vision.

VALUES

All members of the IST community are:

- | | |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Responsible. | We act responsibly, positively and constructively, towards ourselves and other people. We learn from our mistakes and accept the consequences of our actions. |
| Inquiring. | We show curiosity, perseverance and open-mindedness in seeking to understand and solve problems. We persevere in the face of difficulties and we embrace the learning that comes through failure as well as the joy of success. |
| Compassionate. | We empathise with others and act with care, kindness and courage. In our interactions, we behave with patience, generosity and integrity. |
| Balanced. | We believe in a broad education for our students, seeing the value for young people of participation in a varied curriculum. |
| Diverse. | We treasure the diversity within the IST community, using the rich opportunities for deeper understanding that come from our differences. |



FROM THE DIRECTOR

Welcome to the new school year.

IST, founded in 1963, has a strong and respected international reputation as a school focused on student learning. IST's mission is to "challenge, inspire and support all our students to fulfil their potential and improve the world," and my goal as Director, is to ensure every aspect of the student learning experience from the core curriculum to after school activities to our teachers and facilities is aligned with this mission.

As Tony mentions in his message, the home/school partnership is an important component of helping IST realize its Mission, and we are looking forward to celebrating our students' achievements with you during the coming year.

Mark Hardeman, Ed.D.
IST Director



FROM THE PRINCIPAL

Welcome to a new school year.

IST is a community. You as parents and students are a vital part of the community alongside all staff who work at school.

The information provided in this handbook provides you with a broad view of the school curriculum, policies and procedures and gives you a sense of how the Elementary Campus works. We will also be holding an information evening (Open House) to provide more specific details about the classroom programme. This will take place on Thursday, August 23 from 15.00 pm – 17.00 pm.

In the meantime please do not hesitate to contact us if you need further assistance or have any questions.

We look forward to working in partnership with you and hope that your child has a very successful and enjoyable year at IST.

Warm Regards,

Tony Breese
Elementary Principal



QUICK REFERENCE

WHO'S WHO:

| | |
|-------------------|-------------------------------------|
| Dr Mark Hardeman | Director |
| Mr Tony Breese | Elementary Principal |
| Ms Maggie Hewitt | Elementary Vice Principal |
| Mr Mike Mansell | Primary Years Programme Coordinator |
| Ms Tina Fossgreen | Director of Teaching and Learning |

ELEMENTARY FRONT OFFICE STAFF

Available between 06:30 and 16:00 Monday to Friday

- Ms Sarah Daniel
- Ms Marystella Kaombwe

Whom do I contact if my child is not well, late, needs to leave early or if I need to contact my child during the school day?

- Contact Sarah Daniel, Elementary Office, at +255-658-228883/5 -or- +255-684-228882/3 -or- +255-762-228882 -or- +255-759-228883. Parents may also email Ms Daniel at sdaniel@istafrica.com.
- If you know your child will be absent from school, let your child's class teacher know via email in advance.
- See page 19 for more details.

How do I update my contact information with the school?

- You can email your new phone number or email address to Sarah Daniel (sdaniel@istafrica.com) or make the update yourself by logging into the Parent Portal (see page 23).

What is the school schedule?

- Kindergarten to Grade 5: 07:10 to 13:45
- Early Childhood: 07:30 to 13:00
- After School Activities (ASAs) 13:55 to 14:40
- See page 23 for more information about the school day and page 19 for details about ASA's.

What is the school uniform?

- Students wear a uniform polo shirt in the school colors with the school logo. Polo shirts and PE uniforms are purchased from the school uniform shop. All below-the-waist clothing should be navy blue or black.
- See page 26 for details.

What are the options for lunch?

- Students can either bring a healthy lunch from home or purchase what is on offer from the canteen.
- See page 24 for details.

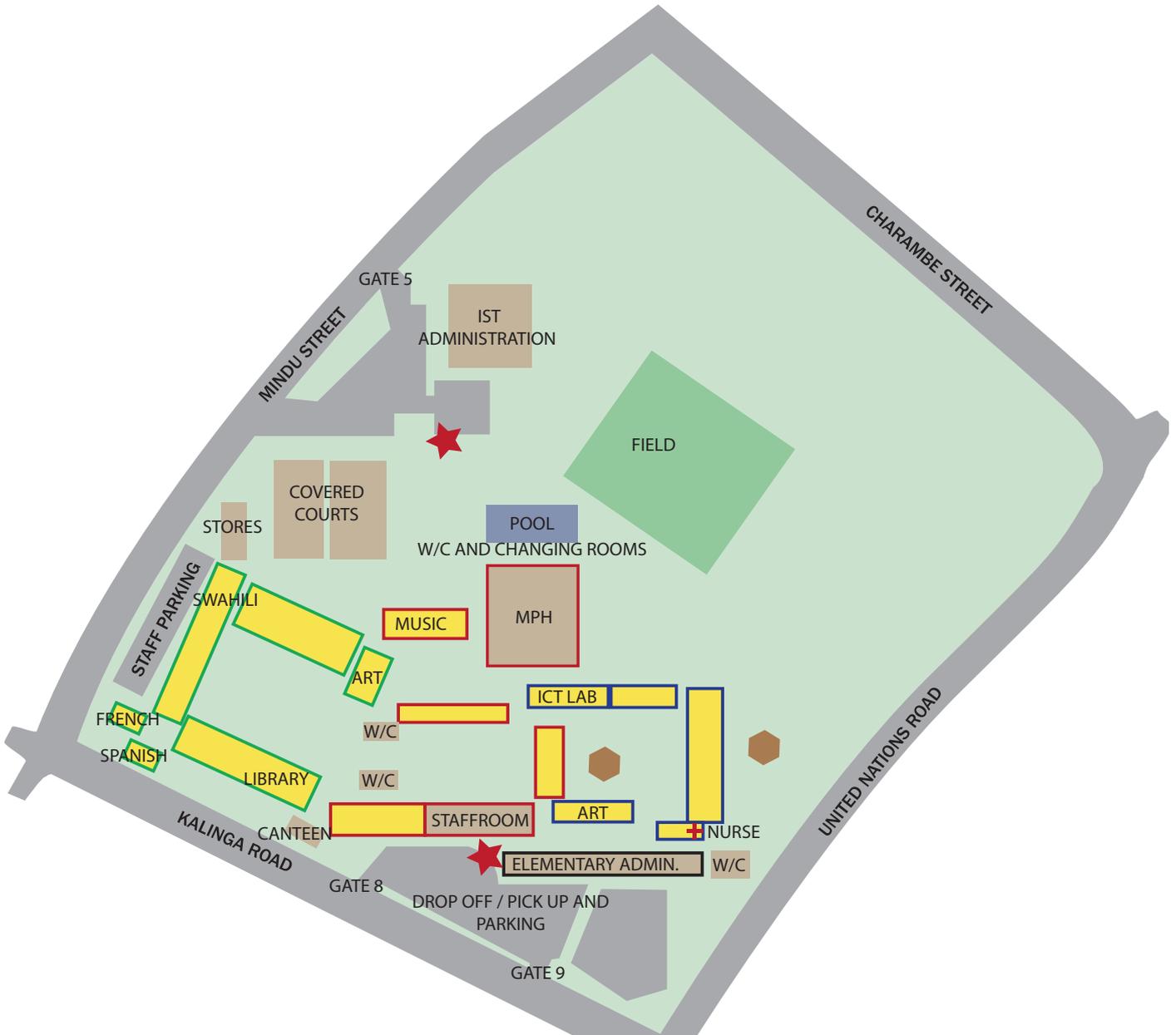
Some important events to note:

- Open House - Thursday, August 23, 15:00 – 17:00
- August 2018
 - Listening Conferences
- October 2018
 - Parent Teacher Conferences
- January 2019
 - Three Way Conference (Parent-Teacher-Student)
- March 2019
 - Student Led Conferences

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ELEMENTARY CAMPUS MAP



- CLASS ROOMS
- ROOMS 1-9
- ROOMS 10-22
- ROOMS 23-40
- ROOMS 41-55
- ★ ENTRANCE
(please remember to show the guards your school ID when entering)
- PLAY / CLIMBING STRUCTURE

CALENDAR

Central Office
P.O. BOX 2651, Dar es Salaam



SCHOOL YEAR 2018-19 updated June 2018

| 2018/18 | SUN | MON | TUE | WED | THU | FRI | SAT | IMPORTANT DATES |
|-----------|-----|-----|-----|-----|-----|-----|-----|------------------------------------------------------------------------------------|
| July 2018 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| | 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| | 29 | 30 | 31 | | | | | |
| Aug-18 | | | | 1 | 2 | 3 | 4 | |
| | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 8:Peasants Day; 9,10,13 & 14th : In service Days; |
| | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 15 : School opens for Students & teachers -1st day of Term 1 |
| | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 22 : Tentative Eid |
| | 26 | 27 | 28 | 29 | 30 | 31 | | |
| Sep-18 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 : Professional Development (No school for students) |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| Oct-18 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 : Professional Development (No school for students) |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| Nov-18 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 : Professional Development (No school for students) |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 21 : Maulid Day (Tentative) |
| Dec-18 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 9:Independence Day 14:End of Term 2 |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | Dec 17- Jan 7 School Holidays |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 25:Christmas Day 26:Boxing Day |
| Jan-19 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 1:New Years Day |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 7:School re opens for Students & Teachers Beginning of Term 3 12:Revolution Day |
| Feb-19 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| Mar-19 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 4-5 : Professional Development (No school for students) 6-8 : Short Break |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 22:End of Term 3 |
| Apr-19 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 25 : Beginning of term 4 |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| May-19 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 1 : Workers Day |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| Jun-19 | | | | | | | 1 | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 5-6 : Tentative Eid |
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 14 : Last day of Term 4/School Year |
| | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |

| | | | | |
|--|----------------------------------|--------------------|-----|-------------------------------------|
| | School Holidays | Instructional Days | 180 | |
| | Teacher Professional Development | In Service Days | 8 | Days in Term 1 41 Days in term 3 50 |
| | National Holidays | Total | 188 | Days in Term 2 38 Days in term 4 51 |

Approved by the Board of Directors : 9th November 2017; Amended on June 2018



AN OVERVIEW OF THE ELEMENTARY CURRICULUM

THE ORGANIZATION OF THE CAMPUS

The Elementary Campus serves students aged 3 to 11 from Early Childhood to Grade 5. Each class has an appropriate mix of students based on nationality, learning needs, language ability and gender. Self-contained class teaching and co-teaching are both utilized on the Elementary Campus. Students' interests, learning profiles, language proficiency and levels of readiness are central to the learning process. Groups may be formed for specific skill instruction depending on student need. These are reviewed and adjusted as the ability and needs of the students change throughout the year.

Specialist teachers deliver scheduled classes in Art, Modern Languages, Music, and Physical Education (including swimming). In addition to this, media specialists help to integrate ICT and Library into the curriculum. Student Services, including Counseling, English as an Additional Language and Learning Support are normally scheduled on a daily basis or according to need. Class teachers will send home copies of their schedule in the first week of school to assist families' preparations for school.

The Elementary Campus uses the International Baccalaureate Primary Years Programme as its curricular framework (illustrated with the programme diagram on the right)

THE IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE IB PRIMARY YEARS PROGRAMME

The International Baccalaureate Primary Years Programme (PYP) is part of the IB continuum of education, leading into the IB Middle Years (MYP) and Diploma Programmes (DP), which are also offered at IST. IST is fully authorized by the International Baccalaureate Organization as an IB World School. The IB Learner Profile (see page 33) guides all three programmes, and lists the attributes we hope to develop in our students as they become internationally

minded lifelong learners.

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry.

The IB Primary Years Programme

- addresses students' academic, social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students' efforts to gain understanding of the world and to function comfortably within it
- helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

THE PROGRAMME OF INQUIRY

The subject areas of mathematics, language, science, social studies, arts and personal, social and physical education are organized under six transdisciplinary themes. These themes provide IST with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to "step up" beyond the confines of learning within subject areas:

Who we are

- an inquiry into the nature of the self;
- beliefs and values;
- person, physical, mental, social and spiritual health;
- human relationships including families, friends, communities, and cultures;
- rights and responsibilities;
- what it means to be human

Where we are in place and time

- an inquiry into orientation in place and time;
- personal histories;
- homes and journeys;
- the discoveries, explorations and migrations of humankind;
- the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives

How we express ourselves

- an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;
- the ways in which we reflect on, extend and enjoy our creativity;
- our appreciation of the aesthetic

How the world works

- an inquiry into the natural world and its laws, the

AN OVERVIEW OF THE ELEMENTARY CURRICULUM

- interaction between the natural world (physical and biological) and human societies;
- how humans use their understanding of scientific principles;
- the impact of scientific and technological advances on society and on the environment.

How we organize ourselves

- an inquiry into the interconnectedness of human-made systems and communities;
- the structure and function of organizations;
- societal decision-making;
- economic activities and their impact on humankind and the environment

Sharing the planet

- an inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things;
- communities and the relationship within and between them;
- access to equal opportunities;
- peace and conflict resolution.

Each theme is addressed each year by all students from Kindergarten to Grade 5. These transdisciplinary themes help teachers to develop a programme of inquiry - units exploring important ideas and requiring a high level of involvement on the part of the students. These units of inquiry are substantial, in-depth and usually last for several weeks.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education. All students will come to realize that a unit of inquiry involves them in in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

THE EXHIBITION

The Exhibition is an important part of the PYP for all students. In the final year of the programme, students undertake a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. As the culminating experience of the PYP, the Exhibition offers students an exciting opportunity to demonstrate independence and responsibility for their own learning.

To find out more about the IBPYP, visit: <http://www.ibo.org/programmes/primary-years-programme/>. See the appendices at the end of this book for IST's current programmes of inquiry for each grade as well as the

learning continua documents.

LANGUAGE

(For IST's School Policy on Languages, see School Policy Manual 6.007, accessible online at <https://www.istafrica.com/about-us/school-policy-manual>)

"Language is the major connecting element across the curriculum. Therefore, in a PYP school the focus is not only on language for its own sake, but also on its application across the subject areas and throughout the transdisciplinary programme of inquiry."
- Making the PYP Happen, IBO, 2009

As in many international schools, the language profiles of our students are complex and diverse. While the language of instruction is English, we strongly acknowledge the role that development of mother-tongue language has in cognitive development, and in maintaining cultural identity. We actively seek ways to promote and celebrate students' mother tongues, and make connections with these and the languages to which they are exposed at school.

At IST all students have the opportunity to learn more than one language from early childhood classes onwards. Every learner benefits from having access to different languages and as a result, access to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international-mindedness.

Students are learning language, learning about language and learning through language during all aspects of their school experience, and every teacher is considered a language teacher.

The PYP has identified three strands of language that are learned across and throughout the curriculum, with each strand being an integral component of language learning. Each strand is considered through the receptive aspect (receiving and constructing meaning), and the expressive aspect (creating and sharing meaning). The three strands are:

- Oral language - listening and speaking
- Visual language - viewing and presenting
- Written language - reading and writing

We use the PYP Language scope and sequence document alongside the Bonnie Campbell-Hill developmental continuums for reading and writing to guide our planning, teaching & learning opportunities, as well as to measure students' progress.

The school utilises a whole language/balanced literacy approach to reading and writing. By this we mean that language learning should be contextual wherever possible, and should include a balanced range of opportunities to read and write for different purposes.

The focus of the reading programme at IST is to foster a love of reading, strong comprehension skills, and confident oral reading fluency. Students experience reading at and beyond their own level through regular read-aloud and shared reading. They have regular guided reading sessions with their teacher, with a particular instructional focus, and practice at their independent level during independent reading, and when reading at home.

The writing programme ensure that students have opportunities to write every day, including free writing, focused lessons on particular writing traits, opportunities to draft, edit and revise their writing through to publishing, and regular chances to conference about their writing.

Additional Languages

The acquisition of an additional language is one of the keys to promoting international understanding. All students at IST must learn Kiswahili during their first year of modern language instruction.

Children from Early Childhood to Grade 4 may only take Kiswahili. Learning Kiswahili within the host country opens the door of communication between people of different cultural backgrounds and develops a better understanding of Tanzanian society, history, culture and traditions. The Kiswahili programme consists of three flexible instructional groups. These groups include beginner, intermediate and advanced levels. Levels may sometimes be combined based on students' previous knowledge of the language and the size of the group.

During the 2018-19 school year, Grade 5 students have the option to learn French, Spanish or Kiswahili, though class size may sometimes restrict the school's ability to honour specific requests. Please note: 2018-19 will be the last year IST offers French and Spanish as additional languages.

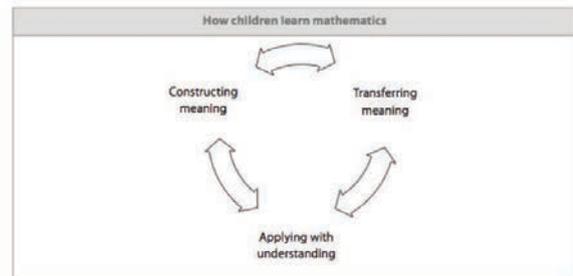
Children who are on a student services register (English as a Second Language and Learning Support) may not have the option of taking an additional language. They are placed in Kiswahili when they exit the support programme. Additional languages are taught 3 periods per week from Kindergarten to Grade 5 (twice per week for early childhood). Kiswahili, French and Spanish are taught as living languages. The topics are taken from daily life and sometimes connect to the Units of Inquiry. Lessons are animated and enhanced with songs, rhymes, stories, games, films, role-playing, cooking and local cultural events. Emphasis is placed primarily on listening and speaking.

MATHEMATICS

The power of mathematics for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. It is also recognized that students can appreciate the intrinsic fascination of

mathematics and explore the world through its unique perceptions. In the same way that students describe themselves as "authors" or "artists", we hope that our programme will provide students with the opportunity to see themselves as "mathematicians", where they enjoy and are enthusiastic when exploring and learning about mathematics.

How Children Learn Mathematics



Learners go through the stages shown in the figure when developing mathematical understanding:

Constructing meaning about mathematics (Conceptual)

Learners begin by constructing meaning, based on their previous experiences and understanding. During this stage, learners are involved in an active process, where they interact with manipulatives and engage in conversation with others, to explore their ideas, make connections, and confirm or adjust their current understanding.

Transferring meaning into symbols (Making Connections)

Only when learners have constructed their ideas about a mathematical concept should they attempt to transfer this understanding to connecting it with symbols. Symbols include pictures, diagrams, modeling with concrete objects and mathematical notation. Learners should be given the opportunity to describe their understanding using their own method of symbolic notation and then learn to transfer them into conventional mathematical notation.

Applying with understanding (Symbolic Representation)

In this stage, learners can demonstrate and act on their understanding. Through authentic activities, including a range of practical hands-on problem-solving activities and realistic situations, learners can demonstrate mathematical thinking through presented or recorded formats.

The PYP has identified five interconnected strands of mathematics:

Number

- the language of describing qualities and the relationships between them, including place value, and operations such as addition, subtraction, multiplication and division.

Pattern and Function

- identifying patterns in number, and generalised rules of function, leading to the later study of algebra

Data Handling

- collecting, organising, representing, summarising and interpreting data, as well as exploring probability

Measurement

- using appropriate tools and units of measure to describe length, weight, capacity, time, etc

Shape and Space

- exploring the regions, paths and boundaries of space, including 2D and 3D shape

We use the PYP Mathematics scope and sequence document, alongside the IST Math developmental continuum to guide our planning, teaching & learning opportunities, as well as to measure students' progress.

Number is taught throughout the year, and is closely connected to the pattern and function strand. These strands allow students to inquire into number systems and their operations, patterns and functions. They become fluent users of the language of mathematics as they learn to understand its meanings, symbols and conventions.

The remaining three strands are taught as units of inquiry and are closely linked to units from the transdisciplinary programme of inquiry. Data handling, measurement and shape and space are best taught in authentic contexts so that learners can use them to research, describe, represent and understand other aspects of the world.

SCIENCE

Science is taught within units of inquiry as part of the transdisciplinary programme of inquiry. There is an emphasis on hands-on learning experiences, opportunities to inquire into authentic problems, and challenging students to answer open-ended questions with investigations of their own design.

The knowledge component of science in the PYP is arranged into four strands.

Living Things

The study of the characteristics, systems and behaviours of humans and other animals, and of plants;

the interactions and relationships between and among them, and with their environment.

Earth and Space

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.

Materials and Matter

The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

Forces and Energy

The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

SOCIAL STUDIES

Social studies is taught within units of inquiry as part of the transdisciplinary programme of inquiry. There is an emphasis on inquiring into significant and relevant areas of study, exploring a range of perspectives, including individual, local, multicultural and global dimensions, and using factual information to deepen conceptual understanding of the world. There is also a strong emphasis on empowering students to be responsible and to take action in our world today.

The knowledge component of social studies is arranged into five strands:

Human Systems and Economic Activities

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

Social Organization and Culture

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

Continuity and Change through Time

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

Human and Natural Environments

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Resources and the Environment

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

CREATIVE ARTS

Arts are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Two common strands have been identified that apply across the different art forms and the artistic process:

Creating

Opportunities to communicate meaning, develop technical skills, take creative risks, solve problems and visualise consequences. Students are encouraged to draw on their imagination, experiences and knowledge as starting points for creative exploration. They have opportunities to explore their personal interests, beliefs and values, and to engage in a personal artistic journey.

Responding

Opportunities for students to respond to their own and other artists' works and processes. By responding to artwork, they can develop the skills of critical analysis, interpretation, evaluation, reflection and communication. They also become more mindful of their own artistic development and the role that arts play in the world around them.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Students are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

In the PYP, arts are identified as music, visual art, dance and drama. Our specialists teachers deliver the Music and Visual Art programmes, and the PE teachers incorporate dance into their programme. Drama is included in units of inquiry by homeroom teachers as and when opportunities arise.

MUSIC

Here in the ES music department at IST students have the opportunity to explore music in the following areas:

- Performance
- Melody/Harmony

- Rhythm
- Listening & Appreciating
- Texture
- Notation & Composition
- Expression

In music class students are exposed to these areas of music through singing, dancing and playing various instruments (ukuleles, recorders and percussion instruments). Students learn basic music theory, interact with music from other cultures through live or recorded performances and work with technology to create their own music.

VISUAL ARTS

In Art, students from Early Childhood to Grade 5 explore their own and others' creativity in a variety of ways. They work with a range of media including textiles, paint, clay, printing and drawing to express their ideas and creativity, as well as to explore elements of art including line, shape, colour, value, form, space and perspective. Their work is framed by the following Studio Habits which encourage and support them to: Use tools and materials and learn how to care for them Identify and solve problems in art, be persistent, and respect each other's perspectives.

Imagine what can't be seen and think of the steps that can be used to express a feeling or idea

Look at detail and evaluate their own work as well as the work of others.

Be a risk taker and discover new ways of creating art. Study the work of artists and learn from their work.

PERSONAL, SOCIAL AND PHYSICAL EDUCATION (PSPE)

Personal, social and physical well-being is linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

The development of overall well-being is defined through three common strands: identity, active living and interactions. These strands are concept driven and interrelated.

Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

Active living

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

All teachers can be considered PSPE teachers, and opportunities to explore these strands are found during units of inquiry, during specialist lessons (Art, Music, PE, Additional Languages), and also through the services the Counselors provide.

Physical Education

Our specialist PE and swimming teachers take the lead in providing opportunities to explore the active living strand. Regular exposure to all kinds of physical learning experiences will enable students to make informed choices throughout their lives and will include the following types of experiences:

Individual pursuits

The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming); recognizing a high level of achievement and how to improve a performance.

Movement composition (including dance)

Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance).

Games

Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.

Adventure challenges

A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.

Health-related fitness

Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.

ASSESSMENT

Teachers at the Elementary Campus use a variety of ongoing assessment tools and methods to find out what children know, understand and can do. Formative assessments are ongoing throughout daily teaching and learning, and help children and teachers to determine what children already know, in order to plan the next stages of learning. Summative assessments give students opportunities to demonstrate what they have learned.

Some of the many assessment strategies used by teacher include:

- observing students' behaviour and responses to a particular task
- taking photos of learning in progress and annotating them
- asking children open-ended questions to assess their understanding and recording their responses
- giving children open-ended tasks, individually or in groups, observing the process and the product to assess knowledge, skills and understanding
- written or recorded tasks, including simple tests

Teachers record student progress in a variety of ways. The one that is most accessible to parents is the student portfolio. The PYP perspective on portfolios is:

"A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind

at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and learning plans." -Making the PYP Happen, IBO, page 50, 2009

For the 2018/19 school year, all students will have a digital portfolio using the platform SeeSaw. Students will add pieces of work of their choice to reflect their learning journey with guidance from the homeroom teacher. Parents can view the digital portfolios throughout the school year.

Teachers also use a variety of more formal ways to assess student progress, including rubrics, checklists, continuums, and anecdotal records. A rubric is a set of criteria used for assessing student work or performance. The descriptors tell the child and the teacher what characteristics to look for in the work and how to rate it on the scale. Rubrics can be developed by children, or by teachers, as well as published rubrics.

The school also uses external, standardised tools to assess student learning and progress. These include the Developmental Reading Assessment (DRA) which assesses all elements of reading. In September / October of each year all students in grades 3-10 take the International Schools Assessments in Reading, Writing and Mathematics.

Continuums are teachers' main way of recording student progress over time in the areas of reading, writing and mathematics. Rather than expecting all children to reach specific targets at specific times, we see student learning as a journey, and the continuum as a map, that shows how far each student has come, and what the next steps are. Teachers mark continuums twice a year, and use this information to track progress and inform planning, as well as to complete the written report at the end of each semester.

At the back of this Handbook, you will find an appendix with the continua (for reading, writing and mathematics) that show the range of learning targets for your child's grade level.

INFORMATION COMMUNICATION TECHNOLOGY

Information Communication Technology is of great importance at IST. Our philosophy for the use of technology is that it should be an integral tool for learning. Therefore, we have integrated the use of technology into our programme ensuring the students all use technology for investigating, creating, communicating, collaborating and organizing; working towards becoming responsible digital citizens (listed in the student agreement).

The students throughout the entire Elementary School use a range of devices including iPads, MacBook Pros and Chromebooks. Students in Grades 3 - 5 receive a School Google Account and they have access to a range of applications including Google Documents, Slides and Sheets. In Grades 4 and 5 the students have 1:1 access to chromebooks. Early years' classrooms and specialist subjects have access to sets of iPads.

In order to assist children with making the most of the potential of the technology responsibly, we ask all students and parents to read together, discuss and then sign an 'Appropriate Use Agreement'. A full version of this contract can be seen in the reference material section at the end of this book.

LIBRARY

The IST Elementary library is a vibrant, welcoming place. Students visit regularly and are assisted in finding "just right" books, and in understanding how to use available resources for personal and group inquiries. Visiting authors and illustrators come from overseas and East Africa to help students understand the writing process. The Elementary library has a comprehensive collection of more than 30,000 up-to-date titles as well as subscriptions to numerous online databases and a wide range of educational magazines. Additionally there are mother-tongue collections from 25 different languages. All students are welcome to borrow up to 10 books each week. Parents are encouraged to come to the library before and after school any day to choose books with their children and to read and relax in the comfort of the library. The library is open from 07:00 – 15:00 every school day.

EARLY CHILDHOOD AND KINDERGARTEN - PROGRAMMES

We believe that every child is unique, competent and motivated to be an agent of their own learning. We strive to provide an environment that is engaging, inspiring and joyful, because play is the natural way that children learn. We value each child's voice, empowering them to make choices and lead their learning journey.

In our Early Childhood (EC) and Kindergarten (KG) programmes, a team of teachers, teacher assistants and specialist teachers use the following guiding



statements to provide a holistic experience for your child.

Play is...

- ... the work of the child, engaging their sense of wonder.
- ... how the child makes sense of their world.
- ... inherently valuable - all play is learning.
- ... the foundation for social skills.

Play-based learning

- Play provides authentic opportunities to develop skills, knowledge and understanding of the world.
- Children need extended, uninterrupted time to explore deeply and revisit important concepts.
- Relevant learning takes place where children are engaged and self-directed
- Play drives our units of inquiry, enabling children to explore concepts and deepen understanding
- Play can be independent, collaborative, social, inclusive, or solitary
- Symbolic expression and self-regulation are developed through play

The role of the educator is...

- To be a co-player (co-constructor) in student learning; to actively engage in each child's learning journey.
- To model and support children in developing and extending their ideas, challenging thinking and constructing meaning
- To continually observe, document and reflect on children's learning as a means of supporting dialogue and making meaning
- To intentionally create & maintain an emotionally supportive and inviting learning environment in response to children's ideas and interests
- To provide structures and routines that enable children to safely and confidently work and play together as responsible members of the classroom community

Relationships

- Positive relationships developed between children, parents and educators are the foundation for meaningful learning
- Building peer relationships is vital for all learning; we support children to engage, problem solve and collaborate within small and large groups
- We recognize the child's home environment as the first teacher and value the experiences and learning that children bring to school
- Open conversations between educators and parents create trust and a holistic understanding of the child
- We encourage parents to be active members of the school learning environment and to support children in making connections between home and school experiences

The learning environment

- The learning environment is "the third teacher" - resources are selected to stimulate, engage and invite rich experiences of discovery and inquiry
- The learning environment extends beyond the walls of the classroom
- The learning environment fosters a sense of belonging and ownership; it reflects the ideas, values, needs and learning of the group
- The environment is organised to promote self-regulation, independence, choice and social interaction
- The learning environment reflects and celebrates the learning of the classroom community
- Children have an innate need to inquire into the world around them to try to make sense of it and learn about it. This important inquiry takes place in children's play.

A continuum of learning

- Children naturally learn from each other; 'family classes' in EC allow children aged three to five years to learn and play together regardless of their age.
- Each child is unique and passes through similar developmental stages, but each at their own pace, in their own time.
- We use a continuum approach by gathering observations and documentation as evidence of learning and to plan next steps for each child.
- We document learning in a variety of ways to communicate and celebrate learning with the child, parents and the community.

The Early Years Programme consists of four domains of learning which support the development of the whole child. These domains are used to observe, plan for, support and assess early learners' development:

The four domains of learning

The learning in the early years is brought into focus through the following four lenses.

- Personal, Social and Emotional Development
- Physical Development
- Cognitive Development
- Creative Development

We prioritize personal, social and emotional development; by first nurturing children's identities, we create a solid foundation for all other learning.

To view our learning intentions for our young learners organised by these four domains, see page (38).

[Four Domains Learning Outcomes](#) (print entire document at back of book, before the reading, writing and math continuums).

Children must be toilet trained before being admitted to our Early Childhood or Kindergarten programme.

programme also provides responsive services to meet immediate needs of students and their families, in collaboration with teachers.

STUDENT SERVICES

We provide student services in the following areas:

- Counseling
- English Language Learners (ELL)
- Learning Support (LS)

Teachers, students and parents work collaboratively to identify and implement effective accommodations and interventions to support student learning. These are regularly reviewed. The school does not typically modify learning expectations.

Counseling

The counseling team offers a comprehensive programme to all IST elementary students, as well as the wider IST community. The programme is proactive and preventative in nature, and aims to develop skills in social, emotional and behavioural areas. The

Learning Support

The Learning Support team addresses the needs of students who are working on the borderline or outside of the normal differentiated range of the classroom. The goal of the Learning Support programme is to implement effective accommodations and interventions that enable students with learning differences to operate independently in their grade. Learning support teachers also co-teach with homeroom teachers in order to address the learning needs of all students.

English Language Learners (ELL)

ELL addresses the needs of students from non-English speaking backgrounds who are still in the process of developing interpersonal and academic English language skills. The goal of the ELL programme is to facilitate English language learning so that as soon as possible these students can operate independently, within their general classroom, at a level that reflects their age and ability. Our ELL teachers work with ELL students in pull-out groups and also co-teach with homeroom teachers.





AN ALPHABETICAL OVERVIEW OF ELEMENTARY PROCEDURES

This section includes information regarding:

1. After School Activities
2. Assemblies
3. Attendance and Absence Procedures
4. Behaviour Expectations
5. Class Placement Requests
6. Communication
7. Conferences
8. Contact Details
9. Daily Routines
10. Dismissal
11. Emergency Procedures
12. Field Trips
13. Food Service
14. Health
15. Home Learning
16. Lost and Found
17. News
18. Not for School
19. Parent Involvement
20. Parking and the Drive-by System
21. Reports
22. Seesaw
23. School Supplies
24. Security - car stickers and ID cards
25. Sharing Digital Media from IST Events
26. Uniform
27. Use of campus facilities outside of school hours
28. Visitors
29. Withdrawing a student

1. After School Activities

IST offers a wide variety of After School Activities (ASAs) for children from Grades 1 to 5. Activities fall into the categories of Active (sports and recreation activities), Creative (music, art and drama), and Community Service. The majority of these activities are held Monday through Friday from 13.55 pm - 14.40 pm. Children sign up for activities each term (there are three activity terms per year), so have the possibility of a broad range of experiences. The sign-up process happens online, and information about current activities will be shared with families via email in advance of each term.

2. Assemblies

Assemblies are held in the Multi Purpose Hall on a regular basis, providing opportunities for Building whole school community
Student work and achievements to be shared and celebrated
News and information to be disseminated

Different grade levels are at times responsible for assemblies. As assemblies are upcoming, this information is published in the Weekly Bulletin or can be accessed on the Elementary Events Calendar on the website. Parents are very welcome to attend all assemblies.

3. Attendance and Absence Procedures

Students from KG to Grade 5 are expected to be in school from 0710 - 1345. Early Childhood timings are from 0730 - 1300.

Please let your child's teacher know, preferably in writing, if your child is going to be absent from school, including the reason for the absence and the expected length of time. You can email the teacher or write a note.

Alternatively, call the Elementary Campus office before 8.00am on the day of absence. In cases where the school has not been informed of an absence, the front office will call parents at home to ensure that the child's whereabouts are established.

When will my child be recorded as late for school?

The school day starts at 0710 for Kindergarten to Grade 5, and at 0730 for Early Childhood. Attendance is taken and submitted to the office by 0720 (0740 for EC). If your child arrives after 0720 (0740 for EC) your child will be recorded as 'late'.

What is the procedure if my child is late for school?

Report to Sarah Daniel in the front office. Sarah will give your child a 'late slip' and change the register to show your child is late. Your child should take the 'late slip' to class and give it to their teacher. Please do not take your child straight to class if they arrive after 0720 (0740 for EC) - they will be sent back to the office to inform Sarah of their arrival. Consistent lateness impacts on your child's learning. Please make best efforts to get your child to school on time.

What is the procedure for my child leaving school before the end of the school day?

If you need to take your child out of school early:

- If possible, let the teacher know in advance, in writing
- Go to the front office and get a 'gate pass' from Sarah Daniel
- Go to the classroom to collect your child
- Hand in the 'gate pass' to the guards as you leave the campus - this shows you have permission to take the child outside

Who do I/we inform if we will be travelling and our child(ren) are being left in someone else's care?

It is very important that the school is kept informed of who is responsible for a child in case of emergency. Please inform your child's class teacher in writing that

AN ALPHABETICAL OVERVIEW OF ELEMENTARY PROCEDURES

you are leaving Dar and give the following information:

- The length of time you will be away.
- Contact details for you while you are away.
- Who the responsible adult is in charge of your child.
- The contact details of this adult (email and telephone number). Please make sure that you leave contact details of an English speaking adult.

What should I do if I would like to take my child(ren) out of school for a vacation or family trip?

Extended or frequent leave from school is strongly discouraged, as this seriously affects student learning. While attendance is ultimately the family's decision, please understand that lost classroom time, particularly the learning interaction between students and with the teacher, is irretrievable.

If you need to take your child out of school, please notify the classroom teacher and the Principal in writing, including the reason and duration of the leave. Teachers are not expected to provide work for students who are being taken out of school during the term for holidays.

4. Behaviour Expectations

We take a positive and proactive approach to behaviour management. We use the IB Learner Profile and PYP attitudes to help us frame agreements about appropriate behaviour around school. Classes often begin the year by collaboratively developing behaviour agreements, and all our expectations are framed around the ideas of being safe, showing respect for self, others and the environment, and doing our best.

Kelso's Choices encourage students to solve small problems using a variety of strategies, and all teachers use these as a reference point to encourage independence.

However, when a classroom, school, or playground expectation is not met, students should be aware that there will be a consequence. Consequences are discussed with students, and are intended to provide an opportunity for them to learn from their choices and put better choices into practice in the future.

Consequences may include:

- A time-out or cooling off period
- A reflection of their actions or choices, sometimes in written form
- Missing a break or other favourite activity
- A compensatory action - to attempt to resolve the conflict
- Negotiating a behaviour plan
- Students who repeatedly break rules or defy adult directions may be sent to the Vice Principal if the student is in Grade 2 or younger. Students who are in Grades 3 to 5 may be sent to the Principal.
- Students who intentionally hurt others will be sent to the Vice Principal if the student is in Grade 2 or younger. Students who are in Grades 3 to 5 will be sent to the Principal.
- Repeated visits to the Vice Principal/Principal may result in a student being sent home

ES Campus Approach To Bullying: Procedures

The approach to bullying is designed to supplement the current Board Policy on Discrimination and Harassment. Research has shown that building awareness of the consequences of bullying and involving all members of the school community is the most effective way of reducing bullying in schools.

Definition of bullying

Bullying is defined as 'when a person has been exposed, repeatedly and over time, to negative actions on the part of one or more persons,' (Olweus, 1991)

Bullying can take, but is not limited to, the following forms:

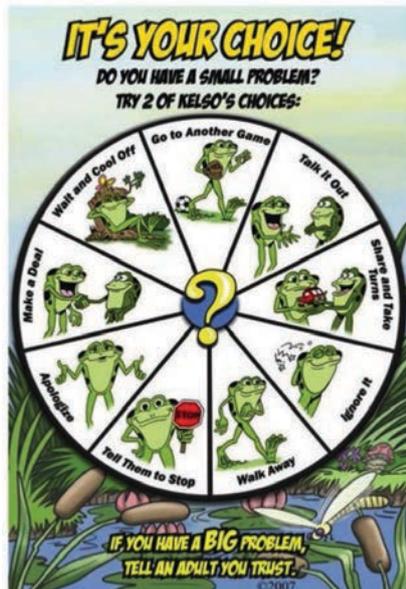
- Physical: pushing, shoving, hitting, kicking
- Verbal: name calling, teasing, laughing at, threatening
- Indirect: spreading rumors, excluding someone from a group
- Electronic: identity theft, posting insults, spreading rumours via social networking (e.g. Facebook, email)
- Property: Taking or vandalizing the property belonging to another person, theft

Bullying is not the same thing as a disagreement between two people. Bullying is:

- systematic and ongoing rather than one off;
- done by the more powerful over the less powerful rather than between equals;
- distressing and hurtful to the victim rather than good-natured fun;
- one-way rather than an exchange.

Anti-Bullying Code

1. IST Elementary students, parents, teachers and staff agree to join together to prevent bullying at our school.
2. We believe that everybody should enjoy our school equally and feel safe and accepted.
3. Bullying is not tolerated at the Elementary Campus.



It is not an acceptable part of growing up.

4. Students must support each other by reporting all instances of bullying to a teacher, counselor, vice-principal or principal
5. Reports of bullying are taken seriously and appropriate action will be taken.

The position of the bystander

It is important to acknowledge that the bystander can play a very important role in a bullying situation in either a positive or negative way. Roles students play when they witness bullying include:

- Students who Assist: These children may not start the bullying or lead in the bullying behavior, but serve as an “assistant” to children who are bullying. These children may encourage the bullying behavior and occasionally join in.
- Students who Reinforce: These children are not directly involved in the bullying behavior but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.
- Outsiders: These children remain separate from the bullying situation. They neither reinforce the bullying behavior nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone’s side. Even so, providing an audience may encourage the bullying behavior.
- Students who Defend: These children actively comfort the child being bullied and may come to the child’s defense when bullying occurs.

Children can go get help from an adult, report what they witnessed to an adult, show kindness to the target. Depending on the nature and frequency of bullying behaviours one or more of the following disciplinary action will be taken for those students who demonstrate bullying and or who are bystanders assisting the bullying behaviour:

- detention (break / lunch)
- exclusion from activities
- suspension (in-school and out of school)

All instances of bullying will involve the vice-principal who will decide on the necessary consequences once an investigation has taken place. The counselor maybe involved in the gathering of information but is not involved in disciplinary measures.

Restorative Action

Generally consequences don’t fix bullying behaviour. There needs to be restorative action for the child using bullying behaviours which can take the form of, but is not limited to:

- Parents, child and counselor meeting
- Parents introduced to outside counselling services
- Teacher (not class teacher or counsellor) to meet with the child on a regular basis

Support for the Target:

- Encouragement to have session/s with the counselor which may/may not involve parents
- Lunchtime sessions set up by counselor for child and friends/peers (not directly related to the bullying but as a safe place to chat and build / regain confidence)
- Advice to parents on support options outside of school

Whole School Pro-active Measures in Place

- All teachers involved in promoting expected behaviours (ATL Social and Self Management Skills)
- Use of assemblies to highlight expected behaviour in school community
- Promotion of Kelso’s choices (for younger classes)
- Class/grade based programme run by the counselor

If a child feels they are being bullied who should they talk to at school?

The guiding answer for this question is: ‘Whichever adult the child feels most comfortable talking to and to do so as soon as possible’. In many cases this will be the homeroom teacher or class teaching assistant. However they should also feel very free to approach their previous teacher, the counselor or a member of administration. After listening to the child and discussing the situation, the adult will decide how to handle the issue and if it is a bullying situation involve both the Vice Principal and Counselor for the child’s grade. (If a child speaks to a Teaching Assistant their remit is not to deal with such a situation but communicate with the homeroom teacher/counselor). The child may feel more comfortable bringing a friend when approaching an adult which is fine.

If a parent feels their child is being bullied who should they talk to at school?

In the first instance it is important for the parent to speak with their child’s homeroom teacher to discuss their concerns. If it is established that the child is being bullied (according to the definition above) then the matter will need to involve both the Vice Principal and Counselor for the child’s grade.

If after talking to the homeroom teacher the parent feels not fully satisfied, they are advised to make an appointment to speak with the Elementary School Principal. If the parent is not satisfied at this point they are advised to request to make an appointment to see the School Director.

If a child sees another kid being bullied who should they talk to at school?

Because bullying can be done ‘under the radar’ and so is not seen by adults other children can play a very important part in reporting bullying which they have

witnessed. They can talk to their parents, their teacher, the counsellor or a member of administration.

5. Class Placement Requests

Near the end of each year, teachers work to create classes for the following year, using a system to ensure that gender, language needs, student support needs, academic ability and personalities are as balanced as possible within each class.

- Requests for specific teachers cannot be honoured.
- Requests to avoid a child being placed with a particular homeroom teacher may, under special circumstances, be considered.
- Requests to pair specific children cannot be honoured.
- If possible, requests to separate children who are known to disrupt each other's learning will be considered.

Such requests can be made by collecting a form from the counselor.

6. Communication

We encourage all adults in the school community to use the following adapted "Norms of Collaboration" to frame our interactions at IST:

Promote a spirit of inquiry

Seek to understand data, explanations, ideas, anecdotes, and generalizations by asking questions, using open-ended probes, and listening.

Share your ideas, data, perceptions, and modify if necessary

Share relevant facts, ideas, opinions, and inferences and be willing to modify or withdraw your ideas, opinions, and points of view.

Pay attention to self and others.

Balance your own participation and create opportunities for others to contribute and respond. Be conscious of your time and the time of others.

Honour your commitments

Honour your commitments to students, colleagues, parents, and the school. When you are not able to honour a commitment, communicate with those who are affected.

Go to the source to resolve conflict

Recognize that conflict and misunderstandings can result in growth and improvement. If conflict or misunderstandings occur, then go to the source with resolution in mind.

Presume positive intentions

Presume the positive intentions and the goodwill of others.

Using these norms to frame our interactions will, we hope, enable us to address issues, resolve conflicts and work together towards our common goal of effective learning for your child(ren). If an issue of concern does arise, we suggest the following:

1. Talk to the homeroom teacher (or the teacher concerned) about any concerns that arise about your child, their work, their behaviour, or an aspect of the school programme.
2. If your concern has not been resolved through this channel, or you have a question of a more general nature, you are welcome to make an appointment to see the Principal or one of the Vice Principals.
3. If your issue is still not resolved, you may take it to the Director. The Director is also happy to discuss questions related to general operations or school policies. Appointments can be made through the Director's personal assistant.

If necessary, the Director will refer relevant issues to the School Board. Individual board members refrain from directly involving themselves in administrative matters involving students, teachers or administrators.

To contact a member of the school faculty or staff by email, use the first initial of their first name, their last name, then @istafrica.com. For example, Tony Breese's email address is tbreese@istafrica.com. There are a few exceptions to this rule so if you don't receive a reply within three working days, contact Sarah Daniel (sdaniel@istafrica.com) to be sure you have the correct email address.

7. Conferences

Four conference days are scheduled during the year. Very early in the school year we hold Listening Conferences which is an opportunity for parents to share with Homeroom teachers about their children. The Parent-Teacher Conference, scheduled in October, is an adult-to-adult conference to discuss student progress. Students do not attend school on this day. In January we hold a three way conference (Parent-Teacher-Student) to discuss the December Report and set goals for the second half of the year. The Student-Led Conference, scheduled in March, is a parent-student conference where students share and celebrate their learning with their families. Students attend school only during their conference time on this day.

- August 2018
- Listening Conferences
- October 2018
- Parent Teacher Conferences
- January 2019
- Three Way Conference (Parent-Teacher-Student)
- March 2019
- Student Led Conferences

In addition to these scheduled conferences, if a parent (or a teacher) would like to discuss something of importance, we ask that you schedule an appointment at a time agreeable to both you and the teacher. This allows the teacher sufficient time to prepare for the meeting.

Parents are welcome to see any teacher, any weekday, between 1345 and 1400. These brief interactions can be helpful in ensuring that small issues are dealt with in a timely manner. While families are welcome to bring their children into classrooms from 0700, we ask that parents refrain from unplanned meetings with teachers in the morning, as this is important preparation time for teachers.

8. Contact Details

Please keep the school updated with your home and mobile phone numbers and your emergency contact phone numbers. In the event of an emergency we need to be in touch with the parent or designated guardian as quickly as possible.

If any of your contact information changes (home, mobile phone and office numbers, email addresses, or home address), please contact the front office at once. You can email your new contact details to Sarah Daniel (sdaniel@istafrica.com) so that she can update the family contact database. You can also visit our front office and check your details with Sarah Daniel or another member of the front office staff who would be glad to help you.

To update the contact details that the school has for you, go to the Parent Portal (<https://ed-admin.istafrica.com/pparentportal.cfm>) where you can login to update the details directly if you prefer. The login details to the portal are sent to parents via email in August. If you need to have the details sent to you again, contact Sarah Daniel to request.

9. Daily Routines

The school day runs as follows:

| | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 06:30 | Playground supervision begins (field and covered courts). Please do not leave your child unaccompanied on campus before this time. |
| 07:00 | Children may come into the classroom |
| 07:10 (bell) | School day starts for KG-G5 students |
| 07:30 | School day starts for EC students |
| 09:20 09:40 | Morning break - children have time to eat a snack before, during or after this break. All children should wear hats for playtime, or they will be asked to stay in the shade. |
| 11:40 - 12:00 | Lunchtime - students eat their packed lunch in the classroom (EC-G2) or at the cafeteria seating area (G3-5). |
| 12:00 12:20 | Lunch break. No hat = play in the shade. |
| 13:00 | EC students dismissed |
| 13:45 (bell) | Students dismissed |
| 13:55 (bell) | After school activities (ASAs) begin |
| 14:00 | On campus supervision ends |
| 14:40 (bell) | ASAs end |

10. Dismissal

Students in Early Childhood are dismissed at 13:00. Families needing to wait at school in order to pick up an older child at 13:45 are asked to stay in the Early Childhood playground (behind the EC classrooms) so that classes for older students are not disturbed. Please note that the area is also sometimes used by students in Kindergarten so the school may find a new area for families needing to wait for their older children to be dismissed. If the waiting area changes during the year, we will let you know.

Students in Early Childhood and Kindergarten have supervised dismissal. This means that parents or designated adults collect them from the classrooms. No child will be released to an adult who has not been previously authorized by the parents.

Children in Grades 1 and 2 also have supervised dismissal; however parents can contact teachers in person or by email to make alternative arrangements.

Grades 3, 4 and 5 students dismiss on their own. Parents need to arrange with them beforehand where you will meet and how they will get home. If you are collecting them by car they need to sit and wait in the car-line waiting area.

No child is allowed to leave school unless collected by a parent or designated adult.

If a student has not been collected by 14:00, they should come to the Elementary Office (younger children will be accompanied). Here, the office staff will record their names, and will ask the person who collects them to sign and record the time of departure. Office staff can also help children to call their parents if necessary.

Students are not allowed to remain on the Elementary Campus after school, including the playground, unless they are supervised by an adult or are participating in a school-sponsored activity. There is no playground supervision after 14:00. The library is not open to unsupervised children after school.

11. Emergency Procedure

Procedures are in place for a range of emergencies. Emergency drills such as evacuations and lockdowns are practiced regularly. In addition to these drills, the school will send out mass emails or SMS messages if there is a need to contact as many people as possible in the shortest amount of time.

12. Field Trips

Field trips are a part of the curriculum at each grade. For the younger children these consist mainly of day trips to areas of interest in Dar es Salaam. In Grade 4, the children go on an overnight field trip to Bagamoyo as a part of a unit of inquiry. In Grade 5, children also go on an overnight trip to Mikumi National Park as part of a unit of inquiry. Prior to each trip, parents will receive a field trip form, including a risk assessment. The form must be signed by parents and returned to the teacher before children are allowed to leave the school campus. There are often trips between the Elementary and Secondary campuses. At the end of this Handbook is a copy of the form parents receive to give permission for their children to be taken to and from either campus at any time. Parents will always be informed of cross-campus trips.

13. Food Service

Two options exist for lunch; students can either bring a healthy lunch from home or purchase what is on offer from the canteen. Unfortunately, we do not have facilities for refrigerating or heating food, so please be mindful of this when packing snacks and lunches. Please do not bring hot lunch options from home

during the school day.

Students from EC to Grade 2 eat in their classrooms, with their teachers. Grades 3-5 eat on the picnic benches near the cafeteria. Sharing of food is not permitted. Unfinished food is kept in lunchboxes so that parents can monitor what their children are eating.

Information about the canteen's menu can be found on the school website: www.istafrica.com

14. Health

Nurses: The school employs two full-time nurses. They will contact parents when their child needs to be collected early from school due to sickness. Children can visit the nurse during the school day and will be treated for minor accidents or illness. All visits to the School Nurse are recorded and parents will always receive a note in their child's bag if they have visited the nurse.

Medical Information: It is essential that the school has accurate and up-to-date information on each child. We hold on file the medical information you provided on enrolment. If a child's health condition has changed or he/she has a health problem that might affect his/her performance or restrict participation in any physical activity, please notify the school nurse (and the teacher) immediately.

Medication: Medication may only be administered by the school nurse. If your child needs to take any medication, it must be delivered to the school nurse along with specific instructions for use.

Illness: Please keep your child at home if they are unwell, especially if they have any of the following: earache or severe headache; fever; an acute cold; a communicable disease; mattering or inflammation of an eye; nausea, vomiting or diarrhea; untreated head lice; a skin irritation suggesting impetigo or ringworm

Communicable Diseases: please inform your child's teacher and the school nurses if your child has contracted a communicable disease such as chicken pox. The nurses will communicate by letter with parents of all children who may have been exposed to a communicable health problem. The letter will explain what to look for and give recommendations for what to do.

The following guidelines should be used to determine if your child is ready to return to school:

- Fever has been absent for 24 hours.
- Nausea and vomiting and or diarrhea have subsided for 12 hours.
- The stage or contagion for specific communicable diseases has passed.
- The child, if under a doctor's care, has been given permission to return to school.

15. Home Learning

We describe home learning as any activity in which students are involved outside of the normal school day that contribute to their learning. Our priority for home learning is that it is relevant and engaging for children, and that it should not create stress or pressure. Free play, after school activities, family time and exercise are also very important in your child's development.

Reading should form a natural part of the daily home routine and emphasis should be on a shared enjoyment of reading. Reading at home is an excellent means of developing thinking skills, increasing fluency, developing language skills and helping children develop confidence with their reading.

Our expectation is that every child should spend some time at home daily, reading or sharing books they have chosen, with a focus on pleasure and enjoyment. From EC - Grade 2, we strongly recommend that reading time is shared with an adult, and should include adults reading aloud to their children. Beyond Grade 2, while children are able to read more independently, adults are still encouraged to regularly spend time reading, sharing and talking about books with their child, including reading aloud to them. Reading in the home language is also essential and encouraged.

Apart from reading, children may sometimes be invited to participate in home learning activities connected with the learning in class, or encouraged to pursue their own personal inquiries. Home learning tasks might involve collecting information from sources at home, responding to tasks at school using technology, or undertaking small personal projects. By Grades 4 & 5, some more regular tasks may be set to give children practice in important skills and encourage time-management. Home learning will be shared and celebrated at school, but will not be used for assessment purposes.

16. Lost and Found

All clothes including PE shirts, lunch containers, book bags, etc. should be clearly labeled with the student's name. Lost and found items are turned into the nurse's office. Families are encouraged to look for lost items in the lost and found cupboards next to the nurses' office.

17. News

The Weekly Bulletin is sent out via email to parents' at the end of each week and keeps all parents up-to-date with school events and developments. The Elementary Campus also posts important events to the online calendar on the IST website.

In addition, the class teacher will send a brief weekly email to update you on any important upcoming events that affect your child. Each class also has an online classroom community where you can view

and interact with a reflection of classroom events and learning experiences.

When it is necessary to communicate in the form of a letter, it will be either sent home with the child or emailed to you. In the event the school needs to send important, time-sensitive information to parents, these messages are sent via SMS and/or email.

18. Not for School

Mobile phones, expensive watches, and real or pretend weapons should never be brought to school. Sometimes teachers ask children to bring items of interest from home to share. Apart from these times, it is best to keep personal belongings at home, to avoid potential upset if lost or damaged. The school cannot take responsibility for items lost at school

19. Parent Involvement

Parents are welcome on campus before and after school, as well as during the events and celebrations of learning to which you will often be invited. Other ways to become involved include:

- Becoming a class parent: class parents have a valuable role in the smooth running of our school. We aim to allocate at least one class parent to each homeroom, and their role includes attending Elementary Parent Network (EPN) meetings, welcoming new families and organising social functions for the class. Class parents will have access to the contact details (email and phone) of all the parents in the class so that they can facilitate communication. If you are interested in volunteering for this important role, please contact your child's homeroom teacher before Open House.
- Serving on the School Board.
- Attending EPN meetings and helping to organise EPN events such as International Day, Friendship Duka, IST's Got Talent, the EC/KG Fun Day, and much more.
- Offering expertise as a guest speaker or activity leader during particular units of inquiry, or accompanying students on field trips, as requested by teachers.
- Offering to assist with an After School Activity.

20. Parking and the Drive-by System

Children have the right of way in school parking areas. Please slow down and drive carefully.

If you intend to accompany your child into the campus or personally pick them up, please use Gate 9 and park in the the parking lot. Due to limited parking spaces, parents who come to school with a driver are requested to ask their waiting drivers to park outside the school premises after parents and children are dropped off rather than parking in the school car park. By doing this, parents who are driving their children to school are less

likely to have to park outside the school premises and walk in from outside with their children.

If you prefer to use the drive-by system for drop-off or pick-up, please enter through Gate 8. There are two lanes. The left-hand lane is for parking and letting children climb in and out of the car. The right-hand lane is for overtaking. No one may stop in the right hand lane to let children in or out, and no driver may leave their vehicle unattended in the drive-by lanes. The staff on duty will try to move people along as quickly as possible so that we can make the most effective use of the system. If the lanes are full, the guards will ask cars to wait outside the school premises until there is space.

There are some parking spaces at school but not enough for the whole parent community. To avoid accidents and congestion some of you may want to use the school drive-by system to drop off and collect your child, or car pool.

Gate 5 (Admin Block) can also be used for drop off and pick up. There is limited parking for parents at this gate.

21. Reports

Report cards for all grades are prepared twice a year in December and June. The December report is a progress report, and is followed by the January Parent-Teacher-Student conference where progress made and next steps in core areas of learning are discussed. The June report provides a summary of progress in all areas for the entire school year.

22. Seesaw

Seesaw is an online digital portfolio tool used by students, teachers, and parents throughout Elementary School. It has a two-fold purpose:

1. For students to document and demonstrate growth in their learning at school through video, audio, photographic and other digital media posts. This allows both students and teachers to organize work by unit or subject area and review progress over time.
2. To include families in the learning process by providing notifications of posts that can then be commented upon.

23. School Supplies

IST stocks almost everything your child will require to participate fully in the educational programme. Your child will need a school bag, a water bottle and a hat, as well as a snack/lunch box or bag, clearly labelled with their name, all for use on a daily basis. In addition, they will be asked to purchase a waterproof Library Bag from the Uniform Shop. The shop is open Monday-Friday 12:00-14:00. They will also need a swimsuit, towel, swim-bag and goggles if preferred, for swimming lessons.

24. Security - car stickers and ID cards

The school has a walled perimeter with numerous gates controlled by security guards. Vehicles must display a current school car sticker to enter. Car stickers can be obtained from the administration building or the Elementary front office.

All adults who come to school on a regular basis are issued with a photo ID badge. All other visitors are given a temporary pass. No-one is allowed to enter the Elementary Campus without a badge. We depend on your cooperation in this to keep our campus safe.

Please bring your ID card with you whenever you come to school. If you do not have your card, you will be asked for proof of ID before receiving a visitor's pass. If you have no proof of identity, we will ask you to visit Marystella in the front office so that she can verify that you are a member of the school community.

Who can have an ID card?

- Staff who work on campus all wear an ID card.
- Parents receive an ID card on enrolment of their child(ren).
- If you would like a special pass for a driver or housekeeper, you will need to apply for one, using the online form at www.istafrica.com/school-life/communications-and-contact-guide/additional-id-card-request. The special pass indicates that parents have given the holder permission to leave the school premises with their children.

25. Sharing Digital Media from IST Events

Publishing and sharing digital information is easy and difficult to restrict. People want to share pictures and videos of their children with family and friends, especially when they are modeling, performing, or competing. However, parents and faculty must be mindful of how and where students' images are shared as well as watchful of any commentary about the photos/images. IST will commit to reminding audience members who attend student events about the importance of respecting and safeguarding our children in the "digital public arena". Further, we will strongly encourage audience members to limit the sharing of photos and images to family and friends.

26. Uniform

The Elementary Campus uniform is the school polo shirt with IST logo, worn with:

- Navy blue or black long trousers (not denim) or leggings
- Navy blue or black shorts, skirts or skorts

For PE days, students should wear a grey t-shirt with IST logo, blue shorts or skorts, and appropriate trainers or sneakers (no crocs or sandals).

On swimming days, students should bring swimwear and a towel in a swim bag or plastic bag for wet clothes (swim cap and goggles are optional).

Polo shirts and PE uniforms must be purchased from the school uniform shop.

Footwear should be safe, secure and appropriate for all school activities. No flip flops or shoes without a strap at the heel are allowed, and for safety reasons we strongly advise against students wearing open-toed sandals to school.

Jewelry should not be worn to school. Generally, anything worn by students that interferes with safety or learning is not suitable for school.

27. Use of campus facilities outside of school hours

Except when reserved for school activities, the IST grounds and pools are generally open to be used by community members and their children on weekends from 10:00 - 17:00. Parents are permitted to use the pool/field for exercise up until 07:00 on school days. Due to proximity to residential areas, the field on the Elementary Campus is closed on Sundays. Please check the Weekly Bulletin for holiday schedules as well as for any special bookings that may mean the facilities are not available to community members for brief periods.

28. Visitors

On occasion, families have houseguests of school age and may request that the guest attend school with their IST student. These requests are restricted to break times for one day, provided that the class teacher and elementary office have been informed at least two days in advance, and have filled in a form to include emergency information. This privilege is available only to out-of-town house-guests. Student visitors are not permitted during the first two weeks of the school year.

Should you wish to contact your child during the school day, please stop in the elementary office to make arrangements, as unannounced visits to the classroom are disruptive to student learning.

29. Withdrawing a student

If parents are planning to withdraw a child from IST, please inform Sarah Daniel (at the front desk) in writing at least two weeks prior to withdrawal. The office staff will arrange:

- An official IST leaving certificate
- Copies of IST reports
- Withdrawal forms





COPIES OF PERMISSION FORMS SIGNED BY YOU

You should receive copies of the following forms to sign and return to the homeroom teacher at the start of the year (or when your child is admitted). They are copied here for your information.

ELEMENTARY SCHOOL PARENT HANDBOOK ACKNOWLEDGEMENT

We have read through the Elementary School Parent Handbook. We understand and support the contents of this book and have discussed relevant sections with our child/children.

Signed:

CROSS CAMPUS FIELD TRIP PERMISSION

We agree that our child(ren) may be taken to and from the IST Secondary Campus by school bus for educational trips or as part of the After School Activity programme. We understand that we will always be informed before such a trip takes place.

Signed:

MEDIA PERMISSION FORM

Students and teachers are continuously engaged in recording voices and images to support everyday learning experiences. Please understand that the purpose of this media permission form is distinct from this regular practice.

At certain times during the school year, there are opportunities to take pictures of our students for a range of media projects varying from handbooks and calendars to professional presentations and displays. We realize that some families may not wish their children's pictures to be used in any kind of media project.

Please sign the appropriate statement below.

My child's picture may be used for IST media purposes _____

My child's picture may not be used for IST media purposes _____

ICT APPROPRIATE USE

Dear Parents,

Information Communication Technology is of great importance at IST. Our philosophy for the use of technology is that it should be an integral tool for learning. Therefore, we have integrated the use of technology into our programme ensuring the students all use technology for investigating, creating, communicating, collaborating and organizing; working towards becoming responsible digital citizens (listed in the student agreement).

The students throughout the entire Elementary School use a range of devices including iPads, MacBook Pros and Chromebooks. Students in Grade 3 - 5 receive a School Google Account and they have access to a range of applications including Google Documents, Slides and Sheets. These accounts are intended to assist in student learning and should primarily be accessed within school hours. On occasions, the school may restrict access to a Google account if it is felt inappropriate use has occurred. In grades 4 and 5 the students have 1:1 access to chromebooks. Early years' classrooms and specialist subjects have access to sets of iPads.

In order to assist children with making the most of the potential of the technology responsibly, we ask all students and parents to read together, discuss and then sign an 'Appropriate Use Agreement'.

David Hunt
ICT Director
IST

Tony Breese
Principal
IST Elementary Campus

STUDENT APPROPRIATE USE AGREEMENT

ICT is an interesting and exciting way of learning, creating and exchanging information with others. The Internet has many sites that provide us with enormous amounts of information. This agreement indicates that you will use Internet and ICT resources in an appropriate way.

I will:

- Use the technology resources responsibly, taking care of the equipment
- Protect private information for myself and others
- Respect myself and others in online communities
- Balance the time I spend using media and other devices
- Stand up to cyberbullying and report it to a trusted adult
- Stay safe online by using my common sense
- Ensure that I give credit to the work of other people

Adapted from Common Sense Media Resources

Before I send a message or share anything online I will T.H.I.N.K! Is my message:

- True
- Helpful
- Interesting
- Needed
- Kind

Student Sign:

Parents Sign:

Date:





IST'S TEACHING AND LEARNING PHILOSOPHY

Effective learning

Student learning is the highest priority at IST. The most effective learning happens in a context in which students feel understood, safe and confident. Teaching and learning at IST follows a constructivist approach, where students actively shape their understanding in interaction with teachers and peers.

Effective learning requires students to be engaged, motivated and inspired by their teachers, peers and environment, as well as intrinsically. Motivation increases when students have choice and control over their learning in authentic contexts. Students must master core skills and acquire substantive knowledge, which are necessary for the active, critical, and inquiry-based learning we value.

Students learn more effectively when teachers actively promote a growth mindset, purposefully fostering perseverance, practice and hard work in their students.

Challenge and support

IST believes that support and challenge maximise the potential of each individual student. All students are capable of making educational progress when they are appropriately supported and challenged. Therefore teachers at IST challenge students to continuously grow in their understanding and skills.

IST supports a diverse range of learning needs, as students come to us with various levels of readiness, learning support needs and interests. Working with diverse classmates enriches our students' education and prepares them for life.

It is vital that all students receive prompt, clear feedback about their performance, with a focus on how to improve. It is also essential that students have ongoing opportunities to communicate their experience of the teaching and learning process to their teachers.

International-mindedness

Teaching and learning at IST promote international-mindedness by aiming to develop students' sense of identity as global as well as national citizens. The curriculum contributes to this by stimulating students' curiosity about the world and commitment to solving its problems. Students benefit from working with classmates and teachers from diverse cultural backgrounds.

Curriculum

To implement this teaching and learning philosophy, IST follows IB curriculum programmes in the Elementary and Secondary years, as defined by the International Baccalaureate Organisation.

The curriculum is balanced and holistic, providing

varied opportunities for students to learn and demonstrate their learning. It enables students to gain understanding and skills in ways that are disciplinary, trans-disciplinary and interdisciplinary. It encourages students to be reflective and to act upon their learning.

INTERNATIONAL MINDEDNESS AT IST

The IBO refers to international mindedness in its Mission statement as developing "inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect . . . active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

IST's Mission and Vision echo this by referring to IST

- students fulfilling their potential and improving the world
- students acting kindly, fairly and responsibly, as they understand the diversity of people and cultures
- becoming a global leader in the education of educationally mobile young people

We want a certain kind of student to graduate from IST: the kind of student who, in the struggle to establish a personal set of values, will be laying the foundation upon which international-mindedness will develop and flourish. The attributes of such a student are listed in the IB Learner Profile. This profile is central to what it means to be internationally minded.

The attributes of the learner profile are achievable by all students. They should be interpreted in a manner that is appropriate to the age and development of different students. It is recognized and appreciated that students come into our programme from various backgrounds with a wealth of experience. All teachers have a responsibility to assess and report student development in the context of the learner profile.

How does IST develop international mindedness within its community of learners?

- The school ensures that its Mission statement is aligned with that of the IBO, and that there is a genuine understanding within the learning community of these guiding statements as well the stated connection between the Learner Profile and international-mindedness. A school-wide commitment to effective ongoing professional development in this area is fundamental at IST.
- The school ensures that learning is engaging, relevant, challenging and significant and commits to themes of global significance that transcend the confines of traditional subject areas. It is necessary to provide students with opportunities for learning about issues that have local, national and global

significance, in order to develop an understanding of human commonalities.

- The school ensures that students explore these commonalities collaboratively, from the multiple perspectives of their individual experiences and backgrounds. This sharing of experience increases the students' awareness, and sensitivity to, the experiences of others beyond the local or national community. It is central to the programme and a critical element in developing an international perspective, which must begin with each student's ability to consider and reflect upon the point of view of someone else in the same class.
- The school requires students to learn a further language, in addition to English. Exposing students to languages other than their mother tongue provides an insight into and an appreciation of other cultures, and an awareness of other perspectives.
- The school helps students see that learning at school is connected to life, so that a strong foundation for future learning is established.
- All members of the IST community are expected to act as role models for our students, showing our commitment to the principles of international-mindedness through our lives and actions.

IST SERVICE CHARTER

Providing excellent service to all our community members is key to our success.

We aim to:

Provide the highest professional standards of service to you by

- Treating you considerately, courteously and fairly
- Respecting confidentiality at all times

Keep you informed about the school's activities by

- Giving you accurate up-to-date information about our services
- Regularly seeking your opinion on how we are performing and reporting the results to you

Respond to enquiries by

- Dealing with your enquiries within three working days, either giving a direct response or a clear indication of when to expect one
- Being polite, friendly and approachable at all times

In return, we ask that you

- Treat our staff and other community members with courtesy and respect
- Provide us with the information we need to deliver our services
- Seek clarification from us regarding anything you are not sure about

Contacting us

If you have a concern about your child, it is usually

best to approach his or her teacher in the first instance. Concerns of a more general nature should be discussed with the Principal or Vice Principal.

Questions or concerns related to school policies or which have not been resolved after discussion with the teacher and/or Principal should be raised with the Director.

We will make every effort to resolve disputes and complaints promptly and fairly. In all matters, the safety and educational wellbeing of students is our first priority.

International School of Tanganyika
Tel: +255-658-228883/5
PO Box 2651, Dar es Salaam, Tanzania
e-mail: enquiries@istafrica.com

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal

histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

CHILD PROTECTION AT IST



The IST Child Protection Committee publishes this section on Child Protection at IST with support from administrators, counsellors, and teachers. This information is adapted from Child Protection at LCS, a publication of Lincoln Community School (Ghana).

An important note for parents

Dear Parents,

Child protection is extremely important and we are committed to ensuring the protection of all of our students.

In August 2014, the school adopted a Child Protection Policy (Section 7.14 of the School Policy Manual), which sets definitions for child abuse as well as outlines preventative measures and guidelines for the school's response in case of suspected abuse.

Following this policy, IST is committed to setting up procedures to verify the previous employment for any new job applicants as well as to ensure all members of the IST community are informed and educated regarding symptoms of child abuse.

We hope you share our commitment and will work with us as to ensure our children are safe as well as knowledgeable about their rights and responsibilities. Your support of our efforts is important.

If you have any specific questions, please contact your school Counselor or Principal. Thank you in advance for working with us on this important initiative.

Mark Hardeman
IST Director

CHILD PROTECTION AT IST

The International School of Tanganyika endorses the UN Convention on the Rights of the Child, of which our host country, Tanzania, is a signatory. We believe that every child has the right to be protected from harm and all forms of abuse.

7.14 Child Protection Policy (from the School Policy Manual)

The School believes that every child has the right to be protected from harm and all forms of abuse, including physical, sexual and emotional abuse as well as domestic violence and neglect. The School also believes that no child bears the responsibility for the abuse perpetrated on him or her by another. If a child is harmed, he or she has the right to treatment and support.

Definitions

According to the World Health Organization, "Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child's

health, development or dignity. Within this broad definition, five subtypes can be distinguished: physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation.”

The School sets out below common definitions of abusive behaviour as specified under the laws of Tanzania.

- Physical Abuse: Non accidental physical injury including but not limited to female genital mutilation (FGM), burns, human bites, bruises, lacerations, bone fractures, missing teeth and any internal or head injuries, any of which have been intentionally inflicted.
- Sexual Abuse: Exploitation of a child by an adult or a child for sexual gratification, including but not limited to obscene conversation, exposure to pornographic material, exhibitionism, genital fondling, incest, and rape.
- Emotional Abuse: Mental anguish and/or chronic emotional pain caused by such things as rejection, isolation, severe humiliation, excessive teasing and verbal assault.
- Domestic Violence: Allowing a child to witness violence within his/her immediate environment.
- Neglect: Persistent abandonment; failure to provide adequate food, water, clothing, shelter or medical care for a child; failure to protect a child from exposure to any danger which may affect his or her health or development.

Cultural and religious differences

Within the universally accepted norms of human rights framework, culture, religion or tradition can never be invoked to condone any form of violence against children.

Child abuse reporting

All employees of the School have the responsibility to protect students and to act as their advocates in cases of suspected child abuse. If an employee suspects or encounters evidence of child abuse, he or she must immediately report this information to the respective counsellor and/or Principal. If a counsellor or Principal is in any way involved in the suspicions, the employee must report to the Director. If the Director is in any way involved in the suspicions, the employee must report to the Chair of the Board. The Chair shall bring the matter to a Closed Session of the Board.

Response

The School shall take all reports of abuse seriously. In response to suspected abuse, the School shall take reasonable, responsible and legal steps to protect the child. The Principal has a coordinating role and has the additional task of ensuring confidentiality and keeping the Director informed as appropriate. The counsellor is the designated person with regards to student contact. In all decisions, the protection and safety of the child will remain the foremost concern.

Child abuse prevention

In order to protect the students and staff of the School:

- The School shall conduct a comprehensive verification of previous employment of any applicant.
- The Director shall establish regulations for staff for the prevention, reporting, investigation and follow up of (suspected) child maltreatment, and shall ensure that particular care is taken with respect to the collection of evidence in a confidential matter.
- The Director shall ensure that the School staff is periodically informed and educated regarding the symptoms of child abuse, reporting obligations and appropriate regulations for dealing with such issues in the School environment.

The Director shall periodically undertake a review of policies and regulations in the following areas as part of the effort to prevent child abuse.

- Guidelines for field trips involving overnight accommodation
- Guidelines for appropriate conduct between students and staff
- Educational programmes on child protection issues
- Educational programmes on human sexuality
- Criteria for screening School volunteers
- Privacy guidelines.

DATE OF ADOPTION: August 28, 2014

DATE OF IMPLEMENTATION: August 28, 2014

HOW ARE ABUSE AND NEGLECT DEFINED?

Definitions of abuse are complex and based in various cultures of child-rearing behaviors, gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the need of the more powerful person, either a member of the family, a teacher, or a friend. Research guides much of the definitions that are based in understanding the impact of certain behaviors.

Physical abuse is:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- Creating a substantial risk of physical harm to a child’s bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child’s pain and/or mental suffering; and/or
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy; and/or

- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible indicators of physical abuse:

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
- Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back, or buttocks
- Burns with a pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained laceration, abrasions, or fractures
- Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible indicators of neglect

- Child is unwashed or hungry
- Parents are uninterested in child’s academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Both parents or legal guardian are absent from Dar for any period of 24 hours or greater
- Parents cannot be reached in the case of an emergency

Neglect is:

- the failure to provide for a child’s basic needs within their own environment.

Furthermore, neglect may be:

- Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision – this would include failure to provide proper adult guardianship, such as leaving children unsupervised at home for any extended period of time). Note: IST requires one adult be a full-time resident of Dar. Should parents/guardian leave the country for any reason, the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. Temporary Change of Guardian information should be emailed to the relevant Principal.
- Medical (e.g., failure to provide necessary medical or mental health treatment); and/or
- Emotional (e.g., a pattern of actions, such as: inattention to a child’s emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs, specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc.).

Sexual abuse is:

- committing or allowing to be committed any sexual offense against a child as defined in either the criminal code of the host country or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious.

The planning, referred to as grooming, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behavior of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Working with the sexual offender cannot be done by school counselors.

Possible indicators of sexual abuse

- Sexual knowledge, behavior or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital, or anus areas
- Difficulty in walking or sitting
- Refusing to change into physical education (PE) clothes, fear of bathrooms
- Child running away from home and not giving any specific complaints
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting

WHAT HAPPENS WHEN A TEACHER HAS REASONABLE CAUSE TO BELIEVE?

These possible indicators of abuse and neglect (this page and the previous page) will be used by the staff member as a guideline for reporting to the counselor, who will determine if the case needs further attention.

A report must be made when a staff member has reasonable cause to believe that a child has suffered abuse or neglect. All reports are confidential.

BEHAVIORAL INDICATORS IN AND OF THEMSELVES DO NOT CONSTITUTE ABUSE OR NEGLECT. TOGETHER WITH OTHER INDICATORS, SUCH AS FAMILY DYNAMICS, THEY MAY WARRANT A REFERRAL.

WHEN SUSPECTED ABUSE OR NEGLECT IS REPORTED

...

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the counselor, or to the Principal. In all cases, the Principal will be notified. It is the responsibility of the Principal to inform the Director of the suspected case of child abuse or neglect.

All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All IST employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the counselor within 48 hours for immediate response.

IST’S REPORTING PROCEDURE

In the event that the abuse or neglect allegation involves a staff or faculty member of IST, the Principal will follow School Policy pursuant to ethical professional behavior.

School counselors will handle most cases of suspected abuse or neglect, such as those involving:

- Student relationships with peers
- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving

Some cases will be referred to outside resources, for example:

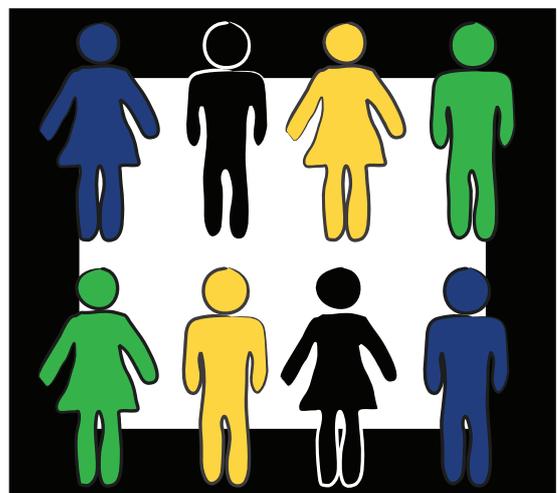
- Mental health issues such as depression, psychosis, dissociation, suicide ideation
- Cases reported for investigation and outside resources include: severe and ongoing physical abuse or neglect, sexual abuse and incest

In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:

- Local authorities
- The consulate
- The employer
- The home-of-record welfare office

THE IST CHILD PROTECTION POLICY WORKS FOR THE CHILD, FOR THE FAMILY, AND FOR OUR COMMUNITY

Research indicates that international communities are as prone to child abuse as communities in people’s home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The IST Child Protection Policy works to respond at all three levels.



1ST EARLY YEARS TEAM: THE FOUR DOMAINS LEARNING OUTCOMES

The outcomes described below are based on the PYP curriculum, and represent broad, long-term accomplishments for young learners over time. We work towards increasing children's knowledge, skills and understanding, at a rate that acknowledges each child's developmental level.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

IDENTITY: Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

INTERACTIONS: Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

ORAL LANGUAGE (SPEAKING AND LISTENING): Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire. (also under Cognitive Development)

VISUAL LANGUAGE (PRESENTING AND VIEWING): Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways. (also under Cognitive Development)

PHYSICAL DEVELOPMENT

GROSS MOTOR DEVELOPMENT: Learners use large muscles in a coordinated, controlled and purposeful manner for a range of physical activities, including walking, running, skipping, climbing and hopping. They develop coordination and skill in using objects for a range of physical activities such as pulling, pushing, throwing, catching, kicking, bouncing, hitting and pedaling. They develop awareness of space and directionality, and demonstrate increasing control over their movements.

FINE MOTOR DEVELOPMENT: Learners use small muscle groups and hand-eye coordination with increasing dexterity and control to perform such tasks as stacking, threading, zipping, buttoning, cutting, and doing puzzles. They begin to complete many self-care tasks such as simple dressing, toileting, and managing their lunchbox. Learners use a variety of materials to make marks with increasing control and meaning.

ACTIVE LIVING: Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

COGNITIVE DEVELOPMENT

NUMBER: Learners will understand that numbers are used for many different purposes in the real world.

They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

PATTERN AND FUNCTION: Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

DATA HANDLING: Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

SHAPE AND SPACE: Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

MEASUREMENT: Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine

READING: Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

WRITING: Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

ORAL LANGUAGE (SPEAKING AND LISTENING): Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire. (also under Personal, Social and Emotional Development)

VISUAL LANGUAGE (PRESENTING AND VIEWING): Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways. (also under Personal, Social and Emotional Development)

CREATIVE DEVELOPMENT

CREATING: Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

RESPONDING: Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.



IST READING CONTINUUM

Mission: *Challenging, inspiring and supporting all our students to fulfill their potential and improve the world.*

Child's Name:

| Ages 3–5 | Ages 4–6 | Ages 5–7 | Ages 6–8 | Ages 7–9 | |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Begins to choose reading materials (e.g., books, poems, songs, rhymes) and has favorites. <input type="checkbox"/> Shows interest in reading signs, labels, and logos (environmental print). <input type="checkbox"/> Recognizes own name in print. <input checked="" type="checkbox"/> Holds book and turns pages correctly. <input checked="" type="checkbox"/> Role plays reading. <input checked="" type="checkbox"/> Shows beginning/end of book or story. <input checked="" type="checkbox"/> Knows some letter sounds. <input checked="" type="checkbox"/> Listens and responds to literature. <input checked="" type="checkbox"/> Comments on illustrations in books. <input checked="" type="checkbox"/> Participates in group reading (books, rhymes, poems, and songs). <input checked="" type="checkbox"/> Sees self as reader. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Memorizes pattern books, poems, and familiar books. <input checked="" type="checkbox"/> Begins to read signs, labels, and logos (environmental print). <input checked="" type="checkbox"/> Demonstrates eagerness to read. <input checked="" type="checkbox"/> "Reads" stories from memory. <input checked="" type="checkbox"/> Uses illustrations to tell stories. <input checked="" type="checkbox"/> Reads top to bottom, left to right, and front to back with guidance. <input checked="" type="checkbox"/> Knows most letter sounds <input checked="" type="checkbox"/> Recognizes some names and words in context. <input checked="" type="checkbox"/> Makes meaningful predictions with guidance. <input checked="" type="checkbox"/> Rhymes and plays with words. <input checked="" type="checkbox"/> Participates in reading of familiar books and poems. <input checked="" type="checkbox"/> Connects books read aloud to own experiences with guidance. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reads books with simple patterns. <input checked="" type="checkbox"/> Begins to read independently for short periods (5–10 minutes). <input checked="" type="checkbox"/> Discusses favorite reading material with others. <input checked="" type="checkbox"/> Relies on illustrations and print. <input checked="" type="checkbox"/> Uses finger-print-voice matching. <input checked="" type="checkbox"/> Knows most letter sounds and letter clusters. <input checked="" type="checkbox"/> Can differentiate between letters and numbers <input checked="" type="checkbox"/> Recognizes simple words. <input checked="" type="checkbox"/> Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words. <input checked="" type="checkbox"/> Begins to make meaningful predictions. <input checked="" type="checkbox"/> Identifies titles and authors in literature (text features). <input checked="" type="checkbox"/> Retells main event or idea in literature. <input checked="" type="checkbox"/> Recalls main characters <input checked="" type="checkbox"/> Participates in guided literature discussions. <input checked="" type="checkbox"/> Explains why literature is liked/dissliked during class discussions with guidance. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reads simple early-reader books with ease. <input checked="" type="checkbox"/> Reads harder early-reader books. <input checked="" type="checkbox"/> Reads and follows simple written directions with guidance. <input checked="" type="checkbox"/> Identifies basic genres (e.g., fiction, nonfiction, and poetry). <input checked="" type="checkbox"/> Uses basic punctuation when reading orally. <input checked="" type="checkbox"/> Reads independently (10–15 minutes). <input checked="" type="checkbox"/> Chooses reading materials independently. <input checked="" type="checkbox"/> Learns and shares information from reading. <input checked="" type="checkbox"/> Uses meaning cues (context). <input checked="" type="checkbox"/> Uses sentence cues (grammar). <input checked="" type="checkbox"/> Uses letter/sound cues and patterns (phonics). <input checked="" type="checkbox"/> Recognizes word endings, common contractions, and many high frequency words. <input checked="" type="checkbox"/> Begins to self-correct. <input checked="" type="checkbox"/> Retells beginning, middle, and end with guidance. <input checked="" type="checkbox"/> Discusses characters and story events with guidance. <input checked="" type="checkbox"/> Identifies own reading behaviors with guidance. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reads easy chapter books. <input checked="" type="checkbox"/> Chooses, reads, and finishes a variety of materials at appropriate level with guidance. <input checked="" type="checkbox"/> Begins to read aloud with fluency. <input checked="" type="checkbox"/> Reads silently for increasingly longer periods (15–30 minutes). <input checked="" type="checkbox"/> Uses reading strategies appropriately, depending on the text and purpose. <input checked="" type="checkbox"/> Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words. <input checked="" type="checkbox"/> Increases vocabulary by using meaning cues (context). <input checked="" type="checkbox"/> Self-corrects for meaning. <input checked="" type="checkbox"/> Follows written directions. <input checked="" type="checkbox"/> Identifies chapter titles and table of contents (text organizers). <input checked="" type="checkbox"/> Summarizes and retells story events in sequential order. <input checked="" type="checkbox"/> Responds to and makes personal connections with facts, characters, and situations in literature. <input checked="" type="checkbox"/> Compares and contrasts characters and story events. <input checked="" type="checkbox"/> "Reads between the lines" with guidance. <input checked="" type="checkbox"/> Identifies own reading strategies and sets goals with guidance. | |
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reads medium level chapter books. <input checked="" type="checkbox"/> Chooses reading materials at appropriate level. <input checked="" type="checkbox"/> Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). <input checked="" type="checkbox"/> Reads aloud with expression. <input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance. <input checked="" type="checkbox"/> Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance. <input checked="" type="checkbox"/> Gathers and uses information from graphs, charts, tables, and maps with guidance. <input checked="" type="checkbox"/> Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. <input checked="" type="checkbox"/> Demonstrates understanding of the difference between fact and opinion. <input checked="" type="checkbox"/> Follows multi-step written directions independently. <input checked="" type="checkbox"/> Discusses setting, plot, characters, and point of view (literary elements) with guidance. <input checked="" type="checkbox"/> Responds to issues and ideas in literature as well as facts or story events. <input checked="" type="checkbox"/> Makes connections to other authors, books, and perspectives. <input checked="" type="checkbox"/> Participates in small group literature discussions with guidance. <input checked="" type="checkbox"/> Uses reasons and examples to support ideas and opinions with guidance. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reads challenging children's literature. <input checked="" type="checkbox"/> Selects, reads, and finishes a wide variety of genres with guidance. <input checked="" type="checkbox"/> Begins to develop strategies and criteria for selecting reading materials. <input checked="" type="checkbox"/> Reads aloud with fluency, expression, and confidence. <input checked="" type="checkbox"/> Reads silently for extended periods (30–40 min.). <input checked="" type="checkbox"/> Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information. <input checked="" type="checkbox"/> Gathers information using the table of contents, captions, glossary, and index (text organizers) independently. <input checked="" type="checkbox"/> Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. <input checked="" type="checkbox"/> Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. <input checked="" type="checkbox"/> Generates thoughtful oral and written responses in small group literature discussions with guidance. <input checked="" type="checkbox"/> Begins to use new vocabulary in different subjects and in oral and written response to literature. <input checked="" type="checkbox"/> Begins to gain deeper meaning by "reading between the lines." <input checked="" type="checkbox"/> Begins to set goals and identifies strategies to improve reading. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reads complex children's literature. <input checked="" type="checkbox"/> Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance. <input checked="" type="checkbox"/> Develops strategies and criteria for selecting reading materials independently. <input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. <input checked="" type="checkbox"/> Gathers and analyzes information from graphs, charts, tables, and maps with guidance. <input checked="" type="checkbox"/> Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance. <input checked="" type="checkbox"/> Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently. <input checked="" type="checkbox"/> Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing). <input checked="" type="checkbox"/> Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft. <input checked="" type="checkbox"/> Begins to generate in-depth responses in small group literature discussions. <input checked="" type="checkbox"/> Begins to generate in-depth written responses to literature. <input checked="" type="checkbox"/> Uses increasingly complex vocabulary in different subjects and in oral and written response to literature. <input checked="" type="checkbox"/> Uses reasons and examples to support ideas and conclusions. <input checked="" type="checkbox"/> Probes for deeper meaning by "reading between the lines" in response to literature. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reads complex children's literature and young adult literature independently. <input checked="" type="checkbox"/> Selects, reads, and finishes a wide variety of genres <input checked="" type="checkbox"/> Begins to choose challenging reading materials and projects. <input checked="" type="checkbox"/> Integrates nonfiction information to develop deeper understanding of a topic independently. <input checked="" type="checkbox"/> Begins to gather, analyze, and use information from graphs, charts, tables, and maps. <input checked="" type="checkbox"/> Generates in-depth responses and sustains small group literature discussions. <input checked="" type="checkbox"/> Generates in-depth written responses to literature. <input checked="" type="checkbox"/> Begins to evaluate, interpret, and analyze reading content critically. <input checked="" type="checkbox"/> Begins to develop criteria for evaluating literature. <input checked="" type="checkbox"/> Seeks recommendations and opinions about literature from others. <input checked="" type="checkbox"/> Sets reading challenges and goals independently. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reads young adult and adult literature. <input checked="" type="checkbox"/> Chooses and comprehends a wide variety of sophisticated materials with ease (e.g., newspapers, magazines, manuals, novels, and poetry). <input checked="" type="checkbox"/> Reads and understands informational texts (e.g., manuals, consumer reports, applications, and forms) <input checked="" type="checkbox"/> Reads challenging material for pleasure independently. <input checked="" type="checkbox"/> Reads challenging material for information and to solve problems independently. <input checked="" type="checkbox"/> Perseveres through complex reading tasks. <input checked="" type="checkbox"/> Gathers, analyzes, and uses information from graphs, charts, tables, and maps independently. <input checked="" type="checkbox"/> Analyzes literary devices (e.g., metaphors, imagery, irony, and satire). <input checked="" type="checkbox"/> Contributes unique insights and supports opinions in complex literature discussions. <input checked="" type="checkbox"/> Adds depth to responses to literature by making insightful connections to other reading and experiences. <input checked="" type="checkbox"/> Evaluates, interprets, and analyzes reading content critically. <input checked="" type="checkbox"/> Develops and articulates criteria for evaluating literature. <input checked="" type="checkbox"/> Pursues a widening community of readers independently. | |
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Types of Texts and Oral Reading <input checked="" type="checkbox"/> Attitude <input checked="" type="checkbox"/> Reading Strategies <input checked="" type="checkbox"/> Comprehension and Response <input checked="" type="checkbox"/> Self-Evaluation | <p>Independent</p> <p>Ages 11–14</p> | | | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reads complex children's literature and young adult literature independently. <input checked="" type="checkbox"/> Selects, reads, and finishes a wide variety of genres <input checked="" type="checkbox"/> Begins to choose challenging reading materials and projects. <input checked="" type="checkbox"/> Integrates nonfiction information to develop deeper understanding of a topic independently. <input checked="" type="checkbox"/> Begins to gather, analyze, and use information from graphs, charts, tables, and maps. <input checked="" type="checkbox"/> Generates in-depth responses and sustains small group literature discussions. <input checked="" type="checkbox"/> Generates in-depth written responses to literature. <input checked="" type="checkbox"/> Begins to evaluate, interpret, and analyze reading content critically. <input checked="" type="checkbox"/> Begins to develop criteria for evaluating literature. <input checked="" type="checkbox"/> Seeks recommendations and opinions about literature from others. <input checked="" type="checkbox"/> Sets reading challenges and goals independently. |

IST WRITING CONTINUUM | *Mission: Challenging, inspiring and supporting all our students to fulfil their potential and improve the world.* | **Child's Name:**

| Ages 3-5 | Ages 4-6 | Ages 5-7 | Ages 6-8 | Ages 7-9 |
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| <ul style="list-style-type: none"> Relies primarily on pictures to convey meaning. Begins to label and add "words" to pictures. Writes first name. Demonstrates awareness that print conveys meaning. Makes marks other than drawing on paper (scribbles). Writes random recognizable letters to represent words. Talks about own pictures and writing. | <ul style="list-style-type: none"> Uses pictures and print to convey meaning. Writes words to describe or support pictures. Copies signs, labels, names, and words (environmental print). Demonstrates understanding of letter/sound relationship. Prints with upper case letters. Matches letters to sounds. Uses beginning consonants to make words. Uses beginning and ending consonants to make words. Pretends to read own writing. Sees self as writer. Takes risks with writing. | <ul style="list-style-type: none"> Writes 1-2 sentences about a topic. Writes names and familiar words. Generates own ideas for writing. Writes from top to bottom, left to right, and front to back. Intermixes upper and lower case letters. Experiments with capitals. Experiments with punctuation. Begins to use spacing between words. Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words. Spells words on the basis of sounds without regard for conventional spelling patterns. Uses beginning, middle, and ending sounds to make words. Begins to read own writing. | <ul style="list-style-type: none"> Writes several sentences about a topic. Writes about observations and experiences. Writes short nonfiction pieces (simple facts about a topic) with guidance. Chooses own writing topics. Reads own writing and notices mistakes with guidance. Revises by adding details with guidance. Uses spacing between words consistently. Forms most letters legibly. Writes pieces that self and others can read. Uses phonetic spelling to write independently. Spells simple words and some high frequency words correctly. Begins to use periods and capital letters correctly. Shares own writing with others. | <ul style="list-style-type: none"> Writes short fiction and poetry with guidance. Writes a variety of short nonfiction pieces (e.g., facts about a topic, letters, lists) with guidance. Writes with a central idea. Writes using complete sentences. Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance. Begins to recognize and use interesting language. Uses several prewriting strategies (e.g., web, brainstorm) with guidance. Listens to others' writing and offers feedback. Begins to consider suggestions from others about own writing. Adds description and detail with guidance. Edits for capital and punctuation with guidance. Publishes own writing with guidance. Writes legibly. Spells most high frequency words correctly and moves toward conventional spelling. Identifies own writing strategies and sets goals with guidance. |
| <ul style="list-style-type: none"> Writes about feelings and opinions. Writes fiction with clear beginning, middle, and end. Writes poetry using carefully chosen language with guidance. Writes organized nonfiction pieces (e.g., reports, letters, and lists) with guidance. Begins to use paragraphs to organize ideas. Uses strong verbs, interesting language, and dialogue with guidance. Seeks feedback on writing. Revises for clarity with guidance. Revises to enhance ideas by adding description and detail. Uses resources (e.g., thesaurus and word lists) to make writing more effective with guidance. Edits for punctuation, spelling, and grammar. Publishes writing in polished format with guidance. Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly. Uses commas and apostrophes correctly with guidance. Uses criteria for effective writing to set own writing goals with guidance. | <ul style="list-style-type: none"> Begins to write organized fiction and nonfiction (e.g., reports, letters, biographies, and autobiographies). Develops stories with plots that include problems and solutions with guidance. Creates characters in stories with guidance. Writes poetry using carefully chosen language. Begins to experiment with sentence length and complex sentence structure. Varies leads and endings with guidance. Uses description, details, and similes with guidance. Uses dialogue with guidance. Uses a range of strategies for planning writing. Adapts writing for purpose and audience with guidance. Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) with guidance. Incorporates suggestions from others about own writing with guidance. Edits for punctuation, spelling, and grammar with greater precision. Uses tools (e.g., dictionaries, word lists, and spell checkers) to edit with guidance. Develops criteria for effective writing in different genres with guidance. | <ul style="list-style-type: none"> Writes persuasively about ideas, feelings, and opinions. Creates plots with problems and solutions. Begins to develop the main characters and describe detailed settings. Begins to write organized and fluent nonfiction, including simple bibliographies. Writes cohesive paragraphs including reasons and examples with guidance. Uses transitional sentences to connect paragraphs. Varies sentence structure, leads, and endings. Begins to use descriptive language, details, and similes. Uses voice to evoke emotional response from readers. Begins to integrate information on a topic from a variety of sources. Revises to revise for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions). Uses tools (e.g., dictionaries, word lists, spell checkers) to edit independently. Selects and publishes writing in polished format independently. Begins to use complex punctuation (e.g., commas, semicolons, quotation marks) appropriately. Begins to set goals and identify strategies to improve writing in different genres. | <ul style="list-style-type: none"> Writes in a variety of genres and forms for different audiences and purposes independently. Creates plots with a climax. Creates detailed, believable settings and characters in stories. Writes organized, fluent, and detailed nonfiction independently, including bibliographies with correct format. Writes cohesive paragraphs including supportive reasons and examples. Uses descriptive language, details, similes, and imagery to enhance ideas independently. Begins to use dialogue to enhance character development. Incorporates personal voice in writing with increasing frequency. Integrates information on a topic from a variety of sources independently. Constructs charts, graphs, and tables to convey information when appropriate. Uses prewriting strategies effectively to organize and strengthen writing. Revises for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice, and conventions) independently. Includes deletion in revision strategies. Incorporates suggestions from others on own writing independently. Uses complex punctuation (e.g., commas, colons, semicolons, quotation marks) with increasing accuracy. | <ul style="list-style-type: none"> Writes organized, fluent, accurate, and in-depth nonfiction, including references with correct bibliographic format. Writes cohesive, fluent, and effective poetry and fiction. Uses a clear sequence of paragraphs with effective transitions. Begins to incorporate literary devices (e.g., imagery, metaphors, personification, and foreshadowing). Weaves dialogue effectively into stories. Develops plots, characters, setting, and mood (literary elements) effectively. Begins to develop personal voice and style of writing. Revises through multiple drafts independently. Seeks feedback from others and incorporates suggestions in order to strengthen own writing. Publishes writing for different audiences and purposes in polished format independently. Internalizes writing process. Uses correct grammar (e.g., subject/verb agreement and verb tense) consistently. Writes with confidence and competence on a range of topics independently. Perseveres through complex or challenging writing projects independently. Sets writing goals independently by analyzing and evaluating own writing. |
| <ul style="list-style-type: none"> Types of Texts Content and Traits Process Mechanics and Conventions Attitude and Self-evaluation | <ul style="list-style-type: none"> Mechanics and Conventions Attitude and Self-evaluation | <ul style="list-style-type: none"> Attitude and Self-evaluation | <ul style="list-style-type: none"> Attitude and Self-evaluation | <ul style="list-style-type: none"> Attitude and Self-evaluation |

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Child's Name

Mission: Challenging, inspiring and supporting all our students to fulfill their potential and improve the world.

1ST MATH CONTINUUM

| | (Ages 3-5) | (Ages 4-6) | (Ages 5-7) |
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| <p>Number: Our number system is a language for describing quantities and the relationships between quantities.</p> | <p>N-Counts orally to 10 N-Counts objects to 10 (one-to-one correspondence) N-Recognizes numbers from 1 to 10 N-Demonstrates understanding of relationships of parts to a whole N-Connects number names and numerals to the quantities they represent N--Demonstrates understanding that a quantity does not change unless added to, or taken from (Conservation) N-Identifies a small quantity without counting individual objects (Subitizing)</p> | <p>N-Counts objects to 20 N-Demonstrates one-to-one correspondence N-Reads numbers to 10 N-Writes numbers to 10 N-Sequences numbers through 20 N-Adds and subtracts numbers to 10 by manipulating objects N-Understands number bonds to 5 N-Recognizes and compares groups of equal and different amounts</p> | <p>N-Counts backwards from 20 N-Reads and writes numbers to 100 N-Recognizes more and less, and can tell 1 - 2 more and less N-Compares groups of objects using more than, less than, and equal to, to 20 N-Makes reasonable estimates of quantities to 20 N-Fluent in all whole number combinations to 10 N-Counts forward and backwards as a strategy for addition and subtraction N-Recognizes and interprets symbols +, -, = N-Manipulates objects to represent number sentences N-Interprets and represents story problems from number sentences using addition and subtraction to 10</p> |
| <p>Pattern & Function: A mathematician seeks out patterns and relationships in order to write functions.</p> | <p>PF-Recognizes patterns</p> | <p>PF-Recognizes, extends and creates patterns PF-Describes and represents patterns in a variety of ways (translation)</p> | <p>PF-Copies, repeats, extends and translates patterns in a variety of ways.</p> |
| <p>Measurement: To measure is to attach a number to a quantity using a chosen unit.</p> | <p>M-Relates money to buying M-Measures and compares real objects in generalities (hot, taller, slower, etc) M-Begins to relate time to their lives (eg: class schedule, calendar, clock)</p> | <p>M-Uses non-standard units to identify, compare and describe attributes of real objects (length, volume, mass) M-Understands that different tools are used to measure time (clocks, calendars, timer) M-Identifies, describes and sequences events in their daily routine (before, after, bedtime, today, tomorrow) M-Shows and tells time to the nearest hour</p> | <p>M-Uses standard units to measure, compare, and estimate linear measurements M-Uses time vocabulary in daily life (timelines, calendars, clocks) M-Shows and tells time to the nearest half hour</p> |
| <p>Shape and Space: The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our 2D & 3D world.</p> | <p>SS-Sorts objects by single attribute</p> | <p>SS-Describes relative location, position and direction of objects to each other SS-Recognizes basic 2D shapes in a variety of orientations</p> | <p>SS-Represents ideas about the real world using geometric vocabulary and symbols, eg: through oral description, drawing, modeling, labeling SS-Identifies solid shapes in real life SS-Sorts, describes and compares shapes (2D, 3D)</p> |
| <p>Data handling: Allows us to collect, display, analyze and interpret information in order to make inferences, decisions and predictions.</p> | <p>DH-Sorts and graphs objects with guidance</p> | <p>DH-Predicts, counts objects and reports findings verbally DH-Represents information through real objects, pictographs and tally marks DH-Sorts and labels real objects by attributes</p> | <p>DH-Observes and discusses information found on simple graphs and charts DH-Collects and represents data in different types of charts and graphs</p> |
| <p>Mathematical Thinking: The processes and proficiencies that are important to mathematical thinking.</p> | <p>MT - Makes sense of problems and perseveres in solving them: -Beginning to identify the elements of a problem and an entry point with prompting. -Can answer the question "Does this make sense?" and justify/explain. MT - Constructs viable arguments and critiques the reasoning of others: -Beginning to justify their conclusions, communicate them to others, and respond to the arguments of others. MT - Attends to precision: -Beginning to communicate precisely with others. -Revises their explanations when prompted.</p> | | |

| HIGHLIGHTING KEY | |
|------------------|--------------|
| Grade | S1 S2 |
| EC1 | NA ORANGE |
| EC2 | NA GREEN |
| KG | NA YELLOW |
| G1 | PINK BLUE |
| G2 | ORANGE GREEN |
| G3 | YELLOW PINK |
| G4 | BLUE ORANGE |
| G5 | GREEN YELLOW |

Developed with reference to Bonnie Campbell-Hill Mathematics Continuum (2006); IBO PYP Scope and Sequence: Mathematics (2009); and in collaboration with Ellen Alquist (Learn2Inquire; 2016) (Modified November, 2016)

N = Number

PF = Pattern & Function

M = Measurement

SS = Shape & Space

DH = Data Handling

MT = Mathematical Thinking

| (Ages 6-8) | (Ages 7-9) | (Ages 8-10) | (Ages 9-11) | (Ages 10-13) |
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| <p>N-Counts objects to 100</p> <p>N-Counts accurately and groups by 2's, 5's, and 10's with manipulatives to 100</p> <p>N-Demonstrates fluency in all whole number combinations to 20 (largest addend being 10)</p> <p>N-Uses doubles, +/-, 1 or 2 as a strategy for addition and subtraction</p> <p>N-Demonstrates understanding of place value by grouping hundreds, tens, and ones</p> <p>N-Describes mental and written strategies for adding and subtracting 2 digit numbers</p> <p>N-Explains strategies to make reasonable estimates for up to 100 objects</p> <p>N-Interprets and accurately uses greater than, less than, and equals symbols >, <, =</p> | <p>N-Rounds to nearest 10 and 100</p> <p>N-Uses manipulatives to demonstrate understanding of multiplication and division to 10</p> <p>N-Fluent in all multiplication and division facts to 10</p> <p>N-Matches pictorial to symbolic representations of fractional parts to 1/10</p> <p>N-Describes mental and written strategies for adding and subtracting 3 digit numbers</p> | <p>N-Reads, writes, compares, orders, and identifies place value of whole numbers to 100,000</p> <p>N-Uses estimation when mentally computing and rounding numbers</p> <p>N-Demonstrates fluency with number combinations to 100 using the four operations</p> <p>N-Fluent in all multiplication and division facts to 12</p> <p>N-Divides 3-digit number by 2-digit numbers with accuracy</p> | <p>N-Reads, writes, compares, orders, and identifies place value to six places to either side of the decimal point</p> <p>N-Estimates and divides 3-digit numbers by 2-digit numbers with accuracy</p> <p>N-Converts improper fractions to mixed numbers and vice versa when appropriate</p> <p>N-Manipulates fractions using the four operations</p> <p>N-Expresses relationships between fractions, decimals and percentages in words, pictures, numbers/symbols</p> <p>N-Uses estimation to predict computational results</p> | <p>N-Multiplies 3-digit by 3-digit numbers with accuracy</p> <p>N-Solves real life problems requiring division of 3-digit numbers by 2-digit numbers and multiplication of 3-digit numbers by 3-digit numbers</p> <p>N-Uses ratios and proportional reasoning to solve problems</p> <p>N-Identifies integers on a coordinate grid and in other contexts</p> <p>N-Mentally estimates and manipulates the values of fractions, decimals, and percentages</p> <p>N-Uses decimals and percentages correctly and converts to equivalent fractions</p> <p>N-Reads and writes exponents and square roots</p> <p>N-Identifies factors and multiples for whole numbers to 100</p> |
| <p>PF-Describes patterns on the hundreds chart</p> <p>PF-Describes number patterns such as; odd and even numbers, skip counting</p> <p>PF-Demonstrates an understanding of the relationship between addition and subtraction facts to 20</p> | <p>PF-Identifies and describes the rule for a pattern in a variety of ways.</p> | <p>M-Chooses measuring tools and unit sizes appropriate to task</p> <p>M-Describes measures that fall between numbers on a scale</p> <p>M-Makes unit conversions (length, volume, mass, time)</p> | <p>PF-Creates equations/functions to identify the ⁿ element in a repeating pattern</p> <p>PF-Represents the rule of a pattern by using an equation</p> | <p>PF-Describes uses of patterns as a strategy to solve problems</p> <p>PF-Analyzes pattern and function using words, tables and graphs, and symbolic rules</p> <p>PF-Recognizes and uses letters, boxes, or symbols to stand for unknown numbers</p> |
| <p>M-Measures length and weight using a standard unit</p> <p>M-Shows and tells time to the nearest 15 minutes</p> <p>M-Estimates and compares lengths of time such as; seconds, minutes, hours, days, weeks, months</p> | <p>M-Identifies and measures area and perimeter of rectangles</p> <p>M-Shows and tells time to the nearest 5 minutes or less</p> <p>M-Estimates and measures objects using metric units of measurement: length, mass and temperature</p> | <p>SS-Visualizes and represents 2D view of simple 3D shapes</p> <p>SS-Models and describes congruency and similarity in 2D shapes</p> <p>SS-Sorts, describes and models regular and irregular polygons</p> <p>SS-Uses ordered pairs to locate points on a coordinate grid</p> <p>SS-Identifies and creates transformations (translations, reflections, rotations, and enlargements)</p> <p>SS-Analyzes angles by comparing and describing rotations; whole turn, half-turn, quarter-turn, N, S, E, W on a compass.</p> | <p>M-Estimates and computes linear measurement with reasonable accuracy</p> <p>M-Makes reasonable estimates and measures length, width, perimeter, and area of rectangles</p> <p>M-Uses measurable attributes (length, perimeter, area, value, and temperature) to describe and compare objects</p> <p>M-Understands and uses scale in creating 3D objects</p> <p>M-Develops and describes formulas to measure 2D and 3D shapes</p> | <p>M-Uses measuring tools routinely and skillfully</p> <p>M-Measures and calculates area and perimeter of basic polygons (square, rectangle, triangle)</p> <p>M-Measures volume using appropriate units</p> <p>M-Measures angles, weights, capacities, time and temperatures using appropriate units</p> <p>M-Uses scales to compute</p> |
| <p>DH-Reads, interprets, and discusses information found on graphs and charts</p> <p>DH-Uses words or phrases such as; impossible, less likely, maybe, most likely, certain, etc to describe the likelihood of an event happening.</p> <p>MT-Makes sense of problems and perseveres in solving them:</p> <ul style="list-style-type: none"> -Begins work by explaining to themselves the meaning of a problem and looking for entry points to its solution when prompted. <p>MT-Constructs viable arguments and critiques the reasoning of others:</p> <ul style="list-style-type: none"> -Can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. <p>MT-Attends to precision:</p> <ul style="list-style-type: none"> -Communicates precisely to others and self-corrects when prompted. -Can revise formulated explanations when questioned. | <p>DH-Organizes bar and histograms to explain an event</p> <p>DH-Describes information presented in bar, circle and line graphs, and charts and tables</p> <p>DH-Identifies the mode of a set of data</p> <p>MT-Makes sense of problems and perseveres in solving them:</p> <ul style="list-style-type: none"> -Considers analogous problems, and tries special cases and simpler forms of the original problem in order to gain insight into its solution when prompted. -Regularly monitors and evaluates their progress and changes course if necessary. -Can understand the approaches of others to solving complex problems and identifies correspondences between different approaches. <p>MT-Constructs viable arguments and critiques the reasoning of others:</p> <ul style="list-style-type: none"> -Justifies their conclusions, communicates them to others, and responds to arguments of others. <p>MT-Attends to precision:</p> <ul style="list-style-type: none"> -Tries to communicate precisely at all times. -Gives carefully formulated explanations. | <p>DH-Reads and interprets data from a variety of graphs</p> <p>DH-Interprets data to study relationships/patterns using tools such as bar graphs, circle graphs (pie charts), line graphs and histograms</p> | <p>DH-Predicts and finds out why some outcomes are more likely, less likely, or equally likely than others</p> <p>DH-Expresses probability using simple fractions</p> <p>DH-Considers sample size in determining statistical reliability</p> | <p>SS-Describes 2D and 3D shapes and their attributes (polyhedrons, prisms, and pyramids)</p> <p>SS-Identifies and creates angles according to their properties (right, obtuse, and acute)</p> <p>SS-Constructs geometric figures in 2 and 3 dimensions independently</p> <p>SS-Locates features on a grid using coordinates</p> <p>SS-Identifies and uses scale (ratios) to enlarge and reduce shapes</p> |

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| EC | Central Idea: A sense of identity helps us form strong reciprocal relationships. | | People can explore and express their creativity in different ways. | Through observing and exploring we can discover and make sense of how the world works. | We are responsible to keep our learning environments organized so that we can learn and work together. | |
| | Concepts: Reflection: our identity, sense of self and emotions Connection: our connections to different people around us Perspective: Different perspectives and how that affects our relationships | | Function: extending creativity Perspective: appreciating creativity | Change: how things change Function: how we wonder, experiment and observe Causation/Reflection: how our actions can cause change | Function: how the learning environment is set up and the resources in it have a purpose Connection: interconnectedness between environment and children Responsibility: how learners care for themselves, others and their environment | |
| | Approaches to Learning ATL's: Social-Respecting others, cooperating, Group decision making, problem solving. Communication: Listening, speaking, Non verbal communication, Thinking: synthesis, Self-management: Codes of behaviour, informed choices, Safety | | ATL's: Communication: listening, speaking, non-verbal. Thinking: Evaluation | ATL's: Thinking - acquisition of knowledge, comprehension, application Research - formulating questions, observing, recording | ATL's: Social: Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of roles Self-management: Spatial awareness, organization, time management safety, healthy lifestyle, codes of behavior | |
| | Profiles: Caring, Principled | | Profiles: Risk-taker, open minded | Profiles: inquirer, thinker, risk taker | Profile: caring, knowledgeable | |
| | Attitudes: Empathy, Appreciation, Respect, Independence, Confidence, Cooperation | | Attitudes: independence, appreciation | Attitudes: curiosity, independence, enthusiasm, cooperation, commitment | Attitudes: independence | |

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| KG | <p>Central Idea:</p> | <p>Experiences and relationships shape who I am and how I interact with others.</p> | <p>Appreciating the creativity of others can inspire us to express our own creativity.</p> | <p>Materials have properties that can be changed and used in different ways.</p> | <p>Living things depend on each other.</p> | <p>Living things depend on each other.</p> |
| | <p>Concepts:</p> | <p>Reflection: what makes me me Connection: connects to other people</p> | <p>Form: ways to show creativity Causation: how personal interests inspire creativity Perspective: why people respond differently to different forms of art</p> | <p>Form: properties of different materials Change, states of matter Function: how do we use materials in their different states</p> | <p>Form: characteristics of living things Connection: relationships between living things Responsibility: choices/actions, and their consequences</p> | <p>Form: characteristics of living things Connection: relationships between living things Responsibility: choices/actions, and their consequences</p> |
| | <p>Approaches to Learning</p> | <p>ATL's: Communication (Listening, Speaking, Reading, Writing, Viewing, Presenting) Social, Self-management, Thinking, Social (Respecting others)</p> | <p>ATL's: Social-Respecting others Communication-listening, speaking Thinking-dialectical thought</p> | <p>ATL's: Thinking Skills-acquisition of knowledge, analysis, evaluation Research Skills-formulating questions, observing, planning, collecting, recording, organising and interpreting data, presenting findings</p> | <p>ATL's: Research-observing, collecting, recording, organizing, thinking analyzing, comprehending.</p> | <p>ATL's: Research-observing, collecting, recording, organizing, thinking analyzing, comprehending.</p> |
| | <p>Profiles:</p> | <p>Profile: Open minded, Communicators</p> | <p>Profile: reflective, risk-taker</p> | <p>Profile: thinker, risk-taker</p> | <p>Profile: caring, inquirer, knowledgeable</p> | <p>Profile: caring, inquirer, knowledgeable</p> |
| | <p>Attitudes:</p> | <p>Attitudes: Confidence, Respect</p> | <p>Attitudes: appreciation, creativity</p> | <p>Attitudes: curiosity</p> | <p>Attitudes: respect, curiosity</p> | <p>Attitudes: respect, curiosity</p> |

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| G1 | Central Idea: The choices we make impact our bodies and brains. | Central Idea: People build houses in different ways, in different places. | Central Idea: Ideas can be presented for a purpose, and viewed in different ways. | Central Idea: Plants are an essential resource for all life. | Central Idea: We have responsibilities to make sure our community is safe and happy. | Central Idea: People can reduce their impact on the environment by reducing, reusing and recycling. |
| | Concepts: Causation: how choices impact our health Reflection/Responsibility: making healthy choices | Concepts: Function: purposes of houses Change: changes in houses Form and causation: factors that influence how houses are built | Concepts: Form: forms of presentations Function: the purpose of presentations Perspective: opinions about presentations | Concepts: Form: plants (Properties) Function: conditions plants need to survive Connection: connection between plants and people | Concepts: Function: what makes a community Responsibility: our responsibilities in different communities | Concepts: Form: materials we use Causation: impact on the environment Responsibility: reducing our impact on the environment |
| | Approaches to Learning ATL's: Self-management: informed choices Thinking: application of knowledge | Approaches to Learning ATL's: Thinking: analysis, application Self-Management skills: gross and fine motor skills | Approaches to Learning ATL's: Communication-listening, speaking, non-verbal; Thinking-dialectical thought | Approaches to Learning ATL's: Research: formulating Q's, hypothesizing, observing, collecting data. Thinking: synthesis and analysis of data. | Approaches to Learning ATL's: Social: respecting others, cooperating Self-management: Codes of behaviour, organisation | Approaches to Learning ATL's: Self-management-informed choices Thinking-acquisition of knowledge |
| | Profiles: Profile: balanced, knowledgeable, | Profiles: Profile: open minded, thinker | Profiles: Profile: communicator, open minded | Profiles: Profile: knowledgeable, inquirer, caring | Profiles: Profile: principled, caring | Profiles: Profile: caring, principled |
| | Attitudes: Attitudes: independence, respect | Attitudes: Attitudes: tolerance, creativity | Attitudes: Attitudes: confidence, respect | Attitudes: Attitudes: appreciation, curiosity | Attitudes: Attitudes: cooperation, respect, integrity | Attitudes: Attitudes: respect, integrity |

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| G2 | Central Idea: Sharing and exploring identities can help us understand others | Form: identity Connection: how identities are connected Reflection: respect | Form: identity Connection: how identities are connected Reflection: respect | People use symbols to be expressive and to communicate. | Forces cause changes in motion. | Systems directly impact the needs of a community. | Living things impact and are dependent upon their ecosystem. |
| | Concepts: | Form: identity Connection: how identities are connected Reflection: respect | Causation: exploration Change: space exploration | Function: symbolism Causation: use of symbols Perspective: symbolism across cultures and interpreting symbols | Form: motion Change: forces Connection: connection between force and motion | Function: systems Connection: interconnectedness Causation: impact | Form: ecosystems Connection: interdependence Responsibility: our role |
| | Approaches to Learning | ATL's: Thinking: analysis Research: formulating questions Social: respecting others | ATL's: Thinking: acquisition of knowledge Research: formulating questions Self-management: organisation, time management | ATL's: Communication: non-verbal, viewing Thinking: dialectical thought | ATL's: Research: collecting data Social: group decision making | ATL's: Self-management: organisation Thinking: analysis & synthesis | ATL's: Research: collecting and recording Communication: speaking, presenting |
| | Profiles: | Profile: open minded, reflective | Profile: balanced, risk-taker | Profile: communicator, thinker | Profile: knowledgeable, reflective | Profile: inquirer, thinker | Profile: Caring, Principled |
| | Attitudes: | Attitudes: tolerance, empathy, respect | Attitudes: curiosity, independence | Attitudes: creativity, respect | Attitudes: curiosity, commitment | Attitudes: appreciation, cooperation | Attitudes: appreciation, commitment |

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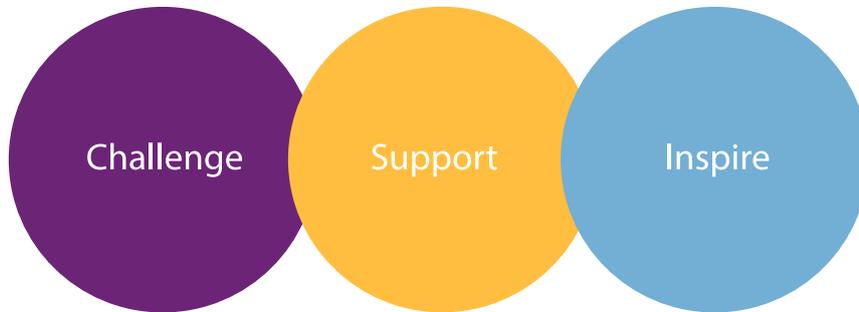
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| G3 | Central Idea: The systems of the human body are dependent upon one another. | Individuals' beliefs and values inspire them to make contributions which may change society. | Artists' cultural and physical environment can influence the ways they express themselves. | Properties are transformed through the interaction of chemical and physical changes. | A range of factors determine the value of goods and services we exchange. | Water is a finite and vulnerable resource and its distribution has consequences. |
| | Concepts: Form: systems that make up the body Function: operation of systems Connection: Interdependence of systems | Form: belief and values Perspective: contributions people have made Causation: traits of inspirational people | Form: art forms Causation: reasons people create art Connection: influence Function: understanding cultures through art | Form: the properties and classification of matter Change: the differences in physical and chemical changes Causation: variables that can change matter | Form: exchange Function: factors that determine price (supply and demand) Responsibility: the roles and responsibilities of producers, traders, and consumers | Function: natural and human distribution Perspective: access to water Responsibility: conservation |
| | Approaches to Learning Research: organize information Thinking: comprehension | ATL's: Communication: presenting Research: collecting, organizing data | ATL's: Thinking: analysis, dialectical though Communication: viewing | ATL's: Thinking: analysis Research: collecting and recording data | ATL's: Self-management: time management, Social: accepting responsibility, cooperation Communication: presenting | ATL's: Research: planning, collecting data, recording data, interpreting data Self-management: organization, time management |
| | Profiles: Profile: knowledgeable, thinker | Profile: open minded, thinker | Profile: reflective, risk-taker | Profile: inquirer, thinker | Profile: thinker, principled, reflective | Profile: knowledgeable, inquirer, principled |
| | Attitudes: Attitudes: curiosity, creativity | Attitudes: tolerance, empathy | Attitudes: appreciation, creativity | Attitudes: curiosity | Attitudes: commitment, integrity | Attitudes: commitment, empathy, respect |

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| | Who We Are An inquiry into the nature of the self; beliefs and values; Personal, physical, mental, social and spiritual health; humans relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. | Where We Are in Place & Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | How We Organise Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. |
| G4 | Central Idea: People have rights and it is our responsibility to ensure they are met. | Ancient civilizations laid the foundations for modern society. | People communicate and reflect on thoughts and emotions through art. | Humans adapt to the changes caused by geological activity | The existence of borders has consequences for the communities they serve. | Human dependence on energy has a lasting effect on the environment. |
| | Concepts: Form: rights Perspective: application of rights in different parts of the world Responsibility: possible ways of taking action | Form: characteristics of civilizations Connection: connections between past and present Reflection: using evidence to make connections | Function: elements of art Perspective: interpreting art Reflection: communicating a message effectively | Form: components of the earth Change: adaptation Causation: patterns | Function: location and purpose of borders Connection: people affected by borders Causation: peace and conflict resolution | Function: energy generation Connection: access to energy Responsibility: custodianship |
| | Approaches to Learning | ATL's: Research: formulating questions; collecting and recording data Thinking: analysis | ATL's: Communication: non-verbal Thinking: analysis Self-management: organisation; time management | ATL's: Communication: writing, presenting Thinking: acquisition of knowledge Research: formulating questions | ATL's: Thinking: dialectical thought Social: respecting other, resolving conflict | ATL's: Self-management: time management Thinking: synthesis, analysis, dialectical thought |
| | Profiles: | Profile: open-minded, thinker | Profile: risk-taker, communicator | Profile: Communicator, Inquirer | Profile: Caring, Principled | Profile: thinker, knowledgeable, balanced |
| | Attitudes: | Attitudes: integrity | Attitudes: confidence, creativity | Attitudes: Confidence, Curiosity | Attitudes: Empathy, respect, Integrity | Attitudes: curiosity |

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| G5 | As we have physical, social and emotional growth, our responsibilities change. | Exploration influences the world as we know it today. | FINAL EXHIBITION | Scientists investigate and answer questions by using scientific skills and understanding. | Beliefs and values impact how we interact with the world. | People migrate for different reasons, which changes their opportunities and communities. |
| | Function: reproductive system Causation: consequences of choice Responsibility: peer pressure/responsibility | Causation: motivation Change: impact of exploration Perspective: different perspectives | Through our interests we can gain a deeper understanding of what matters in our community. | Function: scientific investigation Connection: independent and dependent variables Reflection: applying understand and skills to new investigations | Form: beliefs and values Function: belief systems Connection: how belief systems are connected | Causation: push and pull factors in decision making Change: challenges/opportunities Reflection: consequences |
| Approaches to Learning | ATL's: Social: accepting responsibility, respecting others Self-management: safety, codes of behaviour, informed choices | ATL's: Thinking: dialectical thought Research: formulating Q's, analysis, synthesis | | ATL's: Thinking: analysis, synthesis Self-management: organisation, safety | ATL's: Thinking: dialectical thought Social: respecting others | ATL's: Thinking: comprehension, analysis, synthesis Research-formulating questions, planning, collecting, recording data, organizing and interpreting data. |
| Profiles: | Profile: open-minded, balanced | Profile: open minded, thinker | | Profile: thinkers, reflective | Profile: open-minded, reflective | Profile: inquirer, communicator |
| Attitudes: | Attitudes: respect, curiosity | Attitudes: empathy, tolerance | | Attitudes: commitment, curiosity | Attitudes: tolerance, confidence, empathy | Attitudes: enthusiasm, respect |



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