



## LOWER SCHOOL (I-5) Program Guide 2020-2021



**Our Mission: To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.**

# Message from the Lower School Teams

Dear Parents of Lower School Students,

Welcome to Lower School. We trust that you will find this guide informative and helpful. It is intended to give you an overview of what to expect in Lower School and to help you and your child prepare for the year.

As the Lower School Homeroom Teachers, we will communicate with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals.

Please do not hesitate to contact us if you have any need for clarification or further information. It is our hope that we can build a partnership this year through keeping all possible channels between home and school as open as possible.

We look forward to working closely with you this year.

Sincerely,

The Lower School Team

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## Part II

## Lower School Procedures

### Expectations

Students in Lower School are encouraged to perform at their personal best. It is the student's responsibility to be organized each day with writing tools, books, their PE uniform (on PE days), snack, water bottle and other materials that will aid their learning each day.

It is the student's responsibility to find out about class work that has been missed due to an absence. Students are expected to take ownership over their learning and seek assistance when needed.

### Essential Agreements

In Lower School, each class collaboratively creates to a set of essential agreements. These rights and responsibilities are created, reviewed and decided upon by the Lower School students and teachers.

They are then published and publicized in the classroom as reminders of appropriate behavior.

### Homework Guidelines

In addition to what is stated in the Lower School Parent-Student Handbook on homework, we aim to give students as much choice and control over their learning as possible, and this includes the independent learning they do at home. We also want to work with the students and their parents to ensure that well-being and balance is maintained.

One of the biggest indicators of academic success for students is daily reading for pleasure, and that the quantity of reading being undertaken by students directly correlates to positive academic gains. For these reasons, daily

reading will remain the core of our home learning practices and expectations. We ask that parents please ensure that students are reading or being read to, every day.

### Student Portfolios

Portfolios are a collection of your child's work that is designed to demonstrate successes, growth, higher order thinking, creativity, assessment strategies and reflection. Pieces are included in SeeSaw that have been selected by students and teachers. All subject areas will be represented on Seesaw.

Parents will be able to access Seesaw at any time during the year. Parents are able to discuss and reflect on portfolio entries with their child.

## Part III

## Primary Years Programme (PYP)

At SCIS-Hongqiao we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an integrated curriculum that is relevant, challenging and engaging for learners from Nursery to Grade 5. It is an inquiry-driven concept-based curriculum framework that actively encourages students to ask questions and seek answers to the world around them.

Inquiry-based learning involves:

- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Making connections between previous learning and current learning;
- Making predictions and acting purposefully to see what happens;
- Collecting data and reporting findings;
- Clarifying existing ideas and reappraising perceptions of events;
- Deepening understanding through the application of a concept;
- Making and testing theories;
- Researching and seeking information;
- Taking and defending a position; and
- Solving problems in a variety of ways

## Transdisciplinary Themes

Much of the curriculum is arranged and taught through large cross-curricular units of study known as units of inquiry. Throughout the Lower School these units are arranged under six themes. These same themes are repeated at every grade level. The themes are:

### WHO WE ARE

An inquiry into the nature of the self; beliefs and values; personal; 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 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 creativity; our appreciation of the aesthetic.

### HOW THE WORLD WORKS

An inquiry into the natural world and its laws; 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 with other living things; and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry. All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In all grade levels the homeroom teacher teaches most of the subjects however, the children attend specialist lessons for the Music, Visual Arts, World Languages (Mandarin or Dutch) and Physical Education.

## Part IV

## PYP Assessment

Assessment is an integral part of the teaching and learning process at SCIS. Teachers will work to ensure that assessment is relevant to the curriculum, as well as accurate, fair and appropriate for all students. Assessment is naturally integrated into the teaching and learning cycle within each classroom and serves as a means to provide useful information to teachers, students and parents.

Teachers draw from a wide range of evidence and learning experiences to assess students. Assessments at the Lower School are designed to be manageable for teachers and students.

Assessment tools may include but are not limited to

- Student-teacher conferences
- Checklists
- Anecdotal notes
- Quizzes and tests
- Portfolios on Seesaw
- Projects and presentations
- Oral evaluations
- Student self-assessments and reflections

SCIS provides parents with various opportunities in addition to those listed above to learn about their child's progress and achievement, such as Seesaw entries, NWEA MAP assessment reports, report cards, progress reports, conferences, and English Language Proficiency Assessment reports, when applicable.



The aim of all IB programs is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, and 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.



As SCIS is authorized as an IB World school, we will incorporate the Essential Elements of the IB PYP into student learning experiences. One of the Essential Elements of the IB PYP model is the development of a strong set of skills called Approaches to Learning. These skills are developed over time and will be addressed at each grade level in an age-appropriate manner. Teachers will incorporate learning experiences that encourage students to use these skills in all areas of learning.

The IB PYP approaches to teaching and learning are:

### Thinking Skills

**Critical thinking** - Analysing and evaluating issues and ideas, and forming decisions

**Creative thinking** - Generating novel ideas and considering new perspectives

**Information transfer** - Using skills and knowledge in multiple contexts

**Reflection and metacognition** - Using thinking skills to reflect on the process of learning

### Social Skills

**Interpersonal relationships, social and emotional intelligence** - Developing positive interpersonal relationships and collaboration

### Self-management Skills

**Organization** - Managing time and tasks effectively

**States of mind** - Using strategies that manage state of mind

### Communication Skills

**Exchanging information** - Listening, interpreting and speaking

**Literacy** - Reading, writing and using language to gather and communicate information

**ICT** - Communicating using technology to gather, investigate and share information

### Research Skills

**Information literacy** - Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

**Media literacy** - Interacting with media to use and create ideas and information

**Ethical use of media/information** - Understanding and applying social and ethical technology

Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a concept-driven curriculum as a means of supporting that inquiry.

A set of seven concepts support the transdisciplinary nature of the curriculum. These concepts are:

#### Form - What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

#### Function - How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

#### Causation - Why is it like it is?

The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

#### Change - How is it changing?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

#### Connection - How is it connected to other things?

The understanding that we live in a world of interacting systems in which

the actions of any individual element affect others.

#### Perspective – What are the points of view?

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

#### Responsibility – What is our responsibility?

The understanding that people make choices based on their understanding and the actions they take as a result do make a difference.

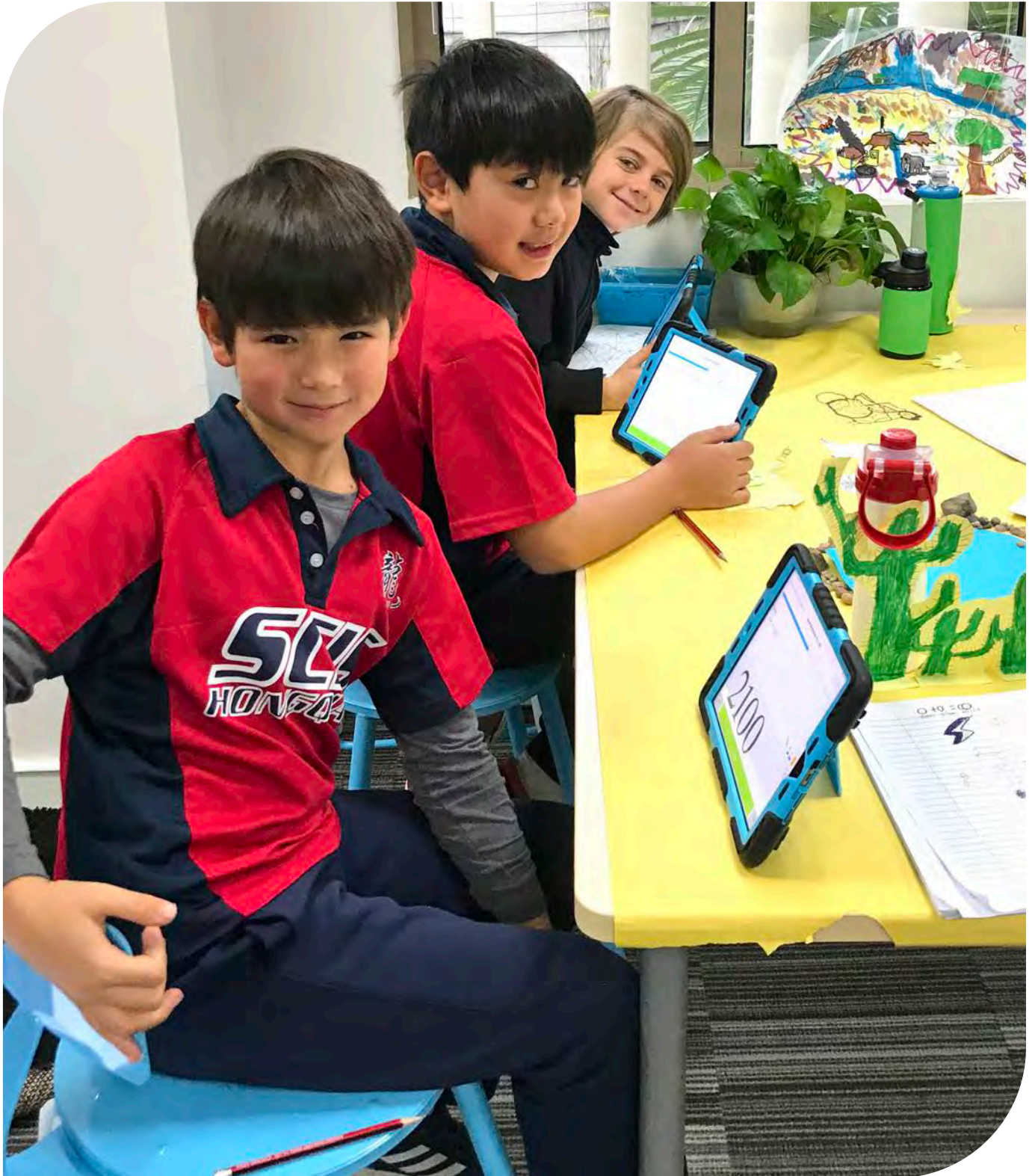
In the PYP, we believe that education must extend beyond intellectual learning to include not only socially responsible attitudes, but also thoughtful and appropriate action.

Successful inquiry may lead to action, initiated by the student as a result of the learning process. This action may extend the student's own learning, the learning of others, or it may have a wider social impact. Action can be as simple as a student wanting to share with someone what they are learning about or even wanting to go to the library to continue learning about a particular topic.

The action cycle is the simple, yet powerful tool used to teach children how to take action. By going through the three steps of choosing, acting, and reflecting on the results of their choices, students grow socially and personally, developing skills such as cooperation, problem solving, conflict resolution, and critical thinking. This is an important part of a student's participation in his/her own learning. The action cycle helps develop life long learners.





**WHO  
WE ARE****Grade 1–5 Programme of Inquiry**

OUR CHOICES DEFINE WHO WE ARE AS INDIVIDUALS AND AS A COMMUNITY.

An Inquiry into:

- our diverse community
- the design and use of our learning environment
- using the Learner Profile to guide our choices

## Grade 1 Programme of Inquiry

## Grade 2 Programme of Inquiry

### WHO WE ARE

**Central Idea:**  
Our actions affect our relationships.

**An inquiry into:**

- our relationships
- our responsibility in relationships
- how actions affect relationships

**Central Idea:**  
Responsible choices contribute to our health and our community.

**An inquiry into:**

- personal, physical and social health
- responsible choices
- conflict resolution

### WHERE WE ARE IN PLACE AND TIME

**Central Idea:**  
Homes are built in different ways around the world.

**An inquiry into:**

- types of homes
- the similarities and differences of homes around the world
- why homes change based on location

**Central Idea:**  
Geography helps us understand the world.

**An inquiry into:**

- mapping skills
- how we use maps to organize ourselves
- how geographical features influence human settlement

### HOW WE EXPRESS OURSELVES

**Central Idea:**  
Artists are inspired by the world around them.

**An inquiry into:**

- an artist's process
- an artist's inspiration

**Central Idea:**  
Humans express their culture through traditions.

**An inquiry into:**

- the purpose of traditions
- different perspectives through traditions
- how traditions are expressed through art

### HOW THE WORLD WORKS

**Central Idea:**  
Weather impacts living things.

**An inquiry into:**

- types of weather
- changes in daily and seasonal cycles
- the effects of weather

**Central Idea:**  
People observe and manipulate matter.

**An inquiry into:**

- properties of matter
- how matter reacts and changes
- how changing the properties of matter can impact society and the environment

### HOW WE ORGANIZE OURSELVES

**Central Idea:**  
Systems impact learning communities.

**An inquiry into:**

- systems in our school
- systems affect our lives at school
- our responsibility in supporting school systems

**Central Idea:**  
Machines help us solve problems within our communities.

**An inquiry into:**

- how simple machines function
- how simple machines help us solve problems
- how machines connect to our lives

### SHARING THE PLANET

**Central Idea:**  
Humans have an impact on natural resources.

**An inquiry into:**

- natural resources
- the use of natural resources
- our responsibility in taking care of natural resources

**Central Idea:**  
Animals have distinct characteristics for growth and survival.

**An inquiry into:**

- characteristics and life cycles of animals
- relationships between living things
- protection of animals and their habitats

## Grade 3 Programme of Inquiry

## Grade 4 Programme of Inquiry

### WHO WE ARE

**Central Idea:**

How we learn influences our classroom community.

**An inquiry into:**

- what effective teams do to collaborate and cooperate
- learning styles and strategies

**Central Idea:**

Inquiring into our curiosity helps us learn.

**An inquiry into:**

- choices we can make to maximize our learning
- what it means to be a learner
- the components of learning

### WHERE WE ARE IN PLACE AND TIME

**Central Idea:**

Inventions and innovations create change.

**An inquiry into:**

- inventors and inventions throughout history
- the impact of inventions on society
- how one invention or innovation leads to another

**Central Idea:**

Evidence of past civilizations can be used to make connections to present day societies.

**An inquiry into:**

- the role ancient civilizations have played in modern society
- significant discoveries and advances of ancient civilizations
- how we view different ancient civilizations

### HOW WE EXPRESS OURSELVES

**Central Idea:**

Performing arts are a medium for creative expression.

**An inquiry into:**

- the performing arts
- the purposes of the performing arts
- self-expression through the performing arts

**Central Idea:**

Our view of society shapes our voice.

**An inquiry into:**

- how art can inspire action
- connections between society and the individual
- art and what it tells us about an individual

### HOW THE WORLD WORKS

**Central Idea:**

The design of structures involves consideration of different factors.

**An inquiry into:**

- designs and materials of structures
- factors that impact structures
- structures and their uses

**Central Idea:**

Properties of light and sound can be investigated.

**An inquiry into:**

- the properties of light and sound
- the scientific method

### HOW WE ORGANIZE OURSELVES

**Central Idea:**

Consumer choices impact the environment.

**An inquiry into:**

- the impact of various materials on the environment
- our role as consumers
- choices made by producers and consumers

**Central Idea:**

Knowledge of the market inspires entrepreneurship.

**An inquiry into:**

- the connection between the market and supply/demand
- how consumer's choices effect entrepreneur's decisions
- how a business works

### SHARING THE PLANET

**Central Idea:**

Plants have characteristics that make them vital to life on earth.

**An inquiry into:**

- how plants adapt to their environment
- the growth of plants
- how plants and soil are important to the planet

**Central Idea:**

External influences affect habitats.

**An inquiry into:**

- the structure of habitats and how they work
- the external influences on habitats
- human responsibility towards habitats

## Grade 5 Programme of Inquiry

### WHO WE ARE

**Central Idea:**

Body systems are interrelated and interdependent.

**An inquiry into:**

- the major systems in our body
- ways to keep the systems healthy
- how body systems are interdependent

### WHERE WE ARE IN PLACE AND TIME

**Central Idea:**

Events can have a lasting change on society.

**An inquiry into:**

- causes of events
- the significance of the event
- perspectives of events

### HOW WE EXPRESS OURSELVES

**Central Idea:**

**EXHIBITION**

### HOW THE WORLD WORKS

**Central Idea:**

Energy can be transformed and used for human purposes.

**An inquiry into:**

- different forms of energy
- how energy is used
- ways energy is transformed

### HOW WE ORGANIZE OURSELVES

**Central Idea:**

Organizations have a structure and purpose.

**An inquiry into:**

- the form of organizations
- how organizations function
- the responsibility of organizations and members

### SHARING THE PLANET

**Central Idea:**

Communities share the responsibility to reduce the impact on the people affected by natural disasters.

**An inquiry into:**

- the impact and effect of natural disasters
- human and societal responses to natural disasters
- what natural disasters are



The English Language Arts (ELA) program at SCIS prepares students to become effective communicators, critical thinkers, and active contributors to a global society. The ELA program develops the essential literacy skills that students need for success at school and in life, including the use and understanding of various media formats. Teachers guide students in developing an appreciation for the English language and help them build confidence in their English skills. The program aims to excite students about English Language Arts while developing essential communication and collaboration skills.

Throughout the Lower School, developing positive attitudes towards reading and writing is essential. Our framework for balanced literacy instruction is the reading and writer's workshop. Teachers collaboratively plan units and assess students using common pre-assessments and

summative assessments. These units are integrated into the Transdisciplinary Themes of the Primary Years Programme where appropriate. Careful attention is placed on tracking students' reading growth. Instruction is differentiated to meet the needs of learners at different ability levels. Literacy skills are supported in classrooms that visibly display a language rich environment. Teachers employ a varied approach to instructional delivery, including but not limited to, small group, whole group, shared, and independent instruction.

SCIS implements the Common Core State Standards (USA) for English Language Arts (<http://www.corestandards.org/ELA-Literacy/>) for students in Kindergarten through Grade 5. The concepts, knowledge and skills embedded in the ELA standards are designed to provide students with a solid literary foundation, as well as the higher-level

thinking skills and strategies necessary to be successful in life outside of the classroom. The K–5 ELA standards articulate what students should understand and be able to do by the end of each grade.

The English Language Arts standards are organized by grade level, domain and strands. The following domains and accompanying strands are addressed in English Language Arts:

### **I. Reading – Literature**

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

### **II. Reading – Informational Text**

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

### **III. Reading – Foundational Skills**

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

### **IV. Writing**

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

### **V. Speaking and Listening**

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

### **VI. Language**

- Conventions of Standards English
- Knowledge of Language
- Vocabulary Acquisition and Use

**Language Acquisition at SCIS**

SCIS creates a multi-lingual learning environment in which the language of instruction is English, while also fostering other languages, including mother tongue. The acquisition of additional languages provides students the opportunity to thrive within our culturally rich community. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

**English as an Additional Language (EAL) at SCIS: Grades 1–5**

Our EAL program follows research and evidence-based best practices in academic language acquisition; is guided by WIDA's English Language Development Standards; and is aligned with IB PYP philosophies. Through our program, our EAL and homeroom teachers maximize co-planning and co-assessing time to integrate content, language, and literacy instruction effectively, which accelerates academic language development.

**Lower School EAL Program:**

SCIS HQ-LS has adopted two EAL program components to support the various proficiency levels of our students acquiring English: A Beginning EAL Class and an EAL Co-Teaching component.

**1. Beginning EAL Class (Stage 1)**

New English learners in stage 1 receive instruction from an EAL teacher during a Beginning EAL Class period. The new English learner groups are small, and the instruction is specifically targeted for their "entering" English proficiency level needs.

**2. Co-Teaching Support (Stage 1 & 2)**

English learners in stages 1 and 2 receive EAL support through the Co-Teaching model. In the Co-Teaching model, EAL teachers collaborate to:

- a. Co-plan, co-teach, & co-assess with the homeroom teachers during literacy, math or the Units of Inquiry in the homeroom classrooms.

- b. Play an integral role in curriculum development through the collaborative development of the PYP Units of Inquiry with the homeroom teachers and PYP coordinator.

- c. Ensure teaching and unit development addresses content, literacy and English Language Development Standard.

- d. Ensure assessments and lesson activities are differentiated and scaffolded to target students' English proficiency levels.

- e. Ensure the domains of reading, writing, speaking and listening are represented in all stages of planning, teaching and assessment.

**3. EAL Program Exit**

Once the student is performing at grade level, the student is exited from the EAL program, and parents are notified.





The Mathematics program at SCIS provides constructive opportunities for students to be challenged and supported to think deeply about the problems they are solving. Our program supports the development of critical thinking, problem solving, and collaboration skills, as students are continually encouraged to explore, extend, explain and evaluate their mathematical thinking through open-ended problem solving and questioning. Students are expected to use a variety of strategies and justify their answers explaining the processes they used. Through a differentiated, student-centered

approach, students of all levels and abilities are engaged, supported and challenged.

Mathematics is imbedded into the Primary Years Programme (PYP) Units of Inquiry, as well as taught in a subject specific context. In addition to the IB Learner Profile attributes, the essential elements of the PYP: knowledge, concepts, ATLs, and actions, inform planning, teaching and assessing of mathematics throughout the SCIS Lower School. Through an inquiry-based approach, teachers seek to provide opportunities for all students to have access to the highest quality mathematics teaching and learning.

SCIS implements the USA Common Core State Standards for Mathematics (<http://www.corestandards.org/Math/>) for students in Grade 1 through Grade 5. The 1–5 mathematics standards articulate what students should understand and be able to do by the end of each grade. The standards are organized according

to process standards and content standards. The following process and content domains are addressed within the mathematics curriculum:

#### Process Domains:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure

#### Content Domains:

- I. Counting and Cardinality
- II. Operations and Algebraic Thinking
- III. Number and Operations in Base Ten
- IV. Number and Operations – Fractions
- V. Measurement and Data
- VI. Geometry

The Science program at SCIS provides constructive opportunities to nurture students' curiosity about the physical and natural world. Our program supports the development of critical thinkers, who seek evidence to support claims. Students are encouraged to see themselves as scientists, who understand that collaboration and social construction of knowledge are essential aspects of this discipline. Through inquiry and assessment, we nurture and support a sense of perseverance and resilience. Our students understand the nature of science and scientific concepts. They also understand that science tells us about the world, but not what we should do with this

knowledge. So, we foster the shared responsibility for the ethical practice of science and use of scientific knowledge. SCIS implements the science standards from the Ontario Ministry of Education for students in Grade 1 through Grade 5. The science standards within the Lower School are embedded into the Primary Years Programme units of inquiry. The units of inquiry are based on six Transdisciplinary Themes: *How the World Works*, *How we Express Ourselves*, *Sharing the Planet*, *Who we Are*, *Where we are in Place and Time*, and *How we Organize Ourselves*. The standards are organized into the following four domains.

- I. Life Systems
- II. Structures and Mechanisms
- III. Matter and Energy
- IV. Earth and Space Systems.





Social Studies is embedded into the Primary Years Programme units of inquiry within the Lower School. The units of inquiry are based on six Transdisciplinary Themes: *How the World Works*, *How we Express Ourselves*, *Sharing the Planet*, *Who we Are*, *Where we are in Place and Time*, and *How we Organize Ourselves*. Using an inquiry-based methodology, teachers and students explore a wide range of significant, relevant and engaging social studies themes and topics. Teachers and students work together to develop enduring understandings that are conceptual in nature and substantial enough to lead to in-depth inquiries. Teachers encourage students to formulate an understanding of their personal and cultural identities, as well as those of others in order to promote intercultural awareness and respect for individuals, their values and traditions. Emphasizing the IB learner profile attributes, as well as the essential elements of the

program (knowledge, concepts, ATLs and action), helps ensure a well-rounded curriculum complete with planning, teaching and assessing. Evidence of student learning can be seen through various avenues, however the most notable being the students' willingness and ability to take action to make a positive difference in the world.

SCIS implements the Social Studies standards developed by the "American Education Reaches Out" (AERO). Grade level performance indicators guide the Social Studies curriculum. The curriculum emphasizes concepts, skills and content related to:

#### **Standard 1: Time, Continuity, and Change**

- Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

#### **Standard 2: Connections and Conflict**

- Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

#### **Standard 3: Geography**

- Students will understand the interactions and relationship between human societies and their physical environment.

#### **Standard 4: Culture**

- Students will understand cultural and intellectual developments and interactions among societies.

#### **Standard 5: Society and Identity**

- Students will understand social systems and structures and how these influence individuals.

#### **Standard 6: Government**

- Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

#### **Standard 7: Economics**

- Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

#### **Standard 8: Science and Technology**

- Students will understand how societies have influenced and been influenced by scientific developments and technological development.





The school places importance on host country language. Multiple developmental levels of Mandarin ranging from Novice to Experienced are offered at each grade-level which take into consideration student abilities and their prior language experience. Whenever appropriate, Mandarin lessons are connected with the homeroom Programme of Inquiry in order to provide authentic connections and deep conceptual understanding.

### Novice 1

The student is at the beginning level of Mandarin proficiency. The learning opportunities, which focus on listening and speaking are designed to build language familiarity. Knowledge and skill development involves developing understanding through

repeating systematic processes of vocabulary and simple sentences, following examples and exploring content.

### Novice 2

The student recognizes the content and can make simple associations. The learning opportunities, which focus heavily on listening and speaking are designed to widen the scope of language familiarity. Knowledge and skill development involves developing understanding and independent abilities centered around specific concepts or skills through focused practice and study.

### Intermediate

The student is able to recognize and work comfortably with the content and make connections in unfamiliar

settings. Learning opportunities focus on listening and speaking, as well as reading and writing, to develop conceptual understandings and effective skill application. Knowledge and skills development involves discriminating between closely related concepts and perfecting skills through conscientious scrutiny and concise use.

### Experienced

Students for whom Mandarin is their native language or are near native speakers are placed in the Experienced Mandarin class. The curriculum includes the standards from the Shanghai Ministry of Education as well as content related to the grade level Units of Inquiry.

The lower school technology program seeks to integrate technology skills with authentic classroom content and activities. Students will have the opportunity to utilize laptops and iPads as tools for learning, research, communication and creative expression. This includes students being active innovators and designers that engage in authentic learning experiences which allow them to create original designs, products and devices.



## Learning Subjects

### Visual Art (Grade 1-5)

### Performing Arts – Music (Grade 1-5)

The Visual and Performing Arts (Music) program at the Lower School aims to build a lifelong ability to interact with, respond to, and appreciate the arts. We believe that the arts are an essential part of a balanced and effective education. A strong arts education enhances academic performance in other disciplines, and impacts a range of important developmental skills and understandings. We also believe that students learn best when they are in an environment where they are encouraged to take risks and learn new things, therefore, we aim to not only develop technical and expressive competencies, but to build confidence so that students see themselves as capable artists, performers and musicians.

The Art and Music program at SCIS gives students the opportunity to express ideas and emotions that cannot be expressed in words alone. Through these differentiated

experiences, students learn to communicate ideas of personal, regional or cultural significance in a variety of forms and modes. They also make connections within and among the arts, and with other disciplines. This allows them to develop a deeper understanding and appreciation of their own identity and culture, as well as other ideas and cultural contexts that can be explored through the arts.

The program aims to recognize and nurture artistic abilities, as well as other skills and competencies related to this domain. Therefore, in addition to the confidence and personal expressive skills that students develop, other skills are nurtured through participation in our rich Art and Music program. These include but are not limited to: creative thinking skills, empathy, self-reflection, how to give and receive feedback, technical skills, cooperation and collaboration skills, and self-discipline.



## Learning Subjects

### Physical Education



The Personal, Social and Physical Education Standards are based on standards from the Ontario Curriculum (Canada). These Standards are organized into four standards, which are the major areas of knowledge and skills in the content area. These are:

#### Living Skills

Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands.

#### Active Living

- A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;
- A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and

practices that contribute to healthy, active living;

- A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

#### Movement Competence

- B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to

participate successfully in those activities.

### Healthy Living

- C1. demonstrate an understanding of factors that contribute to healthy development;
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3. demonstrate the ability to make connections that relate to health and well-being – how their

choices and behaviors affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

### What to Wear:

Lower School students are expected to wear their PE uniform to school on the days that PE occurs for their class. The uniform includes:

- Appropriate sports shoes (sandals, crocs or flipflops are not acceptable PE shoes)

- An SCIS PE Shirt
- Appropriate SCIS shorts or trousers
- A labelled water bottle

During Swimming units students should bring:

- A one piece swimsuit and a towel (please ensure they are labelled with the child's name)
- Goggles
- A swim cap is compulsory for swimmers with medium to long hair.

## Learning Subjects

## The Grade 5 PYP Exhibition

### The PYP Exhibition

In the final year of the PYP, students participate in a culminating project, the PYP Exhibition. This requires that each student demonstrates engagement with the essential elements of the programme: knowledge, concepts, ATLs, and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the MYP (Middle Years Programme).

During the PYP Exhibition, Grade 5 Students will demonstrate their understanding of an issue or opportunity they have chosen to explore. Through this, they will also demonstrate their ability to take responsibility for their learning, and their capacity to take action, as they will actively engaged in planning, presenting and assessing their own learning. The Exhibition also provides an opportunity for students to exhibit the learner profile attributes that have been developing throughout their engagement with the PYP.





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