



KINDERGARTEN Curriculum Guide 2020-2021



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

Message from the Kindergarten Team

Dear Parents of Kindergarten Students,

Welcome to Kindergarten. We trust that you will find this guide informative and helpful. It is intended to give you an overview of Kindergarten and some hints to help you and your child prepare for and settle into this grade level.

The grade level teachers 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 your child's teacher if you have any need for clarification or further information.

It is our hope that we can build a partnership this year by keeping all channels between the home and school as open as possible.

We look forward to working closely with you this year.

Sincerely,

The Kindergarten Team

Table of Contents

- I. Message from The Kindergarten Team**
- II. Kindergarten Procedures**
 - Settling In
 - First Weeks at School
 - How Can I Help with Settling In?
 - Clothing
 - Giving your Child the Best Start
 - Student Portfolios
- III. International Baccalaureate Primary Years Programme (IBPYP)**
- IV. The Programme of Inquiry for Kindergarten**
- V. Kindergarten Subjects**
 - English Language Arts
 - English as an Additional Language
 - Mathematics
 - Science
 - Social Studies
 - Mandarin
 - Performing Arts
 - Physical Education
 - Information Communication Technology (ICT) Seesaw



Settling In:

Starting school is like a journey. It takes time, preparation and planning. We can make this journey a successful one for our students by supporting them before, during and after they have started school. Parents and teachers can work together and share information about each child and their support needs.

Starting school can mean many things to different children. It may be the first time your child has been left with people he or she does not know. It may be a challenge to adapt to new teachers, languages, classrooms, school and friends. However, by working together as a team that includes parents, teachers and students, we can ensure that each day students come to school feeling safe and happy.

First Weeks at School

Every child reacts differently in new situations. Some children settle quickly from the beginning and others take longer to become comfortable with their new surroundings and routines.

Whether your child settles easily or takes a bit longer, the most important

thing you can do is talk with them about how they are feeling and reassure them. Please talk with the Kindergarten teachers about how your child is feeling, as they have experience with many children and parents in similar situations. Together we can all work towards making learning in Kindergarten happy and meaningful.

How can I Help with Settling In

- Be positive
- Help your child be as independent as possible; for example, let them dress themselves and pack their backpack and snack each day.
- Make a routine for leaving your child (saying good-bye at the bus stop). Use the same routine every day.
- At the end of the day, ask your child specific questions about their school day; for example, *Who did you play with at recess? or What games did you play in PE today?*

Clothing

The children are involved in a variety of activities at school, which are often

messy, such as painting. Therefore, we would suggest that all students bring a spare change of clothes that can be kept at school in the event of an accident. Please make sure that your child's clothing is marked with your child's name.

We encourage the children to be as independent as possible when it comes to dressing and putting shoes on and off. Velcro fastening shoes are very practical for young children.

Giving your Child the Best Start

By working together at home and school we can provide a supportive and stimulating environment in which your child can develop at his or her own rate. We encourage all caregivers to support children to be independent and responsible for their own belongings.

Student Portfolios

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

At SCIS-Pudong 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

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
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

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 Arts, World Languages (Mandarin), Physical Education and Library.



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 analyze 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.

WHO WE ARE?

Central idea:
People use their senses to connect to the world.

An inquiry into:

- The five senses and how they work
- How senses help us learn
- How we care for our senses

WHERE WE ARE IN PLACE AND TIME?

Central idea:
People celebrate in many ways for many reasons.

An inquiry into:

- The characteristics of celebrations
- The reasons for celebrations
- Similarities among celebrations

HOW WE EXPRESS OURSELVES?

Central idea:
People follow a process to create.

An inquiry into:

- The process of creating a product
- Why people create
- How people improve their creations

HOW THE WORLD WORKS?

Central idea:
Scientists follow a method to learn new things.

An inquiry into:

- How scientists conduct experiments
- How scientists make observations and record findings
- How scientists make conclusions and share their results

HOW WE ORGANIZE OURSELVES?

Central idea:
Everyone has a role to play in the community.

An inquiry into:

- What makes a community
- How communities work
- The responsibilities of community members

SHARING THE PLANET

Central idea:
Relationships between humans and animals are affected by our actions.

An inquiry into:

- Animals and what they need to live
- How humans impact animals' lives
- How humans care for animals



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

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. Teachers collaboratively plan units and assess students using common pre-assessments and summative assessments. Units are integrated into the Transdisciplinary Themes of the Primary Years Programme where appropriate. Careful attention is

placed on tracking students' reading growth and ensuring that students are reading books at their "just right" levels. In this way, 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 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

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 five essential elements of the PYP: knowledge, concepts, skills, attitudes and actions, inform planning, teaching and assessing of mathematics throughout the SCIS Lower School. Through an inquiry-based workshop approach, teachers seek to provide opportunities for all students to have access to the highest quality mathematics teaching and learning.

SCIS implements the Common Core State Standards for Mathematics (<http://www.corestandards.org/Math/>) for students in Kindergarten through Grade 5. The K–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 are skeptical and 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 Kindergarten through Grade 5. The science standards within the Lower School are embedded into

the Primary Years Program 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.





Within the Lower School, Social Studies is embedded into the Primary Years Program 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*. 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 five essential elements of the

program (knowledge, concepts, skills, attitudes 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: *Time; Continuity and Change; Connections and Conflict; Geography; Culture; Society and Identity; Government; Economics; and Science and Technology*.

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.

Multiple development levels of Mandarin ranging from Novice to Advanced are offered at each grade-level for non-native Mandarin speakers. The context of the topics is determined based on the student abilities and learning outcomes, as well as prior language experience. Students for whom Mandarin is not their native language are placed in one of the following groups:

Novice Low

The student has little or no previous exposure to conceptual knowledge and skills associated with the content. The learning opportunities are designed to build familiarity. Knowledge and skill development tends to involve developing fragments of understanding and limited independent ability through repeating systematic processes, following examples and exploring content.

Novice Mid

The student recognizes the content and can make associations. The learning opportunities are designed to widen the scope of familiarity. Knowledge and skill development tends to involve developing cohesive understanding and independent abilities centered around specific concepts or skills through focused practice and study.

Novice High

The student has working knowledge and skills associated with the content. The learning opportunities focus on technical development. Knowledge and skills development tends to involve expanding repertoire of

conceptual understandings and skills through varied practice and study.

Intermediate Low

The student works independently with the content and has command of several key aspects. The learning opportunities focus on depth of understanding and flexibility of application. Knowledge and skills development tends to involve refining skills and gaining deeper conceptual understanding through strategic use of conceptual knowledge and skills.

Intermediate Mid

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

connections in completely unfamiliar settings. The learning opportunities focus on challenging conceptual understandings and effective skill application. Knowledge and skills development tends to involve discriminating between closely related concepts and perfecting skills through conscientious scrutiny and concise use.

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





The Performing Arts 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 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 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.

The lower school technology program seeks to integrate technology skills with authentic classroom content and activities. Students will have the opportunity to utilize computers 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.

Seesaw

Seesaw (<https://web.seesaw.me>) serves as the primary communication tool for parents, teachers and

students as well as a digital portfolio for each student during their tenure within the Lower School at SCIS-Pudong.

Seesaw's child-friendly, student-centered design and simple layout allows students to easily navigate the program and capture their learning in multiple forms including photos, videos, drawings, text, and links. Additionally, Seesaw encourages families to be part of the learning process, as they regularly are able to view updates to their child's Seesaw journal and provide positive and timely feedback and encouragement. Plus, Seesaw's built-in translation tools

ensure that all parents, regardless of language background can feel connected and part of their child's learning journey at school.

Seesaw empowers students to independently document and share their learning with an authentic larger audience, while receiving positive and timely feedback from teachers, parents, peers and family members around the globe. Seesaw is accessible from any device (i.e. iOS, Android, Kindle Fire, Chromebooks) and it easily allows students, teachers and parents to review progress over time and recognize student growth in all core and specialist subject areas.

The Physical Education program is based upon the Personal, Social and Physical Education (PSPE) Scope and Sequence from the International Baccalaureate Primary Years Programme. PSPE is focused on the development of individual well-being through the integration of specific concepts, knowledge, skills, and attitudes within the PE units. Students will participate in balanced PE program during the course of the year that includes the following experiences:

- **Individual pursuits (Athletics and Swimming):** The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, skating, skiing); recognizing a high level of achievement and how to improve a performance.
- **Movement composition:** 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*, martial arts).
- **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.

What to Wear:

Kindergarten 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

Sickness and/or medical concerns

Please send a medical certificate if your child is unable to participate in a PE lesson.





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