



ASM | AMERICAN
SCHOOL
OF MILAN

Elementary School K-2 2022-2023



Table of Contents

[Our Mission](#)

[ASM Values](#)

[Introduction](#)

[Overview of Curriculum](#)

[Kindergarten through Second Grade](#)

[Overview of Literacy](#)

[Kindergarten through Grade Two](#)

[Overview of Math Curriculum](#)

[Kindergarten through Grade Two](#)

[Units of Inquiry](#)

[Science](#)

[Social Studies](#)

[World Languages](#)

[Italian for Native Speakers and Italian Language B](#)

[Italian Language A - for native speakers](#)

[Italian Language B - as an additional language](#)

[English Language Learners \(ELL\)](#)

[Additional Specialized Programs](#)

[Technology](#)

[The Design Lab](#)

[Music](#)

[Art](#)

[Physical Education](#)

[Library](#)

[The Social Curriculum](#)

[Assessment](#)

[Reporting](#)

[Homework](#)

[Learning Support and Learning Interventions](#)

Our Mission

ASM inspires students to discover their unique potential and to be curious learners and critical thinkers and global citizens who positively impact our world.

ASM Values

Respect: We honor ourselves, others, the school, and the planet.

Courage: We do the right thing, even when difficult or unpopular.

Integrity: We are honest and sincere.

Curiosity: We ask questions in pursuit of truth and wisdom.

Kindness: We are friendly, generous, and considerate in actions and words.

Introduction

At the American School of Milan we aim to support the social, emotional and academic development of our students in a safe and welcoming climate that inspires curiosity and confidence to learn. This is guided by our mission statement; “to ensure a modern and rigorous education for international students to excel in the changing world of tomorrow.”

Our learning environment is rigorous and balanced. Students are challenged to develop their skills in literacy, math and science and to explore the arts, music and physical education and foreign language.

The Elementary years from Kindergarten through Grade 2 represent a fundamental period of significant growth where students develop and solidify concepts, skills and habits which will impact their continued academic growth. At each grade level, the curriculum identifies specific academic standards that should be met at the end of each school year. To this end, we value a partnership with parents which is essential in developing the full potential of every child.

The American School of Milan believes in:

- providing students with the skills and knowledge to succeed in an increasingly complex world;
- a framework that combines an American-style education with the rigor of the International Baccalaureate continuum of International education;
- developing high academic levels of English language proficiency while respecting the culture and language of Italy, the host country;

- constantly pursuing excellence in all aspects of the school's program by providing a well-planned and sequenced curriculum that provides our students with the highest standards of international education;
- providing ample opportunities for our students to develop intellectual skills, which include information gathering, organization, synthesis, analysis, critical thinking, decision making, problem solving and effective communication;
- providing the opportunity for our students to pursue excellence in arts and athletics and to experience service to others;
- an encouraging environment of creativity, curiosity and the spirit of scientific inquiry in mind, body and spirit that will foster a lifelong interest in learning;
- a solid grounding in the use of modern technology, its applications, potential and limitations;
- a positive, caring, and safe learning environment that encourages questioning and allows students to step outside their comfort zone;
- encouraging the development of individual integrity and high ethical standards;
- encouraging the understanding and acceptance of the dignity and worth of all people;
- celebrating the cultural diversity among our community of learners.

Overview of Curriculum

Kindergarten through Second Grade

Our curriculum in all subject areas is based on international standards and learning benchmarks. These standards and benchmarks illustrate what we believe to be the most important concepts, knowledge and skills at each grade level. In Math and Literacy, we have adopted Common Core Curriculum Standards which are recognized by the International Baccalaureate as an effective learning pathway for success in the Diploma Program.

Next Generation Science Standards in grades K-5 provide the framework for the science curriculum. Our ASM Makerspace supports project-based learning and is intended as a STEM lab to provide meaningful and authentic problem solving opportunities.

Throughout the Elementary years and starting as early as Kindergarten, children explore the arts, music, physical education, world languages, science, technology and library science. Students take Italian as a foreign language on one of three levels and our native speakers are able to follow the Italian national language curriculum, taking the required *Idoneita'* exam in Grade 5. Beginning English speakers are supported by our English language teachers to focus on developing basic language competence.

All children participate in regular guidance lessons through our Social and Emotional Curriculum PATHS© Program (Promoting Alternative Thinking Strategies) Students are instructed on fundamental skills that promote cooperation, responsibility and self-regulation as the basis to their social/emotional development. We believe that these are as essential as their academic progress to support their learning.

Students diagnosed with mild to moderate learning needs are provided with targeted support in math, literacy and phonics. Our learning support specialists design lessons with small groups both inside the classroom setting or in additional sessions outside of the class.

Overview of Literacy

Kindergarten through Grade Two

ASM Literacy definition: Language literacy develops over time. This is the ability to understand texts both explicitly and implicitly through listening and reading. Furthermore, it is the ability to express oneself accurately and fluently through speaking and writing.

Literacy Mission: ASM strives to inspire students to be conscious of the power of language, both as readers, writers, speakers and listeners, and to use language in knowledgeable, thoughtful and ethical ways. Our curriculum is designed to foster compassionate, discerning, and informed global citizens.

Kindergarten Literacy Curriculum	
Module 1: Building Routines and Good Habits	Module 2: We are Readers and Writers
<p>Reading</p> <ul style="list-style-type: none"> ➤ Follow words from left to right, top to bottom, and page by page ➤ Recognize and name all upper and lower case letters of the alphabet ➤ Follow words using one to one correspondence in print ➤ Ask and answer key details about a text ➤ Read own writing ➤ Identify characters and major events ➤ Demonstrate understanding of spoken words, syllables and sounds (phonemes) ➤ With prompting & support, retell familiar stories including key details ➤ Describe the relationship between illustrations and the stories in which they appear <p>Writing</p> <ul style="list-style-type: none"> ➤ Choose a topic and brainstorm ➤ Plan writing: Think - draw - write ➤ Write vowel books 	<p>Reading</p> <ul style="list-style-type: none"> ➤ Track words when reading ➤ Model patterns in read alouds ➤ Isolate and sort beginning sounds ➤ Blend sounds to make words <p>Writing</p> <ul style="list-style-type: none"> ➤ Write for 20 minutes ➤ Write a story with a beginning, middle and end ➤ Write a story with a setting & characters (who & where) ➤ Add support through drawing, dictating, and writing including feelings of characters ➤ Use a checklist to review setting, characters, words & pictures
Module 3: Print Strategies & Sight Word Power and How To Books	Module 4: Reading and writing for a reason
<p>Reading</p> <ul style="list-style-type: none"> ➤ Sight word recognition - weekly check of 10 sight words ➤ Guided reading groups: sounding out and using illustrations ➤ Use reading strategies to read for meaning: Does it look right? Does it sound right? Does it make sense? ➤ Describe relationships between illustration and text ➤ Ask and answer questions about unknown words in a text 	<p>Reading</p> <ul style="list-style-type: none"> ➤ Ask and answer questions about unknown words ➤ With prompting and support, identify characters, setting and major events in a story ➤ Describe connections between two individual events and ideas ➤ Begin to identify reasons an author gives to support

<ul style="list-style-type: none"> ➤ Make predictions ➤ Use Seesaw to publish writing <p>Writing</p> <ul style="list-style-type: none"> ➤ Conduct basic revisions ➤ Write instructions and cautions ➤ Draw, dictate and write to tell a story ➤ Add key details ➤ Act as an editor to a partner ➤ Recall & gather information from experiences, or provide resources to answer questions. ➤ Recognize words that rhyme ➤ Blends ➤ Ending sounds + word families 	<p>points in a text</p> <ul style="list-style-type: none"> ➤ Notice basic similarities and differences between two texts on the same topic <p>Writing</p> <ul style="list-style-type: none"> ➤ Add details for support ➤ Search for fearless words - descriptive words to enrich writing ➤ Concluding statements
<p style="text-align: center;">Language : by the end of Kindergarten</p> <ul style="list-style-type: none"> ➤ Print upper and lower case letters ➤ Make spaces between words ➤ Use frequently occurring nouns and verbs ➤ Form regular plural nouns orally by adding /s/ or /es/ ➤ Understand and use question words, Who, what, where, when, why and how ➤ Capitalize first word in the sentence and the pronoun I ➤ Recognize and name end punctuation ➤ Write a letter or letters for most consonant and short-vowel sounds ➤ Spell simple words phonetically drawing on knowledge of sound-letter relationships ➤ With guidance and support from adults, sort common objects into categories (eg. Shapes, foods to gain a sense of concepts the categories represent) 	

First Grade Literacy Curriculum	
Module 1: Small moments, good habits	Module 2: Non fiction, learning about the world and writing chapter books
<p>Reading</p> <ul style="list-style-type: none"> ➤ Mentor texts, read alouds ➤ Print concepts ➤ Understand word relationships by starting at the beginning of a sentence ➤ Read scoops of words with eyes ➤ Choral reading to practice fluency <p>Speaking and listening</p> <ul style="list-style-type: none"> ➤ Ask questions, turn & talk ➤ Retell, reread, think back to favorite parts <p>Writing</p> <ul style="list-style-type: none"> ➤ Think, write plan ➤ Drawing helps writers generate stories ➤ Writing narratives which recount two or more appropriately sequenced events ➤ Characters can be brought to life by what they say, do and think 	<p>Reading</p> <ul style="list-style-type: none"> ➤ Ask and answer questions about key details ➤ Identify main topics and what the writer wants the reader to know ➤ Use illustrations and labels to understand a text ➤ Stop and think: chunk, stretch and crashing words ➤ re-reading, cross checking to build fluency ➤ Read with feeling and bring read alouds to life ➤ Describe connections between two events ideas or pieces of information ➤ Distinguish between information from text and illustrations <p>Writing</p> <ul style="list-style-type: none"> ➤ Write informative/explanatory texts to include some facts about the topic ➤ With guidance, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing
Module 3: Persuasive writing and building fluency, phonics and comprehension	Module 4: Realistic Fiction and studying story elements
<p>Reading</p> <ul style="list-style-type: none"> ➤ Fix up and monitor understanding whilst reading ➤ Problem solving tricky words using parts of words that are known 	<p>Reading</p> <ul style="list-style-type: none"> ➤ Ask and answer key details ➤ Retell familiar stories, include key details and demonstrate an understanding of essential message

<ul style="list-style-type: none"> ➤ Use strategies to understand what is being read to monitor comprehension Writing <ul style="list-style-type: none"> ➤ Write about opinions ➤ Learn strategies to persuade ➤ Focus on leads and endings ➤ Practice reviews using “all you know” ➤ Add details with reasons 	<ul style="list-style-type: none"> ➤ Compare and contrast the adventures and experiences of characters in the story ➤ Use small moments to create realistic fiction Writing <ul style="list-style-type: none"> ➤ Realistic characters - descriptions and details, dialogue and action ➤ Organization - beginning, middle and end and chapters ➤ Participate in shared research
<p align="center">Language by end of first grade</p> <ul style="list-style-type: none"> ➤ Print all upper and lower case letters ➤ Use common, proper and possessive nouns ➤ Use singular and plural nouns with matching verbs in basic sentences (He hops, we hop). ➤ Use personal, possessive and indefinite pronouns (eg. I, me, my, they, them, their; anyone, everything). ➤ Use verbs to convey a sense of the past, present and future (eg. yesterday I walked home; Today I walk home; Tomorrow, I will walk home). ➤ Use frequently occurring adjectives ➤ Capitalize dates and names of people ➤ Use end punctuation for sentences ➤ Use commas in dates and to separate single words in a series ➤ Use conventional spelling patterns for words with common spelling patterns 	

Second Grade Literacy curriculum				
Module 1 Growing Reading and writing muscles	Module 2 Exploring non-fiction	Module 3 Opinion writing and understanding characters	Module 4 Reading Detectives and Fiction unit Reading	Module 5 Poetry
Reading <ul style="list-style-type: none"> ➤ Choose just right books ➤ Read for a minimum of 20 minutes Writing <ul style="list-style-type: none"> ➤ Plan stories with multiple events ➤ Craft beginnings and endings ➤ Show not tell 	Reading <ul style="list-style-type: none"> ➤ Text features of informational texts ➤ Text to text connections ➤ Author's purpose & message ➤ Compare and contrast two texts on the same topic Writing. <ul style="list-style-type: none"> ➤ List expert topics ➤ Organization techniques - Definitions and keywords Speaking and listening <ul style="list-style-type: none"> ➤ Discussion rules ➤ Ask for clarification about topics and texts 	Reading <ul style="list-style-type: none"> ➤ Character traits ➤ Different points of view Writing <ul style="list-style-type: none"> ➤ Transitions ➤ Organization of argument writing ➤ Writing with the audience in mind ➤ Adding support ➤ Editing skills 	Reading <ul style="list-style-type: none"> ➤ Make inferences Writing <ul style="list-style-type: none"> ➤ Plan and create stories ➤ Create interesting characters with a problem ➤ Sensory details Organizational structure: beginning, middle and end Speaking and listening <ul style="list-style-type: none"> ➤ Use drama to tell a story 	Reading & writing <ul style="list-style-type: none"> ➤ Know the difference between factual texts and poetry ➤ Identify the structure of a poem ➤ Use rhyme and rhythm
<p>Language by end of second grade</p> <ul style="list-style-type: none"> ➤ Use collective nouns (eg. group) ➤ Irregular plural nouns (eg. teeth, feet, children, mice, fish) 				

- Use reflexive pronouns (eg. ourselves, myself,)
- Form and use the past tense of frequently occurring irregular verbs (sat, hid, told)
- Use of adjectives and adverbs
- Prepositions, during, beyond, toward
- Capitalize holidays, product names, and geographic names
- Commas in greetings and closing of letters
- Apostrophe to form contractions and frequently occurring possessives
- Spelling patterns when writing words eg. cage, badge, boil, boy)
- Use reference materials including beginning dictionaries to check correct spellings

Overview of Math Curriculum

Kindergarten through Grade Two

ASM Mathematics definition: Mathematical literacy is defined as an individual's capacity to identify and understand the role of mathematics in the world, to make well-founded judgments and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen. (OECD, 2009, p.14).

Math Mission: Mathematics at ASM balances focused practice in age appropriate content and skills whilst developing the dispositions of perseverance and self-efficacy to apply understanding to unfamiliar and challenging contexts and to ensure that each student reaches their full potential in mathematical literacy at each phase of their mathematical development.

Kindergarten Math Curriculum		
Module 1 : Numbers 1 - 10	Module 2: Two dimensional and three dimensional shapes	Module 3: Comparison of length, weight, capacity and numbers to 10

Attributes of Two Related Objects Classify to Make Categories and Count Numbers to 5 Concept of zero One more than One less than	Flat shapes 3D solid shapes 2D & 3D shapes	Compare numbers using language of greater than and less than Compare two objects with a common measurable attribute
Module 4: Number pairs, addition and subtraction to 10	Module 5: Numbers 10-20 and counting to 100	
Number bonds Number pairs & addition to 9 Subtraction of numbers to 9 Number pairs & addition to 12 Subtraction of numbers to 12 Patterns adding 0 & 1	Count 10 Ones and Some Ones Compose Numbers 11-20 from 10 Ones and Some Ones; Represent and Write Teen Numbers Decompose Numbers 11-20, and Count to Answer "How Many?" Questions in Varied Configurations Extend the Say Ten and Regular Count Sequence to 100	

First Grade Math Curriculum			
Module 1 Addition & subtraction of numbers to 10	Module 2 Introduction to place value through addition & subtraction within 20	Module 3 Ordering and comparing length measurements as numbers	Module 4 Place value, comparison, addition and subtraction within 40
Represent and solve problems involving addition and subtraction. Understand and apply the properties of operations and the relationship between addition and subtraction Add and subtract within 20. Determine the unknown whole number in an addition or subtraction equation	Solve word problems and use the commutative and associative properties with three addends. Count on to make ten and then take from ten Solve addition and subtraction problems to 20 with an unknown part or an unknown whole in different ways.	Compare length directly while considering the importance of aligning endpoints. Compare length using indirect comparison Compare with difference unknown problems about lengths of two different objects measured in centimeters Use data collection to sort and organize	Represent numbers to 40 in multiple ways: groups of tens and ones, fingers, and cubes Use symbols for greater than (>), less than (<) and = within 40 Use equations to add tens onto a two digit number within 40 (ex. $23+10=33$) Subtract multiples of ten from a multiple of ten.
Module 5 Identifying, composing and	Module 6 Place value, comparison,		

partitioning shapes	addition and subtraction within 100		
<p>Use attributes such as sides, corners, faces and points to classify both two-dimensional and three-dimensional shapes</p> <p>Combine shapes to form composite shapes</p> <p>Explore relationships between parts and wholes of a shape</p> <p>Name equal parts (halves, fourths or quarters) and wholes</p> <p>Partition rectangles and circles into 2 or 4 equal parts</p> <p>Identify when shapes do and do not have equal parts</p> <p>Tell time to the hour and half hour</p> <p>Relate halves of a clock face to tell time to the half hour</p>	<p>Identify and solve various types of word problems with numbers to 120, both counting and performing addition and subtraction.</p> <p>Work with money to solve complex subtraction and addition problems.</p>		

Second Grade Math Curriculum			
Module 1 Sums and differences to 100	Module 2 Addition & subtraction of length units	Module 3 Place value, counting, comparison of numbers to 1,000	Module 4 Addition & subtraction within 200
<p>Use place value understanding to add and subtract within 1000.</p> <p>Represent and solve problems involving addition and subtraction within 100. Fluently add and subtract within 20.</p>	<p>Use different tools to measure length</p> <p>Estimate & measure length using cm & meters</p> <p>Relate addition & subtraction to length</p>	<p>Build concept of Ten, a Hundred, and a Thousand</p> <p>Understand Place Value Units of One, ten and a hundred</p> <p>Three-digit numbers in unit, numeral, expanded and word form</p> <p>base ten numbers within 1,000 with Money</p> <p>Comparing two three-digit numbers</p>	<p>Sums and differences within 100</p> <p>Strategies for Composing a ten</p> <p>Strategies for decomposing a ten</p> <p>Strategies for composing tens and hundreds</p> <p>Strategies for decomposing tens and hundreds</p>
Module 5 Addition and subtraction within 1000 with word problems to 100	Module 6 Foundations of multiplication and division	Module 7 Time, shapes and fractions	Module 8 Data and money
<p>Strategies for Adding and Subtracting within 1,000</p> <p>Strategies for Composing Tens and Hundreds within 1,000</p>	<p>Formation of equal groups</p> <p>Arrays & equal groups</p> <p>Rectangular Arrays as a Foundation for Multiplication and Division</p> <p>The Meaning of Even and Odd Numbers</p>	<p>Problem Solving with Coins and Bills.</p> <p>Creating and Inch Ruler</p> <p>Measuring and Estimating Length Using Customary and Metric Units</p> <p>Problem Solving with Customary and Metric Units</p>	<p>Attributes of Geometric Shapes</p> <p>Composite Shapes and Fraction Concepts</p> <p>Halves, Thirds, and Fourths of Rectangles and Circles</p> <p>Application of Fractions to tell Time</p>

Strategies for Decomposing Tens and Hundreds within 1,000		Displaying Measurement Data	
---	--	-----------------------------	--

Units of Inquiry

Science

Our elementary science curriculum is based on Next Generation Science Standards (NGSS). Students in grades K-2 participate in science learning with the K-2 science specialist twice a week. These lessons provide students with hands-on experiments to broaden and deepen their understanding of scientific processes. Once a month, our science specialist introduces week-long hands-on science projects to each class. During these projects students are invited to collaboratively solve problems building robust scientific knowledge and skills. More detailed information is described below.

Social Studies

Our Social Studies curriculum is based on American Education Reaches Out Standards (AERO). Units of inquiry focus on history or geography, and are designed to enhance students' understanding of the world around them as well as an appreciation of the past and the present.

K – Grade 2 Social Studies and Science Units of Inquiry										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
K Social studies	The Classroom Community and School Helpers				Independence: Look at What I Can Do					
K Science	Intro to science	Weather and Climate			Pushes and Pulls			Ecosystems		
1st Social studies	Our Family Communities			Celebrations			We Are Good Citizens			
1st Science	Intro to Science	Space Patterns and Cycles			Light and Sound			Structure, Function and Information Processing		
2nd Social studies	Host Country, My Country				Basic Needs			Goods, Services and Trade		
2nd Science	Intro to Science		Landforms		Basic Needs		Ecosystems		Matter	

World Languages

Italian for Native Speakers and Italian Language B

Language development is vital in supporting our school's mission. The ability to use and understand language, both written and spoken, is increasingly important in our world. To this end, it is ASM's goal to develop high levels of language proficiency in English language as well as respecting the culture and language of our host country, Italy. Our world language program includes Italian for Native speakers, Italian for beginning students and Italian for intermediate students.

Italian Language A - for native speakers

Students in Italian A follow the Italian National Curriculum to prepare for the Terza Media in eighth grade. Our Elementary Italian language A program begins in Kindergarten through fifth grade. The focus is on history, geography, and literacy.

Italian Language B - as an additional language

Students in Italian B program are non-Italian speakers and may be placed in beginning or intermediate Italian. Students are exposed to basic Italian vocabulary, reading and writing as well as developing an appreciation of Italian culture and its customs.

English Language Learners (ELL)

English is the primary language of instruction at ASM and as such we value the importance of developing literacy in English at an early age. Students from first to fifth grade will be tested using the WIDA English assessment tool, which determines the child's English language level. Students may be eligible to receive English language support through our English Language Specialist. Beginning and Intermediate English speakers will receive additional support in small groups or through in-class support with a dedicated specialist. In addition to this, we offer an after school English club to reinforce English for beginners. Students enrolled in beginning ELL will not be eligible for Italian Language B as they will attend ELL classes for language learning.

Additional Specialized Programs

Technology

Technology is embedded into regular classroom instruction. The focus is for students to use technology as a resource to connect to the curriculum in meaningful ways. Every classroom is equipped with ipads and targeted software to enhance learning. Through classroom lessons, students explore a variety of digital media and express ideas through the creation of digital products. Students learn to become more proficient with various programs and applications as they progress through the elementary grades. They will regularly use SeeSaw, a digital portfolio to provide parents with updates on their progress.

The Design Lab

By becoming familiar with the design cycle and engaging in problem based learning, students develop an understanding of engineering and technology through hands-on activities. Teachers collaborate with the technology and science specialists to integrate curricular content that extends learning into STEM (Science, Technology, Engineering and Mathematics) areas.

Music

Students from grades K-1 attend general music where they explore rhythm, sound and various genres of music. They prepare for two concerts, one in winter and one in the spring where they perform to showcase their work. In grade 2, students take a semester of general music followed by a semester of introductory violin instruction. School violins are provided.

Art

Students in grades K-2 investigate and explore materials, techniques and artistic processes. They observe and discuss the works of famous artists and study historical periods and artistic styles as they begin to develop a language for speaking about art and sharing their ideas in a meaningful way. The elements of art are introduced to the students which includes color, line, balance, value, shape, space and form through a variety of projects throughout the year.

Physical Education

Through our Physical Education program, students in grades K-2 take part in PE twice a week. They develop physical skills such as balance and coordination as well as life skills such as cooperation, sportsmanship and responsibility. They engage in activities that build gross motor skills while having fun and developing their physical awareness and well being.

Library

Weekly library lessons focus on storytime, building early literacy skills, library use and book care while developing an appreciation for reading.

The Social Curriculum

Our social curriculum program helps children learn the skills they need to manage their relationships with each other as well as with the adults in their lives. Our elementary guidance counselor visits each classroom bi-monthly to introduce children to social skills through the PATHS® curriculum (Promoting Alternative Thinking Strategies) which is a comprehensive program that promotes emotional and social competencies.

To help integrate the ASM Social Curriculum, our teachers implement Responsive Classroom strategies into their daily classroom activities. In order to be successful in and out of school, students need to learn a set of social and emotional competence such as cooperation, assertiveness, responsibility, empathy, and self-control and a set of academic competencies such as academic mindset, perseverance, learning strategies, and academic behaviors.

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers and are guided by this approach:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.

5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach

The Responsive Classroom approach is a model used to establish a positive and caring community within the classroom. Morning Meetings are held each morning and are one way of establishing a positive classroom climate where each member of the class is responsible for their own behavior and learning dispositions as part of a classroom community. Classroom teachers spend substantial time at the start of the year to agree on classroom norms and expectations and to help students understand their own accountability in this process. Responsive Classroom is an approach that favors positive reinforcement as well as consequences from the choices we make.

Assessment

Assessment in K- 2 is conducted through individual student testing, and guided by grade level standards. Teachers regularly assess student progress by:

- Identifying what and how the student is thinking and learning;
- Analyzing the achievements;
- Setting goals for learning and reflecting on strengths and weaknesses.

Types of Assessment

Progress Monitoring

Progress Monitoring is the practice of assessing student performance using measures on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps teachers to determine the extent to which students are benefiting from instruction and informs decisions about appropriate levels of intervention.

The elementary school grade level teachers and learning support teachers collectively focus on student reading and monitor those who are at risk of not meeting grade level expectations. They regularly measure progress using *Dibels* in order to identify the best pathway for success for these students. Parents are informed of student progress regularly through the classroom teachers and Learning Specialists.

Benchmarking Assessment

From Grades 1-5 teachers use *Fountas and Pinnell* benchmark levels to determine the extent to which students are meeting grade level expectations in reading. In Grades 1 and 2 students are benchmarked in September, January, April and June using *Fountas and Pinnell* reading assessments to determine the students' independent reading levels. This information helps teachers to determine strengths and goals and for completing end of semester report cards.

Formative Assessments

Teachers continuously collect evidence of student learning and progress through classroom activities. Teachers collect anecdotal records, exit tickets, quizzes on electronic learning platforms, mid-module math assessments, quick writes, discussions, small group instruction and conferencing with individual students. This information is then used to determine what support or extension is required to augment learning.

Summative assessments

At the end of each unit of study in literacy and mathematics, students are given opportunities to demonstrate their understanding in mathematics or on demand writing in literacy. Students are given these assessments in class and asked to do them independently. Subsequently teachers will give students feedback on their progress. Where practical, it is highly recommended that students reflect on their own progress and set learning goals. Parents are informed of student achievement on these assessments and given opportunities to view their child's work.

Reporting

Parent teacher conferences are held twice a year, first in the fall and then again in the spring. Conferences are valuable moments for parents to meet with their child's teachers. This is also an opportunity for teachers to share academic, social and emotional strengths and goals and for parents to gain an understanding of how best they can support learning.

In January and June, families receive official student Report Card documents which provide feedback on progress of grade level standards, as well as on students' attitudes to learning and social skills.

Parents will also be able to monitor their child's progress regularly in all areas of their learning such as reading, writing and math through Seesaw, a digital portfolio platform.

Homework

Philosophy

At ASM, we believe in a balanced approach to homework as an extension of learning to support our academic programs. Homework should be well balanced between subject areas

and should be meaningful for students. Homework expectations should be clearly communicated to students and parents and should be organized, well planned and structured. It is recommended that grade level teachers maintain a similar structure and routine for delivering homework and should be communicated on a weekly basis. Grade level teachers, language teachers and specialists must coordinate and balance homework for each grade level.

Guidelines

Examples of purposeful homework include:

- introducing new content,
- practicing a skill or process that students can do independently but not fluently,
- elaborating on information addressed in class,
- giving students opportunities to broaden their understanding of topics that interest them,
- apply what was learned in class to a real world context (authentic applications).

Recommended time spent on homework: (if your child is spending significantly more or less time than what is listed below, please contact the classroom teacher)

EC/K	No homework is given, however reading to your child in your native language or in English is highly recommended.
Grades 1-2	Weekly homework packets - no more than 20 minutes a night including reading. If students are enrolled in the Italian Prep Program, there will be additional homework (15 min a night)

Learning Support and Learning Interventions

Our primary goal is to support the individual needs of all of our students in a safe, caring and dynamic environment that encourages each child to grow and mature academically, socially, emotionally and physically. ASM supports students with mild to moderate learning needs who have a documented diagnosis.

We also offer early reading support using the Wilson Reading Intervention Program. Student learning is supported by our learning specialists who work in small groups, or with individuals to target each child's specific areas of need.