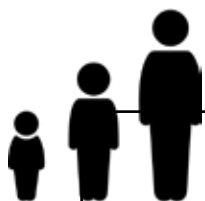




Elementary Guide

Why DSC?



Through-train Program

We offer an excellent program for students ages 4 – 18. Students who enter DSC during Elementary years gain automatic admissions to our Secondary program.



Canadian Curriculum

Recognized as one of the best education systems in the world, Canada outperforms many other English speaking countries in international assessments.



Global Pathways

Students who graduate from DSC receive the Ontario Secondary School Diploma (OSSD). The OSSD is internationally recognized, allowing DSC graduates to receive offers from the top 50 universities worldwide, with many students receiving conditional acceptances prior to graduation.



Multi-Cultural Environment

DSC is one of the most diverse international schools with over 50 student nationalities, encouraging students' global perspective.



International Languages

DSC is proud to be one of a few international schools in Hong Kong that offers three international languages (Chinese, French, and Japanese) starting from Pre-Grade 1.

Why DSC?



Quality Teachers

100% of our teachers are Education Bureau (EDB) qualified educators with more than 90% having additional registration in Canada with the Ontario College of Teachers (OCT).

DSC teachers also regularly pursue advanced degrees and specialized qualifications through OCT and top universities around the world. Nearly 50% of our teaching staff hold advanced degrees (Masters and/or Doctorates)



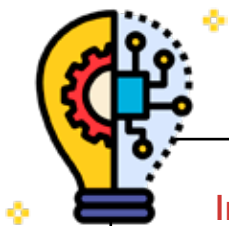
Excellent Chinese Studies Program

DSC's First Language Chinese program follows the National Curriculum designed by the People's Education Press in Beijing.



Social-Emotional Learning (SEL)

Whole-child education is necessary for the overall success of all children. Social Emotional Learning (SEL) is a key requirement for the success of students. SEL is built into the Canadian curriculum, integrated into daily classroom activities, academic lessons and school events.

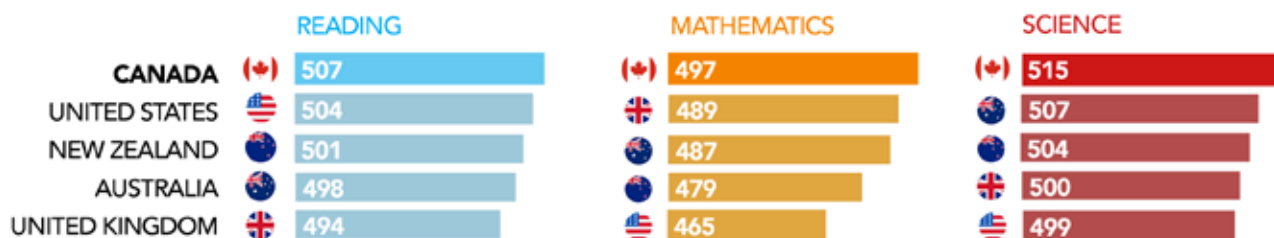


Innovation and Design Thinking

All Elementary students are constantly involved in multiple passion-based learning projects that require students to start, research, develop, experiment, and connect their knowledge to real-world scenarios.

Canadian Curriculum

Canada has **ranked the best** among all the English-speaking countries for the past two decades in Literacy, Mathematics, and Science. As shown in the Programme for International Student Assessment (PISA) 2022 results. Canada outperformed other countries in Reading, Mathematics, and Science.



Canada curriculum focuses on a cross-curricular and integrated learning approach. A variety of overarching perspectives, themes, and skills are intentionally incorporated in the curriculum. These learning areas range from environmental education, social-emotional learning, financial literacy, critical literacy, mathematical literacy, and STEAM education.



Transferable Skills

It's important to equip our students with **future-ready education**. Transferable skills are the skills and attributes that students need to thrive in the world outside of school. Based on international research, information provided by employers, and its work with jurisdictions across Canada, these seven important categories of transferable skills are defined and developed within the curriculum:

Critical thinking and problem-solving

Engage in inquiry processes and critically analyze information to solve problems and make informed decisions.

Collaboration

Develop the cognitive, interpersonal, and intrapersonal competencies needed to work with others effectively and ethically.

Innovation, creativity, and entrepreneurship

Demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity as the students engage in a range of creative processes, motivating others with their ethical entrepreneurial spirit.

Communication

Learn about a variety of languages, and communicate effectively in different contexts, orally and in writing, using a variety of media.

Self-directed learning

Develop personal, educational, career goals and persevere to overcome challenges to reach those goals. Students also learn to adapt to change and become resilient in the face of adversity.

Digital literacy

Develop the ability to use appropriate digital technology in a safe, legal, and ethically responsible manner.

Global citizenship and sustainability

Students learn about diverse world views and perspectives in order to effectively address the various political, environmental, social, and economic issues of today's interconnected and interdependent world.



Pre-Grade 1

Pre-Grade 1

The Pre-Grade 1 Program is based on the Canadian (Ontario) Curriculum. The program is designed based on research that highlights the necessity of students learning through play and inquiry by developing skills in problem-solving, critical thinking, and creative thinking; language acquisition, literacy and mathematics; and the development of social, physical and emotional skills.

At DSC, students begin developing hands-on STEAM skills during our Pre-Grade 1 program. By exposing students to STEAM and skills such as coding during early years, we foster curiosity and other key skills that our youngest students will need to be successful throughout Elementary and beyond. Additionally, DSC offers a full day program for students aged 4 and above, which prepares our students for a successful transition into Grade 1. Our full day program is not only filled with fun activities but is a great benefit for families with children in different grades.

Specialized Learning

DSC International School is committed to well-rounded learning that teaches the whole child. Pre-Grade 1 students have dedicated time to study Physical Education, Health, Music, and International Language (Chinese, French, or Japanese) with specialized program teachers.



Pre-Grade 1 Learning Framework

In addition to the specialized learning times scheduled, the school day is broken down into four learning blocks. During each learning block, Pre-Grade 1 students engage in four areas of learning referred to as the “Four Frames.”

Belonging and Contributing

- Carpet Behaviours - whole class lesson (Participation)
- Building Classroom Community
- Character Education
- Demonstrating a sense of identity
- Understanding the wider community
- Caring for the earth
- Drama / Dance / Music / Visual Arts

Self-Regulation & Well-Being

- Social Problem-Solving
- Regulating Emotions
- Independence
- Gym/Health

Demonstrating Literacy and Mathematics Behaviours

- Communication (Oral Presentation)
- Literacy (Reading)
- Literacy (Writing)
- Media Literacy
- Natural (outdoor) and Built (by humans) Environments
- Number Sense
- Measurement
- Patterning
- Data Management
- Express response to and create music, dance, drama, art

Problem-Solving & Innovating

- Whole group inquiry (Predictions, asks questions, uses vocabulary from inquiries)
- Small group inquiry (Sustains inquiries at centres, communicates results)
- Problem-Solving in centres

Pre-Grade 1 Timetable

PG1A Timetable sample

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:15	Student Arrival/ Independent Study				
8:15 - 8:20	Homeroom				
8:20 - 9:00	Little Contributors	Little Contributors	Little Contributors	Little Contributors	Outdoor Explorers
9:00 - 9:40				Physical Education	
9:40 - 9:55	Recess				
9:55 - 10:35	Numeracy and Literacy	Numeracy and Literacy	Numeracy and Literacy	Numeracy and Literacy	
10:35 - 11:15		Music			
11:15 - 11:40	Lunch				
11:40 - 12:05	Recess				
12:05 - 12:45	Independence & Wellbeing	Independence & Wellbeing	Health	Independence & Wellbeing	Physical Education
12:45 - 1:25			Independence & Wellbeing		
1:25 - 1:40	Recess				
1:40 - 2:20	International Language	International Language	International Language	International Language	Little Innovators
2:20 - 2:55	Little Innovators	Little Innovators	Little Innovators	Little Innovators	Little Innovators
2:55	Student Dismissal				



Elementary

Elementary (Grade 1-6)

Our comprehensive Elementary Program is based on the Canadian (Ontario) curriculum and the student timetable includes the following subjects:

- English/Literacy
- Mathematics
- International Languages (Chinese, French, or Japanese)
- Science and Technology
- STEAM (Genius Hour)
- The Arts (Drama, Dance, Visual Arts, and Music)
- Social Studies
- Health and Physical Education

We are known for having established an engaging and challenging curriculum where students can thrive with the support of our professionally trained teachers and the socio-emotional care experienced within a friendly learning atmosphere. We believe that a quality education begins with a safe and supportive classroom environment and builds on the collective strengths of the students. Our commitment is to

- Challenge our students intellectually
- Help them grow socially
- Guide them toward independent thinking
- Develop advanced problem-solving skills

These skills will help prepare them not only for our excellent Secondary Program but also for life in the future.

In addition, our student-centered approach to learning develops thinking and communication skills, problem-solving skills, and social skills as well as fostering empathy through the School's approach to conflict resolution, celebration of diversity, and commitment to civic responsibility. This responsibility exists within both physical and virtual learning spaces.

The integration of technology throughout the curriculum, continuing from our Pre-Grade 1 Program, assists students in using technology in safe and meaningful ways. This includes collaborating online and accessing learning support materials off-site through our web-based learning platforms. Curriculum-based field trips support our philosophy that learning occurs both within the classroom and outside in the community.

English / Literacy

The English/Literacy curriculum is based on the belief that literacy is the foundation of success in communication. Furthermore, in order for students to develop effective critical thinking and problem-solving skills, strong written and oral skills are required. The Language Curriculum comprehensively supports the development of these skills.

Literacy skills are practiced in all subjects, however, literacy is the main focus of the Language curriculum. The Language curriculum engages evidence-based, systematic teaching of oral language, word-level reading and spelling, fluency, and comprehension.

The learning expectations are organized into four main strands:

- **Literacy and Connection Applications**
- **Foundations of Language**
- **Comprehension: Understanding and Responding to Texts**
- **Composition: Expressing Ideas and Creating Texts**

In addition to the Language curriculum being specifically designed for progressive learning throughout Elementary grades, teachers also support the curriculum requirement for integration of language and literacy development across other subjects and school activities including:

- Cross-Curricular Learning and Units of Study
- Real-world experiences through curriculum-based field trips
- Opportunities for community presentations and competitions
- Extracurricular activities centered around literacy



Mathematics / Numeracy

The Mathematics curriculum is a well-rounded and interrelated curriculum that focuses on fundamental mathematics concepts and skills, making connections between related math concepts, between mathematics and other disciplines, and between mathematics and daily life.

Our curriculum embraces the various ways of demonstration and communication in mathematical concepts. This diverse approach to mathematics is explored and practiced in our classrooms. At DSC, we understand that success in mathematics is a success indicator for the future careers of our students. As such, we support our students with the foundational skills required to:

- Understand the importance and appreciate the beauty of mathematics
- Recognize and appreciate multiple mathematical perspectives
- Make informed decisions and contribute fully to their own lives and to today's competitive global community
- Adapt to changes and synthesize new ideas
- Work both independently and collaboratively to creatively approach challenges
- Communicate effectively
- Think critically and creatively and see connections to other disciplines beyond mathematics, such as STEAM disciplines
- Equip our students with early financial literacy skills

The learning expectations are organized into six main strands that are explored throughout the school year as independent and consolidated concepts:

- **Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes;**
- **Number;**
- **Algebra;**
- **Data;**
- **Spatial Sense;**
- **Financial Literacy;**

In order to ensure our students are future-ready, DSC integrates mathematics with real-world mathematical scenarios integrated across subjects and school activities including:

- **Coding:** Students have the opportunity to code in mathematics, science and technology, extracurricular activities and cross-curricular units of study
- **Financial Literacy:** Students explore money concepts as well as financial management and consumer and civic awareness. Additionally, DSC students have hands-on experience in scenarios where they need to manage fictional monthly salaries, pay bills, manage emergency expenses etc.
- **Problem Solving:** As a key mathematical process that supports effective learning, students are required to problem solve regularly during classroom and school activities related to math.



International Languages

DSC offers three international languages – Chinese (Putonghua), Japanese, and French. All DSC students select one of these languages to study based on their interest and/or proficiency skills. In Early Years, there are four 40-minute International language lessons in a week. In Grade 1 to Grade 6, students have daily International language lesson.

Japanese (First Language)

Our Japanese program is taught by native Japanese teachers and it follows the Japanese National Curriculum. This program is only open to students whose first language is Japanese.

	Early Years		Elementary						Secondary					
Grade	PGIB > PGIA > 1 > 2 > 3 > 4 > 5 > 6 > 7 > 8 > 9 > 10 > 11 > 12													
First Language Program	Japanese National Curriculum									Level 3 - LKJDU				
Second Language Program										coming soon	Level 2 - LKJCU Level 1 - LKJBD			

French (Second Language)

Our French program is taught by native French teachers. It is a French as a Second Language Program that follows the Canadian (Ontario) French curriculum. All students with or without knowledge of the language can choose to enroll in this program.

	Early Years		Elementary						Secondary					
Grade	PGIB > PGIA > 1 > 2 > 3 > 4 > 5 > 6 > 7 > 8 > 9 > 10 > 11 > 12													
Second Language Program	Ontario French Curriculum										Core Level FSF1D, FSF2D FSF3U, FSF4U			

Chinese (Putonghua)

DSC offers both First Language and Second Language Chinese programs. The Chinese program at DSC prepares students to immerse into a Putonghua-speaking environment and prepare for the external Chinese proficiency exams to enhance their future education and career choices. Apart from the language skills of Chinese, students are also introduced to Chinese culture and traditions with appreciation. Our Chinese teachers are native Putonghua speakers and qualified to teach in Hong Kong and China. We use simplified characters and Putonghua in our program of study.

First Language Program

The Chinese First Language program follows the national curriculum by using the textbooks designed by the People's Education Press (人教版语文). The program is designed in a progressive nature in different stages which are interconnected and spiraling upwards to accumulate Chinese language knowledge.

	Early Years		Elementary								Secondary			
Grade	PGIB > PGIA > 1 > 2 > 3 > 4 > 5 > 6 > 7 > 8 >												Grade 9 - 12	
	National Curriculum designed by Beijing Language & Culture University Press 北语社的国际汉语教材		Chinese National Curriculum 人教版语文								Level 3 - LKBDU ▶ IGCSE (First) Level 2 - LKBCU ▶ IGCSE (Second) HSK Level 4 or above		OSSD+ Signature Program Chinese and Literature 1 Chinese and Literature 2 ▼ HSK Level 5 or 6	

Second Language Program

The Second language Putonghua Program is also based on the national curriculum designed by Beijing Language Culture University Press. All students with or without knowledge of the Chinese language can choose to enrol in this program and placed into different levels of Putonghua classes (Beginner, Intermediate, Near Native) based on the teacher assessment and recommendation.

	Early Years	Elementary	Secondary									
Grade	PGIB > PGIA > 1 > 2 > 3 > 4 > 5 > 6 > 7 > 8 > 9 > 10 > 11 > 12											
Near Native Level	<p>The Second Language Programs are based on the National Curriculum designed by Beijing Language & Culture University Press, which is authorized by Centre for Language Education.</p> <p>(北语社的国际汉语教材)</p>										Level 3 - LKBDU ▶ IGCSE (First)	
Intermediate Level											Level 2 - LKBCU ▶ IGCSE (Second) HSK Level 4 or above	
Beginner Level											Level 2 - LKBCU ▶ IGCSE (Second) HSK Level 4 or above	
											Level 1 - LKBBD	

Science and Technology

The Science and Technology curriculum focuses on fundamental science and technology concepts in science, technology, engineering, and mathematics (STEAM) skills. Students are taught to make science and technological connections to their lives and communities, making connections between science and the changing world.

The Science and Technology curriculum are broken down into the following strands:

- STEAM Skills and Connection: Strand A specifically occurs in the context of learning related to the other four strands.
- Life Systems
- Matter and Energy
- Structures and Mechanisms
- Earth and Space Systems

STEAM skills allow students to explore and investigate concepts. Students not only integrate knowledge from the main 5 strands above, but they also learn how to integrate them into other subjects and make connections with real-world situations.



STEAM / Genius Hour

At DSC, in addition to 160 mins of Science and Technology lessons a week, students have specialized learning block dedicated to the integration of Science Technology, Engineering, Arts and Mathematics (STEAM). During the STEAM block, students engage in classroom activities focused on solving real-world problems and understanding practical applications of concepts taught in Mathematics and Science and Technology. Students also have access to specialized spaces on campus with STEAM related resources.

In addition to the specialized spaces and resources, students and teachers at DSC also benefit from having an ICT Specialist who supports teachers and students with integrating the latest technological tools, programs and materials.

Genius Hour

In order to deepen students' understanding skills to apply their STEAM knowledge to projects that are meaningful to them. Each week, students have time built into the school timetable to develop their passion-based projects (Genius Hour). Students are encouraged and guided to **connect all their knowledge from different subjects** to conduct research and create something meaningful or solve a problem related to their chosen topic. During Genius Hour, students take the initiative to **start, research, develop, experiment, and present** their design process with the final product. A few Genius Hour projects that students have engaged in include:

- Starting business plans
- Creating websites that educate others and address global issues
- Designing products to help solve world-issues
- Game creation using coding skills taught at school
- Creating online life simulation communities using coding
- How-To-Guides teaching unique skills
- Recreating world-renowned art work using different mediums
- Cooking Guidebooks



The Arts

As a part of our focus on whole-child education, our curriculum is committed to giving students multiple opportunities to explore their creativity in the Arts. At DSC, students have dedicated time to focus on

- Music
- Visual Arts
- Dramatic Arts
- Dance

Similar to other subjects at DSC, students have multiple opportunities to explore the skills in each of these art forms. Students explore the fundamental concepts in the arts, the creative process, the critical analysis process and how to integrate these skills across different subject areas.

In addition to different Art classes and integrated learning, students are given many opportunities to showcase their talent within the school community, immersing them into a true “artist experience”. Some opportunities include:

- Talent Show
- Winter and Spring Concert
- Public Performances
- Extra-curricular Activity Performances
- Classroom Invitation Events
- Special Performances during School Events
- Exhibitions and Fairs

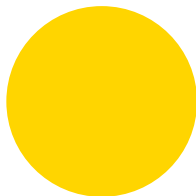


Social Studies

The Social Studies curriculum is designed to enable students to become responsible, active citizens within diverse communities. Students are encouraged to become thoughtful and informed citizens who consider different perspectives, values and inclusive society. During Social Studies students are taught to explore and solve problems and communicate ideas and decisions about significant developments, events and issues.

Although students explore many issues that are related to the Canadian population, they are taught to use those skills and perspectives and apply them to global issues. The goals of the Social Studies curriculum in Elementary are:

- Developing an understanding of responsible citizenship;
- Developing an understanding of the diversity within local, national, and global communities, both past and present;
- Developing an understanding of interrelationships within and between the natural environment and human communities;
- Developing the knowledge, understanding, and skills that lay the foundation for future studies in geography, history, economics, law, and politics;
- Developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events, and issues.



Health and Physical Education, Sports and ECAs

As a part of the curriculum's and DSC's continued commitment to whole-child education, in Health and Physical Education, students develop an understanding of what they need in order to make a commitment to lifelong, healthy, and active living. Students explore how healthy living benefits both the individual and greater society. Students do not only have the opportunity to explore concepts of Healthy Living in the classroom but also have dedicated time in our beautiful large outdoor courtyard and other specialized rooms to learn new physical activities and skills that can be applied to their everyday lives.

Sports and Extracurricular Activities (ECA)

We offer a wide range of extracurricular programs for our students. With over 100 options for school-wide extracurricular activities, we encourage students to learn new skills, make new friends, and develop leadership and social skills while building a strong sense of community. We have many different sports available for students to choose from including Soccer, Basketball, Handball, Gymnastic, Fencing, Golf, Tennis, Taekwondo, and more.

Other than sports, we also provide ECA in many different areas such as Robotics, Dance, Drama, Arts and Crafts, Languages, and many more.



Social Emotional Learning

Social-Emotional learning (SEL) skills are an explicit component of learning in the elementary health and physical education curriculum. However, there are also a lot of opportunities for students to develop SEL skills in connection with their learning in all subjects and disciplines.

Students will learn skills to:	So that they can:
identify and manage emotions	express their feelings and understand the feelings of others
recognize sources of stress and cope with challenges	develop personal resilience
maintain positive motivation and perseverance	foster a sense of optimism and hope
build relationships and communicate effectively	support healthy relationships and respect diversity
develop self-awareness and self-confidence	develop a sense of identity and belonging
think critically and creatively	make informed decisions and solve problems

Friendship and Wellbeing

DSC implements the URSTRONG friendship program to offer programs that develop self-awareness, self-control, and interpersonal skills for students; these skill sets are vital for both school and life success.

Elementary Counsellor

Children at early ages mostly communicate through play, art, and conversation. Our Elementary counseling program focuses on child-centered play and art therapy. Everyone in the school community can refer and access the sessions to address any emotional and behavioral concerns.

Elementary Timetable

Grade 1 Timetable sample

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:15	Student Arrival / Independent Study				
8:15 - 8:20	Homeroom				
8:20 - 9:00	Health	Physical Education	Music	Dance/Drama	Music
9:00 - 9:40	International Language	International Language	International Language	International Language	International Language
9:40 - 9:55	Recess				
9:55 - 10:35	Math	Literacy	Math	Literacy	Math
10:35 - 11:15	Math	Literacy	Math	Literacy	Math
11:15 - 11:40	Lunch				
11:40 - 12:05	Recess				
12:05 - 12:45	Literacy	Math	Literacy	Science	Literacy
12:45 - 1:25	Literacy	Math	Literacy	Science	Literacy
1:25 - 1:40	Recess				
1:40 - 2:20	Science	Visual Art	Social Studies	Physical Education	STEAM
2:20 - 3:00	Science	Visual Art	Social Studies	Social Studies	STEAM
3:00	Student Dismissal				

Our Elementary Homeroom Teachers are all professionally trained to teach **English, Math, Science, Social Studies, STEAM, and The Arts** at the Elementary level. They are also responsible for monitoring their students' academic progress, behavior, and attendance. In addition, some programs are led by **Specialist Teachers** such as Music, Physical Education, and International Languages.

Assessment

Assessment and Evaluation are set by the Ontario, Canada Ministry of Education's assessment, evaluation, and reporting policy outlined in Growing Success. The main focus of assessment and evaluation are to improve student learning. At DSC, assessment and evaluation are ongoing, varied and administered over time, providing multiple opportunities for students to demonstrate the full range of their learning.

Three formal report cards are issued three times a year. The Elementary Progress report is distributed during the fall and reports on student's development of learning skills and work habits along with their general progress towards achieving curriculum expectations in each subject.

The Elementary Provincial Report Card is distributed at the end of each of the two reporting periods (January/February and June). The Provincial Report Card also reports on student's development of learning skills and work habits as well as their overall curriculum expectation achievement during the reporting period. The Provincial Report Card for Grades 1-6 uses letter grades; the Kindergarten report functions as a communication of learning and does not include final grades.

During each of the reporting periods, parents are encouraged to have regular communication with teachers to understand the progress of their child and how they can support their success at home. Evaluation of assignments and curriculum expectations are graded on a rubric ranging from Level R to Level 4 that are regularly sent home for parents to review. Grades are also available on a private portal for each parent to access and have full transparency of their child's progress throughout the year.

As a part of DSC's and the Ontario Curriculum commitment to supporting Future-Ready Learners, all teachers closely track the progress of students' Learning Skills and Work Habits as they are strong indicators of overall success both in and outside of the classroom. The Learning Skills and Work Habits tracked include:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

In addition, assessment results and reports can be viewed by parents through the School's student management system, and regular updates can be viewed in the DSC School App.

Admissions

Phone: +852 3658 0400

Email: admissions@dsc.edu.hk

Website: www.dsc.edu.hk

DSC International School

5-7 Tai Fung Avenue

Taikoo Shing

Hong Kong



Dream! Succeed! Celebrate!