

EDUCATING MINDS, TRANSFORMING LIVES

# Elementary School

ACADEMIC  
CATALOG

2026  
2027

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### Mission

Educating minds  
and transforming lives  
to impact the world for  
the glory of God

### Vision

Our authentic international  
educational community  
will serve as a gateway to  
purpose, empowering and  
equipping global learners to  
lead positive change

### Core Values

Academic Excellence  
Biblical Worldview  
Caring Community  
Personal Excellence

## Expected Student Outcomes

ICS's Expected Student Outcomes (ESOs) embody the characteristics we desire each student to grow in during their time at ICS, whether that time is for one semester or 14 years. ESOs are organized into three categories: interpersonal, curricular, and spiritual.

### Interpersonal

ICS students will recognize their personal uniqueness through demonstrating cultural sensitivity, developing a godly self-image, and living productively.

### Curricular

ICS students will demonstrate academic excellence by becoming critical thinkers, quality communicators, and problem solvers.

### Spiritual

ICS students will appreciate God and His word and develop biblical character by imitating Christ, modeling teachers, and obeying biblical authority.

## Appreciate God & His Word

I like to read God's Word to learn more about Him and what He says.



ESO  
SPIRITUAL  
1



# Cultural Sensitivity

I respect others who are different from me.



# Godly Self-Image

I know that every person is created in God's image for a purpose.



# Living Productively

I do things to improve my life and other people's lives, too.



# Critical Thinkers

I know how to find answers to my questions by myself.



# Quality Communicators

I can express my thoughts, ideas, and feelings in many different ways.



# Problem Solvers

I use what I know to solve problems.



# Develop Biblical Character by Imitating Christ

I follow Jesus' examples of how to live life and treat others.



# Develop Biblical Character by Modeling Teachers

I can tell when my teachers are good role models, and I follow their examples.



# Develop Biblical Character by Obeying Biblical Authority

I follow the rules in my family, school, community, and country.



# Philosophy of Education

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ICS is a Christian school founded upon the belief that God is the source of all truth, and true education is based on His revealed word, the Bible (John 14:6; John 17:17).

We are dedicated to establishing a godly environment where the Bible is actively integrated into all aspects of school life (I Corinthians 10:31).

We believe the purpose of education is to cooperate with parents to develop the knowledge and character that will enable students to fulfill their role within God's plan. (Deuteronomy 6:6,7).

We believe that education is characterized by a strong, traditional curriculum coupled with a high expectation for student achievement (II Timothy 2:15).

We believe that respect for authority is an essential ingredient to quality education and character development; therefore our classrooms are controlled with firm, loving discipline by qualified and dedicated Christian teachers (Hebrews 12:6-11).

Our international atmosphere is an open door for students of all cultures, races, and nationalities (Revelation 7:9,10).

## Home and School Partnership

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Extensive research has shown that active parental involvement is the key to a student's success! There are a number of ways that parents can be involved with their child's education at ICS. The best way is simply to talk with your child daily and ask them questions about their school day. At times, children may seem uninterested or inattentive, but we believe they genuinely want to share with you what they are learning, the friendships they are navigating, and anything else that is on their hearts. We encourage you to talk with your child every day!

The second best way to be involved is through being present. There are a number of events throughout the year that you are invited to including chapel. Have a little bit of extra time? Please consider volunteering! Parents can volunteer through the Activities Coordinator, Parents as Teacher Helpers Program (P.A.T.H.), or through the ICS Parent-Teacher Fellowship (PTF). Throughout the school year there are also a number of room parent opportunities in which you can volunteer. We encourage you to connect ([info@ics.edu.sg](mailto:info@ics.edu.sg)) with the P.A.T.H. coordinator or PTF board member today and thank you very much for your support.

Communication is central to a strong home and school partnership! We appreciate your support in promoting and upholding the policies, procedures, and personnel of ICS while directing any questions, concerns, or joys to the appropriate individual. If you would like to conference with your child's teacher, please reach out to schedule an appropriate time to meet in order to minimize disruptions to daily routines. We thank you for partnering with us throughout your child's educational journey!

# Event Highlights

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We believe that each student is uniquely gifted with various talents and passions. Teachers at ICS want to help mentor, model, and lead students into a deeper understanding of who God created them to be. ICS takes an active role in helping students develop their unique creativity and character. ICS provides a number of programs led by teachers and the administration that provide an opportunity for students to use their talents to build friendships and broaden their community. The following are a selection of our students' favorite events that occur throughout the school year:

**Chapel:** Each week the elementary school students have a 30-40 minute chapel. Students will participate in powerful opportunities to hear about God, learn, grow, and deepen their personal relationships, while supporting one another. Challenging messages are provided by teachers, administrators, and special guest speakers throughout the year. The message shared at chapel is then revisited throughout the week in the students' homerooms. All parents are welcome to attend chapel.

**Extra Curricular Activities (ECAs):** After-school activities and clubs are offered by teachers, parents, and community partners to enhance the interests of our students in different non-academic areas. Please see the ECA sign-up sheets each season for more information.

**Surf and Turf Day:** Elementary Sports Day that encourages team building and cooperation.

**Field trips:** Throughout the school year, teachers lead students on a variety of educational field trips designed to enrich their curriculum while strengthening students' observational skills. Elementary classes will visit museums, factories, and other interesting places that pertain to the current course of study. Each grade level will embark on four field trips per year.

**International Night:** An ICS community-wide celebration exploring the school's unique cultural diversity and celebrating our creativity.

**Service Learning Program "Project 4:12":** The service learning program empowers students to be people of service beyond just requirements or programs, but who instead **live a lifestyle of**

**service**, serving with **joy** and **intention** to benefit others. The ICS community wants to foster their ability to see that **they can make a difference at any age level** and in **any location**, serving and loving others **just as Christ has served and loved us**.

The service learning program:

- Provides the ICS community with opportunities to explore concepts of sacrifice, intentionality, humility, and varying methods of serving others so that they grow. Students will learn to look beyond themselves, see the needs of others, and be willing to help.
- Equips community members to discover the needs of those around them and identify ways they can sacrificially meet those needs through their time, talents, and abilities.
- **Little Knight Lights:** Each year, students in Grades 4-5 have an opportunity to serve in Little Knight Lights. As elementary school leaders, they host different activities, such as leading chapels and service projects.
- **Spiritual Emphasis Week:** During the year, one week is set aside for in-depth study of spiritual matters, the school theme, and life decisions. Guest speakers provide daily sessions to challenge students to grow deeper in their spiritual walk. Schedule permitting, elementary students are also supported this week by middle and high school students who support the younger students in strengthening their personal relationships with God. During this time, many ICS students make life-changing decisions as a result of spiritual emphasis week.

**Subject Fairs/Exhibition:** An opportunity for parents to learn about students' learning through projects and classwork exhibitions.

**Elementary School Concerts:** Elementary school concerts are held during Christmas and Chinese New Year.

**Holiday class parties and celebrations (Thanksgiving, Christmas, and Easter, End of School Year):** School-wide parties to celebrate holidays that are important within our community.

# Academics

by Grade Level



## Grade Kindergarten 4 (K4)

### **Bible**

Students will learn how to develop a strong foundational understanding of the Old Testament and a sound disposition towards God's Word. Students learn to appreciate God's Word and His heart for humanity through interactive lessons, songs, memory verses, and real-life applications. Through our Bible classes, students learn to see the Good News of Jesus throughout the Bible and learn to apply God's Word to their lives as they grow in their faith and love of Jesus.

### **Language Arts (Reading, Writing, and Fine Motor Skills)**

Students will learn about letters, building communication skills, phonemic awareness and working on story comprehension. The students will develop an awareness of the letters and their sounds. They will learn how these sounds can be combined to make words. Students will learn the concepts of print, how to make connections to books, and will develop their comprehension skills.

Students will learn to identify and appreciate the elements of a story, and begin to practise early writing. They will use a combination of drawing, dictating, and phonetic writing to compose writing pieces. The focus areas will include main ideas and details, connecting pictures and words, and making their ideas connect and go in order. Students will also hone fine motor skills, which are the small movements involved in object-handling activities that emphasize motor control, precision, and accuracy of movement. Cutting with scissors, manipulating clay, and drawing are the foundational skills needed for handwriting activities.

### **Math**

Students will develop a strong foundation in Mathematics. The main areas of focus are counting and number sense, writing numbers, shapes, and comparing numbers and quantities. These math skills are part of calendar math, focus lessons, daily routines and centers. These concepts are explored and developed through the use of manipulatives, games and drawings.

### **Social Skills**

Students will develop positive social-emotional skills essential for school readiness. This includes fostering positive relationships with peers and adults, appropriately expressing emotions and opinions, learning and following rules and expectations at school, taking part in conversations, and collaborating with others during work and play.

# Grade Kindergarten 5 (K5)



## **Bible**

Students will explore the Old and New Testaments. Students learn to develop an appreciation for God's Word through interactive lessons, songs, memory verses, and real-life applications. Through our Bible classes, students learn to see the Good News of Jesus throughout the Bible and learn to apply God's Word to their lives as they grow in their faith and love of Jesus.

## **Math**

Students will learn and write numbers and number names, be able to count in sequence, analyze shapes, and compare numbers. They will also learn the foundations of addition, such as putting together and adding to. For subtraction, students will understand taking apart and taking from. Students will also have an opportunity to explore, reflect, and apply the skills they have learned in and out of the classroom.

## **Reading**

Students will engage in group reading activities in order to develop their comprehension and analysis of texts. They will listen and respond to fiction and nonfiction books read aloud and deepen their understanding of the stories and texts. Skills K5 students will be developing this year include identifying main ideas and details, understanding story structure, summarizing texts, making inferences and predictions, identifying cause and effect, and discussing the author's purpose. Students will also be using phonics and sight words to learn to develop reading fluency.

## **Science**

Students will explore the world around them through inquiry-based activities. They will learn about plants, and animals in their habitats. By using their observation skills and learning to ask questions, they will obtain information about phenomena that happen around them. Students will observe local weather conditions, describe its patterns and learn different ways people can respond to severe weather.

## **Social Studies**

Students will learn about society and their own identity in the world. They will also be learning about authority figures and the characteristics of good citizens. Students will be learning the key elements of maps and how to use them.

## **Writing**

Students will learn how to write across a variety of genres. They will learn how and when to use punctuation marks, spaces, and capital letters, as well as use the writing process to complete various types of writing to be published.

# Grade One



## Bible

Students will study the Old Testament chronologically from the wonder of Creation to the Israelites' entrance into the Promised Land. In addition, they will study biblical figures and specific holiday units for Thanksgiving and Christmas. As they explore God's intentional design of the universe, students will use Scripture to identify and describe the foundational characteristics of God. Through our Bible classes, students will memorize selected Bible passages and learn to apply God's Word to their lives as they grow in their faith and love for Jesus.

## Math

Grade 1 Mathematics establishes a foundation in numerical fluency and logical reasoning. Students will focus on Number Patterns, Place Value, Addition within 20, Subtraction within 20, and Shapes and Solids in the first semester. These units aim to develop fluency in addition and subtraction, solve word problems, and apply properties of operations as strategies for addition and subtraction. In the second semester, students will explore a range of new mathematical concepts, including the Meanings of Addition and Subtraction, Addition and Subtraction within 100, Measurement and Data, and Equal Shares. These topics emphasize the properties of operations for adding and subtracting, as well as introducing measurement and basic fractions. The primary goal of this course is to help students build proficiency in grade-level operations and develop critical thinking strategies to solve a variety of mathematical problems.

## Reading

Reading instruction will support students in becoming confident, purposeful readers as they engage with a wide variety of high-quality texts across genres and topics. Throughout the year, students will build language proficiency in the conventions of standard English, as well as vocabulary sufficient for reading, writing, speaking, and identifying new words. Through a variety of texts, students will strengthen essential reading skills to support comprehension, such as retelling the sequence and key components of stories, describing characters, comparing and contrasting, and asking and answering key questions in the text. The instructional goals of this course are to build strategies to increase reading fluency, comprehension, phonics, and vocabulary, and to foster a genuine love of reading.

## Science

Students build foundational skills through four units focused on observation and investigation. In All About Plants, students identify plant structures and explore how these parts support growth and survival. The Animals and Communication unit examines how animal behaviors and physical traits, such as sounds and signals, help them survive and interact with their parents. Students then transition to Light and Shadow, where they investigate how light interacts with various materials and how shadows change based on a light source's position. Finally, the Sky Patterns unit encourages students to observe the Sun, Moon, and stars, tracking how daylight shifts throughout the year. Through these studies, students learn to recognize the predictable patterns and systems of the natural world.

## Social Studies

Students explore their roles within a community through four foundational units: Government, Geography, History, and Economics. Students begin by examining how communities are formed and governed, focusing on the importance of rules and leadership. Their spatial awareness grows as they locate places on maps and discover how geographic features influence daily life. The curriculum also introduces the concepts of past, present, and future, allowing students to track how families and communities change or remain the same over time. Finally, students learn basic economic principles, such as the distinction between needs and wants, the role of goods and services, and how individuals make choices about limited resources. Through these interconnected themes, students develop a primary understanding of the world around them and their place within it.

## Writing

Students will develop their written communication skills and ability to express ideas clearly across multiple genres. Throughout the year, students will practice and be assessed in opinion, informative/explanatory, and narrative writing. Instruction will focus on foundational grammar skills, including capitalization, punctuation, and appropriate verb tenses, which serve as essential building blocks for effective writing. Students will engage in the full writing process, including planning, drafting, revising, peer review, and publishing, with guidance and support from teachers and peers. Writing experiences will include creative activities such as maintaining writing journals, composing student reflections, and creating mini-books on a variety of topics. In addition, students will complete a short research project that involves gathering information from different sources to build knowledge about a topic. The overall instructional goal is to develop writing skills and strategies that enable students to communicate ideas effectively across different purposes and styles.

# Grade Two



## Bible

Students will study the life, miracles, and ministry of Jesus through the four Gospels: Matthew, Mark, Luke, and John. In addition, they will study specific units designed to teach important truths around the holidays of Christmas and Thanksgiving. Students also learn about the death, crucifixion, and resurrection of Jesus and what it means to have a new life in Christ. Through our Bible classes, students learn to see the Good News of Jesus throughout the Bible and learn to apply God's Word to their lives as they grow in their faith and love of Jesus.

## Math

Students will continue to build on the four Common Core strands: Measurement and Data, Geometry, Operations and Algebraic Thinking, and Numbers and Operations in Base Ten. Students take their prior knowledge of addition and subtraction and build upon that to add and subtract 2- and 3-digit numbers with regrouping. Before learning to regroup, students are taught the “why” before the “how” so they understand the mathematical process and not just how to arrive at the answer. The skills of application, critical thinking, problem-solving, and explaining work are taught and used extensively throughout the year.

## Reading

Students will transition from “learning to read” to “reading to learn”. Students will continue to build on the strands: reading, phonics, spelling, vocabulary, and grammar. Each week, an anchor text that incorporates these literacy skills is read extensively throughout the week. Comprehension skills are explicitly taught so that students can establish a deeper understanding of the text. The stories range from informational to fictional and cover a variety of genres. By the end of Grade 2, students should be able to read and understand grade-level texts fluently, use phonics and context to figure out unfamiliar words, and retell key ideas and details to show comprehension.

## Science

Students will learn key science concepts which include structure and the properties of matter. Students will participate in hands-on activities involving physical and chemical reactions. Students will use problem-solving skills and engineering design skills in projects and experiments as they learn to apply their knowledge of the properties of matter. The second component of the curriculum will cover the topic of Earth's systems: processes that shape the Earth. Students will learn about various landforms and structures- examining the process by which water, weathering, and erosion shape and affect the Earth's surface. Students will participate in various activities to solidify their understanding of how these processes affect landforms over time.

## Social Studies

Students study three topics using Singapore as a focus while also incorporating an international perspective. In the Geography and Culture unit, students learn about geography, specifically landforms, and reflect on how one's location affects their culture. In the Government unit, students will learn about Singapore's government as well as other forms of government that exist, authority figures, community helpers, and the rights and responsibilities of citizens. In the final unit, Goods and Services, students will learn about the production, consumption, and distribution of goods and services. Students will utilize research, reading, collaborative group work, and project-based learning to demonstrate their knowledge of the various content areas covered.

## Writing

Students build on informational, narrative, and persuasive writing knowledge and skill. Students are taught the process of writing: brainstorming, prewriting, writing a rough draft, revising, editing, and publishing. Students will use this process to publish a variety of their own works. A variety of tools and methods are incorporated in publishing the work, such as iPads, presentations, and journaling.

# Grade Three



## Bible

Students will study the Old Testament stories of Israel and God's plan and work in the lives of His Chosen People. In addition, Grade 3 students learn important truths about the birth of Jesus as well as His death, burial, and resurrection. They learn what it means to be a true student or disciple of Christ and what it means to be a part of the Family of God. Through our Bible classes,

students learn to see the Good News of Jesus throughout the Bible and learn to apply God's Word to their lives as they grow in their faith and love of Jesus.

## **Math**

Students begin to explore the concepts of multiplication and division, beginning in the context of equal group and array problems, moving to skip-counting and repeated addition, and ending with more complex and/or abstract problems. Place value skills will be developed by rounding to the nearest ten and hundred. Basic concepts of fractions will be covered, including understanding unit fractions, fraction equivalency, and representing fractions on a number line. Measurement is taught through telling time to the nearest minute, solving word problems involving concepts of time, as well as learning to measure liquid volume and mass using standard units (such as grams and liters). Students will represent and interpret data in a variety of graph types; they will use their data analysis to answer word problems related to these graphs. Towards the end of the year, students will build a vocabulary for describing and identifying two-dimensional shapes. They will apply mathematical problem-solving skills for perimeter and area challenges.

## **Reading**

Students will strengthen their comprehension skills in a variety of contexts and through multiple genres, such as poetry, informational texts, and fiction stories. These comprehension skills include examining character attributes, summarizing the main idea, identifying the author's purpose, analyzing text and graphic features, drawing conclusions, and studying cause-and-effect relationships in a paragraph. Shared reading, read-aloud, guided reading groups, and student conferencing will be practiced in the classroom. Informational articles, novel studies, and short stories will help students build foundational reading skills. These skills include applying grade-level phonics concepts and word analysis skills to decode words and help develop sufficient fluency to support comprehension. Students will acquire new vocabulary, learn vocabulary strategies, and study grammar in the context of their reading.

## **Science**

Students will focus on three major areas while conducting more hands-on experimentation. Forces and Interactions will be the first unit, during which students will explore balanced and unbalanced forces through inquiry-based learning, using observations, science journal entries, research, experiments, and discussion to uncover explanations for different phenomena. Students will use their understanding of forces and interactions to create presentations and model how they function. The second unit will focus on Life Cycles and traits. During this unit students will explore how plants grow, develop and reproduce, as well as how animals live, grow and survive. The students will end the unit with a module project of growing plants and designing a habitat for an animal. In the Weather and Climate unit, students will look at how weather changes and how natural hazards can change environments. The students will end the unit with a module project where they will pretend to be a meteorologist and present information about one hazardous weather condition and how people can prepare for the event.

## **Social Studies**

Students will focus on four topics: Cause and Effect Relationships, Geography and Migration, Roles and Responsibilities, and Divisions of Labor with a focus on specific culture, connections and conflicts, society and identity, and geography. Students will study the influence of family, ethnicity, social systems, and various institutions on the daily lives of people living in Southeast

Asia, while also learning about the individual countries that make up the region. Students will also look at the causes of conflict and learn to explain the causes and effects of conflict and cooperation between individuals, groups, societies, and nations. There will be a specific focus on the conflicts and relationships between Southeast Asian countries. Additionally, students will use maps and appropriate geographic tools to gather and interpret information and will gain an understanding of human movement patterns (i.e. migration and population). Students will utilize research, reading, presentations, and project-based learning that will demonstrate their knowledge of the various content areas covered.

## Writing

Students will work through the writing process of prewriting, drafting, revising, and editing to create personal narratives, opinions, information, and poetry pieces. Personal narratives will focus on using vivid details of the five senses, dialogue, transition words, and a strong conclusion. Then they will write opinion pieces that will show their mastery of stating an opinion and supporting it with examples and research. Students will use their knowledge of supporting a topic through research and examples to write an informational piece. Students will use a variety of sources to gather information, use appropriate transitions, and incorporate text/graphic features to express their ideas. Lastly, students will read poetry, create their own, and share it with the class. This is an opportunity for students to use what they know about the writing process to help them develop a shorter piece that expresses deep meaning. Throughout each topic, students will use published books as a way to understand what a variety of good writing looks like. Students will be responsible for a final draft piece that reflects the hard work they put in during the writing process for each unit.

# Grade Four



## Bible

Students will study the New Testament accounts of the Acts and the early church. They learn about Paul's conversion and his ministry as an apostle, missionary, and teacher of the Good News of Jesus Christ. In addition, Grade 4 students learn important truths about Christmas, Thanksgiving, and Easter holidays. They learn about the plan of salvation and Jesus's teachings on prayer. Through our Bible classes, students learn to see the Good News of Jesus throughout the Bible and learn to apply God's Word to their lives as they grow in their faith and love of Jesus.

## Math

Students will continue to strengthen foundational math concepts such as solving multi-step equations using addition, subtraction, multiplication, and division. This will include problems using distance, intervals of time, and measurement units. In addition, students will continue to develop their understanding of place value concepts. This involves rounding multi-digit numbers to any place (tens, hundreds, etc.), and understanding how place value can be applied to multiplication and division. Students will also develop a deeper understanding of fractions. Students will learn how numbers in decimal form can be converted to fraction form, and how to multiply fractions by whole numbers. Finally, students will explore geometry concepts by learning and identifying what properties make up each category of shapes. Throughout the year, students will use IXL adaptive practice in alignment with Unit Standards to track progress and personalize learning.

## Reading

Students will be exposed to a wide range of texts in literature, non-fiction, poetry, and plays. Students will begin the year reading and studying literature. They will focus on the main idea, characterization, theme, and story structure. We will do this by exploring novel studies and various short stories. Towards the middle of the year, we will have a project-based learning experience to discover the different aspects of informational reading, such as cause and effect, problem and solution, compare and contrast, and text features. In the Spring, the students will explore how poems, plays, and literature compare and contrast. Student reading levels will be assessed each semester using Accelerated Reader. Scores will be used to determine appropriate books for independent reading. Throughout the year, students will use IXL adaptive practice in alignment with Unit Standards to track progress and personalize learning.

## Science

Students will be focusing on two core topics, energy and Earth's structures. Students will be given the opportunity to learn through hands-on experiences and inquiry-based lessons for each subject matter. During the first semester, we will explore different types of energy, how electrical energy is transferred, and how energy can be used as a resource around us. During the second semester, we will explore how and why the earth is constantly changing, how natural hazards occur, and what effect they have on our world today.

## Social Studies

Students will focus on three main topics: how technology influences a society, what makes up a culture, and how a government can run successfully. During the first semester, students will understand how societies have influenced and been influenced by scientific and technological developments. During the second semester, students will explore cultural and intellectual developments and interactions among societies and understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities, and citizenship. We will continually compare these aspects in Singapore, the United States, and the United Kingdom in each of these areas.

## Writing

Students will explore three main writing types: narrative, informational, and opinion essays. Students will incorporate the writing process throughout each piece and learn how to make their writing express personality and interests. Students will discover how to expand their thoughts with descriptions and details to help the reader visualize what they are writing. The instructional goal of this course is to provide the students with skills and strategies to be able to clearly communicate their thoughts and ideas through writing.

# Grade Five



## Bible

Students will study the Old Testament accounts of the divided kingdom of Israel, the judges, and the prophets. In addition, Grade 5 students study important truths about Christmas, Thanksgiving, and Easter holidays. They also learn more about the Holy Trinity and the biblical worldview perspective of God's view of marriage and family as building blocks for society.

Through our Bible classes, students learn to see the Good News of Jesus throughout the Bible and learn to apply God's Word to their lives as they grow in their faith and love of Jesus.

## **Math**

Students will learn new content (operations with decimals to the hundredth place, multiplying and dividing with fractions, geometric constructions) and offers a thorough review and expansion of previously studied skills, concepts, and strategies (place value, addition, subtraction, multiplication, division, measurements, and data). Proficiency, accuracy, and the practical application of all math areas are increased through practice. Critical thinking skills are stressed as a necessary technique for solving problems. The instructional goals of this course are to assist students in becoming proficient in basic operations (addition, subtraction, multiplication, and division) and to use critical thinking strategies in solving problems.

## **Reading**

Students will be exposed to a wide range of domains and topics through high-quality texts. Throughout the year, students will review and expand upon reading strategies such as summarizing, questioning, inferring and predicting, monitoring and clarifying, and visualizing. Skills such as determining the theme of a text, comparing and contrasting characters, settings, and events of a story, sequencing events, quoting accurately from a text when explaining what a text says explicitly and when drawing inferences, and describing how a narrator's point of view influences how events are described are supported throughout the curriculum. The main instructional goal of this course is for students to learn to read complex texts independently.

## **Science**

Students will explore the fundamental properties and structures of matter through hands-on experiments focused on physical and chemical reactions. This study culminates in a STEM design challenge where students apply their knowledge of chemical changes to engineer the perfect pancake. The curriculum also investigates how matter and energy cycle through ecosystems, covering the essential needs of plants and animals and the flow of energy within natural habitats. To bring these concepts to life, students will complete a STEM module project centered on composting and the construction of eco-columns. By integrating core science standards with practical application, these lessons provide a comprehensive understanding of both the physical and biological world.

## **Social Studies**

Students will focus on learning about our world and often reference Singapore as a case study. . We begin our first unit exploring Earth's changing features. We answer how and why places change over time. Students visit the Urban Redevelopment Authority and 3D Singapore model. This leads us to unit 2: urbanization. We discover the issues faced by 21st century megacities, what is already being done to combat these issues, and what solutions can further be developed. In unit 3, we learn about the role of government. Students investigate authority and the people's roles and responsibilities in it. Finally, unit 4 is all about trade. Students identify the effects of geographical and human factors on trade. We begin to see how trade affects the way people earn their living in various regions throughout the world.

## Writing

Students will continue to build on incorporating the six major traits of writing (ideas, organization, word choice, voice, sentence fluency, and conventions) into their writing. Three types of writing are practiced and assessed throughout the year: opinion, informative, and narrative. Students will use the writing process (prewriting, drafting, revising, editing, and publishing) in order to produce clear and coherent pieces with the guidance and support of peers and teachers. Students will also conduct short research projects that use several sources to build knowledge through investigation of a topic. The instructional goal of this unit is to provide students with the skills and strategies needed to be quality communicators through writing.

# Related Arts Modules & Programs



At ICS, we firmly believe in developing a holistic learning experience. Elementary Related Arts classes are interactive, hands-on learning courses.

Program offerings include Social-Emotional Guidance and Library. Students attend Social-Emotional Guidance program classes and the Library weekly.

Course offerings include Art, Mandarin, Music, Physical Education (PE), and Inquiry & Digital Design (IDD). Students regularly attend a Related Arts class twice a day, throughout the week.

## Elementary Social-Emotional Guidance

### What We Will Learn

Throughout the year, students will be building the skills they need to succeed, connect, and thrive in the world. The Second Step Elementary curriculum is a leading research-based SEL (Social Emotional Learning) curriculum for K4 to Grade 5 students. We will learn how to regulate our emotions, make responsible decisions, and problem-solve to address challenges effectively and with a biblical worldview.

### Student Expectations

We encourage the development of positive relationships with family, caregivers, and peers. We understand that a child's thinking, reasoning, and problem-solving abilities evolve as they grow. We expect students to understand and follow clear and consistent boundaries as well as participate in age-appropriate activities that foster learning, curiosity, and creativity. By working together, we can ensure your child's success.

# Library



## What We Will Learn

In our school library, students engage in diverse activities that foster academic and personal growth. Through the National School Library Standards (NSLS) and ELA Common Core State Standards (CCSS), students learn the essential skill of information literacy, developing the ability to locate, evaluate, and effectively use various sources of information. They also learn comprehension and analysis skills through nonfiction and fiction literature. Students learn research methods while engaging with a vast collection of books, periodicals, and digital resources, expanding their knowledge across different subjects and genres. Beyond academics, the library also serves as a hub for cultivating a love of reading and independent learning, nurturing students' lifelong passion for knowledge and intellectual curiosity through weekly visits and events, such as Book Week.

## Student Expectations

Students are expected to respect the resources and books in the Library when they browse and check-out 2-3 books a week. They will actively participate in reading and research lessons, applying them appropriately. Maintaining a quiet space for themselves and others provides a focused environment for study and research. When a student needs support, they are encouraged to use the catalogue or ask the Librarian and teachers to help guide them toward appropriate resources and research methodologies.

# Elementary Art



## What We Will Learn

By working together, families and teachers can support students' growth and success in Elementary Art. At the start of the school year, students learn classroom expectations related to safe material use, tool handling, clean-up routines, and respectful participation. These expectations are shared with families to ensure consistency between home and school.

In lower elementary, lessons focus on exploration and foundational skill-building. Students engage in hands-on experiences with drawing, painting, collage, printmaking, and early clay processes to develop fine-motor skills, coordination, and confidence. They are guided to follow simple steps, make basic choices in their artwork, use age-appropriate art vocabulary, care for shared materials, and persevere through challenges.

In upper elementary, students demonstrate increasing independence and responsibility. They expand their technical skills across drawing, painting, printmaking, mixed media, and clay, while learning principles of design such as balance, contrast, and spatial organization. Students plan, revise, reflect on their work, and participate in respectful peer discussions and critiques.

Throughout the year, students work toward benchmarks in the National Core Arts Standards, focusing on creating, presenting, responding to, and connecting with art. Students are encouraged to arrive prepared, take creative risks, respect materials and peers, and engage positively in the learning process.

## Student Expectations

Students participate in a shared art curriculum designed to support skill development, creativity, and confidence at their grade level. Art classes are not leveled, and all students are guided in safe material use, clean-up routines, and respectful participation.

Families will receive information about classroom expectations and art learning throughout the year. Ongoing communication may occur if there are questions or concerns about a student's engagement or progress in art.



## Elementary Mandarin

### What We Will Learn

The standards for our Mandarin curriculum are based on the American Council on the Teaching of Foreign Languages (ACTFL) standards, which focus on communication, connection, comparison, culture, and community. To celebrate their progress, students participate in an annual Chinese New Year performance. While students in K4 through Grade 2 learn together in mixed-ability settings, students in Grade 3 and above are placed into levels based on their individual language proficiency. Detailed syllabi are provided once class placements are finalized.

### Student Expectations

In line with ACTFL standards, students are expected to focus on Communication by speaking often, Culture by exploring traditions, and Community by collaborating with classmates. We expect every student to give their best effort in listening and speaking assessments to ensure they are placed in a level that challenges them appropriately.



## Elementary Music

### What We Will Learn

Lessons will be designed to implement the National Core Arts Standards for Music effectively. According to Grade level, students will learn to corporately play various percussion and melodic instruments as well as sing songs of various genres and cultures. Students will also participate in the annual Christmas concert.

Elementary music instruction implements the National Core Arts Standards for Music while nurturing musical understanding, creativity, and collaboration. Instruction is guided by the QuaverEd Music Curriculum and the Orff-Schulwerk approach, providing a balanced foundation of music literacy, movement, creativity, and active music-making.

According to grade level, students participate in instrumental units using age-appropriate percussion and melodic instruments and sing music from a variety of genres and cultures, developing skills in rhythm, pitch, ensemble playing, and musical expression.

All students take part in the annual Christmas Musical, an enriching school-wide program that emphasises both performance and process. Through rehearsals and collaboration, students build confidence, responsibility, teamwork, and joy in making music together, with the learning journey valued as much as the final performance.

### **Student Expectations**

Most of the lessons will be designed for group or partner activities. Students are expected to demonstrate great teamwork, responsibility, creativity, humility, and enthusiasm.

## **Elementary Physical Education**



### **What We Will Learn**

Units are designed to teach the SHAPE America Physical Education standards. Through developmentally appropriate individual and team games and activities, students will learn the physical skills, social skills, health and fitness knowledge, and attitudes towards physical activity that are necessary to be physically active for life. In the lower grades we focus on developing fundamental movement skills, while in the upper grades we apply those skills in increasingly complex games and activities. As the SHAPE America standards do include social emotional learning (SEL) standards, a strong emphasis is placed on team building, problem solving, goal setting, self-discovery, and sportsmanship.

### **Student Expectations**

If students are in school, they are expected to participate fully in PE unless we have a note from their parents or guardians and/or a doctor. Students should bring a full water bottle and wear the appropriate PE t-shirt, closed-toed lace-up or velcro athletic shoes, and if PE is outside, an ICS hat. As our curriculum includes a wide variety of activities (team, individual, competitive, non-competitive, artistic, sports, etc.), students are expected to work hard regardless of the activity and be open minded and willing to try new activities.

# Inquiry & Digital Design



## What We Will Learn

Students will be working toward the International Society for Technology in Education (ISTE) standards. Through the IDD Program, students will become empowered learners, computational thinkers, researchers, and makers. They will learn how to be responsible digital citizens, curate digital and print information, use technology to create new products, communicate effectively through multiple mediums, and collaborate with different groups of people to meet a common goal.

## Student Expectations

Throughout the school year, students will work on a variety of projects demonstrating collaboration, research, and creativity. They are expected to demonstrate safety and responsibility with all class materials and technologies, as well as teamwork and respect for all of their classmates.



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