Our Mission: To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.
Dear Parents of Grade 1 Students,

Welcome to Grade 1. The purpose of this guide is to give you an overview of Grade 1. We trust that you will find it informative and helpful.

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

It is our hope that we can work in partnership with you, the parents, by keeping communication a two-way process. Please do not hesitate to contact your child's teacher if you have any need for clarification or further information.

Sincerely,
The Grade 5 Team

Ms. Molly Myers
Mr. Ethan Schultz

Table of Contents

<table>
<thead>
<tr>
<th>Part I</th>
<th>WHO'S WHO IN GRADE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Grade Level / Subject Area</td>
</tr>
<tr>
<td>Molly Myers</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Ethan Schultz</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Melissa Lawrence</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Shun Li</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Anna Zhang</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Olivia Sun</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Linda Zhang</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Eugene Williams</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Alisa Sun</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Leonard</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Angela</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Rachel</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Sophia Johnson</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Jordan</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Lukas</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Emily</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Martin</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Maggie</td>
<td>Grade 1</td>
</tr>
<tr>
<td>William</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Ada Sun</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Maria Burnham</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Brenda Dean</td>
<td>Grade 1</td>
</tr>
</tbody>
</table>

Grade 1 Procedures

- Code of Conduct: Class Essential Agreements
- Field Trips
- Homework Guidelines
- Student Portfolios
- Assessment
- International Baccalaureate (IBPYP)
- The Programme of Inquiry for Grade 1
- Grade 1 Subjects
  - English Language Arts
  - English as an Additional Language
  - Mathematics
  - Science
  - Social Studies
  - Mandarin
  - Performing Arts
  - Physical Education
  - Information Communication Technology (ICT) Seesaw

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**Grade 1 Procedures**

**International Baccalaureate Primary Years Programme (PYP)**

**Code of Conduct:**

**Essential Agreements**

In Grade 1, students collaboratively agree to a set of essential agreements. These rights and responsibilities are the foundation of the learning community and help to establish a safe and positive environment for all students and teachers. These agreements are published and publicized in the classroom as reminders of appropriate behavior.

**Field Trips**

Field trips are important educational experiences that enhance our educational program. Parents are often invited to support with supervision and to facilitate learning.

**Homework Guidelines**

In addition to what is stated in the Lower School Parent-Student Handbook (section 3.7) on Homework, we aim to give students the option to participate in the homework program. We believe that homework is an important tool for reinforcing classroom learning and promoting academic success. Therefore, we encourage students to engage in homework activities that are meaningful and relevant to their learning.

**Student Portfolios**

Portfolios are a collection of your child’s work that is designed to demonstrate successes, growth, higher-order thinking, creativity, and critical thinking. Pieces are included that have been selected by students and the homeroom teacher. Pieces to include in the portfolio are collected throughout the school year from all subject areas.

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

At SCIS-Pudong we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is a curriculum framework that actively encourages students to ask questions and seek answers to the world around them.

Inquiry-based learning involves:

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

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

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

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry. All curriculum areas are integrated where appropriate, however, the children attend specialist lessons for the Arts, World Languages (Mandarin), Physical Education, and Library.

**Assessment**

Assessment is an integral part of the teaching and learning process at SCIS. Teachers will work to ensure that assessment is a positive and meaningful experience for all students. Assessment involves collecting and analyzing evidence of student learning and using this data to inform instruction and improve student learning.

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

**Recommended Books:**

- "The Art of Reading" by Anna Quindlen
- "The Power of Yet" by Carol Dweck
- "The Growth Mindset" by Jo Boaler
- "How to Raise a Successful Child" by Harley and Michael Hart

**Essential Agreements**

- Be Respectful
- Be Responsible
- Be Accountable
- Be Committed
- Be Prepared
- Be Punctual
Our Mission: To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

As IB learners we strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Part V

GRADE 1 Programme of Inquiry

WHERE WE ARE IN PLACE AND TIME?

- Central Idea:
  - An inquiry into:
    - the nature of the self;
    - beliefs and values;
    - personal, physical, mental, social and spiritual health;
    - human relationships including families, friends, communities, and cultures;
    - rights and responsibilities;
    - what it means to be human.

Central idea:

Choices we make affect our health.

SHARING THE PLANET

- Central Idea:
  - An inquiry into:
    - the natural world and its laws;
    - interaction between the natural world (physical and biological) and human societies;
    - how humans use their understanding of scientific principles;
    - the impact of scientific and technological advances on society and on the environment.

Central idea:

Natural cycles are connected and impacted in different ways.

HOW WE EXPRESS OURSELVES?

- Central Idea:
  - An inquiry into:
    - the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;
    - the ways in which we reflect on, extend and enjoy creativity;
    - our appreciation of the aesthetic.

Central idea:

Signs and symbols can communicate information and meaning.

HOW WE ORGANIZE OURSELVES?

- Central Idea:
  - An inquiry into:
    - how our learning and change are supported and shaped by our language and cultural centers of learning;
    - how our learning and change are supported and shaped by our local context;
    - how our learning and change are supported and shaped by our global context;
    - how our learning and change are supported and shaped by our personal context.

Central idea:

Our learning and growth are shaped by our environment.

WHO WE ARE?

- Central Idea:
  - An inquiry into:
    - our personal histories;
    - our personal understandings;
    - our personal beliefs and values;
    - our personal perspectives;
    - our personal goals and aspirations.

Central idea:

Our identity is shaped by our experiences.

The distribution of water creates challenges for life on earth.
Our Mission: To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

The English Language Arts (ELA) program at SCIS prepares students to become effective communicators, critical thinkers, and active contributors to a changing world. We do this by promoting self-motivation, creativity, and innovation. The program aims to excite students about English Language Arts while developing essential communication and collaboration skills. Teachers guide students in developing an appreciation for the English language, which is integral to students' reading and writing in grades 1-5.

The Program of Inquiry is integrated with the EAL Program, providing a comprehensive approach to academic language development. The English Language Arts standards are organized by grade level, domain and strands. The following domains and accompanying strands are addressed in English Language Arts:

I. Reading – Literature
- Text Complexity
- Range of Reading and Level of Understanding of Various Media Formats

II. Reading – Informational Text
- Text Complexity
- Range of Reading and Level of Understanding of Various Media Formats

III. Reading – Foundational Skills
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

IV. Writing
- Text Types and Purposes
- Production and Distribution of Writing
- Presentation of Knowledge

V. Speaking and Listening
- Collaboration
- Comprehension and Production of Speech
- Knowing and Using Language

VI. Language: Language and Communication
- City and Community
- Knowledge of Language
- Vocabulary Acquisition and Use
- Conventions of Standards English

The English Language Arts (ELA) at SCIS:
- Follows research and evidence-based best practices in academic language acquisition
- Is guided by WIDA’s Framework for Academic Language Development
- Accelerates academic language development
- Integrates content, language, and literacy instruction

EAL Program:
- SCIS had adopted to EAL program models to support the various proficiency levels of our students
- All students acquiring English, i.e. English learners, receive support in the Pull-Out or Co-Teaching Model

Professionals: SCIS had an EAL Team that included a full-time EAL teacher and EAL Instructional Coaches

The EAL and Homeroom teachers continue to monitor English learners once their academic English proficiency levels are determined.

Assessment:
- Academic school year (e.g. Jan-Jan; Aug-Aug)
- EAL teacher no longer provides direct instruction
- Effective strategies to support English learners
- Formative and summative assessments
- NWEA MAP test results
- Fountas and Pinnell reading assessments
- Reading levels
- English proficiency levels
- Identifying English learners in stages 1 and 2 receive EAL support in the Co-Teaching Model
- In the Co-Teaching Model, EAL Teachers collaborate to:
  - Co-plan, co-teach, & co-assess
  - Plan and implement instruction in English Language Arts and the Units of Inquiry

Assessment:
- Academic school year
- English learners in stages 1 and 2 receive EAL support in the Co-Teaching Model
- In the Co-Teaching Model, EAL Teachers collaborate to:
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Science Programme of Inquiry

Science provides constructive opportunities for students to be challenged and supported to think deeply about the problems they seek to understand. The Science program at SCIS fosters the shared responsibility for the ethical practice of science and use of scientific knowledge.

Students understand that science tells us about the world, but not what we should do with this knowledge. So, we empower students to be both inquirers and critical thinkers. Our program uses the IB Learner Profile attributes, as well as the five essential elements of the programme of inquiry to help ensure a learner profile.

Programme of Inquiry

Standard for Science

Students are expected to understand the scientific knowledge and to be able to do by the end of each grade. The standards are organized according to process standards and content standards. The following process and content domains are addressed within the mathematics curriculum:

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

- Content Standards
  - Standard 1: Time, Continuity, and Change
  - Standard 2: Connections
  - Standard 3: Geography
  - Standard 4: Culture
  - Standard 5: Society and History

Social Studies

Mathematics

Programme of Inquiry

Social Studies

Mathematics
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Programme of Inquiry

Mandarin

Multiple development levels of Mandarin ranging from Novice to Advanced are offered at each grade-level for non-native Mandarin speakers. The context of the learning opportunities is designed to accommodate the different stages of development. Students are placed in the appropriate group based on their current level of proficiency.

- **Novice Low**: The student has little or no previous exposure to Mandarin. The learning opportunities focus on building foundational knowledge and skills.

- **Novice Mid**: The student recognizes the content and can make associations. The learning opportunities are designed to develop understanding and skills centered around specific concepts or skills.

- **Novice High**: The student has working knowledge and skills associated with the content. The learning opportunities focus on technical development. Knowledge and skill development tends to involve expanding repertoire of concepts and skills through varied practice and study.

- **Intermediate Low**: The student works independently with the content and has command of several key aspects. The learning opportunities focus on depth of understanding and flexibility of application.

- **Intermediate Mid**: The student is able to recognize and work comfortably with the content in the abstract and make connections in completely unfamiliar settings. The learning opportunities focus on challenging conceptual understandings and perfecting skills through conscientious scrutiny and concise use.

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

Programme of Inquiry

Performing Arts (Music)

The Performing Arts Program at the Lower School aims to build a lifelong ability to interact with, respond to, and appreciate the arts. We believe that the arts are an integral part of the human experience. Therefore, we aim to not only develop technical and expressive competencies, but to build confidence so that students see themselves as capable artists, performers and musicians.

The program at SCIS gives students the opportunity to express ideas and emotions that cannot be expressed in words alone. Through these differentiated experiences, students learn to communicate ideas of personal, regional or cultural significance in a variety of forms and modes. They also make connections within and among the arts, and with other disciplines. This allows them to develop a deeper understanding of their own identity and culture, as well as other ideas and cultural contexts that can be explored through the arts.

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

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

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

- Movement composition:
  - Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance*, martial arts).

- Games:
  - Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.

- Adventure challenges:
  - A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.

- Health-related fitness:
  - Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body’s response to exercise including the interaction of body systems and the development of physical fitness.

What to Wear:
- Grade 1 students are expected to wear their PE uniform to school on the days that PE occurs for their class. The uniform includes:
  - Appropriate sports shoes (sandals, crocs or flip flops are not acceptable PE shoes)
  - An SCIS PE Shirt
  - Appropriate SCIS shorts or trousers
  - A labelled water bottle

During Swimming units (Fall and Spring) students should bring:
- A one-piece swimsuit and a towel (please ensure they are labelled with the child’s name)
- Goggles
- A swim cap is compulsory for swimmers with medium to long hair.

Sickness and/or medical concerns
Please send a medical certificate if your child is unable to participate in a PE lesson.

Programme of Inquiry: Information Communication Technology (ICT)

Seesaw

The lower school technology program seeks to integrate technology skills with authentic classroom content and activities. Students will have the opportunity to utilize computers and iPads as tools for learning, research, communication and collaboration. The program emphasizes the development of skills that engage in authentic learning experiences which allow them to create original designs, products and devices.

Seesaw (https://web.seesaw.me) serves as the primary communication tool for parents, teachers and students as well as a digital portfolio for each student during their tenure within the Lower School at SCIS-Pudong.

Seesaw’s child-friendly, student-centered design and simple layout allows students to easily navigate the program and capture their learning in multiple forms including photos, videos, drawings, text, and links. Additionally, Seesaw encourages families to be part of the learning process, as they can view and comment on their child’s work, which helps all parents, regardless of language background, feel connected and part of their child’s learning journey at school.

Seesaw empowers students to independently document and share their learning with an authentic larger audience, while also providing a space for teachers and parents to review progress over time and recognize student growth in all core and specialist subject areas.