

# HARARE INTERNATIONAL SCHOOL



## Elementary School Programme

Ages 3-12





### **School Mission**

The Harare International School teaches the personal values, academic qualities and sense of responsibility needed for life-long learning, community service and world citizenship through educational programs that are relevant, challenging and engaging.



## **Philosophy**

Harare International School is committed to educating the whole child--intellectually, physically, and aesthetically--in an academically challenging, nurturing, and child-centered environment. We foster freedom of expression, independent thinking, and positive personal values and qualities while maintaining a sense of responsibility to others through respect and cooperation. The educational framework of Harare International School supports a balance between the processes and products outcomes of learning.

The curriculum is based not only on the acquisition of knowledge but also on the development of problem-solving and critical-thinking skills. Using a broad, research-based, and culturally-diverse curriculum, we emphasize literacy,; written and oral communication; the creative process of the arts and music; the discovery and acquisition and mastery of multiple languages; reasoning, communicating, and problem-solving in the sciences and mathematics; the pursuit of a physically active and healthy lifestyle; and, technology to enhance the learning and discovery process in the classroom.

We believe that for students to be effective, fully contributing members of society, they must possess and demonstrate social and moral responsibility, and demonstrate this through community service, tolerance understanding and respect for others and service to the community. Harare International School strives to enhance each student's self-worth, confidence, and pride by providing curricula programs and activities that encourage participation in multicultural experiences make the most of the advantages offered by a our multi-cultural school community. This school environment is created through a partnership involving students, faculty, administration, parents, and the host Zimbabwean community.

### **Guiding Objectives**

Guided by our School philosophy, the School shall exert every effort to:

1. Maintain the status of an International Baccalaureate World School.
2. Follow a system of curriculum review to ensure we provide a well-planned educational continuum and implement effective developments in educational practice.
3. Provide a safe and welcoming school environment that encourages students to participate in curricular and extra curricular activities.
4. Create a wide range of activities that are challenging and meet the needs of a diverse student body.
5. Encourage input from and foster a productive relationship among faculty, staff, administration, parents and students.
6. Encourage an understanding and appreciation of Zimbabwe, both its nature and people.
7. Develop students' understanding of teamwork and sportsmanship, how to win and lose with dignity.
8. Counsel and prepare students to make the best decisions leading to college and university placement.

9. Foster and celebrate a positive community spirit within the school.
10. Based on the school's mission, philosophy and guiding objectives, Harare International School seeks to model and educate students to be:

<b>Inquirers</b>	Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to make sound decisions, informed judgments, and solve complex problems.
<b>Communicators</b>	They receive and express ideas and information confidently in more than one language, including English, the language of mathematical symbols, and a range of art forms.
<b>Risk-takers</b>	They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
<b>Knowledgeable</b>	They have explored themes and ideas which have global relevance and importance. In so doing, they have acquired a critical mass of significant knowledge.
<b>Principled</b>	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
<b>Caring</b>	They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
<b>Open-minded</b>	They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
<b>Well-balanced</b>	They understand the importance of physical and mental balance and personal well-being.
<b>Reflective</b>	They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.
<b>Responsible</b>	They are able to make choices for which they are prepared to accept personal responsibility.
<b>Self-directed</b>	They can set personal goals and plan and execute strategies towards achieving them.

## HIS Elementary Primary Years Programme Overview

Harare International School is authorized to offer the International Baccalaureate Organization Primary Years Programme (IBPYP).

The PYP focuses on the development of the whole child through an inquiry-based programme of study. It offers a framework to meet the students' academic, social, physical, emotional and cultural needs. The PYP is a comprehensive approach to teaching and learning, with an international curriculum model that provides guidelines for what students should learn, a teaching methodology and assessment strategies. The PYP is being used throughout the world in many schools offering an international education.

The programme aims to develop students to be: *inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective*. Each year students study topics based on six organizing themes (four in Early Childhood years) that together make up the *Programme of Inquiry*.

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.**

Teachers and students use key questions that are concept based to help give the *Programme of Inquiry* structure. Students are expected to acquire and apply trans-disciplinary skills. The development of attitudes, the expectation of socially responsible behavior and instilling the idea of action and service to community are also essential elements of the programme.

The curriculum is based on five essential elements: knowledge, concepts, skills, attitude and action, and the following key concepts: *Form, Function, Causation, Change, Connection, Perspective, Responsibility, and Reflection*. The goal is to help students acquire a holistic understanding of the six major themes listed above. This body of knowledge is articulated through six major subject areas: languages, social studies, mathematics, science and technology, the arts and personal, social and physical education. In the spirit of internationalism students are also required to learn a second language in addition to the language of instruction of the school.

Specialist classes are offered in: **Art, Music, Physical Education, Foreign Language, and Information Technology**. **French** is offered as a foreign language from Grade 2 with the additional option of **Spanish** from Grade 5. **Library Skills** are taught and integrated with the reading curriculum. Specialist subjects are integrated where appropriate with the trans-disciplinary inquiry themes.

The school offers specialist teaching for learners of **English as an Additional Language (EAL)**, and specialist learning support for students with special educational needs.

Particular features of the elementary programme are:

- **Special Theme Days:** These involve students in experiencing a variety of “hands-on” activities on a particular topic in multi-grade groupings.
- **Fabulous Fridays:** Each Friday afternoon the elementary school community meets in the auditorium for the last 20 minutes of the day for special presentations given by other students or invited guests.
- **Extra-Curricular Activities Programme:** A variety of activities sponsored by teachers and other members of the HIS community are offered to elementary students during the school year.

## **EARLY CHILDHOOD PROGRAMME OVERVIEW**

**We recognize the great importance of the early years of education in laying the foundations for learning throughout life. We seek to create an environment that is designed to educate and enrich each child socially, emotionally, intellectually, physically, and aesthetically. We acknowledge the important role of families as the principal influence in the lives of young children. We aim to foster this through a constructive partnership between school and home.**

In our programme, children are active participants in the process of learning as we seek the appropriate balance between child-initiated and teacher-generated activities. We play a lot, and encourage interaction and conversation between children. We know children learn best when they have real objects to manipulate, and their understanding is increased when they talk about what they experience with others. We structure their learning and play environment so that they have choices, and learn to be independent and responsible in how and what they choose. We make every effort to create a safe, low stress environment with clear limits and guidelines, based on realistic expectations for each age group. We follow a daily routine so that all children feel secure in participating, and learn to plan and enjoy order.

Teachers provide a model for children. We listen to, talk with, and observe the children carefully, to help them communicate what they are experiencing and to challenge them to think further. We strive to make children's thinking visible to themselves. Children are recognized as inquirers. Their inquiry takes many forms and is the basis of well crafted units of exploration with universal themes which form part of the International Baccalaureate Primary Years Programme at HIS. Finally, we reinforce friendship and social growth through cooperative learning activities and a family atmosphere enabling children from all over the world to learn to work together and appreciate each other.

## The Core Curricular Programme

### English Language Arts

#### **Philosophy**

English Language Arts at H.I.S. is taught as an integrated language programme, linking the following three major components:

#### **Oral Communication: Speaking and Listening**

At H.I.S., we recognize the importance of effective oral communication in the intellectual, social and emotional development of all students. We seek to maximize each student's ability to express opinions, ideas and feelings, and to convey information effectively in a variety of situations. Correspondingly, we seek to develop each student's ability to become an active and engaged listener, responding effectively to the opinions, ideas and feelings of others. We emphasize the importance of thinking and understanding through oral communication, and the interpersonal skills associated with this human interaction. The education of students at H.I.S. involves considerable whole class and group discussion as well as oral presentation to assorted audiences, in the course of which associated skills are taught and developed.

#### **Written Communication: Reading**

At H.I.S., each child is viewed as an individual possessing a unique combination of learning styles, interests, abilities and backgrounds. Given this variety, we believe that no one method of teaching reading will necessarily succeed with all children. Our aim is to make learning to read possible, pleasurable, accessible and useful. We seek to cultivate the act of reading as a lifelong activity.

Through the reading of literature the reader is able to reflect upon the human condition and gain a view of the rest of the world. Children develop proficiency in reading through the act of reading itself and reflecting on meaningful text drawn from a variety of genres: fiction, non-fiction, biographies, personal accounts, drama, poetry, folklore and mythology.

We recognize that phonics instruction may play a key role in assisting students in learning to read. However, we aim to establish reading as the act of comprehending rather than merely the act of decoding. Class libraries, individualized reading, shared literature study, guided reading, sustained silent reading, thematic study of literature and writing are coupled with the study of phonics and selected use of a basal text to strengthen skills in specific areas of need.

As reading skills are developed, a greater emphasis is placed upon improving the quality of reading comprehension (i.e. reading the lines, reading between the lines, reading beyond the lines) and widening the range of voluntary reading. Increasingly reading is seen not as an isolated activity, but as an essential vehicle for accessing the remainder of the curriculum.

#### **Writing**

The processes of becoming a reader and a writer are inextricably linked. We seek to teach students in such a way as to develop an explicit knowledge of the steps of the writing process, such as forming intentions, composing, drafting, correcting and publishing. We seek to develop in our students the ability to understand and use accurately the conventions of written language, especially in formal contexts, and to write confidently, clearly and appropriately in a range of styles and for a variety of purposes.

We involve students in a range of writing functions:

**Narrative writing**, which is personal, spontaneous and often unstructured, reflecting the ebb and flow of thoughts and feelings, and is often the source of other writing;

**Creative writing**, which is shaped and crafted to convey sensory and artistic qualities, and includes poetry and fiction in its many forms;

**Transactional writing**, which is shaped and crafted to convey factual information, such as report writing or scientific language.

**Persuasive writing**, which argues a point of view.

We recognize that writing is an important tool in the development of thinking skills and as an aid to successful learning. We seek to instill a sense of enjoyment in writing and to make it a lifelong habit in our students.

### **Visual Communication: Viewing and Presenting**

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. Acquiring skills related to advanced technology and media is necessary because of their persuasive influence in society. It is important to learn how media images construct reality by influencing meaning and producing powerful associations that influence the way we think and feel. Visual images immediately engage viewers allowing them instant access to data. Therefore, opportunities must be provided to explore the function and construction of images in order to critically analyze a wide variety of media. Learning to understand and use different media expands the sources of information and expressive abilities of students.

## **Overall Expectations in English Language Arts**

Children will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

### **Ages 3-5 (Early Childhood 1&2)**

#### **Oral communication: listening and speaking**

Children will use oral language for social interaction and to obtain knowledge of people, places and things in their environment and in the wider community. They will communicate needs, feelings and ideas in order to respond to a variety of experiences. They will participate appropriately in conversations, tell stories and events in sequence, and will give and follow instructions. In order to learn to communicate effectively, children will be given daily opportunities to listen and speak in authentic contexts, either independently, in small groups or with the whole class.

#### **Written communication: reading and writing**

Children will be eager to read. They will enjoy playing and experimenting with reading behaviours as they practice reconstructing text. They will show an interest in books, stories, charts and songs as they “read” simple, familiar text using visual, contextual and memory cues to make sense of print. Children will “read” daily with support and guidance, either independently, in small groups, or in whole-class situations. They will be encouraged to focus on the meaning of texts rather than on reading word by word with complete accuracy. Children will be read to daily, and will have opportunities to read with and to one another, and to discuss what they have read. Through these experiences children will gain an

understanding of concepts about print. Children will be curious about print. They will enjoy playing and experimenting with writing by making marks to emulate writing. They will progress from scribble or “pretend” writing to writing letters and words. Drawing, sketching and diagramming are important parts of early writing development as children imitate, rehearse and think about the process. Children will use representations of their name (and/or those of family members) in a variety of ways. Regardless of their stage of written development, they will assign meaning to messages and will gradually produce recognizable (though not necessarily conventional) spellings of a range of words. Children will be encouraged to write daily with or without support and guidance, either independently, in small groups or with the whole class.

**Visual communication: viewing and presenting**

Children will play, experiment, talk about and relate to a variety of media. They will enjoy using media to make sense of their world and will learn to respond both verbally and non-verbally. They will show a natural curiosity and interest in many forms of familiar visual communication and, with guidance and support, will make connections between the real and the imaginary. Children will view and react to media items or factual information in order to understand and describe what they see.

**Ages 5-7 (Grades Kg-1)**

**Oral communication: listening and speaking**

Students will use a variety of oral language appropriately and with increasing confidence. They will talk about their own thoughts, feelings and opinions and they will be able to work in groups to discuss their ideas. They will appreciate that listening is important and, in both small- and large- group situations, listen with increasing concentration and consideration. They will be able to pick out main events and relevant points, and they will increase their ability to anticipate and predict. Students will listen to others carefully and with sensitivity.

**Written communication: reading and writing**

Students will read for pleasure and information with increasing independence. They will be confident about their own reading and will continue to develop a range of reading strategies to decode and make sense of text. They will discuss stories heard and read, demonstrate an awareness of the role of the characters and plot, and will respond to the ideas and feelings expressed. They will begin to use a variety of reference books and dictionaries independently. A balanced learning experience includes opportunities to participate either independently, in small groups or in whole-class situations. Daily independent and instructional reading is essential. Students will write confidently, with developing legibility and fluency. They will write for a variety of purposes and will develop an understanding of different story structures. They will begin to plan, edit and review their own writing, showing an increasing ability to spell high-frequency words. They will begin to use spelling patterns and will continue to use their phonetic skills to spell, especially when constructing more complex words. As risk-takers, they will demonstrate confidence in attempting to write unfamiliar words using a variety of strategies. Daily independent and instructional writing are essential.

**Visual communication: viewing and presenting**

Students will understand that communication involves visual, verbal, and kinesthetic features. They will understand that signs and symbols carry meaning and will begin to read a range of signs widely used in their immediate environment. They will be able to read and use texts with different types of layout and will understand information presented by a range of visual media including television, theatre and computer. Using a variety of visual and technological media, the students will search for, record and present information. As they continue to

develop an increasing understanding of what they view, they will make more informed choices.

### **Ages 7-9 (Grades 2-3)**

#### **Oral communication: listening and speaking**

Students will appreciate the power of oral language and use speech with increasing awareness and responsibility. They will participate appropriately in discussions and will talk about a wide range of topics. They will use increasingly complex language confidently and creatively, with increasing accuracy, detail and range of vocabulary. They will become increasingly aware of the use of oral language to articulate, organize and reflect on learning. They will begin to communicate in more than one language.

#### **Written communication: reading and writing**

Students will read a variety of fiction and non-fiction books confidently, fluently and independently, and they will be able to select books appropriate to their reading level and for a specific purpose. They will be interested in a variety of literature and will begin to show an appreciation of different literary styles. They will understand and respond to the ideas, feelings and attitudes expressed in various reading materials, and will be able to use reference books, dictionaries and information technology independently. They will read daily in class and will regularly read for a sustained period of time, both in class and at home. Students will develop fluency in writing, and will write independently and with confidence. They will begin to use a wide and vivid vocabulary with supporting details. They will understand that different types of writing have different structures. They will write for a range of purposes, both creative and informational, and will plan, edit and review their own writing. They will spell most high-frequency words accurately and use a range of strategies to spell words of increasing complexity. They will present their writing appropriately using a consistent, legible style.

#### **Visual communication: viewing and presenting**

Students will experience a wide variety of visual media materials. They will respond to viewing experiences orally and in writing. They will interpret visual media and recognize the power of visual media to influence thinking and behaviour, and will begin to learn how to make informed choices in their personal viewing experiences. They will use a variety of materials to plan and create projects with different media and will use electronic media (eg CD-Rom, Internet) to find information.

### **Ages 9-12 (Grades 4-5)**

#### **Oral communication: listening and speaking**

Students will show an increasing awareness of the power of oral language and how it helps them to construct meaning and connect with others. They will use speech responsibly to inform, entertain and influence others. They will understand that oral language is a medium for learning and use the speaking and listening processes as learning strategies as well as for individual enjoyment. They will interact confidently with others in a variety of situations. They will use a wide variety of linguistic structures and features of spoken language to develop and present ideas and information, adapting their speaking and listening strategies to the context, purpose and audience. By reflecting on their own approach to communication and the ways in which others interact, they will monitor and assess their own learning.

**Written communication: reading and writing**

Students will read a wide range of texts with understanding and accuracy and will be able to use a variety of reading strategies for different texts and purposes. They will recognize and appreciate the various literary styles, forms and structures, and appreciate the structural and stylistic differences between fiction and non-fiction. They will be able to discuss what has been read, reflect on and talk about the feelings and motivations of the characters in a story, and analyze details of plot and characterization. They will appreciate the author's use of language and they will begin to recognize meaning beyond the literal. They will locate and use a range of reference materials to find information and they will understand that this information can be used to generate ideas and opinions and guide research. They will read for enjoyment and information daily for sustained periods, both in school and at home. Students will write fluently and effectively for a wide range of purposes, both creative and informal, using a range of styles. They will understand that different types of writing have different styles and structures, and are used for different purposes. Their writing will show a clear awareness of audience. They will use relevant and appropriate supporting details, a wide range of effective vocabulary and a variety of sentence structures and sentence lengths. They will use an appropriate writing process independently and confidently; planning, revising, and editing their own writing. Considering and acting upon the responses of others, students will gain an awareness of themselves as authors and will develop their own voice and style to personalize their writing. They will write for enjoyment and communication daily for sustained periods, at school and at home.

**Visual communication: viewing and presenting**

Students will demonstrate appropriate viewing behaviour for a large range of visual material (movies, posters, computer software, atlases, architectural plans, sculptures, paintings, graphic organizers, codes). They will respond to viewing experiences orally and in writing using specific vocabulary and terminology. They will show an understanding of media elements and the effect of design on the meaning of the visual. They will identify stereotypes and the purpose of visual material. They will be willing to work with a variety of materials to plan and carry out different projects. They will recognize the implications of commercial media and will make informed judgments about television, film and video productions.

*Typically students perform within a range of attainment levels in **speaking and listening, reading and writing**. We have therefore developed the following statements that define the range from emergent to extending and have graphically represented expectations at particular grade levels. Assessment is geared towards measuring a student's performance against these expectations.*

### Speaking and Listening

<b>Emergent</b>	Uses simple language to communicate needs, feelings and ideas and to talk about and respond to a variety of literature, instructions, and social interactions.
<b>Developing</b>	Uses varied language appropriately and with increasing confidence. Can express and talk about own thoughts, feelings, ideas and opinions and is beginning to argue persuasively and defend own point of view. Is beginning to be aware of the richness and diversity of languages.
<b>Consolidating</b>	Understands and uses more complex language confidently and with increasing accuracy and detail. Can manipulate language to suit a range of situations and is beginning to appreciate its power.
<b>Extending</b>	Understands and uses a wide variety of language to suit a range of purposes. Us language becomes increasingly refined and complex. Understands the power of language.

### Reading

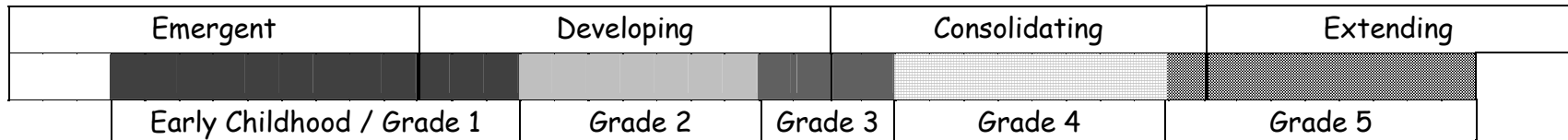
<b>Emergent Skills/Strategies</b>	Shows an interest in books and print and is beginning to 'read' simple familiar books using pictorial and visual clues and memory of the text. Focuses on the meaning of a story rather than on reading words accurately.
<b>Developing Skills/Strategies</b>	Reads simple books with increasing independence and is able to use a range of reading strategies to decode text. Is beginning to use a variety of reference books and dictionaries independently.
<b>Consolidating Skills/Strategies</b>	Reads a variety of literature, both fiction and non-fiction, independently, fluently and accurately. Is able to understand and respond to the ideas, feelings and attitudes expressed.
<b>Extending Skills/Strategies</b>	Recognizes and appreciates the variety of literary styles, forms and structures. Is able to reflect on the author's intent and appreciate the use of language. Can recognize different layers of meaning and can provide different points of view.

## Writing

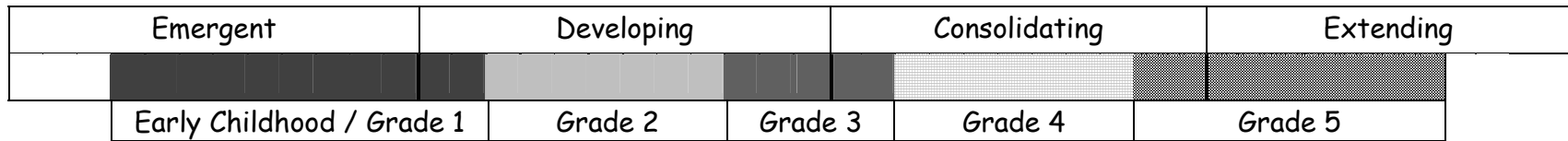
<p><b>Emergent Skills/Strategies</b></p>	<p>Is curious about print and experiments with writing. Writes letters and words and gives them meaning. Gradually produces meaningful and recognizable (though not necessarily correct) spellings of a range of words. Writes independently and with confidence.</p> <p><b>Writing process:</b></p> <p>Plan: <i>Develops initial ideas in response to a variety of stimuli e.g. literature, classroom activities, personal experience, observation.</i></p> <p>Draft: <i>Dictates captions, uses emergent writing.</i></p> <p>Edit: <i>Suggests words to add or delete: asks and responds to questions to extend and clarify content: develops understanding of draft copy: begins to understand the words 'proofreading' and 'e.'</i></p> <p>Present: <i>Shows or shares</i></p>
<p><b>Developing Skills/Strategies</b></p>	<p>Writes confidently with developing fluency and is able to write simple sequenced stories. Is beginning to plan and edit own work. Shows an increasing ability to spell high frequency words accurately, is beginning to use simple spelling patterns, and otherwise spells phonetically. Writes legibly in a consistent style.</p> <p><b>Writing process:</b></p> <p>Plan: <i>Makes decisions about audience and format: use brainstorming, webs, story maps, outlines, research and note taking.</i></p> <p>Draft: <i>Implements plan into writing.</i></p> <p>Edit: <i>Proofreads own work for content and mechanics: contribute to editing the work of others: use proofreading symbols: is increasingly comfortable with editing on the computer.</i></p> <p>Present: <i>Shows and shares final copy: publishes.</i></p>
<p><b>Consolidating Skills / Strategies</b></p>	<p>Writes in a range of lively and thoughtful forms. Ideas are sustained and developed in interesting ways. There is a definite awareness of audience and good evidence of adapting style accordingly. Is prepared to be adventurous with vocabulary, incorporating new words. Uses some grammatically complex sentences and attempt to formulate paragraphs. Spells polysyllabic words that conform to regular patterns with considerable accuracy. Uses a range of punctuation including commas, apostrophes and speech marks. Can comfortably produce joined, fluent and legible handwriting.</p> <p><b>Writing process:</b></p> <p>Plan: <i>Is increasingly aware of intended audience: uses brainstorming, webs, mapping, vocabulary, story elements, research.</i></p> <p>Draft: <i>Drafts writing in preparation for editing and revision, seeks trial of draft.</i></p> <p>Edit: <i>Proofreads for effectiveness and mechanics and changes accordingly.</i></p> <p>Present: <i>Shares final copy that is attractive to reader.</i></p>
<p><b>Extending Skills/Strategies</b></p>	<p>Writes in a variety of styles for a range of purposes, matching the style of writing to the task and to the audience. Writes fluently, independently and with confidence, showing individuality in the style of writing. Writing can be powerful and evocative, using a rich and effective vocabulary, able to engage and sustain the interest of the reader. Is able to revise, refine and edit work competently. Spells most words accurately. Has a fluent style of handwriting.</p> <p><b>Writing process:</b></p> <p>Plan: <i>Has an increasing sense of audience and ability to select appropriate format and register.</i></p> <p>Draft: <i>Uses draft layout.</i></p> <p>Edit: <i>Edits work of peers, practices improvement and revision using expansion and reduction.</i></p> <p>Present: <i>Uses substitution, moving, rearranging: continues to develop use of the editing tools in word processing: shares final copy: publishes.</i></p>

## Benchmark Communication Skills

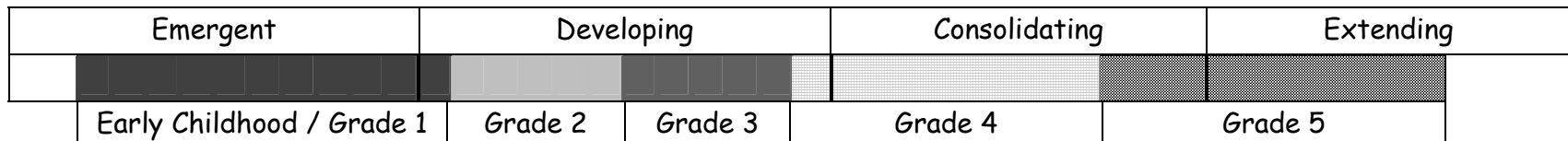
### Speaking and Listening



### Reading



### Writing



**Expectation of an average student at each grade level during the course of a school year**

## **Mathematics**

### **Philosophy**

At H.I.S. we believe that all children can succeed in mathematics. While proficiency with mathematical facts and procedures is important, a particular emphasis is placed on conceptual understanding, multiple representations and connections, mathematical modeling, and mathematical problem solving. To this end, we have the following major goals for our students:

- \* learning to value and enjoy mathematics
- \* becoming confident in one's own ability
- \* becoming a mathematical problem solver
- \* learning to communicate mathematically
- \* learning to reason mathematically

The mathematics programme includes a broad range of content, is integrated with other areas of the curriculum, and makes appropriate use of technology.

### **Overall Expectations in Mathematics**

Students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

### **Ages 3-5 (Early Childhood 1&2)**

#### **Data handling: statistics and probability**

Children will sort real objects by attributes, create graphs using real objects and compare quantities. They will discuss and identify outcomes that will happen, won't happen or might happen.

#### **Measurement**

Children will identify and compare attributes of real objects, and events in their realm of experience.

#### **Shape and space**

Children will sort, describe and compare 3-D shapes and explore the paths, regions and boundaries of their immediate environment and their position.

#### **Pattern and function**

Children will find, describe and create simple patterns in their world.

#### **Number**

Children will read, write, count, compare and order numbers to 20. They will model number relationships to 10, develop a sense of 1–1 correspondence and conservation of number. They will select and explain an appropriate method for solving a problem.

### **Ages 5-7 (Kg & Grade 1)**

#### **Data handling: statistics and probability**

Students will sort, label, collect, display and compare data in a variety of forms, including pictographs and bar graphs. They will understand the purpose of graphing data. They will discuss, identify, predict and place outcomes in order of likelihood.

#### **Measurement**

Students will estimate, measure, label and compare using non-standard units of measurement, and understand why we use standard units of measurement to measure length, mass, time and

temperature. They will read and write time to the hour, half hour and quarter hour, and identify and compare lengths of time (days, weeks and months).

**Shape and space**

Students will describe the properties of 3-D shapes, including the 2-D shapes that can be seen, using mathematical vocabulary. They will find and explain symmetry in the immediate environment and create symmetrical patterns. They will give and follow simple directions using left, right, forward and backward.

**Pattern and function**

Students will describe, continue, create and compare patterns. They will recognize and extend patterns in number. They will identify commutative property. They will model the relationships in, and between, addition and subtraction.

**Number**

Students will read, write, estimate, count, compare and order numbers to 100. They will read, write, model and understand addition and subtraction, using mathematical vocabulary and symbols. They will automatically use addition and subtraction facts to 10. They will explore multiplication and division using their own methods, use fraction names to describe part and whole relationships, and explore counting patterns. They will select and explain appropriate methods for solving a problem and estimate reasonableness of answers.

**Ages 7-9 (Grades 2 & 3)**

**Data handling: statistics and probability**

Students will discuss, compare and create sets that have subsets; design a survey; and process and interpret the data on a bar graph where the scale represents larger quantities. They will manipulate information in a database. They will find, describe and explain the mode in a set of data and will use probability to determine the outcome of mathematically fair and unfair games.

**Measurement**

Students will estimate, measure, label and compare length, mass, time and temperature using formal methods and standard units of measurement. They will determine appropriate tools and units of measurement including the use of small units of measurement for precision (cm, mm, °C). They will also estimate, measure, label and compare perimeter and area, using non-standard units of measurement. Students will model the addition and subtraction of money and be able to read and write time to the minute and second.

**Shape and space**

Students will sort, describe and model regular and irregular polygons, including identifying congruency in 2-D shapes. They will combine and transfer 2-D shapes to create another shape. They will identify lines and axes of reflective and rotational symmetry, understand angles as a measure of rotation and locate features on a grid using coordinates.

**Pattern and function**

Students will recognize, describe and analyze patterns in number systems. They will identify patterns and rules for multiplication and division, together with their relationship with addition and subtraction. They will model multiplication as an array and use number patterns to solve problems.

**Number**

Students will read, write, estimate, count, compare and order numbers to 1000, extending understanding of the base 10 system to the thousands. They will read, write and model multiplication and division problems. They will use and describe multiple strategies to solve addition, subtraction, multiplication and division problems, reasonably estimating the answers. They will compare fractions using manipulatives, mathematical vocabulary and fractional notation. They will understand and model the concept of equivalence to one.

## **Ages 9-12 (Grades 4 & 5)**

### **Data handling: statistics and probability**

Students will collect, display and interpret data in a variety of ways. They will compare data displays, including how well they communicate information. They will create and manipulate an electronic database and set up a spreadsheet using simple formulas to create graphs. They will find, describe and explain the range, mode, median and mean in a set of data, use a numerical probability scale 0–1 or 0%–100%. They will determine the theoretical probability of an event and explain why this might be different from the experimental probability.

### **Measurement**

Students will estimate, measure, label and compare perimeter, area and volume using formal methods and standard units of measurement. They will develop procedures for finding perimeter, area and volume and recognize the relationship between them. They will use the correct tool for any measurement with accuracy. They will measure and construct angles in degrees using a protractor. They will know that the accuracy of measurement depends on the situation and the precision of the tools. They will use and construct 12-hour and 24-hour timetables and be able to determine times worldwide.

### **Shape and space**

Students will use the mathematical vocabulary of 2-D and 3-D shapes and angles. They will classify, sort and label all types of triangle and quadrilateral. They will turn a 2-D net into a 3-D shape and vice versa. They will find and use scale and ratio to enlarge and reduce shapes. They will use the language and notation of bearing to describe position, and be able to read and plot coordinates in four quadrants.

### **Pattern and function**

Students will understand and use the relationships between the four operations. They will model and explain number patterns and use real-life problems to create a number pattern following a rule. They will develop, explain and model simple algebraic formulas. They will model exponents as repeated multiplication, and understand and use exponents and roots as inverse functions.

### **Number**

Students will read, write and model numbers to one million and beyond, extending the base 10 system to the millions and thousandths. They will automatically use number facts. They will read, write, model, compare and order fractions (including improper fractions and mixed numbers), decimals (to any given place), and percentages. They will interchange fractions, decimals and percentages. They will add and subtract fractions with related denominators, simplify fractions and explore fractions using a calculator. They will add and subtract decimals to the thousandths and will model multiplication and division of decimals in the context of money. They will find and use ratios; read, write and model addition and subtraction of integers; and use exponential notation. They will use and describe multiple strategies to create and solve more complex problems, reasonably estimating the answers. They will select and defend the most appropriate and efficient method.

## **Social Studies**

### **Philosophy**

We believe Social Studies embraces all of the ways that people interact with each other and with the environment. It involves careful study of the past and the present to inform prediction of the future and give children the tools to help shape it. We believe that the goal of a good education in Social Studies should include the development of skills and knowledge in the following areas:

<b>A Sense of Community</b>	Students should have an understanding of interdependence and what it means to be part of a community, acquiring attitudes and behaviours that will make them active and informed participants in the communities to which they belong, whether local, national or global.
<b>Intercultural Literacy</b>	Students should be able to respect the views, values and traditions of other individuals and cultures, past and present, as well as understanding their own. They should develop sensitivity to others and be accustomed to seeking and considering a range of points of view.
<b>Communication</b>	Students should be able to interpret meaning carefully in the communication of others, distinguishing between fact and opinion. They should be able to express ideas and information confidently and appropriately to others.
<b>Inquiry</b>	Students should be able to question and conduct purposeful, constructive research to enhance their natural curiosity about the earth, its inhabitants, historical events and the nature of change. They should be able to sift information, think creatively, reflect critically and take risks with ideas.
<b>Establishing Principles</b>	Students should be able to make informed decisions with which to form principles for moral reasoning. They should develop integrity, honesty, a sense of fairness, justice and service as habits of the heart.

In order to achieve these goals, students should be involved in, experiences through which they can gain an enhanced appreciation of human development, the nature of their immediate surroundings and the importance of the natural environment. “I hear and I forget, I see and I remember, I do and I understand.”

To support this, our curriculum is based on a thematic inquiry approach. This approach utilizes teaching methodology and student influenced inquiry, which reflects our intended student learning outcomes. The units of inquiry are chosen for ease of integration with other areas of the curriculum to enhance meaning.

### **Overall Expectations in Social Studies**

Social studies learning will take place within the context of the organizing themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet). These organizing themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all

children in all cultures. Children will experience the organizing themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives. In addition, students will have the opportunity to identify and reflect on the organizing themes, through the central ideas defined in the programme of inquiry, by making connections between the questions asked and the concepts that should be driving the inquiry. The students will become aware of the relevance these concepts have to all of their learning.

### **Social Studies Perspective**

Social Studies is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to an understanding of human activity.

#### **History**

The study of what we think is important about the human past. Through it we develop an understanding of the past, its influences on the present and its implications for the future.

#### **Geography**

The study of the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth's surface and resources.

#### **Society**

The study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and society interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

### **Ages 3-5 (Early Childhood 1&2)**

In this age range, children will gain an understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will gain an increasing awareness of themselves in relation to the various groups to which they belong. They will gain a sense of place and the reasons why particular places are important to people. They will also gain a sense of time and recognize important events in their own lives, and how time and change affect people's lives.

### **Ages 5-7 (Kg & Grade 1)**

In this age range, students will gain an understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will gain a sense of place and the reasons why particular places are important to people as well as how and why people's activities influence and are influenced by the places in their environment. They will gain a sense of time, recognizing important events in their own lives and how time and change affect people.

### **Ages 7-9 (Grades 2 & 3)**

In this age range, students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities and the ways in which communities reflect the cultures and customs of their people. They will deepen their understanding of how people influence and are influenced by the places in their environment. Students will gain an appreciation of the relationship between valuing the environment and protecting it. They will extend their understanding of time,

recognizing important events in people's lives and how the past is recorded and remembered in different ways.

**Ages 9-12 (Grades 4 & 5)**

In this age range, students will investigate aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities and how participation within groups involves both rights and responsibilities. Students will gain an appreciation of how cultural groups may vary in their customs and practices, but reflect similar purposes. They will deepen their understanding of how people influence and are influenced by places in the environment. They will appreciate the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. They will extend their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources and why different systems for the exchange of goods and services have developed.

## **Science & Technology**

## **Philosophy**

We believe that:

All students should be engaged in the active experience of the scientific process to develop their skills of observing, questioning, predicting, testing and interpreting with reference to the various branches of science.

Science and technology education should promote curiosity and inquiry in students through the exploration of their surroundings and promote a sense of responsibility towards the environment.

Science education should involve the acquisition of scientific knowledge and develop an awareness in each student of the interconnection of science and technology.

### **Overall Expectations in Science and Technology**

Science and technology learning will take place within the context of the organizing themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet). These organizing themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating transdisciplinary learning that has significance for all children in all cultures. Children will experience the organizing themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives. In addition, children will have the opportunity to identify and reflect on the organizing themes, through the central ideas defined in the programme of inquiry, by making connections between the questions asked and the concepts that should be driving the inquiry. The children will become aware of the relevance these concepts have to all of their learning.

#### **Science and technology perspective**

Science and technology is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to an understanding of human activity.

#### **Living things**

The study of humans and other animals, plants, and the environment and the interactions between them.

#### **Earth and space**

The study of the planet Earth and its relationship to the universe.

#### **Materials and matter**

The study of the origins, properties and uses of natural and human-made solids, liquids and gases.

#### **Forces and energy**

The study of energy, its origins and transfer, and its effects.

### **Ages 3-5 (Early Childhood 1&2)**

In this age range, children will develop their observational skills by using their senses to gather and record information, and will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and recognize basic cause and effect relationships. Children will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives and will show care and respect for themselves, other living things and the environment. Children will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

### **Ages 5-7 (Kg & Grade 1)**

In this age range, students will develop their observational skills by using their senses to gather and record information, and will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system and gain an understanding of cause and effect relationships. Students will examine change over varying time periods and recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world and will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

### **Ages 7-9 (Grades 2 & 3)**

In this age range, students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time and recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience, and that of others.

### **Ages 9-12 (Grades 4 & 5)**

In this age range, students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time and recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience, and that of others.

## **Visual Arts : Overall Expectations**

### **Ages 3-5 (Early Childhood 1&2)**

Children will enjoy working both individually and in small groups. They will begin to develop an understanding of the varied functions and uses of different materials and tools. They will learn to choose the best materials and tools for a particular task and to care for them appropriately.

### **Ages 5-7 (Kg & Grade 1)**

Students will use first-hand source materials, including their immediate environment and their imagination as an inspiration for their work. They will exhibit an increasing ability to concentrate on and complete a piece of artwork. They will discover and develop their own preferences and individual interests, which will contribute to the development of understanding and artistic vision. They will continue to explore the use of a wide variety of materials, tools and media and will draw on their increasing knowledge and skills to express their ideas, observations and feelings. Students will be exposed to and will respond to both western and non-western artifacts and artworks and will become familiar with the process of reflection and how to appreciate their own and others' artworks.

### **Ages 7-9 (Grades 2 & 3)**

Students will establish a foundation of self-awareness about their own interests and preferences in art. They will develop this interest by exploring and experimenting with a variety of tools, materials and techniques. Students will exhibit confidence in choosing tools and materials that are appropriate for their artworks and that reflect their growing individual creative vision. They will exhibit greater control and purpose in their use of a variety of media and tools. They will make initial sketches and will be aware that a piece of artwork requires thought, planning, effort and revision. They will discuss their work using specific art vocabulary and will be increasingly aware of the fact that other students and groups will produce work that varies in style and content. Students will search beyond the classroom for resources and begin to see links with other areas of the curriculum. They will respond reflectively to the artwork of others.

### **Ages 9-12 (Grades 4 & 5)**

Students will develop confidence in seeing themselves as artists and will have a growing appreciation of their individual artistic interpretation and vision. Their responses to tasks will demonstrate increased levels of technical detail and heightened levels of sophistication. They will continue to develop skills of observation and to seek out a variety of resources. They will be confident in the everyday use of sketchbooks for recording observations, ideas, pattern and colour. They will choose the appropriate materials for the task, building on previous skills and experiences when using a variety of materials. They will develop the skill of looking at artworks and artifacts from different periods and will draw conclusions and make predictions about their function. Students will work well, both alone and in groups, and will be sensitive to the work of others, suggesting modifications and discussing reactions constructively. They will be aware of the elements and principles of art and design and will develop a more critical stance to their own immediate environment.

## **Music: Overall Expectations**

### **Ages 3-5 (Early Childhood 1&2)**

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Children will join together in activities, using their voices and simple instruments to develop concepts about sound and musical awareness. They will participate both individually and in groups in games, songs, and creative movement activities. Children will develop musical ideas in composition using musical notation. They will begin to develop an awareness and appreciation of music from different cultures.

### **Ages 5-7 (Kg & Grade 1)**

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will sing and play a variety of songs and pieces with an awareness of beat. Students will have the opportunity to experiment with sounds in composition tasks and to make expressive use of musical elements such as pitch and rhythm. They will use notation to develop musical ideas. They will develop an awareness and appreciation of music from different cultures and be able to describe and compare sounds using simple appropriate musical vocabulary.

### **Ages 7-9 (Grades 2 & 3)**

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Through singing songs and playing instruments, students will develop the ability to perform accurately and confidently, making expressive use of musical elements. They will control and develop musical ideas in composition and will use notation as an aid to storing and refining ideas. They will listen with greater understanding to a range of music from different times and places.

### **Ages 9-12 (Grades 4 & 5)**

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Students will develop musical ideas in composition using musical notation. They will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will experience a wide range of songs in different languages and from different times, and will perform them with sensitivity and accuracy. They will create their own music and perform it to others using increasingly sophisticated instruments, and be able to interpret the music of others through the understanding of complex notation. They will continue to develop their understanding of music from different sources and cultures.

## **Physical Education: Overall Expectations**

### **Ages 3-5 (Early Childhood 1&2)**

#### **Physical education**

Physical education (PE) offers children the opportunity to explore the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve simple problems, tackle appropriate physical challenges, manipulate equipment or apparatus, and express themselves in a range of situations. Children will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. Children will become aware of safe behaviour practices when engaging in physical activities, recognize the importance of fair play, cooperative behaviours and the ability to function as part of a group. Children will be introduced to some of the ways exercise affects their bodies.

### **Ages 5-12 (Kg & Grade 5)**

Physical education (PE) offers students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves in a range of situations. Students will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. They will become aware of a number of positive leisure time pursuits. Students will develop skills that they may apply in a variety of contexts within and beyond the school setting. These skills include the use of proper safety precautions when engaging in physical activities, recognition of the importance of fair play, use of cooperative behaviours and the ability to function as part of a group or team. Students will be introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or well-being.

## **Modern Foreign Languages: Overall expectations**

Communication and language are at the heart of human experience. In the Elementary School, our program is based on communication methodologies of instruction. It prepares the child to become linguistically equipped and culturally aware of others. It offers the child opportunities to explore, gain knowledge and appreciation of other cultures, compare cultures and languages and widen their knowledge of the world.

HIS offers children the opportunity to start learning French in grade 2 and Spanish in grade 5.

French

### **Ages 7-9 (Grades 2 & 3)**

Children become aware of, and handle new sounds, pronunciations and intonations through songs, games and a variety of activities. They also develop confidence and pride in communicating in another language about age-related centres of interest. Children gain knowledge and appreciation of the cultures where French is spoken. They gain knowledge of specific games, special events and the Geography of the countries. They develop long-life strategies to understand global meaning and ideas and to negotiate meaning using gestures and expressions. They further the development of their learning skills such as listening, presenting, conversing and copying accurately as well as their attitudes.

### **Ages 9-12 (Grades 4 & 5)**

Children gain more sophisticated language to understand and express themselves in all areas of everyday life both orally and in writing. They understand the main structures of the language and use them appropriately. They write authentic original documents with a communicative purpose. They are able to learn in French by consulting audio/video/written French documents to further their knowledge in some areas of the curriculum or centres of interest. They express opinion about age-related global topics and initiate debates. They also start becoming independent learners in the sense that they seek for information and use various sources to help them

Spanish

### **Ages 10-12 (Grade 5)**

Spanish in Grade 5 is an exploratory course designed to introduce students to the vocabulary needed to discuss their families, school life and activities. Children are introduced to verbs in the present, present continuous and imperative tenses. They are provided opportunities to communicate orally using Spanish in speech and song, and reading and writing at a basic level is expected of all children.

## **Personal and Social Education: Overall Expectations**

Personal and social education (PSE) is concerned with developing the attributes and dispositions embodied in the student profile, together with the attitudes to support this (appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance). PSE learning can take place within the context of the organizing themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet). These organizing themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all children in all cultures. Children will experience the organizing themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

### **PSE perspective**

PSE is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to personal and social development.

#### **Self-concept**

The set of beliefs, attitudes and feelings that children have about themselves. The extent to which they value themselves will not only affect what they can do, but how they interact with others. It is important that they are confident to try new things, to express their views and are eager to explore new learning.

#### **Health and safety**

The development of an awareness of aspects of overall health, including nutrition and control of diseases. Positive lifestyle choices that promote and maintain health are encouraged, and safe behaviour practices to be used in the home, school and community are developed.

#### **Interaction with others**

The development of an awareness of social norms and values within the family, the school community and society, including the study and acceptance of cultural, racial and religious similarities and differences. It leads to an understanding of conflict and appropriate ways of dealing with it.

#### **Organization for learning**

The development of an awareness of strategies to become a successful learner, including the adoption of a positive attitude toward responsibilities. It encourages making independent choices in relation to learning.

### **Ages 3-5 (Early Childhood 1&2)**

In this age range, children will develop an awareness of their self-identity and recognize some of their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize and communicate their own feelings and emotions in an appropriate way. They will reflect on their own abilities and behaviour. Children will show awareness of healthy lifestyle choices. They will develop a sense of safety and an ability to protect themselves from danger and abuse. Children will show increasing independence, and will approach learning with flexibility, creativity and commitment. They will develop social skills when interacting with others in different situations and will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs, rights and differences of others. They will become aware of different ways of dealing with conflict situations.

### **Ages 5-7 (Kg & Grade 1)**

In this age range, students will develop an awareness of their self-identity and their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize, communicate and manage their own feelings and emotions. They will reflect on their own abilities and behaviour and will set achievable personal goals. Students will show awareness of and take responsibility for the choices they make to maintain a healthy lifestyle. They will develop a sense of safety and an ability to protect themselves from danger and abuse. Students will show initiative and self-direction with increasing independence, and will approach learning with flexibility, creativity and commitment. Students will develop social skills when interacting with others in different situations, and will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs and rights of others. They will show appreciation of cultural, racial, social, linguistic and religious differences. They will recognize and deal appropriately with conflict situations.

### **Ages 7-9 (Grades 2 & 3)**

In this age range, students will develop an awareness of their self-identity and their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize, communicate and manage their own feelings and emotions. They will reflect on their own abilities and behaviour and will set achievable personal goals. Students will show awareness of and take responsibility for the choices they make to maintain a healthy lifestyle. They will develop a sense of safety and an ability to protect themselves from danger and abuse. Students will show initiative and self-direction with increasing independence, and will approach learning with flexibility, creativity and commitment. Students will develop social skills when interacting with others in different situations, and will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs and rights of others. They will show appreciation of cultural, racial, social, linguistic and religious differences. They will recognize and deal appropriately with conflict situations.

### **Ages 9-12 (Grades 4 & 5)**

In this age range, students will develop an awareness of their self-identity and their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize, communicate and manage their own feelings and emotions. They will reflect on their own abilities and behaviour and will set achievable personal goals. Students will show awareness of and take responsibility for the choices they make to maintain a healthy lifestyle. They will develop a sense of safety and an ability to protect themselves from danger and abuse. Students will show initiative and self-direction with increasing independence, and will approach learning with flexibility, creativity and commitment. Students will develop social skills when interacting with others in different situations, and will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs and rights of others. They will show appreciation of cultural, racial, social, linguistic and religious differences. They will recognize and deal appropriately with conflict situations.

## Assessment of Student Learning in the Elementary School

Assessment is the process of collecting and analyzing information about students' skills, knowledge, understanding and attitudes.

### **The Essential Agreement on Assessment for Harare International School Primary Years Programme**

Effective assessments identify what is worth knowing, what understanding is necessary, and what skills are needed, and assess these using a variety of strategies and tools. Effective assessments provide useful information about student learning, contribute to evaluation of the effectiveness of the programme, and require a coordinated teaching approach.

Assessment in the service of learning:

- 1) is integral with planning, teaching and learning
- 2) is both formative and summative
- 3) uses a variety of strategies and tools
- 4) makes learning expectations and assessment strategies clear to students
- 5) provides regular opportunities to students for reflection on their own learning
- 6) addresses the current level of knowledge, concepts, skills, attitudes and actions
- 7) involves students, peers, teachers and parents
- 8) shows student progress over time
- 9) takes into account different cultural contexts and different ways of learning and knowing
- 10) will be used for evaluation of programmes

Assessment in the Elementary School has three strands: continuous assessment, benchmark school-based assessment, and standardized assessment tests.

### **Continuous Assessment**

This is assessment carried out by teachers and students on a regular basis. It provides the data for teachers to form professional opinions about student performance, noting cognitive, attitudinal, social, and emotional development. Students are an integral part of developing and responding to most of this type of assessment. Their own self-assessment and reflection skills are developed in this way. Understanding is monitored through six facets: the students' ability to explain, apply, and interpret what they have learned and their ability to demonstrate a deeper perspective, self knowledge, and empathy.

This type of assessment is generally **formative** (designed to inform teaching and learning in order to extend and improve student performance) and can also be **summative** (a measure of a student's knowledge, skills and understanding at a given time e.g. the end of a learning unit).

**It may involve the following strategies:**

#### **Observation**

All children are observed often and regularly in a variety of settings.

**Performance assessments**

Assessments of goal directed tasks with established criteria that are authentic challenges and problems.

**Process assessments**

These are used to record a student's trans-disciplinary skills. These include thinking, social, communication, research and self-management skills.

**Selected responses**

Single occasion, one dimensional exercises such as unit tests, quizzes, oral presentations etc.

**Open-ended tasks**

These are situations where students are presented with a stimulus and asked to communicate an original response such as a brief written answer, a diagram or a solution to a problem.

**Portfolios**

Purposeful collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity, and reflection. Students in collaboration with their teachers, decide on the criteria for selection. The portfolio provides evidence of academic growth and the PYP in practice.

**PYP Exhibition**

This is a summative assessment that involves extended collaborative inquiry and is the culminating experience of the learner's engagement with the PYP at the end of the 5<sup>th</sup> Grade year.

The tools used in these types of assessment include: **rubrics, benchmark exemplars, checklists, and continuums** and can employ either holistic or analytic scoring methods. **Anecdotal records** are also used.

**Benchmark School-Based Assessment**

A measurement of student academic performance is taken in set tests of knowledge, skills and understanding in specific areas. These tests incorporated in programmes adopted by the school to fit curricular requirements and standards (e.g. reading, writing, mathematics). They are essentially summative.

**Standardized Tests**

The school currently administers the ACER International Schools Assessment tests in Mathematical Literacy, Reading and Writing to students in Grades 3 and 5 to obtain:

- Norm-referenced data as a means of evaluating school achievement for curriculum development purposes.
- Criterion-referenced data to evaluate individual student achievement in order to better adapt programs to cater for individual student needs.

This is a standardized summative assessment tool. The results of these tests are distributed to parents.

## Reporting to Parents

A written report on each child, based on assessments outlined above, is made by class teachers and specialists four times annually at the end of each quarter to be sent home to parents and included in student files. Parent-teacher conferences are offered after the first reporting period. Student led conferences are conducted after the third reporting period.

## Records

Records of student work are maintained in the following way:

- Student reports, standardized test results and any other professional reports on students are retained in confidential student files in the Administration Office both in hard copy and electronically.
- Dated samples of key student assessments and work are maintained by classroom teachers for sharing information with colleagues and parents. These should include:
  1. **Cumulative tests of mathematical skills.**
  2. Key assessments related to language development and reading.
  3. Holistic writing samples
  4. Records of student self assessment.
  5. Relevant and significant observation notes
- Student portfolios are developed over the course of each school year by students themselves for student led conferences with parents and as a record of personal achievement. Essential elements of the student portfolio are:
  - ✓ **Cover Letter-** The cover letter should tell about the “author” and also describe what the portfolio shows about the student’s progress as a learner. It should also summarize the evidence of a student’s learning and progress. It is often written at the end of the portfolio process but put at the beginning.
  - ✓ **Entries-** Entries can be *core* (items students have to include), *optional* (items of the student’s choice), *teacher* selected, or *parent* selected. The optional, teacher, and parent selections are included to allow the portfolio to represent the uniqueness of each student. The teacher selections will also help in giving an accurate depiction of the overall progress and strengths and weaknesses of each student.
  - ✓ **Dates-** Must be included on all entries to facilitate proof of growth over time
  - ✓ **Drafts-** Written products (stories, poems, essays, book reports, etc.) should include first drafts as well as corrected/revised versions.
  - ✓ **Reflections-** Can appear at various stages in the learning process. They can be included for either formative or summative purposes. They can also be written in the mother tongue at the lower levels or for students who find it difficult to express themselves in English.