



Elementary School

Grade I

Curriculum Handbook

2018-2019

## **Table of Contents**

Our Educational Philosophy.....	2
An Introduction to Grade 1.....	3
Understanding by Design.....	4
The Gradual Release Model.....	5
Subject Specific Information.....	6
Reading, Writing, Grammar and Spelling.....	6
Mathematics.....	7
Science.....	8
History.....	9
Mandarin.....	10
Character Education.....	11
Computers.....	12
Music.....	13
PE.....	13
The EFL programme in Grade 1.....	14
Assessment in Grade 1.....	14
Homework in Grade 1.....	14

## **Our Educational Philosophy**

The mission of TLC International School is to plant seeds of knowledge that can grow to equip students academically, socially, physically, and spiritually for temporal and eternal success.

Our vision is to provide the best in education, partnering with parents to prepare students for life with academic tools, character training, development of social skills and spiritual mentoring.

Education is more than intellectual development. True education develops the mind, body, spirit and social skills of the child. Children at TLC learn cooperation, integrity, respect, creativity, and self-discipline. Positive values and behavior are rewarded in an environment that provides a safe haven for children to attempt new challenges without fear of failure.

## An Introduction to Grade 1

Welcome to Grade 1! When students enter first grade they are six turning seven over the course of the year. Our day starts at 8:45 when students are welcomed into the classroom and they unpack their school bags. They have until 9:00 to arrive, unpack and do a quiet activity. At 8:55 EFL students are taking to their English classes and everyone else spends an hour and a half for Phonics, Spelling and Guided Reading. After that time the EFL students rejoin the class and have leveled mandarin class and recess. After 40 minutes of outside play, PE or Dance the students have lunch. After their 30 minutes for lunch they start their afternoon schedule which involves Math, Reading Comprehension, Electives, Writing and finally science before packing up and loading onto the buses at the end of the day at 3:25.

On Friday, some of the phonics and Guided reading time is spent for the whole elementary to have a morning assembly today. At this time students perform with their classes and also learn about the character traits that are the focus for different months. We also recognize specific students from different classes for growth or excellence in character growth by presenting them with a Star Student Award.



## Understanding by Design

“Our lessons, units, and courses should be logically inferred from the results sought, not derived from the methods, books, and activities with which we are most comfortable. Curriculum should lay out the most effective ways of achieving specific results... in short, the best designs derive backward from the learnings sought.”

- Grant Wiggins and Jay McTighe in their book Understanding by Design

UBD (Understanding by Design) is a technique of delivering content introduced by Grant Wiggins and Jay McTighe. The methods laid out in this educational technique offer a way of designing courses and delivering content through “Backward Design”. Students at TLC participate in units of study that cover standard driven topics determined by the AERO standards. TLC uses the UBD methods of teaching to ensure courses taught at TLC cover a series of standard based units. These units are designed in a way that ensures quality understanding is provided to all students enrolled in courses at TLC. Content delivery then includes a variety of quality teaching strategies and assessment techniques while keeping a standard based focus in every classroom. This unit based planning approach follows a 3-stage process of Backward Design.

### **Stage 1 - Identify Desired Results**

In order to determine if our students are achieving our desired results we must determine the what the desired end result is. If we teach with this in mind we make sure that everything that occurs in each course is bringing students closer to that goal.

### **Stage 2 – Determine Acceptable Evidence**

It is very important that before we teach we determine what assessments and indicators we will use to determine if students are progressing to a understanding of each standard covered in the courses taught. Evidence may be gathered through projects, questioning, quizzes, papers, group projects, lab projects, written tests, discussions and more.

### **Stage 3 – Plan Learning experiences and Instruction**

After determining the end goal and identifying the evidence that will determine student achievement the daily lessons are determined. Daily lessons are carefully planned and carried out by teachers to support and reach those desired results. Each day students are given a clear objective that lines up and supports the mastery of the goals determined and indicated by the standards covered in each unit.

This approach ensures there are no gaps in the curriculum and all standards are covered in TLC International School’s courses. The aim is to ensure the best possible method of content delivery is given to all TLC students. The students’ learning and understanding is the focus in UBD’s “Backwards Design” . Through this method of “Backwards Design” we can ensure that the indicators of student learning are achieved in every single course offered at TLC.

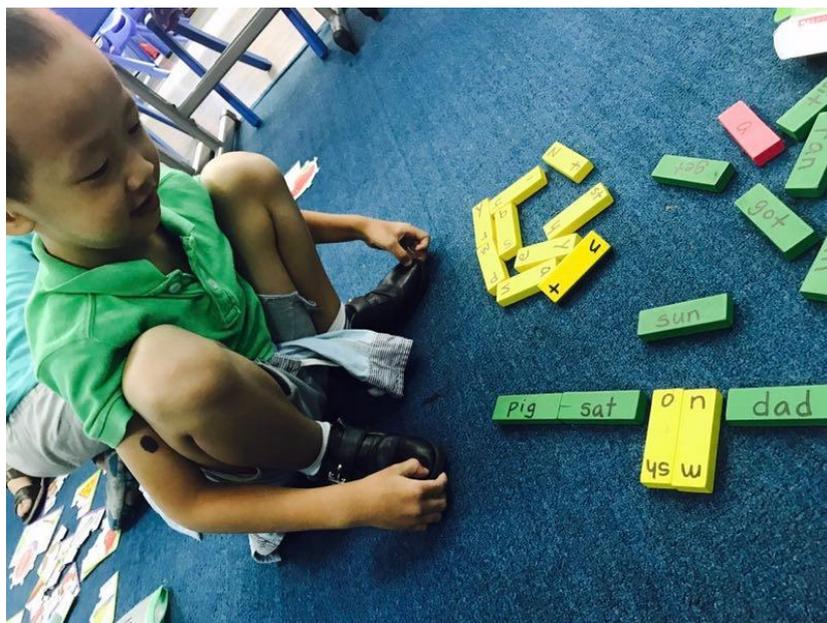
## The Gradual Release Model

The Gradual Release model, developed by Doug Fisher and Nancy Frey, is a broadly recognized approach for moving classroom instruction from teacher-centred to student-centred. This model includes 4 steps: “I do it”, “We do it”, “You do it together”, and “You do it independently”.

During the “I do it” step, the teacher plays an important role in the delivery of the content. Explicit teaching, modelling, and ‘think aloud’ are common strategies used by the teacher during this step.

As the students begin to acquire the new skill or information, the responsibility of learning begins to shift from teacher-directed instruction to student-centred activities. During the “We do it” stage, the teacher uses strategic questions, prompts, and cues to guide students towards mastery of an objective.

“You do it together” is where students collaborate, and depend on other classmates to meet objectives. During this time of instruction, the teacher will move among groups to clarify any misconceptions.



## Subject Specific Information

### Reading, Writing, Grammar and Spelling

In First Grade, the students have a lot of time dedicated to the skill of Reading. In phonics class the focus is decoding and reading words, so the students learn word families and high frequency words. In Guided Reading it is more individual and small group work. We work on specific comprehension skills on different levels based on the need of the individuals in each group. In Reading Comprehension class the focus is to work on comprehension strategies so that students can understand what they are reading and dive deeper into books.

In writing class in first grade we start with the foundation of writing and then move into conventions of good writing. They also get to experience all different kinds of writing and write their own books and stories for each type. Some of the writing your students will learn are narrative, opinion, how to, and even doing research to write an informational text. It really is amazing to see their ability grow and improve from the start of the year to the end.

Spelling in first grade is not a class of its own but is included in the phonics and center time before and during guided reading. Students are introduced to the words during phonics class and then practice them during center times through different activities and games.



## Mathematics

Students in first grade have 45 minutes for Math a day. During the course of the year they learn addition and subtraction of up to 2-digit numbers, numbers to 120, place value of up to three digit numbers, money, time and aspects of the calendar, and foundations of using different measurements and reading and recording data.

During their math classes, they are introduced to different concepts and then given very hands on ways to show and practice those concepts together in groups or individually.



## Science

Science is taught for the first half of the year only. Students get to explore the world and learn about topics such as weather, living and non-living things, space, forms of matter and so much more. Science is very interactive and encourages the students to explore and understand the world around them.



## History

Social studies students are taught over the second half of the year after science class finishes. In history class the students learn about different countries and cultures, government and jobs in a community, and important people in history just to name a few. Students are encouraged to think about how they can be good citizens and impact the world in a positive way for the future.



## Mandarin

### Mandarin Class of G1

Curriculum: FL-G1 《Chinese for G1》  
SL-KB2 《Easy steps to Chinese for Kids 2》

**Class:** Students in G1 will be put into two different classes. If the student speaks mandarin at home, he/she will be put into the first language mandarin class (FL-G1). If the student speaks other languages at home, he/she will be put into the second language mandarin class (SL-KB2). But we do have some exceptions: if the student's mandarin level is higher/lower than his/her normal level, we will put him/her in the higher/lower level mandarin class. If a first language mandarin student has low mandarin comprehension, he/she will be put into the second language mandarin class. If a second language mandarin student has very good mandarin comprehension, he/she will be put into the first language mandarin class.

**Assessment:** Assessments will be given for each unit/chapter. We made our own mandarin assessment papers.

**Homework:** The students in G1 have mandarin homework about 15 minutes per day.

**Class Frequency:** Students in G1 have 40 minutes mandarin class every day.

### G1 中文班

教材: FL-G1 《语文（一年级）》  
SL-KB2 《轻松学中文 2（少儿版）》

**分班:** G1 的学生被划分为两种不同类型的中文班。如果一个学生在家说的是中文，他/她将被分在第一语言中文班（FL-G1）。如果一个学生在家说的是其他语言，他/她将被分在第二语言中文班（SL-KB2）。当然，我们也有一些特例：如果一个学生的中文水平高于/低于他/她的正常年级水平，他/她将被分在一个更高/更低水平的中文班。如果一个第一语言的学生的中文理解力较差，他/她将被分在第二语言中文班。如果一个学生的中文理解力很好，他/她将被分在第一语言中文班。

**测试:** 根据每个单元/章节的内容给出相应的测试。我们使用的是自己做的测试卷。

**家庭作业:** G1 的学生每天有大约 15 分钟的中文家庭作业。

**上课频率:** G1 的学生每天有 40 分钟的中文课时间。

## Character Education

Students have one Character Education lesson per week which lasts for 40 minutes. This lesson is given by a specialist Character Education teacher. The lessons will focus on one Character Education trait per month and will follow the following schedule for the year:

Month	Character Trait
August (20-31)	Intro to traits
September (3-28)	Curiosity
October (Oct 8-Nov 2)	Courage
November (6-30)	Compassion
December (3-19)	Generosity
January (7-25)	Gratitude
February (Feb 11-Mar 1)	Initiative
March (4-29)	Creativity
April (Apr 1-May 3)	Teamwork
May (6-31)	Honesty
June (3-21)	Self-Control

Students will normally listen to a story in the lesson that illustrates the character trait. They will discuss the meaning of the word and think about how that character trait can be applied to themselves and their families. The character trait is also the theme of the weekly assemblies where songs, presentations and certificates will be about the character trait that is the theme of the month.

## Computers

**First grade** - They have computer class once a week for 45 minutes in the elementary computer lab. Each lesson objectives are based on 2017 National Educational Technology Standards for Students (NETS) initiated by the International Society for Technology in Education (ISTE). There is a variety of resources/materials used for instruction. Computer class aims to help students properly access, manage, process, interpret, and communicate information.

Unit 1 Basic Operations
Unit 2 Typing
Unit 3 Microsoft Word Introduction
Unit 4 Digital Citizenship & Safety
Unit 5 Internet Navigation
Unit 6 Online Research
Unit 7 Multimedia & Presentation Tools
Unit 8 Computational skills



## Music

In the Music lessons, students learn to appreciate Music and the different ways one can create sound. They will sing, play and learn the theory of percussion and string instruments. They will study composers and dance movements. They will have quizzes and practical tests for purposes of evaluation and assessment.

Being creative in Music gives students the opportunity to learn to think both creatively and critically. Critical thinking includes the ability to understand, respond to and talk about various musical compositions. By teaching students to perform, notate and appreciate Music, we can enhance their skills related to creativity and critical thought.

## PE

In the PE lessons, students have the opportunity to grow in their fitness and athletic abilities. They will acquire the knowledge, processes, skills and confidence needed to engage in meaningful physical activity both now and in the future.

The learning goals for PE are as follows:

- Students will be taught a variety of exercises and skills that will develop their agility, flexibility, strength, reaction time, balance and coordination.
- Students will learn how to work as a member of team in a variety of games such as: soccer, volleyball, basketball, dodgeball, American football, team races, gymnastics and acrobatic movements.
- Students will understand the value of health and good hygiene.

The requirements for the Physical Education lessons are as follows:

- Tennis shoes, trainers or sneakers.
- Appropriate clothes.
- Cooperation.
- Communication.
- Teamwork and sportsmanship!



## The EFL programme in Grade 1

When students enroll at TLC, they take an entrance exam. The results of this exam help administration determine if a student needs EFL classes. These students are two or three grade levels behind in English. An EFL student spends an hour and a half in a specialized EFL class each morning. These classes give more focused attention on building these crucial beginning English skills:

### EFL I – Grades 1-2<sup>nd</sup>

In Level I, our focus would be to improve on phonics, introductory and basic conversational, written and reading strategies. Students are taught using differentiated methods of learning and this also involves guided reading time in small groups. They learn from units following the Kindergarten and Grade Level 1 text *On Our Way to English* and Phonics from K5 and 1<sup>st</sup> grade. Students are mostly taught using audio-visual aids following instructions in English. They are expected to work collaboratively and independently in class. Homework and daily reading tasks are assigned to help review and work on the skills learnt in class.

### Exiting EFL

TLC has criteria for mainstreaming students that outlines specific requirements when they can join their grade level classes. This needs recommendation from the EFL and Core teacher. Parental permission is also a requirement that needs to be followed. The student needs to have demonstrated a growth in reading as shown on the F&P assessment, the MAP RIT score, the core and EFL class grades. It is expected that a student should ideally be within one grade level of their peers in reading.

## Assessment in Grade 1

We have many different forms of assessment to see if students are interacting and understanding the standards and objects that they are learning. Some examples of those assessments could be paper tests and worksheets, performance assessments that are more interactive and hands on such as projects or performances. Having a variety of assessments helps all kinds of learners to have a chance to show their understanding of the material taught.

## Homework in Grade 1

Homework in first grade consists of practice pages in phonics, weekly spelling list practice, guided reading and extra reading for at least 20 minutes every day, and possible unfinished work from other classes from day to day.