



Elementary School

KG5

Curriculum Handbook

2018 - 2019

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## **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 KG 5

KG 5 students are typically 5 to 6 years old. The students in KG 5 begin their day with a brief morning meeting to establish understanding of the calendar, and discuss the day's schedule. Phonics is the first class of the day. During this time, students gain recognition of letters and their sounds, as well as sight words and word families. Then we transition to Center time. The teacher will place students into group, where work independently and collaboratively with peers. Centers consist of word work, independent reading time, integration of technology and phonics, writing skills. During Center time, small groups used for guided reading. It is during this time, that the teacher will personally instruct and assist students with reading strategies and skills. Next, they have a 10-minute break for Snack time. Mandarin class follows Snack time. After Mandarin, the students will have a recess, Physical Education, or Dance followed by lunch. After lunch, we have Math, Reading, Writing, Science/Social Studies and a Special class. The Special classes are Art, Library, Music, Character Education and Computers. Lastly, every morning Friday, we have an assembly of all elementary students where a presentation will be given for the Star Student for the week.

## 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 McTigh 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-centered to student-centered. 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, modeling, and 'think alouds' 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-centered 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.

Finally, the full responsibility of learning shifts to the student during the “You do it alone” step. During this independent practice, students rely on their notes and classroom activities to work alone. This is a great opportunity for teachers to evaluate student work and provide further feedback.

## Subject Specific Information

### Phonics, Reading and Writing.

Students typically enter K5 with minimal understanding of phonics. We begin the year by learning the sounds that each letter of the alphabet makes and how to decode basic sight words and word family words. During guided reading time, the teacher meets with a group of 3 or 4 students at a time. Reading class is where students learn the reasons why we read, what we read, the parts of a book and the parts of a story. During writing class the students learn the importance of illustrations, how to write from left to right, proper grammar, and how to write various types of short texts.

### Reading Units

#### Readers Read for A Purpose

- Readers Use Their Schema
- Readers Make Predictions
- Readers Retell Stories, Details and Main Ideas
- Readers Make Text-to-Text Connections
- Readers Use Illustrations and Text Features
- Readers Create Mental Images

### Writing Units

- Being A Writer
- Writing True Stories
- Write A Pattern Book
- Write A How-To Book
- Persuasive and Opinion Writing
- Fairy Tale Writing
- Writing Non-Fiction Books



## Mathematics

Throughout the school year, K5 students will learn a variety of foundational math skills. The year begins with a focus on basic numbers and how each number can be represented. Students will be taught 2d and 3d shapes, addition, subtraction, patterns and grouping. Mathematics is taught using games, videos, and hands on experiences as well as worksheets.

### Mathematics Units

- Patterns, Relations and Functions
- Numbers and Number Sense 0-10
- Nonstandard and Standard Measurement
- Numbers 11-19
- Measurement of Time
- Composing and Decomposing numbers to 20
- Identifying and Describing 2D and 3D shapes and their Attributes
- Adding and Subtracting Numbers to 10



## Science

In K5 we spend the 3<sup>rd</sup> and 4<sup>th</sup> Quarters studying Science 3 times a week. Each lesson follows AERO standards which are taught through experimentation, observation, reading and researching. The students learn cooperation and endurance through group projects. The lessons are developed to aid in the retention of knowledge gained through various learning techniques.

### Science Units

- Force and Motion
- Magnets
- Sinking and Floating
- Engineering and Design
- Sunlight
- Weather
- Plants and Animals



## Social Studies

In K5 we spend the 1<sup>st</sup> and 2<sup>nd</sup> Quarters working on our Social Studies lessons. Social Studies is taught 3 times a week through hands-on lessons aimed at reaching each student in their individual learning style. The lessons are designed to help students transition into the Elementary school environment by teaching rules, laws, how to be a good friend and teamwork. The students will also explore basic facts about the histories of China and The United States as well as famous landmarks.

### Social Studies Units

- Citizenship
- Time Goes By
- Community Workers
- My Country



## Mandarin

### Mandarin Class of K5

Curriculum: FL-K5 《Kindergarten Activity Integration Course for K5》  
SL-KBI 《Easy steps to Chinese for Kids I》

Class: Students in K5 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-K5). If the student speaks other languages at home, he/she will be put into the second language mandarin class (SL-KBI). 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 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 K5 have mandarin homework once a week.

Class Frequency: Students in K5 have 40 minutes Mandarin class every day.

### K 5 中文班

教材: FL-K5 《幼儿园活动整合课程大班》  
SL-KBI 《轻松学中文 I (少儿版)》

分班: K 5 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-K5)。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-KBI)。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: K5 的学生每周有一次家庭作业。

上课频率: K5 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

K5 have computer class once a week for thirty 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 Mouse Practice/ Typing
Unit 3 Digital Citizenship & Safety
Unit 4 Educational games
Unit 5 Microsoft Word Introduction
Unit 6 Multimedia & Presentation Tools
Unit 7 Computational skills
Unit 8 Internet Navigation

## 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!

## Assessment in KG 5

Assessments are done through various methods. Throughout each unit there are authentic assessments through hands-on activities or projects, interim assessments in the middle of a unit to help the teacher know how well the students are grasping the content, and a final assessment at the end of the unit. Assessments can be one on one with the student and teacher, through a worksheet, or through a final project presentation. In the middle and end of every quarter, the students are given a one on one oral exam to show that they can read the word family words and sight words that they have been learning in class.

## Homework in KG 5

Each student is expected to spend time reading after school Monday through Thursday. The students have access to a reading APP which they can do this homework on. Students can also read a book that is not on the APP and have their parents sign a form to give them credit. Students will also be given a paper with their sight words and word family words to practice at home.