



Stamford American
SCHOOL HONG KONG

ELEMENTARY SCHOOL
**CURRICULUM
GUIDE**

Pre-Primary to Grade 5



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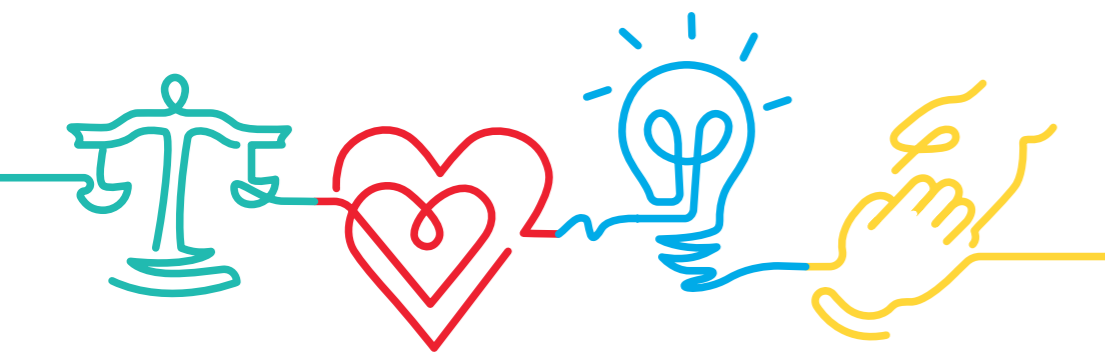




Stamford American
SCHOOL HONG KONG

COGNITA AND STAMFORD SHARE A COMMON VISION

An Inspiring World of Education:
Building self-belief and empowering
individuals to succeed.



WELCOME FROM

OUR ACADEMIC LEADERSHIP TEAM

Our leadership team warmly welcomes you to Stamford American School Hong Kong. We comprise a team of education professionals who are all experienced in American international education and the latest most progressive best teaching practices.



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OUR TEACHERS

Our teachers bring a wide range of experiences to Stamford that serve to enrich our collaborative community with diverse perspectives and a deep commitment to students and learning.

Teachers continue to grow through rich professional experiences within established learning communities at Stamford, formal external training, internal learning with colleagues and educational consultants, and daily interaction with their students and colleagues. At Stamford, we firmly believe that learning takes place every day for everyone.

At specific times during the year, parents receive formal feedback on their children's progress through report cards and Parent Teacher Conferences. Teachers also keep parents informed of class progress via teacher pages on MyStamford throughout the year. Please feel free to contact your child's teachers at any time using their email addresses with any questions, comments or concerns.

Approximately 12 additional specialist teachers across the subjects of language acquisition (Mandarin and Spanish) physical and health education, and all the arts (drama, music, visual art) also teach students in the Secondary School.



OUR FRAMEWORK

AMERICAN STANDARDS

When thinking about ‘the curriculum,’ one should keep in mind it is made up of many parts, all working in unison to provide the best possible learning experience for students. Curriculum represents an ongoing, ever-evolving process of constant reflection and modification to ensure the latest pedagogical practices and tools are being brought to the classroom. With this in mind, we can say Stamford American’s curriculum is defined by several elements, including:

- academic standards that define knowledge and skills
- key concepts and enduring understandings
- essential questions to guide learning
- learning activities supported by primary and secondary resources
- cross disciplinary elements such as ‘Approaches to Learning’ traits, Learner Profile attributes and global citizenship linkages
- ‘approaches to teaching’ strategies that guide teaching pedagogy
- the style and personality of the teacher
- the dynamics of the class as well as individual learners

First and foremost, the anchor of our curriculum is well-established rigorous American standards.

| Subject Area | Standards and Benchmarks |
|---|--|
| English Language, Arts, Social Studies, Mathematics, Sciences | American Education Reaches Out (AERO) (based on Common Core framework) |
| Modern Languages (Spanish and Mandarin) | American Council on the Teaching of Foreign Languages (ACTFL) |
| Music, Drama, Visual Arts | Massachusetts Arts (MA) |
| STEM/Innovation | Next Generation Science Standards (NGSS) International Society for Technology in Education (ISTE) |
| Physical Education | Society of Health and Physical Education (SHAPE) National Health Education Standards (NHES) |
| Social Emotional Learning | Second Step Program |

Every unit of study a student participates in is underpinned by these standards.

EDUCATING THE WHOLE CHILD

While academics are indeed important during a student’s time at school, we know that a child’s learning does not just include knowledge and skills—children need to be able to function socially and emotionally too. To address this, Stamford embeds a number of things in its curriculum framework to help students build self-confidence, develop communication and collaboration skills, and learn how to think critically. These components either serve as extensions to or are interwoven into normal lessons:

- Global Citizenship
- Approaches to Learning
- Service Learning
- IB Learner Profile
- Social-Emotional Learning

GLOBAL CITIZENSHIP

Global citizenship is closely linked with the notions of international-mindedness and intercultural understanding. We want our students to have a world perspective that is balanced and informed. We want them to genuinely care about the future of humankind and develop a basic framework for understanding the complexities of our global society which is no small task! It requires students to be able to consider multiple perspectives, critically examine the costs and benefits of different options, and then to have the courage to take action.

One way we do this is in our academic unit planning. Each unit of study includes the element ‘global citizenship,’ which asks the teacher to link the concepts of multilingualism and intercultural understanding to the other aims of the unit. They look at the identified curriculum standards, knowledge and skills, and try to identify natural connections that lend themselves easily to the idea of global citizenship. Teachers are striving to answer the question: What connections can I facilitate to help students understand we are all connected and interdependent?

Additionally, there are many times during the day when global citizenship connections can happen naturally. Perhaps it comes up during a student council discussion when students are pondering how to use their limited time and material resources. Alternatively, maybe it comes up in the lunchroom when a student notices another with a different kind of food from home, and wonders what it is and why they have chosen that for lunch. The possibilities are almost endless.



APPROACHES TO LEARNING (ATLs)

Approaches to Learning (ATLs) are a set of 134 academic and affective skills grouped into five areas:

- Communication skills
- Research skills
- Thinking skills
- Social skills
- Self-management skills

ATLs are cross-curricular skills that essentially help students learn how to learn. While they are purposely embedded in every unit of instruction (meaning they are explicitly taught and assessed), ATLs also turn up in all sorts of less formal co-curricular experiences too, like during outdoor education camps, in after-school activities, at sports competitions or when students are performing in a play or choral concert.

| Academic Skills | | |
|------------------|--|---|
| Communication | Learning to communicate | How can I communicate my thoughts, feelings and ideas? |
| Research | Information literacy | How can I find, interpret, judge and create information? |
| | Media literacy | How can I interact with media to use and create ideas and information? |
| Thinking | Metacognition - Thinking about my thinking | How do I know what I know? |
| | Creative thinking Transfer thinking skills | How can I create new ideas and consider new perspectives? |
| | | How can I transfer skills and knowledge from one subject to another? |
| Affective Skills | | |
| Social | Collaboration skills | How can I work effectively with others? |
| Self-Management | Taking responsibility for my learning Management of time and materials | How do I learn best? |
| | Managing state of mind (mindfulness, perseverance, emotional management, self-management, self-motivation, resilience) | How can I manage my time and materials effectively? |
| | Learning from my mistakes | How can I manage my state of mind? What can I learn from this experience? |

SERVICE LEARNING

As part of developing globally minded individuals, we seek to engage our students in service learning to help broaden their awareness of both local and global issues. Working with the Parent School Association (PSA), local and international charitable organizations we provide opportunities to engage in student learning.

This can take different forms based on the grade and the topics that students are exploring as we aim to provide a deeper learning experience for our students by linking our curriculum to these experiences. Some examples of service learning are: school-wide food drive for the elderly, “fortune bag” packing family event and beach clean ups. We also reach beyond our community to help families experiencing severe energy poverty in Papua New Guinea through our annual “Light up Learning” event where students assemble and donate solar lights. These lights allow children to do activities at night they would be unable to do such as reading, so their learning isn’t restricted by daylight hours.

These are just a few examples of the projects children will undertake, and we are continuously seeking to expand the involvement all our students have in educational experiences beyond our doors to enrich their educational and life experience.



IB LEARNER PROFILE

The IB Learner Profile includes 10 attributes valued by IB schools worldwide. We believe these attributes, and others like them, can help students become responsible members of local, national and global communities. The Learner Profile supports the notion of international-mindedness and is a central component to all our unit plans.

As IB learners we strive to be:



INQUIRERS

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



KNOWLEDGEABLE

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



THINKERS

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



COMMUNICATORS

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



PRINCIPLED

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



OPEN-MINDED

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



CARING

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



RISK-TAKERS

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



BALANCED

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



REFLECTIVE

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

SOCIAL-EMOTIONAL LEARNING (SEL)

Every child receives formal instruction in social-emotional learning (SEL) every week. We use the Second Step framework, which is a classroom-based program that promotes the development of critical thinking and problem-solving skills—key skills underlying the principles of the Common Core State Standards. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They are also more likely to benefit from academic instruction.

In the elementary years (Pre-primary to Grade 5) the main focus is on building a strong foundation in four main areas: skills for learning, empathy, emotion management, and problem solving.

Skills for learning: This unit deals with skills to become respectful learners by learning to listen, focus attention, follow directions, using self-talk to focus and maintain attention, being assertive and planning for learning.

Empathy: Being able to recognize and name their own feelings will help learners to figure out how other people feel. Caring about how someone else feels helps learners to develop compassion, thus being able to show care and concern.

Emotion management: The role of emotions and how to handle strong feelings such as anger and worry are discussed and calming down strategies are explored. With these skills learners are learning to manage different emotions, avoid jumping to conclusions, resist taking revenge and ultimately be equipped to make friends and get along better with others.

Problem solving: Being calm and using words to describe problems enables students to think of and implement different solutions. This unit explores concepts such as playing fairly, handling name-calling, dealing with negative peer pressure, seeking help, dealing with gossip and taking responsibility for your actions.

The program also offers children practical strategies to cope with situations such as bullying; this means also supporting their peers by being responsible bystanders.

In addition to the four core topics the program also focusses on two additional units.

Bullying Prevention and Child Protection: The Bullying Prevention unit incorporates practical skills and examples of how to report and refuse bullying and be a responsible bystander that supports peers. The Child Protection unit create strategies for adults and students to protect children and keep them safe from abuse (recognize, refuse and report).





OUR PROGRAM



OUR PROGRAM

The transdisciplinary framework of the Stamford curriculum allows students to learn in ways that research indicates enrich their experiences. Through our approaches to learning, students learn in the context of what is significant and relevant to them by asking questions and making connections to their previous knowledge, experiences, and their readiness and interest level. At the core of our curriculum are the traditional subjects of English Language Arts, Mathematics, Science and Social Studies (Inquiry/STEMinn). Woven within all of these subjects areas are teaching and learning opportunities in STEMinn (science, technology, engineering, math and innovation) and social-emotional development, which is supported by the Second Step Program.

These integrated elements of the curriculum are also woven into the specialized disciplines that all Stamford students engage in. These include daily foreign language instruction (Mandarin or Spanish), Visual and Performing Arts (Drama, Music and Visual Arts) and Physical Education. Overall, this design ensures that students engage in a rigorous academic program that is connected and relevant, while including a wide array of disciplines, thus appealing to student interest and engagement.

ENGLISH LANGUAGE ARTS

Language is fundamental to learning and permeates our curriculum. By learning language as well as learning about and through language, students develop an appreciation of the richness of language and a love of literature. Our program arranges student development into three main strands:



**ORAL
COMMUNICATION**



**WRITTEN
COMMUNICATION**



**VISUAL
COMMUNICATION**

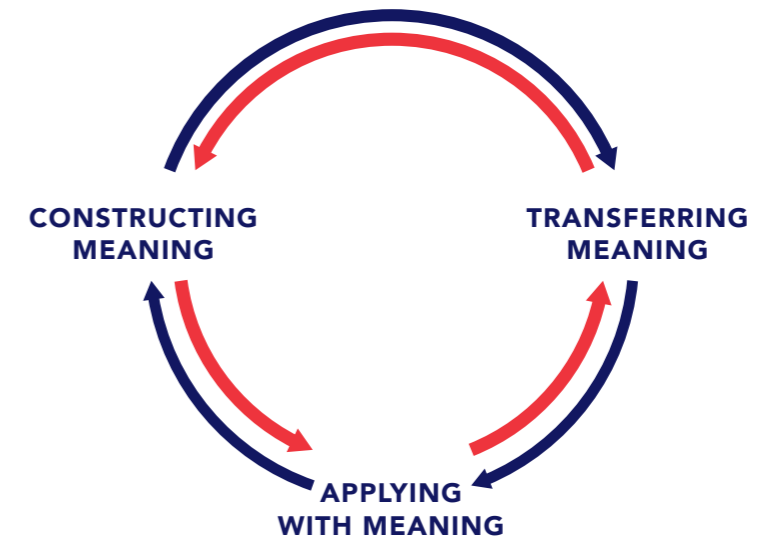
These communication strands are organized into sub-strands, which include listening and speaking, reading and writing, and viewing and presenting—all of which are interactive elements of the program. Literacy learning is supported by the AERO Standards in Language Arts, the Columbia Teachers' College Writing and Reading Units of Study, a rich classroom literacy environment including classroom books, and an extensive collection of quality leveled books.



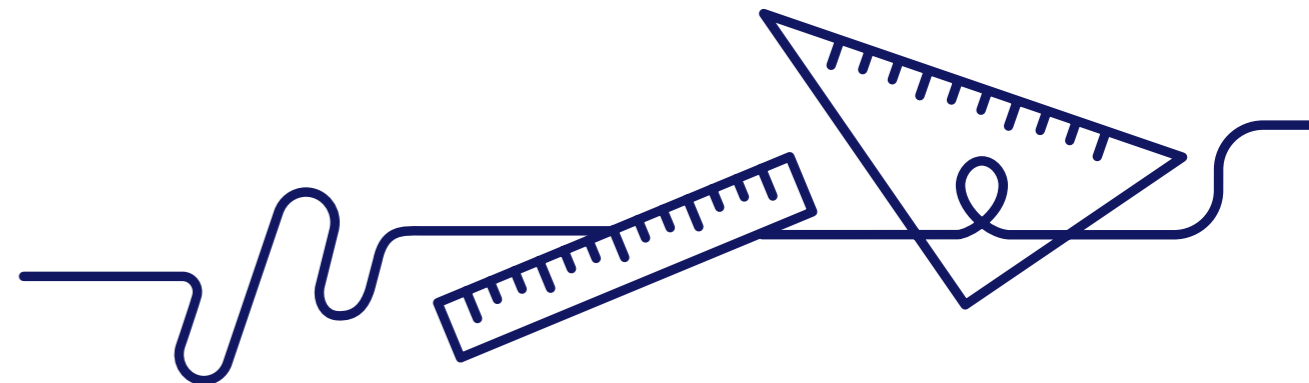
MATHEMATICS

At Stamford, mathematics is viewed as a way of thinking and a language for exploration and understanding. To study mathematics is to inquire into this language and to learn to think in a way that is balanced. This balance includes the development of deep conceptual understanding, to know how and when to apply appropriate strategies and algorithms, and to be able to apply these skills and understandings to dynamic real-world problems. Stamford's mathematics standards identify the expectations considered essential in the subject. These expectations are based on the domains and practices in the AERO mathematics standards, a primary resource for Stamford's mathematics instruction. They are:

- Numeracy (including counting, numbers in base ten and fractions)
- Operations and Algebraic Thinking
- Geometry
- Measurement and Data



In addition to ensuring students have a deep and broad base of mathematical skills, students at Stamford are also deeply engaged in **mathematical practices** such as problem solving, reasoning, modeling and real-world application. This balance of skills and mathematical practices enable us to achieve rigor in mathematics that balances conceptual understanding, procedural fluency and application. Teaching is supplemented by a wide range of materials and resources, including IXL and Khan Academy. Our commitment to student progress in mathematics is evident in the time devoted to mathematics learning, in our enriched mathematics assessment tools, and by our project based strand that emphasizes application and transfer of mathematics learning to real-world problems.



INQUIRY/STEMINN

Our innovative inquiry-based STEMinn program is designed to create opportunities for students to develop core skills needed for success in STEM subjects like science, technology, engineering, math and social studies. These subjects are fully integrated into the inquiry units and are aligned with applicable transdisciplinary themes for authentic applications. In addition to focused study on the core strands of sciences including life, earth and physical sciences, students gain overall understanding of how scientists think and work within the scientific community. Our curriculum is anchored by the 3 dimensions of the NGSS/AERO Science Standards; Cross-Cutting Concepts, Disciplinary Core Ideas, and Science and Engineering Practices. Likewise, our social studies curriculum is anchored in AERO Common Core Standards which allows students to gain an overall understanding of human commonality, diversity, and how multiple perspectives can be applied to the human condition.

| PRE-PRIMARY | GRADE 1 | GRADE 2 |
|---|--|--|
| <p>1. ME AND MY COMMUNITY Inquiry: Understanding our roles and responsibilities and how this affects my community STEMinn: Using my senses to investigate how forces affect movement around me</p> | <p>1. COMMUNITIES IN OUR WORLD Inquiry: Exploring our roles and responsibilities in their communities STEMinn: Solving problems with the help of the scientific method to make responsible and healthy choices</p> | <p>1. COMMUNITIES, CULTURES AND CONNECTIONS Inquiry: Exploring global citizenship and its roles in understanding world cultures STEMinn: Building a cultural showcase to demonstrate how parts come together to complete a whole</p> |
| <p>2. PLANTS AND ANIMALS Inquiry: Studying how living things affect each other and their environments STEMinn: Understanding what plants and animals need to survive</p> | <p>2. OUR LIVING WORLD Inquiry: Investigating how plant and animal adaptations help humans solve problems STEMinn: Mimicking special plant and animal traits to create tools and techniques to improve human lives</p> | <p>2. BUILDING BLOCKS OF OUR NATURAL AND DESIGN WORLDS Inquiry: Investigating how different properties of matter affect the way things work STEMinn: Applying the scientific method to demonstrate how changes to the natural world affect the design world</p> |
| <p>3. CULTURES AND HEROES Inquiry: Understanding that physical and social attributes of an environment affect cultures STEMinn: Using tools to measure local weather patterns and determine how cultures affect societal norms related to natural conditions</p> | <p>3. PROTECTING OUR WORLD Inquiry: Investigating the causes of environmental issues and its effects on our planet STEMinn: Developing solutions through the problem solving cycle to protect our world from human activity</p> | <p>3. OUR ENVIRONMENT Inquiry: Exploring the external (location, climate) effects of and on a habitat and ecosystem STEMinn: Investigating how diversity of life is accomplished through animal behaviors and adaptations</p> |
| <p>4. CARING FOR OUR PLANET Inquiry: Investigating how our actions can make a difference for sustainability (3Rs) STEMinn: Exploring ways to repurpose and upcycle solutions to reduce impact on our environment</p> | <p>4. OUR ROTATING WORLD Inquiry: Understanding how the Earth is affected by the Sun and Moon STEMinn: Using our observations to predict and determine patterns</p> | <p>4. PROCESSES THAT SHAPE THE EARTH Inquiry: Understanding landforms and the processes that shape the Earth STEMinn: Conducting experiments to observe fast and slow changes and determining solutions to address the changes</p> |

DESIGNING TRANSDISCIPLINARY UNITS

The transdisciplinary units of instruction outlined below include learning standards from both the AERO Social Studies framework and from the NGSS/AERO Science framework. When designing and reflecting on the units, teachers give careful attention to ensuring important areas are addressed: independent investigation, communicating and applying what is learned, and critical thinking. This is in line with an action based hands on constructivist approach to teaching. The classroom should be inquiry-based and therefore students should be actively engaged in the learning a majority of the time.

| GRADE 3 | GRADE 4 | GRADE 5 |
|--|---|---|
| <p>1. FORCES AND MOTION Inquiry: Understanding different forces, how they cause movement STEMinn: Using experimental design to test theories and develop an understanding of how the world works</p> | <p>1. STRUCTURE, FUNCTION AND INFORMATION PROCESSING Inquiry: Investigating conditions that help us learn STEMinn: Understanding how structures function to support growth, development and survival of living things</p> | <p>1. CONNECTIONS MATTER Inquiry: Understanding how the past influences the present and future STEMinn: Investigating the origins of particles, the way they work and its place in our current world</p> |
| <p>2. SOCIAL ADVOCACY Inquiry: Investigating the rights, roles and responsibilities within a society and how they meet needs STEMinn: Identifying problems in society and using the engineering design process to create solutions.</p> | <p>2. FOSSILS AND EROSION Inquiry: Exploring changes over time to determine natural history through geology STEMinn: Investigating fossils and evidence of landform changes due to human activity</p> | <p>2. SPACE, THE GIFT OF CURIOSITY Inquiry: Understanding the impacts of technologies on society and costly explorations STEMinn: Applying technology to investigate science principles related to our Earth amongst the stars</p> |
| <p>3. SPECIES SURVIVAL Inquiry: Investigating adaptations and how they allow groups of animals to better survive in their environment STEMinn: Design solutions to limit the environmental impacts humans have on animals and ecosystems</p> | <p>3. EARTH'S SYSTEMS AND NATURAL RESOURCES Inquiry: Investigating how global issues affect renewable and non-renewable energy sources STEMinn: Comparing conservation efforts that affect decisions related to resource use</p> | <p>3. ECOCULTURES Inquiry: Investigating the evolution of cultures and their effects on the natural world STEMinn: Comparing effects of cultures' influences on our sources of nourishment and the natural world</p> |
| <p>4. ANCIENT CIVILIZATIONS Inquiry: Comparing the cultures, contributions, and geographic locations of ancient civilizations, and how they change throughout time STEMinn: Analyzing artifacts and fossils to better understand what came before</p> | <p>4. ENERGY Inquiry: Determining how energy can be transferred, stored and used to change our world STEMinn: Investigating various forms of energy and its impact on the natural and manufactured world</p> | <p>4. GLOBAL SUSTAINABILITY Inquiry: Investigating the social and physical aspects of the world on a global scale STEMinn: Exploring how human activity has impacted the globe in various issues</p> |
| <p>5. WEATHER AND CLIMATE Inquiry: Investigating geographic location and its relationship to weather and climate STEMinn: Design solutions that will help reduce the impact of weather-related disasters</p> | <p>5. WAVES AND INFORMATION Inquiry: Exploring social systems and how information is disseminated and shared STEMinn: Describing how advances in science and technology have affected communication and gathering of resources and information</p> | <p>5. WATER, WATER, EVERYWHERE Inquiry: Determining patterns of trade with a focus on waterways STEMinn: Investigating the effects of using water systems to support the planet and its activities</p> |
| | | <p>6. WAVES OF CHANGE Inquiry: Examining power and social systems over time STEMinn: Investigation of the effects of waves across various spectrums</p> |



DIGITAL LEARNING INTEGRATION

Digital Learning at Stamford focuses on reimagining the experience of education, drawing on the power of today's technology to improve student engagement and learning. The integration of technology across all curriculum areas provides opportunities for students to investigate, create, communicate, collaborate and organize, while remaining responsible for their own learning and actions. In turn, students achieve a deeper understanding of its relevance and applicability to their everyday lives. Student learning and engagement is also enhanced by digitally connecting with peers and experts beyond the walls of the classroom, from every corner of the globe. Through the use of technology, students develop their own learning styles, pace and preferences and apply strategies for critical and creative thinking, engage in inquiry, make connections and apply new understandings and skills in different contexts. Throughout the curriculum, teachers model and develop students understanding of global citizenship, linked to Common Sense Media, the International Society for Technology in Education (ISTE) and American Education Reaches Out standards in both the physical and digital environments.

Promethean interactive whiteboards and iPads are among the many technology tools used for teaching and learning across all areas of the curriculum. They are used to assist the effective access, storage, retrieval, organization and presentation of information, and enhance critical thinking and problem solving skills. Teachers incorporate the use of technology into all areas of classroom programs as appropriate. All students from Kindergarten to Grade 5 have 1-to-1 access to iPads in their classrooms. A range of printers, digital and video cameras, virtual reality kits, robotics, coding tools and other equipment is provided for use by the students. Students develop presentations, podcasts, videos, infographics and mind maps, among other presentation skills.

ENGLISH/MANDARIN BILINGUAL PROGRAM

For some students, daily instruction is not sufficient for their language development objectives. Our bilingual program develops excellent communication skills in both languages across the curriculum for the greatest possible proficiency and confidence in both languages.

The Bilingual Program at Stamford is a 60-40 English/Mandarin dual immersion model, using simplified Chinese characters. This means that students spend approximately 60% of their time in English and approximately 40% with the homeroom teacher fully immersed in Mandarin. Students also participate in daily Mandarin class with a specialist Mandarin teacher to help develop specific skills in addition to learning through subject-based immersion. Bilingual classes include: STEM/Inquiry, Mathematics, STEM Lab and Second Step. Classes conducted in English only include Readers & Writers Workshop and specialist subjects.

The English/Mandarin Bilingual Program also follows the curriculum that is taught in the monolingual classes of the same grade. The only difference is the language in which the content is taught. The Bilingual Program teachers continue to meet with their grade level teams to plan together. The Bilingual Program teachers also meet regularly with the Mandarin teachers to ensure consistent language development in Mandarin, both with the homeroom and language block teacher. The Bilingual Program teachers also follow the same educational philosophy and classroom management approach as is standard at Stamford.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Stamford welcomes students for whom English is not their primary language. Our mission is to advance the academic language development and academic achievement of English language learners, so that these students can successfully access the school curriculum in English. Our objective is to develop the EAL students communicative competence in English to a level that will allow the student to function on a peer group level academically, socially and culturally. We strive to provide each EAL student with appropriate services based upon our program guidelines. Our focus is to build academic and language proficiency in the four language domains, listening, speaking, reading and writing. In order to support students in their language learning, English language assessments are given upon entry. This assessment helps us to determine the needs of each EAL student. Students are then reassessed in the fall and in the spring in order to monitor their English language progress.

In our Accelerated Language Program (ALP), students are all beginning English language learners. The instruction in this program is heavily focused on language acquisition as well as content. This program uses specialized curriculum as a supplement to Stamford's core curriculum. Students exit the program and move into the mainstream when they show evidence that they are approaching grade level academic understanding. Mainstream EAL support is given by EAL teachers in collaboration with homeroom teachers. Throughout the week, EAL teachers come into homeroom classes to work with EAL students. EAL and homeroom teachers create an individual learning plan for each EAL student, which is regularly reviewed and revised based on the needs of the students. EAL teachers focus on the language objectives of a lesson, while the homeroom teachers focus on the learning objectives. Students exit the program when they show evidence that they can independently access the curriculum at the appropriate grade level.



STUDENT SUPPORT

We believe every student can be successful and we strive to provide the best learning experiences for all. For all students to reach their potential, our Student Support Department provides services for students with additional needs. The Student Support Department is comprised of academic support teachers, guidance counselors, speech therapists and occupational therapists who use research based interventions and strategies when working with students individually and in groups. To identify students, we conduct three data reviews per year to provide quick entry and exit from services. Our teachers and therapists use frequent progress monitoring to ensure our students are receiving effective services. Our team continuously works alongside classroom teachers, parents, and administrators to support student development to ensure we are meeting the needs of our students.

**SPECIALIST
TEACHING AREAS**

SPECIALIST TEACHING AREAS

MANDARIN

Lower Elementary students learn to communicate and interact in Mandarin Chinese in a natural and unrehearsed manner with their teachers and classmates. Opportunities are provided so that students may enhance communication and social skills, which are essential in their daily lives. In Lower Elementary, Mandarin is partially integrated into inquiry units, one unit per year for each grade. Students should be able to express their ideas and understanding through a variety of work in both verbal and written ways by the end of the unit.

In Upper Elementary, children learn through inquiry, where the focus is on functional usage of Mandarin Chinese for communication purposes in everyday situations. The curriculum is designed to cover all of the basic skills, such as: listening, speaking, reading and writing. The ultimate aim of the program is to develop students' interest in learning Mandarin, engage in conversation using this target language, develop appreciation of the Chinese culture, and build basic knowledge for further study of a world language. Students enjoy learning by making meaningful connections between the classroom and the world at large.

SPANISH

Learning a second language is an integral part of the curriculum. Exposure to and experience with language, in all its richness and diversity, opens doors to key questions about life and learning, and encourages students to develop responsible attitudes and find appropriate ways to take action, in order to make a difference in the world.

Aims of the program

- Positive experience learning a second language: Our focus is building future enthusiasm for lifelong language learning. Students who have early, positive experiences with a second language are more likely to continue this learning at the Secondary level and eventually reach proficiency.
- Willingness to communicate in Spanish: Language is learned best when it is used to communicate with others. Students are encouraged to take risks and use their Spanish in and out of the classroom.
- Developing oral and written expression: Students sequentially develop their skills in listening, speaking, reading and writing in Spanish.

Students are exposed to a variety of Spanish voices in music, spoken and written word, and learn about the cultures of different Spanish speaking countries. Students are expected to demonstrate a positive attitude, cooperative learning skills and a willingness to experiment with a new language. Students are assessed through direct observation of oral, aural and written work during all group activities and through individual, one-on-one oral, aural and written assessments of key vocabulary and structures.

ART

Art at Stamford is designed to foster creativity and self-discovery. By creating and responding to works of art, students develop the ability to relate to aesthetics and beauty in a visual society. The program aims to engage students in the creative process, self-expression, developing visual language, art history, and art criticism. At Stamford, the visual arts enable students to communicate in powerful ways that go beyond their spoken language. Students can construct an understanding of their community, environment, feelings, and emotions. Students are encouraged to be a part of the assessment process through thoughtful self and peer reflections. In addition, our educators assess student progress using the Massachusetts Visual Art Standards and evaluate growth through students' portfolios and sketchbooks. Students are assessed on three objectives, which include: knowing and understanding, developing skills and thinking creatively, and reflecting and responding. At Stamford, the visual arts aim not only to teach students technical abilities employing various art mediums but also 21st-century skills and behaviors that will benefit them far beyond the art studio.



DRAMA

The drama program offers students a variety of diverse opportunities to develop their skills both within the classroom and during co-curricular activities. Drama at Stamford focuses on the development of communication and social skills, while encouraging students to think creatively and expand their imaginations. Students are encouraged to become risk takers and problem solvers, while immersing themselves in the creative process. Students in lower elementary do a lot of process and teacher-led drama in order to gain confidence, cooperation and creativity skills. In contrast, upper elementary students (beginning in grade 3) will be more independent with their work, take more ownership of their learning and become more dramatically technical and skill-aware. Throughout the program, students create a variety of in-depth characters by changing their physicality, facial expressions, voice and persona.

MUSIC

The music program is an experiential learning environment which includes singing, playing instruments, moving to music, and creating music to enable students to acquire skills and knowledge that can be developed with increasing levels of sophistication. Learning to read and notate music gives students a skill with which to explore music independently and with others. Listening to, analyzing, and evaluating music are important building blocks of musical learning. To participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music.

Through the use of the Kodaly method for note-reading, the Dalcroze Eurythmics method of movement, the World Music Drumming curriculum and the Orff- Schulwerk philosophy for playing and improvisation, students are introduced to recorder, keyboard instruments including xylophones and glockenspiels, African drums including tubanos and djembes, and a multitude of percussion instruments. Our classroom work is enriched by our after-school program offerings of Choir, Orchestra, World Music Percussion Ensemble and concerts. We host two show productions per year including our recent performances of “Wizard of Oz” and “Into the Woods”. Students may also choose to study an instrument with a private teacher, during the day, through our Private Instrument Program. Qualified, dedicated teachers provide private instruction, on campus, for a variety of instruments and voice.

PHYSICAL EDUCATION

In physical education (PE) students learn the ‘language’ of physical movement, exploring the skills associated with different strands of PE. They learn to understand what they can and cannot do physically and become aware of their own strengths and weaknesses. Physical activity is an essential aspect of a well-balanced, healthy lifestyle and through PE, it helps build self-esteem, confidence, cooperation and fitness. The areas of learning are arranged into five strands:

- individual pursuits
- movement composition
- games
- adventure challenges
- health-related fitness

Individual pursuits involves the development of basic motor skills and the body’s capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of activities (for example, track and field, swimming, etc.); recognizing a high level of achievement and how to improve a performance. Movement composition means recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance, martial arts).

Playing games helps students recognize the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork. Adventure challenges provides a variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving. And finally, students in Grade 5 would be introduced to some health-related fitness concepts. They would begin to recognize and appreciate the importance of maintaining a healthy lifestyle; the body’s response to exercise including the interaction of body systems and the development of physical fitness.



STRUCTURE

TYPICAL SCHOOL DAY

Students arrive at school between 7:10-7:40 am. The school day starts with a 10-minute 'Morning Advisory' at 7:45 am and there is a 20-minute morning break at 9:15. Throughout the day, students attend 9 periods, one of them being for lunch and recess. Pre-Primary, Grades 1 and 2 have lunch Period 5, Grades 6, 8, 9, 10 and 11 have lunch Period 6, and Grades 4, 5 and 7 have lunch Period 7. Approximately one-half of the teaching blocks are 'double-blocks' (85 minutes) and half are single blocks (40-45 minutes). Co-curricular activities typically happen for one hour after school.

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---------------------|-------------|-------------|-------------|-------------|-------------|
| Morn Advisory | 7:45 am - 7:55 am | | | | | |
| 1 | 7:55 am - 8:35 am | EngLangArts | EngLangArts | EngLangArts | EngLangArts | EngLangArts |
| 2 | 8:35 am - 9:15 am | EngLangArts | EngLangArts | EngLangArts | EngLangArts | EngLangArts |
| Snack | 9:15 am - 9:35 am | Snack | | | | |
| 3 | 9:35 am - 10:15 am | EngLangArts | Math | Art | EngLangArts | Phys Ed. |
| 4 | 10:15 am - 10:55 am | Music | Math | Art | Music | Phys Ed. |
| 5 | 10:55 am - 11:40 am | Lunch | | | | |
| 6 | 11:40 am - 12:25 pm | Math | InquirySTEM | Math | Math | Assembly |
| 7 | 12:25 pm - 1:10pm | InquirySTEM | InquirySTEM | InquirySTEM | InquirySTEM | Math |
| 8 | 1:10 pm - 1:55 pm | ModLang | ModLang | ModLang | ModLang | ModLang |
| 9 | 1:55 pm - 2:40 pm | SecondStep | Drama | InquirySTEM | InquirySTEM | STEMinnLab |
| CCAs | 2:55 pm - 3:55pm | | | | | |

Students follow a full timetable of study, spending the majority of their time with their homeroom teacher being instructed on core subjects, which include English Language Arts, Mathematics, Science and Social Studies. Specialist teachers instruct students in the areas of Music, Visual Arts, Drama, Physical Social and Emotional Education, Modern Languages (Mandarin or Spanish), Digital Learning and Library. Our program is typical of American international schools around the world, allowing your child to easily transition should you relocate. We further offer opportunities for students to learn beyond the classroom through outdoor education and co-curricular activities (CCA) programs.

HOMEWORK

Homework provides the opportunity for practicing, extending and consolidating learning in class and develops planning and organization abilities in students to assist with their learning. Homework should be relevant to classroom learning, appropriate to the individual student's learning abilities (taking into account any accommodations) and purposeful—not homework for the sake of homework.

Homework should have a purpose. It may be to:

- prepare students for upcoming class work
- be an extension of the lesson to practice or revise skills already developed
- encourage students to pursue knowledge individually and imaginatively
- occasionally finish off incomplete class work
- transfer new skills or concepts to new situations

We encourage reading for all of our students and especially those in the lower grades. For Pre-primary students, reading daily is their expected homework. In grade 1 and above, teachers plan the homework as a grade to ensure it is purposeful and an extension of the learning occurring in class. This could be a project, completing a short piece of work, or an activity using technology. As a student moves up in school their homework time may increase, however homework is always meaningful and not set to meet a time limit.

ASSESSMENT

Progress reports are made available to students and parents four times a year to give an update of the child's progress across all of his or her subjects. The purpose is to provide a basis for constructive conversations about areas of potential growth and improvement. Current progress is reported on a 4-point scale and the grading scale is as follows:

- 4** = excellent, significantly exceeding grade level expectations
- 3** = very good or good, meeting grade level expectations
- 2** = satisfactory, requires significant support, sometimes meeting grade level expectations
- 1** = not meeting grade level expectations

Stamford grading is learning-outcomes-related, not norm-referenced. This means individual student performance is compared to pre-developed and communicated expectations which may come in the form of a set of grade level descriptors or a rubric. Therefore, students are not compared to each other, ranked or placed on a percentage scale. Grades are not calculated or averaged out, but instead are determined using a "best-fit" approach, which research supports as being the best way to give ongoing feedback and as being a reliable indicator of real student performance. Using best-fit requires professional judgement on the part of the teacher, and judgements are always supported by multiple and varied examples of student performance.

CONCEPT-BASED UNIT PLANNING

Curriculum planning for Pre-primary to Grade 5 at Stamford is based on the Understanding by Design® framework, which emphasizes identifying what is intended to be explicitly taught and assessed first (American standards), and then designing a unit of study with those goals in mind. There is a strong focus on developing deep understanding and also the ability to transfer that understanding to new and interesting situations. Key primary resources for each course (textbooks) are merely resources, not curriculum.

The basis of all curricular planning at Stamford is built on the structure of a 'unit.' A unit of study is what provides the structure for a cohesive, comprehensive, multi-week series of lessons coalesced around a single 'concept.' At Stamford, every single unit in all grade levels are focused on a single concept that serves as the lynchpin for the 'enduring understanding' and 'essential questions' for the unit of study. The sixteen concepts incorporated across all subject areas and all grade levels are:

| | | | |
|--------------------|----------------------------|------------------------------|--------------------|
| AESTHETICS | CHANGE | COMMUNICATION | COMMUNITIES |
| CONNECTIONS | CREATIVITY | CULTURE | DEVELOPMENT |
| FORM | GLOBAL INTERACTIONS | IDENTITY | LOGIC |
| PERSPECTIVE | RELATIONSHIPS | TIME, PLACE AND SPACE | SYSTEMS |

By building units of study around these 16 concepts, it is possible for students to come away with a higher level of understanding, not just topics and knowledge. Each Elementary School course will typically have about 4-6 units of study during an academic year.

MEASURES OF ACADEMIC PROGRESS (MAP)

In addition to normal Stamford American progress reports, all students also sit for Measures of Academic Progress (MAP) exams twice a year, at the beginning and end of the school year. The purpose of these exams is to provide us more data on individual student growth over the school year. We use these as just one measure of learning, to be considered alongside the rich three-dimensional picture of learning that includes your child's progress report, Seesaw portfolio and parent-teacher communications.

The MAP assessment is an external, standardized, adaptive computerized test in the three subject areas of reading, mathematics and science (science in grade 3-5 only), to provide an estimate of the student's achievement and growth levels. The version of the MAP assessment that our students take aligns with the American AERO/Common Core Plus standards frameworks on which our planning for learning is based.



**BEYOND THE
CLASSROOM**



OUTDOOR EDUCATION

Students in Pre-primary to Grade 2 participate in our outdoor education program where students go on one to two excursions each semester. These half-day excursions include visits to local ecological parks, beaches, and mountain trails where students learn a deeper appreciation for nature as well as participate in a variety of planned activities such as science scavenger hunts, wildlife/nature cataloging and interactive games. This program not only challenges children outside of the classroom but develops the foundational skills for the Outdoor Education Camps.

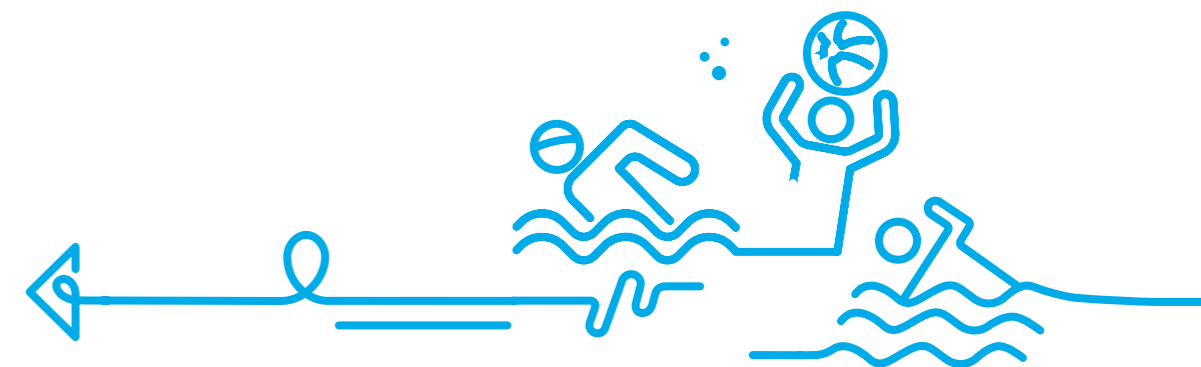
Students in Grade 3 to 5 participate in Outdoor Education Camps organized by the school. The aim of these 2-, 3- and 4-day outdoor camps is to provide a model of holistic, field-based learning in the effort to develop leaders who are ecologically literate, compassionate, and engaged global citizens. Research shows that well designed, field-based experiences can produce learning which transfers from the field to students' home environments. Through immersive and interesting field study experiences, students develop leadership traits, compassion for others and communication skills useful in today's world.

Outdoor Education Camps are seen as an extension of the normal school curriculum, oftentimes with elements that support what is taught in the traditional classroom. The current range of locations for grade level trips have students staying in the Hong Kong area; locations and timing of the trips are published at the beginning of each school year.

CO-CURRICULAR ACTIVITIES/CLUBS

Stamford currently offers over 50 after-school co-curricular activities (CCAs) and clubs in which students can participate. Activities are organized into four different areas: athletics, innovation and technology, the arts and special interest CCAs. The aim of CCAs is to help students build self-awareness on their way to becoming responsible global citizens with a healthy and balanced view of the world.

Just a few examples of activities recently offered include: basketball, hip-hop, gymnastics, swimming, soccer, taekwondo, yoga, coding, digital media, robotics, 3D printing, ceramics, Chinese arts and crafts, Chinese speech and drama, choir, drama production, drawing and painting, string orchestra, chess, creative writing, gardening, and speech and debate.





FREQUENTLY ASKED QUESTIONS

Q: What additional support do students receive?

A: In addition to the dedicated lessons, Stamford is committed to nurturing a caring community. All our staff support students to make positive choices throughout the school day. All staff also help students develop positive character attributes to ensure they have not only the academic foundation but also strong social skills and attitude to be real leaders. Our student support team of nurses, counselors and our Student Welfare and Safety Principal provide additional care for all our students.

Q: Does Stamford give tests? If so, how often?

A: In reference to internal assessments, yes, and it varies by instructor. Typically, summative assessments happen approximately every three to four weeks and are meant to assess a student's progress with learning that has recently happened. However, there is more of a focus on the concept of formative assessment, commonly referred to as assessment for learning (not of). Teachers can use a variety of strategies and approaches to help students see how, by engaging with concepts and content on a daily basis, that they can remember what they've learned and apply it to things across different contexts and subject areas more consistently and effectively. This is the meaning of true learning and should always remain the focus of day-to-day activities.

Q: How much homework do children get?

A: In Pre-primary children don't receive any homework during the first semester, although we encourage daily reading for all our students. Throughout the remainder of their time at Stamford children receive homework that is an extension of the learning in class. The goal of homework is to be purposeful in its goal to enrich learning. This means there is no set time requirement per day, however, as children move onto secondary school the following guidelines are a good representation of the average:

GRADE 1 – 20 minutes

GRADE 3 – 40 minutes

GRADE 5 – 60 minutes

GRADE 2 – 30 minutes

GRADE 4 – 50 minutes

Q: How does the curriculum at Stamford prepare children for post-graduate studies?

A: The Stamford curriculum is rigorous and broad and balanced. To prepare students for life beyond our doors, teachers incorporate a variety of hands-on projects and a diverse range of subjects. Upon graduation, students receive a Stamford American High School Diploma and the option of the IBDP, both accepted at top universities around the world

Q: What grade does the IB Diploma Programme start?

A: Students can choose to take the IB Diploma Programme which begins from Grade 11 until graduation in Grade 12.





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