



INTERNATIONAL SCHOOL  
OF NANSHAN SHENZHEN

ISNS 深圳市南山外籍人员子女学校



# **Grade 1** Curriculum Guide



## ISNS Vision

ISNS will be an inspirational force for young people to reach their full potential as successful, empowered citizens of the world.

## ISNS Mission Statement

ISNS develops globally responsible and compassionate young people by encouraging them to become active and inquiring life-long learners within an intercultural community.

## ISNS Core Beliefs

**We believe:**

- In the worth of every student
- In striving for excellence
- In the value of different perspectives
- In taking care of our world
- In promoting international mindedness





# CARING LOCALLY.

# THRIVING GLOBALLY.

## What does teaching and learning look like at ISNS?

- Learning is driven by inquiry which sparks student engagement and curiosity.
- Learning takes place collaboratively. Students exercise leadership, take on a variety of roles within groups, resolve conflict and listen actively to other perspectives.
- Learning is a process that is focused on the building of skills that will enable students to be successful in all situations and circumstances (Thinking Skills, Social Skills, Communication Skills, Research Skills, Self-Management Skills).
- Students are given the agency to guide their own learning.
- Learning is differentiated to meet individual needs.
- Learning is focused on conceptual understandings.
- Learning is designed to develop the whole child through the IB Learner Profile attributes.
- Learning is aimed at creating caring global citizens who contribute to the world around them.



# G1 Procedures

## Communication with ISNS

Communication between home and school is an essential part of any quality educational programme. Please send a message to your child's teacher through email or Seesaw with any questions, suggestion or concerns. You can write your message in any language. Your proactive communication helps the ISNS team best support you and your child.

Please reach out to our ISNS team at any time. Our ISNS teachers will also get in touch with you if we have any questions or concerns about your child's progress or wellbeing.

## Seesaw

Seesaw has three key functions at ISNS:

- Seesaw gives you a window into your child's day at school and allows you to regularly see their most recent work
- Seesaw is a convenient messaging system for teachers and families to connect
- Seesaw is where teachers will share important announcements about the class

Please be sure to check Seesaw regularly for announcements and teacher messages. Please leave encouraging and positive comments on your child's posts and ask them questions about their learning.

## ManageBac

In PYP, ManageBac is used as our reporting platform. You can also see more information about your child's current unit of inquiry. You can send attendance notes through ManageBac.

## Home Learning

Grade 1 students' primary home learning for each night is reading for 20-30 minutes. This should be done in a distraction-free environment. Families can support their child's reading by asking questions about the book, and by encouraging good reading habits.

Students also consistently have Mandarin home learning and may have additional home learning for other subjects as needed.

Families are always invited to contact their child's teachers to request advice for additional resources

## Uniforms

Uniforms help create a sense community as a school. Our uniforms help build a shared identity among students, promote unity over competition and build sense of pride. It also makes things a little easier when getting ready for school each morning.

ISNS have both a formal and a PE uniform available. G1 students are encouraged to wear the PE uniform elements. Students should wear shoes that they can comfortably run and play in. Please ensure that they have comfortable ISNS clothing to wear in the classroom, including sweaters. ISNS students are welcome to wear any hat, sweater or coat while out at recess.

Students are required to wear the PE uniform on days they have PE class

All uniform items should be labelled with your child's name.

## Student Devices

Students in G1 have a dedicated iPad to use at school. This iPad is used as a tool to enhance learning. Students will regularly post their work on Seesaw for peer, teacher and family feedback.

## Reporting

G1 has four formal reporting periods each year:

- Parent Teacher Conferences – November
- Written Report Card for Semester One - February
- Student-Led Conferences – April
- Written Report Card for Semester Two - June

Please also watch for updates on units of inquiry as they are completed. Please get in touch with your child's teacher at any point in the year if you have questions or concerns about your child's progress. Our ISNS team is always happy to hear from you.

# Positive Approaches to Behaviour

In the ISNS Primary Years Programme, we believe in supporting the development of the whole child. This includes supporting the development of a respectful, principled and caring character, as well as developing social skills, self-management skills and communication skills in every child.

We believe that mistakes present an opportunity for authentic learning. When students make mistakes, our teachers and Principal team seek to work with the child to:

- Reflect on what led to their choice
- Reflect on how their choice has affected themselves, others, and our community
- Make a plan to restore relationships and repair harm
- Discuss what could be done differently next time

Our PYP team values our partnership with our ISNS families. We ask for your help to use positive behaviour approaches at home by encouraging positive actions by your child, and by pausing to reflect on harmful actions.

These are key tools that we use at school, and we encourage ISNS families to use them at home, as well:



1. Problem-Solving Puzzle:

Children can use this tool to find alternatives to harmful expressions of sadness, anger or frustration.



2. I Message:

Children can use this message to express their feelings. They can listen to other people involved in a conflict share their feelings, as well. This tool builds empathy and understanding of perspective.



3. Phoenix Apology:

This four-step apology helps students express empathy for others, and an understanding of which community expectation they need to improve upon.

# How Families Can Support Growth

At ISNS, we recognize that students excel when home and school act in partnership. Here are important ways that you can support your child's success at school.

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### Ensure that your child is ready to learn each day:

- Be sure that your child has enough sleep each night
  - ▶ Children between the ages of 3-5 need 10-13 hours of sleep daily
- Create a joy of reading by reading to and with your child daily

### Give your child opportunities to develop self-management skills and independence:

- Create opportunities for your child to build independence
  - ▶ Help your child practice getting dressed and putting on their shoes on their own
  - ▶ Help your child practice washing their hands and eating on their own

### Communicate with your child:

- Give positive feedback when you see your child showing effort, making progress or demonstrating one of the Learner Profile attributes
- Ask your child specific questions about their learning and experiences that day
- Remain positive and focus on your child's emotions when speaking about their day at school
- Be patient with your child if they are reluctant to share about their day

### Communicate with ISNS:

- Check Seesaw every day for school announcements or messages from your child's teacher
- Check for any learning engagements posted on Seesaw that day and leave a positive comment. Use images posted on Seesaw to discuss with your child what they are doing

- Attend parent workshops at ISNS
- Message your child's teachers if you have any questions or concern
- Take any opportunity to participate in your child's educational experience at ISNS

### Questions You Can Ask Your Child

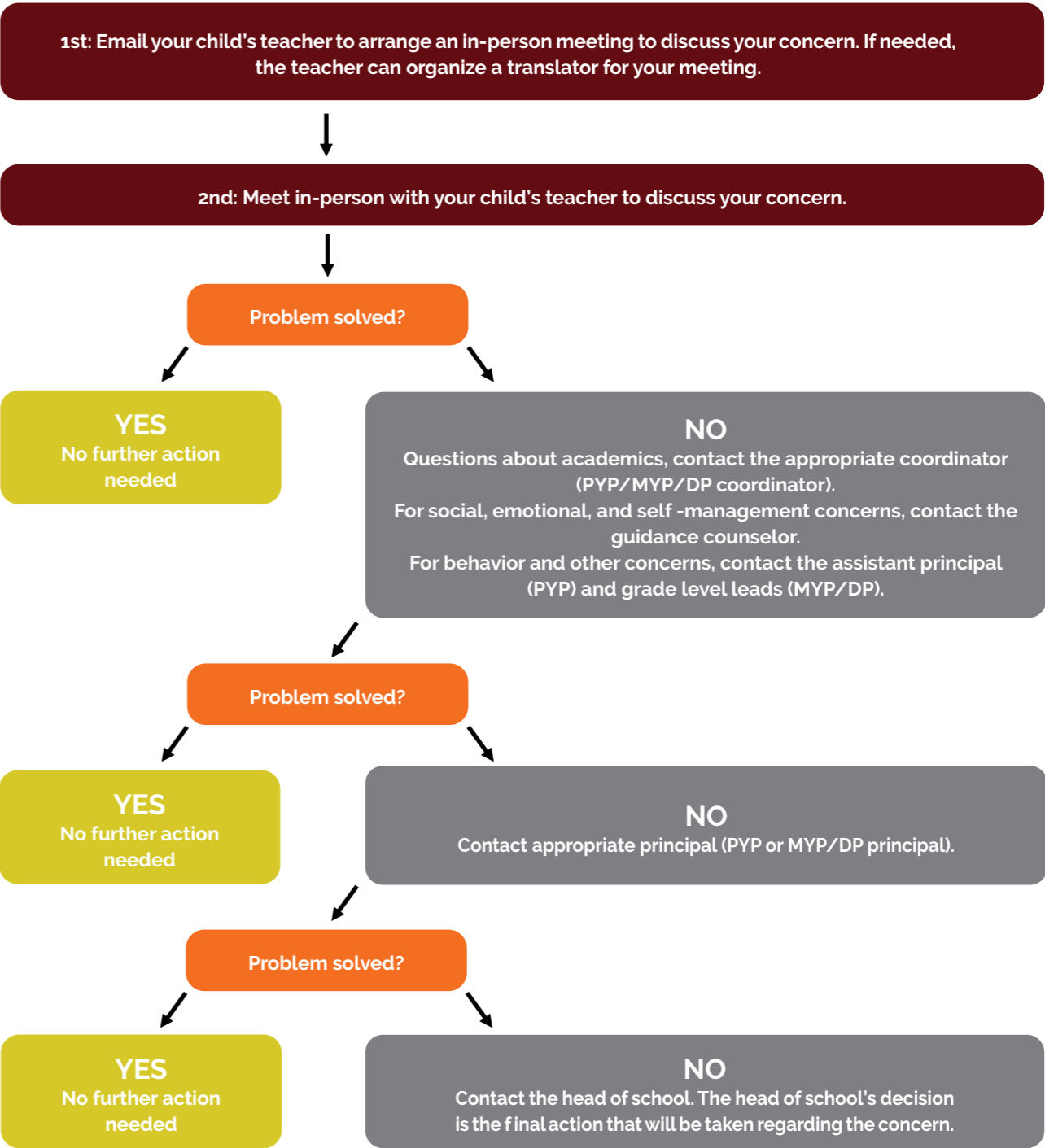
- How were you caring today? How was someone caring to you today?
- How did you use your communication skills today?
- Did you hear a story today? What was it about?
- What is something you wondered about today?

### IB Programme implementation Concerns and Appeals

- Questions and concerns regarding implementation of the PYP, MYP and DP should be directed toward the appropriate IB Coordinator.
- The IB Coordinator will work with Senior leadership to investigate the concern and ensure that the school is following the Rules for IB World Schools and the specific implementation rules for the programme in question. If it is found that the school is not in compliance, change will be implemented.
- Parents have access to the Rules for IB World Schools and rules for each programme on the ISNS Website.
- The IB Coordinator and appropriate principal will meet with all parties to ensure the rules are communicated and where, necessary communicate the change initiative and timeline.
- PYP and MYP Grade appeals for subjects can be directed to the appropriate subject teacher. MYP Projects, eAssessment and DP Exam or Core grade appeals should be submitted directly to the IBO.

# Flowchart for Addressing Concerns Regarding Your Child\*

Concerns related to IB programme implementation, curriculum, your child's academic progress, home learning, behavior incidents, or other individual issues regarding your child.

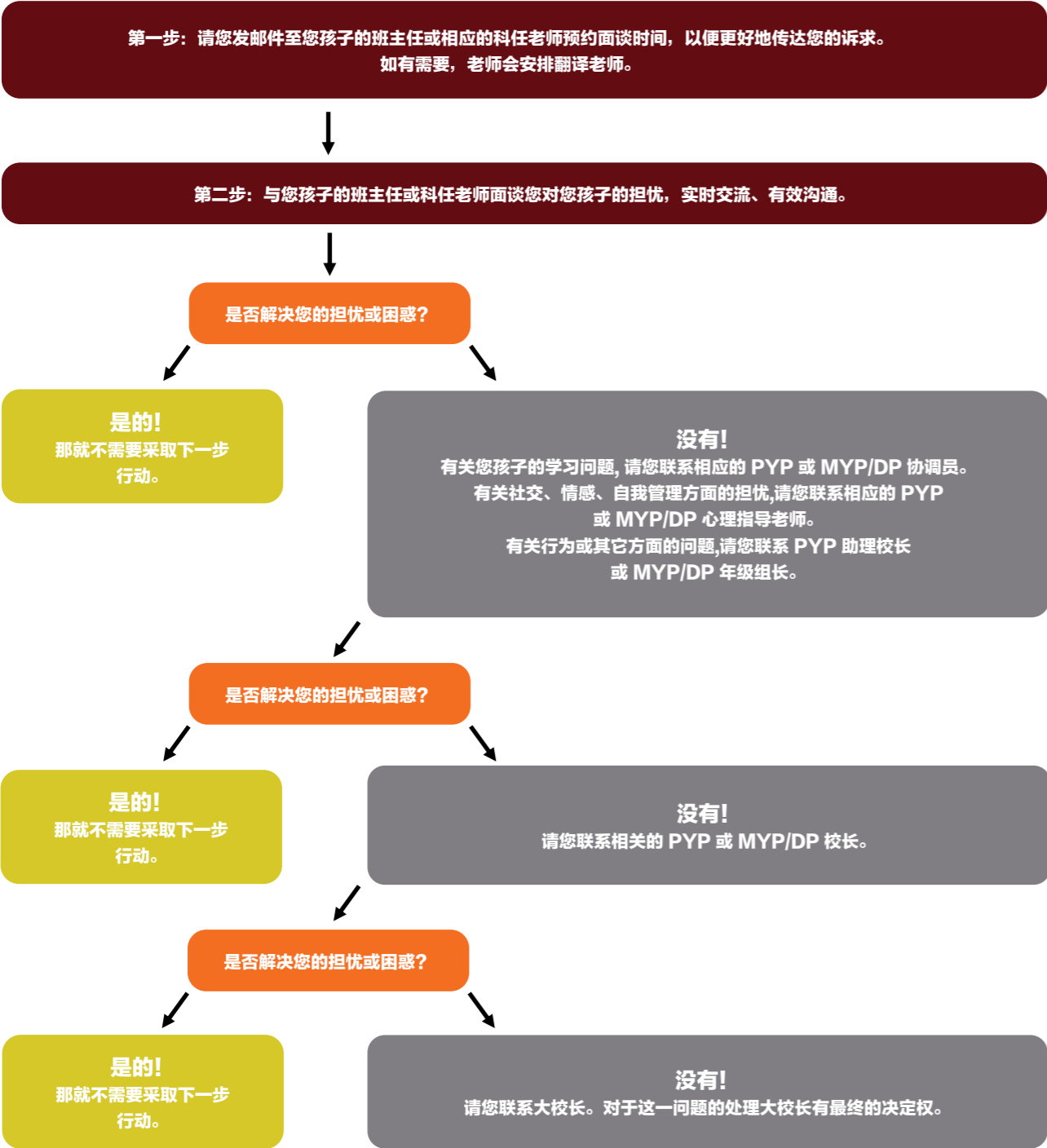


If you have any questions or concerns regarding the implementation of this flowchart, please contact the head of school.

\* For addressing schoolwide concerns, you may contact our Parent Association representatives. Examples of schoolwide concerns: Lunch concerns, safety concerns, school schedule suggestions.

沟通指南\*

如果您对您孩子在学校的学习情况、课后学习、在校行为表现或其他方面有任何的担忧或疑惑，欢迎您参照下方流程图及时与学校相关人员进行沟通：



如果您对此流程图的执行有任何疑惑或意见，请您直接联系学校大校长。

\* 若您对学校层面的运作有任何的意见或建议，如：学校午餐问题、学生在校的安全问题、对校历的建议等，欢迎您及时联系家长委员会的代表。

The Primary Years Programme



Designed for students age 3-12, the IB Primary Years Programme (PYP) provides the knowledge, concepts, skills, personal attributes and the capacity to take action, all of which younger students need to equip them for successful lives, both now and in the future.

Learning through inquiry, a child's investigations across and beyond subject areas will strengthen knowledge and understanding as they explore global, topical and relevant 'big picture' questions, or transdisciplinary themes.

Student-centered learning

- social and emotional well-being
- independence, as they take responsibility for their own learning
- international mindedness
- understanding of the world and their ability to function effectively within it
- attitudes and dispositions for learning
- ability to take mindful, appropriate and sustainable student-initiated action
- language skills; all students study an additional language from at least 7 years of age.

Learning in the PYP is underpinned by **six transdisciplinary themes**, each selected for their relevance to the real world. Young learners explore the commonalities of human experience by investigating these themes through a programme of inquiry.

Who we are

*Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; and human relationships.*

Where we are in place and time

*Inquiry into our orientation in place and time; personal histories; the discoveries and explorations of humankind; and the interconnectedness of individuals and civilizations.*

How we express ourselves

*Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.*

How the world works

*Inquiry into the natural world and its laws, the interaction between the natural world and human societies; the impact of scientific and technological advances on society and on the environment.*

How we organize ourselves

*Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; and their impact on humankind and the environment.*

Sharing the planet

*Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; access to equal opportunities; and peace and conflict resolution.*

## IB Learner Profile & ATL Skills



The **International Baccalaureate (IB) learner profile** describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. There is 1 learner Profile with 10 different attributes

### Approaches to Learning in the PYP:

**Approaches to learning (ATL)** are skills designed to enable students in the **IB** Primary Years Programme (PYP) to "learn how to learn." They are intended to apply across curriculum requirements and provide a common language for teachers and students to use when reflecting and building on the process of learning.

### They are categorized into Five Skill Domains:

**Thinking Skills:** The ability to creatively and critically analyse, apply, evaluate, synthesize, conceptualize, contextualize, reason and solve problems.

**Communication skills:** The ability to produce and interpret messages effectively.

**Social Skills:** The ability to participate and collaborate with others whilst showing awareness and respect for other cultures, varying points of view, and individual differences.

**Research Skills:** The ability to determine the extent of information needed, locate and access information, organize and evaluate information, and use and share information effectively, efficiently, and ethically.

**Self-Management Skills:** The ability to set goals, manage tasks, manage your state of mind, self-motivation, resilience, and mindfulness.

## Our Primary Years Curriculum at ISNS



ISNS is proud to be accredited by both the Canadian province of New Brunswick and the International Baccalaureate Organization. We combine learning outcomes from both the New Brunswick Curriculum and the PYP Scope and Sequence. This combination maximizes our ability to provide students with a strong skill foundation and a conceptual approach to building knowledge.

Our programme of inquiry is designed so that learning outcomes for each subject are explored through either an integrated or standalone approach.

- Integrated outcomes are explored during the homeroom Units of Inquiry and learning is connected to other subjects through the lens of the Transdisciplinary Theme, Central Idea, Lines of Inquiry, and Key & Related Concepts
- Standalone outcomes are approached through unit exploration that is targeted to each specific subject

Using these learning outcomes provided by New Brunswick and the PYP, teachers collaborate to create learning engagements that support student inquiry, skill development, and conceptual understanding. Our PYP Coordinators work closely with teachers to ensure outcomes are effectively addressed and assessed.

Grade 1 Unit of Inquiry					
Who we are	How we organize ourselves	Where we are in place and time	How we express ourselves	How the world works	Sharing the planet
<p><b>Unit Title:</b> Who We Are as Learners</p> <p><b>Central Idea:</b> People are responsible for their choices and using their skills to help them grow</p> <p><b>Lines of inquiry:</b> An inquiry into 1. Our behaviors as learners 2. Zones of Regulation 3. Skills that help us learn</p> <p><b>Key Concepts:</b> Causation Responsibility Connection</p> <p><b>Related Concepts:</b> Relationships Consequences Interactions Purpose</p> <p><b>ATL's:</b> Self-Management Skills Thinking Skills</p> <p><b>Learner Profile Attributes:</b> Principled Reflective Communicators</p> <p><b>Action Focus:</b> Participation Lifestyle Choices</p> <p><b>Subject Integration:</b> PE (Full) Art Math</p>	<p><b>Unit Title:</b> Communities</p> <p><b>Central Idea:</b> A community is a shared space where members work towards a common purpose</p> <p><b>Lines of inquiry:</b> An inquiry into 1. Different types of communities 2. How communities meet the needs of its members 3. Services needed to support a community</p> <p><b>Key Concepts:</b> Form Function Connection</p> <p><b>Related Concepts:</b> Roles Systems Relationships Rules</p> <p><b>ATL's:</b> Social Skills Communication Skills</p> <p><b>Learner Profile Attributes:</b> Balanced Open-Minded</p> <p><b>Action Focus:</b> Advocacy Social Justice</p> <p><b>Subject Integration:</b> PE Music Art Literacy</p>	<p><b>Unit Title:</b> Celebrations</p> <p><b>Central Idea:</b> Celebration helps us understand our cultural and individual traditions</p> <p><b>Lines of inquiry:</b> An inquiry into 1. Different celebrations 2. How and why people celebrate 3. Similarities and Differences between celebrations</p> <p><b>Key Concepts:</b> Form Change Causation</p> <p><b>Related Concepts:</b> Tradition Artifacts Culture Identity</p> <p><b>ATL's:</b> Thinking Skills</p> <p><b>Learner Profile Attributes:</b> Balanced Reflective Open-Minded</p> <p><b>Action Focus:</b> Participation</p> <p><b>Subject Integration:</b> Math</p>	<p><b>Unit Title:</b> Stories</p> <p><b>Central Idea:</b> People can use their creativity to tell stories.</p> <p><b>Lines of inquiry:</b> An inquiry into 1. How stories are created. 2. Different elements of a story 3. How stories are told in different ways</p> <p><b>Key Concepts:</b> Connection Form Perspective</p> <p><b>Related Concepts:</b> Imagination Organization Process Audience</p> <p><b>ATL's:</b> Communication Skills</p> <p><b>Learner Profile Attributes:</b> Communicators Risk-takers</p> <p><b>Action Focus:</b> Participation</p> <p><b>Subject Integration:</b> Music Art Literacy Mandarin</p>	<p><b>Unit Title:</b> Natural Disasters</p> <p><b>Central Idea:</b> Natural disasters change our Earth and environment</p> <p><b>Lines of inquiry:</b> An inquiry into 1.Natural disasters 2. The science behind natural disasters 3.How communities respond to natural disasters</p> <p><b>Key Concepts:</b> Form Causation Responsibility</p> <p><b>Related Concepts:</b> Force Erosion Geology Safety</p> <p><b>ATL's:</b> Thinking Skills Research Skills</p> <p><b>Learner Profile Attributes:</b> Balanced Reflective</p> <p><b>Action Focus:</b> Social Entrepreneurship</p> <p><b>Subject Integration:</b> Literacy</p>	<p><b>Unit Title:</b> Living Things</p> <p><b>Central Idea:</b> Living things are dependent on each other and the environment</p> <p><b>Lines of inquiry:</b> An inquiry into 1.Classification of living things 2.How living things change 3.Connection through food chains</p> <p><b>Key Concepts:</b> Form Change Connection</p> <p><b>Related Concepts:</b> Properties Cycles Transformation Survival</p> <p><b>ATL's:</b> Research Skills</p> <p><b>Learner Profile Attributes:</b> Knowledgeable Caring</p> <p><b>Action Focus:</b> Lifestyle Choices</p> <p><b>Subject Integration:</b> Math Mandarin Literacy</p>

# English in Grade 1



## Our Approach to Teaching & Learning English at ISNS

- English, for many ISNS students, is not their home or native language.
- EAL (English as an Additional Language) support is provided to students in classrooms across the Early Years through the Primary Years Programme.
- A co-teaching model is used to integrate EAL teachers into homeroom classes from Grades 1-5; EAL and homeroom teachers provide mild to moderate instructional interventions to students based on their unique English language needs.
- Single-subject teachers differentiate their lessons to meet the English language needs of their students.

## Where are the outcomes for the ISNS English curriculum derived from?

- The English Language outcomes are derived from the IB PYP Language Scope and Sequence and New Brunswick (Canada) Provincial Achievement Standards.
- Scope and sequence refer to the content that will be taught in each grade level.
- These scope and sequence outcomes enable teachers to create learning experiences that will support and extend learning at various stages of their language development.

## How are the outcomes categorized?

The English outcomes are categorized into 4 key domains of Literacy development:

- Speaking and Listening

- Reading
- Writing
- Viewing and Presenting

## English for Grade G1

- Homeroom and EAL teachers focus on supporting students' development of English skills in four domains: Speaking and Listening, Viewing and Presenting, Reading, and Writing.
- Homeroom and EAL teachers focus on these four domains and plan learning engagements that focus on these literacy outcomes (year-long or unit-specific).
- Analysis of writing samples using a standardized rubric, evaluation of a student's reading level based on the Fountas and Pinnell assessment system, teacher observations, and evidence from coursework are all considered when teachers report on literacy outcomes.
- Some specific, developmentally appropriate English language outcomes and skills that students should master by the end of the grade include:
- Know when an error in a basic reading occurs and can use reading strategies to figure out new and tricky words
- Recognize common sight words
- Read familiar books smoothly and with expression
- Make predictions about what might happen next in a story
- Generate ideas for writing from peer and class discussions
- Use drawings and graphic organizers (with support) to plan and organize writing
- Use sound/symbol knowledge and familiar onsets and rimes to write unknown words
- Revise some writing (with support) to add or change details
- Edit writing (with support) using a simple checklist
- Present writing orally or publish a piece of finished work

# Mathematics in Grade 1



In Grade 1, students will learn the following strand in Mathematics namely Number Sense, Patterns and Relations, Measurement, Shape and Space and Data Handling.

## Goals for mathematically literate students

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- make connections between mathematics and its applications
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

## Students who have met these goals will:

- gain understanding and appreciation of the contributions of mathematics as a science, philosophy and art
- exhibit a positive attitude toward mathematics
- engage and persevere in mathematical tasks and projects
- contribute to mathematical discussions
- take risks in performing mathematical tasks
- exhibit curiosity

## Mathematics is taught and learned in the following three stages:

- Constructing
- Transferring
- Applying

Students will learn active strategies to employ in real world applications. They will construct their understanding using math manipulatives and hand-on learning and actively problem solve using various strategies.

## The outcomes cover the following sub-topics within each strand:

### Number Sense:

- Representing numbers to 100
- Place Value
- Operations – Addition and Subtraction
- Mental Math Strategies
- Odd and Even numbers
- Ordinal and cardinal numbers
- Estimate quantities

### Patterns and Relations:

- Identifying, creating and extending various patterns
- Demonstrate an understanding of increasing patterns (numbers to 100) by describing, reproducing, extending, and creating patterns using manipulatives, sounds, diagrams and actions
- Demonstrate an understanding of equality and inequality using manipulatives and diagrams

### Measurement:

- Measuring with non-standard units
- Compare and order objects according to length, height and mass using non-standard units
- Measure length to the nearest non-standard unit

### Shape and Space:

- Related the passage of time to number of days, weeks and months
- Sort 2-D and 3-D shapes according to attributes
- Identify 2-D and 3-D shapes as part of the environment
- Describe, compare and construct 2-D objects

### Data Handling:

- Gather and record data
- Construct and interpret concrete graphs and pictographs

# Science in Grade 1



In the PYP, science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. The inclusion of science within the PYP leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.

Inquiry is central to scientific investigation and understanding. Students actively construct and challenge their understanding of the world around them by combining scientific knowledge with reasoning and thinking skills. Scientific knowledge is made relevant through its innumerable applications in the real world. The science process, by encouraging hands-on experience and inquiry, enables the individual to make informed and responsible decisions, not only in science but also in other areas of life.

### Science is taught through the following Four Strands:

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

### The Overall Expectations for Social Studies for students in Grade 1 are:

- Students will develop their observational skills by

using their senses and selected observational tools.

- Students will gather and record observed information in a number of ways
- Students will 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 and identify parts of a system
- Students will gain an understanding of increasingly complex cause and effect relationships.
- Students will examine change over time and will recognize that change may be affected by one or more variables.
- Students will examine how products and tools have been developed through the application of science concepts.
- Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order 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.

### The science focused units of inquiry in Grade 1 are the following:

- ★ Natural Disasters
- ★ Living Things

# Social Studies in Grade 1



In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities.

The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions. In support of the IB mission statement, the social studies component of the PYP curriculum will encourage students to "understand that other people, with their differences, can also be right". Therefore, there is a strong emphasis on the reduction of prejudice and discrimination within the classroom, the school, the community and the world.

### Social Studies is Taught through the Following Five Strands:

- Human systems and economic activities
- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

### The Overall Expectations for Social Studies for students in Grade 1 are:

- Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment.
- They will practise applying rules and routines to work and play.
- They will gain an increasing awareness of themselves in relation to the various groups to

which they belong and be conscious of systems by which they organize themselves.

- They will develop their sense of place, and the reasons why particular places are important to people.
- They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people.
- They will recognize connections within and between systems by which people organize themselves.
- They will broaden their 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.
- Students will start to develop an understanding of their relationship with the environment.
- 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 recognize the interdependency of systems and their function within local and national communities.
- They will increase their awareness of how people influence, and are influenced by, the places in their environment.
- Students will explore 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.
- They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

### The social studies focused units of inquiry in Grade 1 are the following:

- ★ Who we are as Learners
- ★ Communities
- ★ Homes

# Music and Visual Arts in Grade 1



Arts are integral to the PYP as they are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

## Music and Visual arts are taught through the following Two Strands:

### Creating:

The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

### Responding:

The process of responding provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

The responding strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.

### Music:

In Grade 1, these are the units of inquiry where music outcomes are **integrated**:

- ★ Communities
- ★ Stories

In Grade 1, these are the music **standalone** units of inquiry:

- ★ The Elements of Music
- ★ We Are Music Makers

### Visual Arts:

In Grade 1, these are the units of inquiry where visual arts outcomes are **integrated**:

- ★ Communities
- ★ Stories

In Grade 1, this is the **standalone** visual arts unit of inquiry:

- ★ Elements of Art

# Physical Education in Grade 1



In the PYP, personal, social and physical education (PSPE) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. It encompasses physical, emotional, cognitive, spiritual and social health and development.

## Physical Education is taught through the following Three Strands:

### Identity:

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others

### Active Living:

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

### Interaction:

An understanding of how an individual interacts with other people, other living things and the wider world; behaviors, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

## A balanced PSPE curriculum includes the following types of experiences.

- Individual pursuits
- Movement composition
- Games
- Adventure challenges
- Health-related fitness

In Grade 1, these are the units of inquiry where PSPE outcomes are **integrated**:

- ★ Who We Are As Learners
- ★ Communities

In Grade 1, these are the PSPE standalone units of inquiry:

- ★ Track and Field
- ★ Manipulative Challenges
- ★ Tumbling Together

# Mandarin Language & Literature and Language Acquisition



## Our Approach to Teaching & Learning Mandarin at ISNS

- Mandarin is taught as an additional language
- We teach Mandarin characters and grammar rules to enhance speaking, writing, reading and presenting skills in Mandarin
- We use Mandarin to support literacy development
- We use Mandarin to help students understand concepts and content taught in the classroom

## Where are the outcomes for the ISNS Mandarin curriculum derived from?

- Mandarin uses the outcomes from the Chinese National Curriculum that has been aligned with the IB PYP Language Scope and Sequence and New Brunswick language outcomes
- Scope and sequence is a document that refers to the content that will be taught in each grade level in a sequential order.
- These scope and sequence outcomes enable teachers to create learning experiences that will support and extend student's learning at various developmental phases.

## How are the outcomes categorized?

The Mandarin outcomes are categorized into 4 key domains of Literacy development

- Speaking and Listening

- Reading
- Writing
- Viewing and Presenting

## Mandarin in the Early Years K3, K4 and K5

- In the Early Years, Mandarin is used to aid students understanding of key vocabulary and content taught in the homeroom.
- Due to this, Mandarin in EY will integrate with units of inquiry thereby teaching the central idea, lines of inquiry, Key and Related concepts
- For K5 students, they will additionally learn to recognize and identify 35 Mandarin characters
- In order to keep it developmentally appropriate, for the early years the outcomes are focused on Speaking and Listening and Viewing and Presenting.

## Mandarin for Grades 1-5

- Mandarin in the grades 1-5 integrate through the homeroom literacy focus for each unit.
- Mandarin teachers focus on supporting students' development of Mandarin skills in the four literacy strands, Speaking and Listening, Viewing & Presenting, Reading, and Writing.
- Additionally, students focus on further developing key vocabulary and focus on important topics of Chinese culture.

## Mandarin Acquisition:

- The mandarin acquisition program at ISNS is aimed at providing support for students who are non-native Mandarin speakers.
- Students are grouped into different phases and the lessons are differentiated accordingly to help them learn the language.
- Each grade level focuses on different units through which students learn to speak, read and write in Mandarin.

# Student Support at ISNS (including EAL)

## Our Approach to Student Support at ISNS

- Student Support focuses on meeting the academic, English language, social/emotional, and behavioral needs of students while considering what is in the best interest of the child.
- The team takes a holistic approach to interventions. For example, the emotional needs of a student might need the support of a counselor and an EAL teacher - if a student struggles to learn English, this could have an impact on their self-esteem. Both the EAL teacher and counselor would want to work together with the student and parents to provide a student with the necessary academic and emotional support needed for success.
- The Student Support team includes members of the Counseling team, EAL teachers, and Inclusion teachers. In addition, the PYP Math and Literacy Coordinators can provide support to teachers and students as needed.

## Student Support in the Early Years (K3 – K5)

- In the Early Years, Student Support primarily focuses on the social/emotional and behavioral needs of students. Counselors provide lessons to whole classrooms, but they also might work with students in small groups or individually (as needed).
- The social/emotional and behavioral support for students is provided by the homeroom teacher, single-subject teachers, teaching assistants, the counselor, and the principal working in partnership with parents and students (when appropriate).
- Inclusion teachers might provide consultative services but will only provide limited academic support to students; at this age, children reach developmental milestones at different times than their peers. Academic learning occurs after the social/emotional and behavioral needs of a child are addressed. The best interests of the child are the primary consideration for the types of interventions offered by ISNS staff.
- If a psycho-educational assessment by an external expert is requested in the Early Years, the primary focus on the assessment will generally be social/emotional or behavioral needs.

## Student Support for Grades 1 - 5

- Developmentally appropriate support for students increases in Grades 1 – 5; EAL teachers, Inclusion teachers, administrators, and counselors work with students, parents, and homeroom and single-subject teachers to provide academic, English language, social/emotional, and behavioral support to students.
- Mild and moderate levels of interventions can be provided to students; ISNS does not have the capacity to offer high levels of support to students.
- The supports provided to students are founded in the belief that the best interests of the students must be considered; teachers meet as a group to identify areas of concerns and determine appropriate interventions.
- EAL teachers plan lessons with the homeroom teacher and teach with them in the classroom during reading and writing lessons. The EAL teacher focuses on supporting students who need to develop their language and literacy skills. They may work with a group of students, an individual, or with the whole class. Input from EAL teachers is based on the needs of students and may include guided reading, phonetic skills, word work and reading and writing strategies.
- Inclusion teachers might work with individual or small groups of students in classrooms or outside of the class, depending on the needs of students. These teachers might focus on executive functioning skills or provide academic support.
- Counselors provide lessons to whole classes of students, but they also provide social and emotional support to small groups and individual students (as needed).
- In order to best meet the complex needs of students, members of the Student Support team might request a psycho-educational assessment from an external expert if interventions with students are unsuccessful.



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