



LOWER SCHOOL CURRICULUM HANDBOOK



www.aisv.lt



CONTENTS



1. AISV'S GUIDING STATEMENTS	3
2. AISV'S DIVERSITY EQUITY INCLUSION JUSTICE AND BELONGING MISSION STATEMENT (DEIJ-B)	4
3. CURRICULUM BELIEFS	5
4. EARLY YEARS CURRICULUM/PROGRAM OVERVIEW: PK2 - K	6
5. LOWER SCHOOL CURRICULUM OVERVIEW: GRADES K - 5	7
6. DISPOSITIONS IN THE LOWER SCHOOL	8
7. INFORMATION TECHNOLOGY AND BRING YOUR OWN DEVICE (BYOD) POLICY	10
8. LOWER SCHOOL ASSESSMENT & REPORTING	11
9. PROGRAM OF STUDIES	13

1. AISV'S GUIDING STATEMENTS



VISION

As global citizens, we are prepared to realize our personal potential, pursue our passions, and positively impact our ever-changing and interconnected world.

MISSION



VALUES

EMPATHY



CURIOSITY

OPEN-MINDEDNESS



ACCOUNTABILITY

PERSEVERANCE



2. AISV'S DIVERSITY EQUITY INCLUSION JUSTICE AND BELONGING MISSION STATEMENT (DEIJ-B)



At AISV, we believe diversity enriches our learning environment and international community life. We actively promote an inclusive culture that embraces all individuals and groups to connect with each other, feel affirmed and empowered to express their whole, authentic selves. In pursuit of justice, we hold ourselves and one another accountable to turn these beliefs into actions.

By law, AISV is committed to maintaining a school that is free from unlawful discrimination and harassment of any community member based on that person's race, color, ethnicity, nationality, language, religious beliefs, sex, sexual orientation, gender identity or expression, age, disability, marital status, citizenship, socioeconomic status, mental health, genetic information, or any other characteristic protected by law.

3. CURRICULUM BELIEFS



AISV's educational program aims to be holistic, challenging, and developmentally appropriate. The curriculum at AISV is designed to be accessible and relevant for all students who are admitted to the School. The Admissions Policy references the School's curriculum program: The School's program is challenging and requires high levels of motivation and commitment from every student. The school reserves the right to refuse admission to any student who may not have demonstrated dispositions to be successful at AISV. The academic program in tandem with co- and extracurricular programs reflects the School's Guiding Statements (GS) and provides a high quality education with an inquiry-based focus, encouraging innovation, promoting international mindedness and cultivating a supportive community. Standards are the backbone of the curriculum. In PK-Grade 10, we use the following standards:

- English Language Arts – Common Core State Standards (CCSS)
- Math – Common Core State Standards (CCSS)
- Science – Next Generation Science Standards (NGSS)
- Social Studies – American Education Reaches Out (AERO)

- Arts (Visual & Music) – National Core Art Standards (NCAS)
- World Languages – Common European Framework of Reference for Languages (CEFR)
- Non-native Lithuanian – American Council on the Teaching of Foreign Languages (ACTFL)
- Physical Health Education – USA's National PE Standards (SHAPE) and National Health Education Standards (NHES)
- Technology – International Society for Technology in Education (ISTE)
- Education for Global Citizenship Standards (OxFam)

These standards, along with a commitment to a “standards-based approach” in assessment and instruction, allow all our students access to the curriculum and help guarantee a progression as students move through the School. Inquiry-based instruction encompasses a range of teaching approaches by stimulating learning with a question or issue and promoting students' active engagement in constructing new knowledge and understandings. Teachers who use these approaches act as facilitators of learning. Students' demonstration of these characteristics is assessed in the end-of-term Approaches to Learning grade.

4. EARLY YEARS CURRICULUM/PROGRAM OVERVIEW: PK2 – K



The AISV Early Years program is guided by the Reggio-Emilia philosophy. We have a strong staff composed of both international and local educators who believe in the inherent strengths of each child. We have a purpose-built Discovery Center that contains all of our Early Years classrooms, shared space for movement and art, and an outdoor terrace. Parent education and community are provided through weekly email communication, monthly parent coffees, and in-person conferences.

Our Early Years Core Values:

- Children are capable and competent. They construct their own learning through relationships with each other, their adults, and the environment.
- Children use and learn from 100 languages to demonstrate thinking and learning.
- Classrooms have three teachers: the adults, the children, and the environment.
- Documentation of children's words, conversations, and creations makes their thinking visible and helps their adults guide them to deeper learning.
- Children learn through an emergent, not preplanned, curriculum and through projects inspired by their interests.
- Families are an essential part of a child's identity and should be included in their learning process.

In our Reggio-inspired program, you can expect that...

- Play is the foundation of the day. We play through art, role play, imagination, sensory materials, loose parts and more.
- We have special classes every week: Physical education, music and library.
- We spend time outside every day by walking in the forest, having recess on the playground and through imaginative play on our terrace. Teachers and children study the natural world together and incorporate their findings into the classroom.
- Teachers observe and document the children, their interactions and plan next steps based on those observations.
- Academic learning is naturally developed through play, relationship and exploration of the natural world. Structured academics are built-in during the kindergarten school year.
- Family involvement is woven throughout our classrooms with photos, stories and family visits.

5. LOWER SCHOOL CURRICULUM OVERVIEW: GRADES K – 5



The Lower School program at AISV is specially designed to connect, inspire, and empower young children in PK2 through Grade 5. We do this by meeting the academic, social, and emotional needs of our students. Our Lower School strives to provide developmentally responsive, challenging, empowering, and equitable learning experiences that promote student ownership and their well-being. We empower students by developing strong Approaches to Learning skills and promoting the IB Learn Profile traits. Our diverse environment is inclusive and provides support for a variety of learners.

ACADEMIC

As we believe inquiry drives learning and encourages the child's innate curiosity. We deliver our standards-based, teacher-designed curriculum through interdisciplinary inquiry and Project Based Learning units. These inquiry/PBL-based units encourage active participation through their use of imagination and creativity to inquire, explore, and reflect. Students collaborate with others to gain understanding, solve problems, and achieve high-quality outcomes. They consistently demonstrate initiative and motivation. We support students and encourage them to take risks. They are not afraid to ask questions or make mistakes. Each month we celebrate active learners at our Lower School Assembly.

The Lower School educational program aims to be holistic, challenging, and developmentally appropriate. The curriculum at AISV is designed to be accessible and relevant for all students who are admitted to the School. Through our standards-based, inquiry-driven curriculum, students are encouraged to analyze information, draw conclusions, and solve complex problems. AISV students are active learners who use imagination and collaboration, show independence, think critically, and critically evaluate information. These skills may include critical thinking, problem-solving, and other foundational skills necessary for academic and personal growth.

AISV COMMUNITY LIFE

AISV Community Life is a developmentally appropriate program that takes place during a regularly scheduled period of time when teachers meet with groups of students to advise them on academic, social, or future planning issues. Our program follows a developed curriculum and consistent classroom routines, including:

- Daily Morning Meetings
- Teaching and reflection on Approaches to Learning Skills
- Community Life lessons (2 x per month)
- Assemblies
- Division-specific events and projects

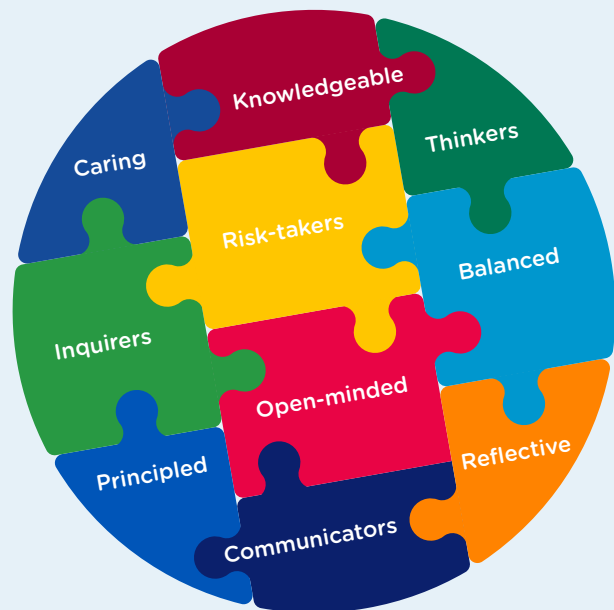
6. DISPOSITIONS IN THE LOWER SCHOOL



Although we are not an IB PYP school, our program culminates with the IB DP. Since the IB Learner Profile traits and Approaches to Learning align closely with our values and mission, we integrate and practice these skills and traits from our Early Years program through the Lower School grades.

A. INTERNATIONAL BACCALAUREATE LEARNER PROFILE

The learner profile traits are embedded into the core and co-curriculum. Students reflect on these traits as they participate in classwork, Vilnius Community Life, and grow as learners. The traits are used to instill common expectations, classroom norms, and to set personal goals.



B. APPROACHES TO LEARNING

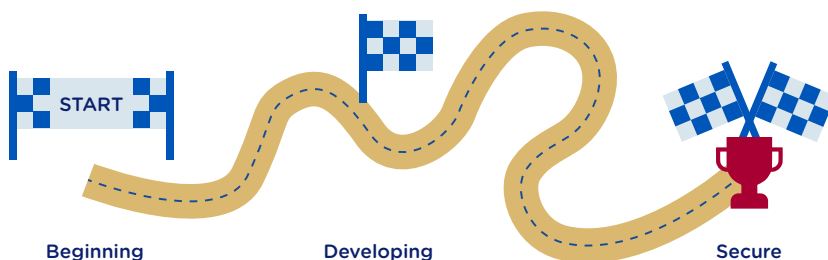
The ATLs are deliberate strategies, skills and attitudes identified in the IB program to help students learn how to learn. These are: thinking skills, communication skills, social skills, self-management skills and research skills. Students learn how to present themselves, speak

confidently in public, and responsibly manage their increasingly complex lives. Attention to these approaches throughout the program at AISV helps us to speak the same language and to prepare students for the IB Diploma Program and lifelong learning. These skills are embedded into the curriculum, explicitly taught, and assessed at each reporting period.

THE APPROACHES TO LEARNING RUBRIC FOR LOWER SCHOOL

Where are you
on the Approaches
to Learning Track?

Beginning
Developing
Secure



ATL RUBRIC FOR SELF REFLECTION		TRI 1	TRI 2	TRI 3
THINKING SKILLS	I try to solve problems on my own. I try different ways to solve problems. I use what I know to solve new problems. I know what I'm good at and what I need to improve.	B D S	B D S	B D S
SELF MANAGE- MENT	I am on time and focused. I am a self-starter and ready to learn. I can take risks, ask questions, and know that I learn from mistakes. I can persevere even when things are difficult. I am tidy. I will do my best and finish my work. I do what's right to complete my work. I can set goals and work toward them.	B D S	B D S	B D S
COMMUNI- CATION AND RESEARCH SKILLS	I can use my voice and body language to express myself. I can say and write information in my own words. I can use different ways to find information and share ideas. I can make simple research plans and ask questions to find out what I need to know.	B D S	B D S	B D S
SOCIAL SKILLS	I am always caring, cooperative, and respectful towards others. I treat others as they would want to be treated. I help my community. I am excited to share what I know. I can cooperate in a group and help others to join in! I can be a leader and a team player. I know when it's time to work together or be independent. I can ask for help when I need it.	B D S	B D S	B D S

7. INFORMATION TECHNOLOGY AND BRING YOUR OWN DEVICE (BYOD) POLICY

Technology at AISV is:

- Integrated – Teachers and students collaborate to integrate age-appropriate technology within each subject area and across subjects to enhance the curriculum. This includes using interactive tools such as educational apps, videos, and digital storytelling platforms that enrich lessons in ELA, math, and inquiry. Technology is woven into everyday classroom activities to make learning more engaging and accessible. STEM classes further provide opportunities for students to explore technology through hands-on projects like simple coding exercises, implementing design thinking process, and using digital tools for creative problem-solving.
- Individualized – Technology is used as a resource to differentiate instruction to meet the learning needs and interests of each student.
- Inquiry-based – Technology will be used to foster inquiry, including conducting research, gathering information, producing documents, reports and presentations to make learning meaningful and authentic. Through inquiry-based projects in LS, students learn to gather, organize, and present their findings using simple digital tools like slideshow creators, audio recordings, or interactive reports
- Forward Thinking – Teachers and students are committed to continuous learning, using creativity and adaptability to explore applications of technology in their studies and everyday lives. LS students learn to adapt to new tools and platforms, developing confidence in using technology for safe research, meaningful communication, and

responsible social interaction. As they explore emerging technologies, they are getting ready for a future where responsible online behavior is just as important as technical proficiency.

- Ethical and Responsible – Students will be aware of how technology affects both local and global environments. In addition, students will learn to be informed and accountable in their use of technology. Students participate in digital citizenship lessons to learn how to use technology responsibly, including understanding the importance of online safety, respecting others' privacy, and being kind in online interactions. They learn about their technology use's impact on the world, fostering a sense of responsibility and accountability. There is a strong emphasis on the importance of making informed choices and acting ethically in both their personal and academic use of technology.

Teachers use technology to enhance students' learning. Specialist teachers push-in to classrooms to provide support for teachers and differentiation to students as needed. High School integrates digital citizenship concepts throughout the curriculum. The ISTE standards that are embedded into the curriculum include:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator³
- Global Collaborator

8. LOWER SCHOOL ASSESSMENT & REPORTING



Assessments are a process that allows us as educators to gather information about student performance in relation to standards/learning objectives. This information is used to give effective feedback to students, inform instruction and track student growth. At AISV, we believe that the primary purpose of assessment is to improve student learning.

Teachers use assessment to:

- Communicate course expectations for student learning.
- Monitor student progress and understanding.
- Provide effective feedback to guide future learning.
- Differentiate tasks, instructional strategies and resources according to students' learning needs.
- Report student progress to students and parents.

Students use assessment to:

- Demonstrate their learning and understanding.
- Understand and reflect on their own progress relative to the standards/learning objectives for the course.
- Set learning goals.
- Celebrate their growth.

Parents use assessment to:

- Understand their student's progress relative to the learning standards/learning objectives.
- Understand feedback to support their student's learning goals.

GUIDELINES FOR LOWER SCHOOL ASSESSMENT PRACTICES

Grading Scale and Descriptors

The purpose of this reporting system is to communicate to parents, students, and future schools what students understand, know, and can do; to celebrate achievements and to identify areas for future growth.

BEGINNING (B)	DEVELOPING (D)	SECURE (S)
Demonstrates some understanding of the skill or concept. Requires support on most occasions.	Demonstrates a basic understanding of the skill or concept. Requires occasional support through reminders and suggestions.	Understands and applies the skill or concept correctly, consistently, and independently.

In addition to the standards, we report on Approaches to Learning that support academic learning. The K-5 report cards are integrated with a student portfolio, which helps demonstrate the application of newly learned concepts and skills.

Reporting

Lower School uses a trimester reporting schedule, which fits our curricular and academic calendar. Each trimester is approximately 12 weeks. A report of each child's academic progress is given throughout the year through two scheduled conferences, and three standards-based reports with written comments. Additional conferences may be arranged by parental or teacher request.

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Parent-Teacher-Student Goal Setting Conference		Student-Led Portfolio Exhibition
Standards Progress Report	Standards Progress Report	Standards Progress Report
Goal Setting Report	Narrative Progress Report	Narrative Progress Report
Completed assignments with feedback sent home routinely		
Parent-Teacher, Teacher-Student and Parent-Teacher-Student conferences (held throughout the year as needed)		
Teacher communication with parents via notes home, emails, and phone calls		

External Assessments:

MAP testing for grades 2-5 is administered twice a year in the fall and spring. Students take the Math, Language Usage, and Reading tests in grades 2-5 and Science is added for grades 4-5. Our students use this data to set goals for personal growth in the various subjects

9. PROGRAM OF STUDIES