

AISV LOWER SCHOOL

Welcome to the AISV Lower School grades Kindergarten – grade 5! Your student will engage in a 21st Century learning journey that includes English language instruction every day in core classes (English Language Arts, Math, Science and Social Studies), special classes twice a week in Physical Education, Music and Visual Arts. We also offer grade 1 – 5 students World Language classes in French and German and Lithuanian Mother Tongue classes 5 days a week.

Your student will have a homeroom or primary teacher for core subjects. These subjects are taught in the homeroom classroom. Students go to the art studio for art, the gym for PE, and the music room for music. Technology classes are held one day a week in the computer lab, and then the technology teacher works with the homeroom teacher to determine how best to integrate technology into the core subject curriculum. Your student has access to the school librarian weekly during the home room language arts time.

The curriculum is enriched with a variety of co-curricular and extracurricular activities including field trips, opportunities to participate in community service, multi age activities, and other activities that support the student life on campus. There are plans to develop a social emotional curriculum in the future.

The curricular philosophy is based upon on three elements:

- Academic Standards
- A grade level scope and sequence for each subject/curricular content area
- Preparation for the IB diploma

ACADEMIC STANDARDS

Academic standards define what students should know and be able to do. These standards are used to guide curriculum. There is a variety of research and evidence based standards for K-12 education. We have selected the standards that best meet the needs of our student population in the international school setting. The following standards guide the AISV curriculum:

Common Core State Standards (CCSS) for English Language Arts and Mathematics. The link below contains a wide range of information about these academic standards.

<http://www.corestandards.org/about-the-standards/>

MCREL standards for Art, Music, Physical Education, Technology

McREL International is a private, nonprofit, nonpartisan education research and development corporation - See more at: <http://www.mcrel.org/about-us/who-we-are#sthash.L6TiO2nu.dpuf>

<http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=18>

<http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=13>

<http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=11>

<http://www2.mcrel.org/compendium/SubjectTopics.asp?SubjectID=19>

AERO standards for Social Studies

AERO is a project supported by the U.S. State Department's Office of Overseas Schools (A/OPR/OS) and the Overseas Schools Advisory Council to assist schools in developing and implementing standards-based curricula.

http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf

Next Generation standards for Science

The National Research Council (NRC) of the National Academy of Sciences managed the first of two steps in the creation of the *Next Generation Science Standards* by developing the *A Framework for K-12 Science Education*, which was released July 2011.

The *Framework* provides a sound, evidence-based foundation for standards by drawing on current scientific research—including research on the ways students learn science effectively—and identifies the science all K–12 students should know.

<http://www.nextgenscience.org/search-standards-dci>

World Language Standards:

Lithuanian Mother Tongue Standards: Lithuanian ELA standards are adapted to align with the grade level ELA Common core standards.

GRADE LEVEL SCOPE AND SEQUENCE

Each grade level has a scope and sequence that guides the course of study for the year. It is based upon the academic standards listed above and serves as a framework for the curricular areas. The philosophy of teaching and learning in the Lower School is inquiry based. This involves a variety of teaching strategies that provide the student with opportunities to construct meaning of knowledge and skills through collaboration, self-initiated exploration and problem solving based upon big ideas, and questions. The link provides excellent overview of this philosophy in the classroom.

<http://www.teachinquiry.com/index/Introduction.html>

The scope and sequence framework contains the following elements that drive inquiry in the classroom:

Transdisciplinary Learning Themes

These themes involve more than one subject area and focus on common concepts, understandings and processes. The transdisciplinary unit of study is transcendent of the curriculum content and focuses on authentic learning, new perspectives, and current issues within the context of multiple disciplines. These themes are the same in grades K – 5.

- Our world- the tools of communication we use to express ourselves
- Our world- the tools of communication we use to express ourselves
- Our world - we are all in it together
- Our world- past, present, future
- Our world- health and well- being

Units (Central Ideas)

6-8 week long units guided by the transdisciplinary themes and intentionally chosen to resonate with student are introduced in the early elementary grades and continually reemerge in later years deliberately inviting students to wrestle with the “great ideas” at greater levels of depth as they progress through school.

Enduring Understandings

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

Essential Questions

Essential questions frame the unit by provoking genuine inquiry and deep thought. These questions are at the heart of the subject and should recur in life and throughout the K-12 classrooms. They should raise more questions provoking and sustaining engaged inquiry. In developing units, much time is spent on developing questions that is worthy of inquiry or investigation.

Your student’s grade level scope and sequence is linked here:

[Kinder](#)

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

PREPARATION FOR THE IB DIPLOMA

The essential outcome for K -12 students is to be college and/or career ready, culminating in graduation which is typically at the end of grade 12. Achieving this outcome requires earning a diploma issued upon successful completion of the academic program of high school. AISV offers the International Baccalaureate (IB) Diploma. This diploma requires a specific course of studies in grades 11 and 12 known as the IB program. We at AISV believe a successful transition for students as they progress in grade and curriculum at AISV includes experiences and opportunities in all grades leading to grade 11 that reflect the philosophy and expectations of the IB program.

“The International Baccalaureate® (IB) offers a continuum of international education that encourages both personal and academic achievement, challenging students to excel in their studies and in their personal development.” www.ibo.org.. Therefore, the grade level scope and sequence includes opportunities for community service, creativity and action. An essential element of the curriculum is the integration of the IB Learner Profile. You can learn more about this by watching the link.

<https://www.youtube.com/watch?v=wqMZ1uXOZ80>