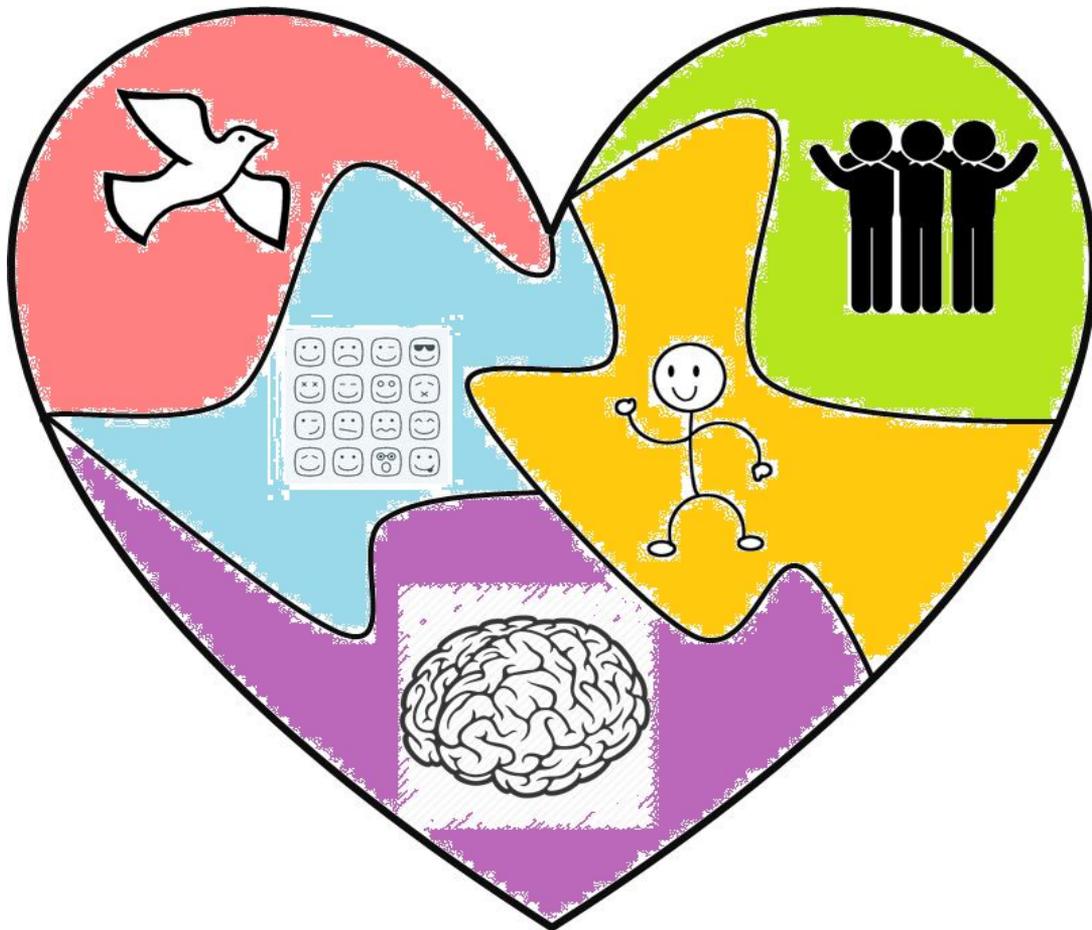




Elementary School | Curriculum Guide 2015-2016



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Introduction

Our Elementary School curriculum at MDIS is based on American school standards. We believe in discovering God through each subject area. Each class in Elementary studies the following subjects: Language Arts, Mathematics, Science, Social Studies, Reading, Physical Education, Art, Music, and Hindi. MDIS Elementary seeks to grow students holistically through creative and active learning and aims to meet each of our student's individual needs. Our main spoken language on campus is English.

1. School Mission

MISSION STATEMENT: MDIS provides a Biblically-based education that equips national and international students with the knowledge, character, and skills to pursue both a tertiary education and their full potential.

VISION: Our vision is to see students and graduates as servant-leaders who will purposefully and positively influence the world.

CORE VALUES: MDIS in its entirety seeks to provide an educational environment that demonstrates the following core values in every aspect:

C Christian value-centred | **A** Academically-focused | **R** Relationship-oriented | **E** Excellence-driven | **S** Service-minded. Therefore, MDIS is a school that **CARES**.

MDIS LEARNER PROFILE:

Confident	in God, in others and in themselves & in how to communicate their faith, beliefs & knowledge.
Holistic:	broad based in order to be spiritually, intellectually, physically, emotionally and socially healthy.
Leaders:	active participation as team players and servant-leaders.
Original:	creative and critical thinkers who learn to provide ideas and solutions to problems.
Respectful:	compassionate, honest, responsible and respectful of individuals, groups and the environment.
Inquirers:	life-long learners who continue to develop their curiosity, individual talents and passion for the truth.
Diligent:	industrious, exemplary and working to meet high expectations and achieve their potential.
Equipped:	Acquiring the knowledge and skills to make a difference both locally and globally.

*Which spells **CHLORIDE**. Sodium **Chloride** is a salt and is also a major mineral that your body needs to keep body fluids balanced. We are called to be as salt and light to the world - Mt 5:13,14. By living distinctively Christian lifestyles we seek to influence those around us.*

2. Themes and Units

At MDIS we align our Themes and Units with the overall focus of our school values, whereby these reflect our CORE values.

For example; The Social Studies Units during Quarter One will align with our World Culture Day at MDIS. Teachers work together to ensure that the Themes and Units over the course of a year align to the overall curriculum throughout our Elementary School.

3. Standards

We use the Common Core State Standards in all English Language Arts and Mathematics throughout all Elementary levels. Although some Social Studies and Science standards are embedded within the Common Core Language Arts standards, the Social Studies and Science standards from McRel provide a complete course and are followed in these subjects throughout Elementary School.

The Common Core State Standards are the culmination of an extended, broad-based effort to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy, no later than the end of High School.

These Standards are:

1. research and evidence based
2. aligned with college and work expectations
3. rigorous
4. internationally benchmarked

For further information about the Common Core State Standards, please see www.corestandards.org

4. Assessment - Reports - Grading

4.1: Assessment: involves the forming of a sound professional judgement about a student and their learning. Formative and summative assessments are both used regularly to assess student progress. This assessment is then communicated to the student and parents through mid-quarter check ups and

quarterly reports. Teachers conduct ongoing reading assessments using benchmark texts from the award winning Reading A-Z program to assess student progress.

The objectives of assessment at MDIS is to:

- enable students to demonstrate what they know and understand
- help students to identify what they need to do in order to improve
- provide feedback about the effectiveness of teaching and learning
- help staff to improve and focus their teaching through ongoing enquiry
- provide regular feedback to students and parents

4.2: Reports:

Mid-Quarter ‘Check-Ups’ are issued mid quarter and are a way of informing students and parents of a student’s progress periodically. Quarter End Reports are the results for the whole quarter. Parent-Teacher Conferences occur twice a year, the latter being a student led parent-teacher conference. The Student led Parent-Teacher Conference is a means of providing students with an opportunity to share their portfolios with their parents and share their reflections on some of their work.

4.3 KG-5 Grading scale

The elementary school uses a standards-based assessment to communicate progress through the report cards as follows:

4	3	2	1
Exceeds standard required	Consistently reaches the standard	Working towards the standard	Standard not acquired

4.4 Admissions Testing and the K-TEA II

The admissions department uses the Kaufman Test of Educational Achievement, Second Edition (KTEA-II). This process gives a comprehensive, detailed prescriptive information on each student. The KTEA-II is easy to administer, score, and interpret. Redesigned and expanded, it covers all IDEA, Reading First, and NCTM achievement areas to ensure a comprehensive, research-based assessment. This test also features alternate forms to help us measure student progress or response to intervention and to adjust instruction based on performance.

K-TEA Testing provides composite scores for all students enrolling in MDIS in reading, math, written language, and oral language. A Comprehensive Achievement Composite can be computed for all examinees. Six additional subtests assess reading-related skills and give valuable diagnostic information

5. Literacy

5.1 Reading Benchmarks and Assessments

Assessment is a necessary component to instruction. Assessment tools are used to determine what is working and what should be taught. Reading A-Z provides a collection of easy-to-use assessment tools in several key areas of reading--alphabet, phonological awareness, phonics, fluency, and comprehension. These tools are designed to help diagnose a student’s instructional needs and their understanding of the instruction delivered. Student reading levels are assessed a minimum of three times a year, using the Reading A-Z assessments. Teachers also use the Reading A-Z’s extensive collection for guided and independent practice in their classes.

5.2 Book in a Bag/ Razkids

Once a student's reading level is determined, a corresponding level is assigned on Razkids, the online Reading A-Z program. The online program keeps track of books read, comprehension levels and allows students to record the book to hear themselves read. Students are expected to read at home each night as a part of their homework.

Elementary students are also sent home with a "Book in a Bag" each night. This is incorporated into their homework and every student is expected to read their book with a proficient reader at home.

5.3 D.E.A.R: Drop Everything And Read - All Elementary students participate in silent reading for 10-15 minutes. The time for this is scheduled as per the homeroom teacher's preference.

5.4 Classroom libraries and the Full School Library.

Each Elementary School classroom has a level appropriate library of fiction and nonfiction books. The full school Library has over 6,000 resources and is utilised by each class once per week, with the assistance of a librarian.

5.5 Literacy across the Curriculum

Literacy instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school. Competency in literacy in the English-medium is critical to engage with increasingly complex texts and tasks. Through being literate, students are able to manage and influence the social, emotional, physical and economic contexts that shape their lives, and the lives of others.

Literacy instruction at MDIS will strengthen our students' capacity to participate in the world right now, rather than just prepare them to participate in the world at some time in the future.

6. Numeracy and Problem Solving

The achievement objectives are presented in three domains. It is important that students can see and make sense of the many connections within and across these strands.

6.1 Number and Algebra.

Number involves calculating and estimating, using appropriate mental, written, or machine calculation methods in flexible ways. It also involves knowing when it is appropriate to use estimation and being able to discern whether results are reasonable. Algebra involves generalising and representing the patterns and relationships found in numbers, shapes, and measures.

6.2 Geometry and Measurement.

Geometry involves recognising and using the properties and symmetries of shapes and describing position and movement. Measurement involves quantifying the attributes of objects, using appropriate units and instruments. It also involves predicting and calculating rates of change.

6.3 Statistics

Statistics involves identifying problems that can be explored by the use of appropriate data, designing investigations, collecting data, exploring and using patterns and relationships in data, solving problems, and communicating findings. Statistics also involves interpreting statistical information, evaluating data based arguments, and dealing with uncertainty and variation.

7. Standardized Testing

7.1 Timing: All children from Kindergarten through to Grade 12 will take the external standardized tests in spring. This assessment measures MDIS students against comparable schools using a similar American curriculum.

7.2 The Lexile measure (a student's tailor-made reading list!) On each individual student's results a Lexile measure is indicated. This number can be used by teachers or parents to find level appropriate books for the student. On the Pearson website www.pearsonlexile.com, this lexile number can be entered along with a range and student interests. The website will generate a list of books that are at the student's individual reading level and interest!!

8. Differentiation

At MDIS, we endeavour to use differentiation in our learning. Differentiation is at the heart of a child-centred approach to teaching; it is the opposite of the 'one size fits all' philosophy. We aim to cater to the needs of the individual child in our classrooms e.g. maths groups, reading groups, writing groups. However, the needs of the more extendable child differ greatly in that they need more focus on abstract ideas, concepts rather than factual knowledge. They also need to be able to debate and argue issues which could be ethical e.g. should we be allowed to keep pets at school. Differentiation is about providing learning experiences that suit the needs and learning style of each individual student within an environment that accepts diversity.

Underlying Principles

- Content that is related to broad-based issues, themes or problems (This ties in with Inquiry learning).
- Integration of multiple disciplines.
- Opportunity for students to choose a topic and do in-depth study.
- Develop independent study skills.
- Develop research skills and methods.
- Integration of basic and higher thinking skills into the curriculum.

Qualitative Differentiation

Differentiation for more extendable students should consist of qualitative, rather than quantitative changes. To capitalise on students' strengths and interests there should be meaningful learning experiences which are well thought out.

There are three primary areas of differentiation:

- Content – what is taught or learned
- Process – how the content is taught or learned
- Product – evidence of learning by students

9. Homework

The purpose of homework is to review, drill, and enhance what has been already learned in the classroom. Because review is an important part of the instructional process, homework is a high priority at MDIS. Other objectives of homework include helping students develop a sense of responsibility and involving parents with their child's work and progress. With these purposes in mind, the following are guidelines that the

elementary teachers at MDIS follow when assigning homework:

Homework times guide:

Grades KG:	10 minutes per day (approx 1 hr per week) MOSTLY READING
Grades 1-3:	30 minutes per day (approx 2.5 hrs per week) MOSTLY READING
Grades 4-5	40-50 minutes (approx 4 hrs per week)

10. Other

10.1 CHAPEL

Separate Elementary School (ES) and Middle-High School (MHS) chapels are held weekly, on a Wednesday. Full school chapels are scheduled twice a quarter. All students are required to attend and participate. Parents are welcome to join us by simply contacting the reception or the child's homeroom teacher in advance. We appreciate your attendance and involvement.

10.2 RESPECT FOR SCHOOL STAFF & PROPERTY

Our school staff is multi-national. We expect all students to show appropriate respect to all the staff regardless of their nationality or their job title. We appreciate the benefits that our children receive because of the duties performed by all the staff and want to communicate our thankfulness to them by an attitude of respect. All students are expected to take good care of MDIS facilities and property. This includes: Using equipment and supplies properly and putting them away when finished. Taking good care of physical facilities including buildings, desks, tables, books, and other items. Being responsible for personal items, including jackets, books, lunch boxes, water bottles, swimming suits, etc. Helping keep the buildings and grounds as neat as possible (pick up trash, put pencil sharpenings in a trash can, etc.). Keeping one's desk and/or shelf space clean is a sign of respect.

10.3 PHYSICAL EDUCATION (P.E.)

The Physical Education activities vary according to the weather. P.E. includes tennis, basketball, soccer, and other outdoor activities. Students should bring a plain red, green or blue t-shirt and sports shorts to change into. Tennis shoes/sneakers must be worn for these activities. Students are regularly asked to rehydrate during P.E., therefore they must carry their water bottles with them when going out for P.E. The teacher may exclude a student from a class, if the student is not wearing appropriate gear for the class.

10.4 STUDENT CAMPUS GUIDELINES

1. Respect yourself, others and all property.
2. No running or making noise in the corridors.
3. Only English speaking on campus, vehicles, field-trips and school activities.
4. No inside recess or breaks unless a teacher is fully present and supervising you. (Listen for general announcements if it is raining)
5. No individual borrowing of school laptops (only during class-time through your subject teacher)
6. Students are not permitted to use the Photocopier. (Nor should Homework be printed on teacher's printers)
7. Coffee/Tea on the second floor is for staff use only.

10.5 FIELD TRIPS

Trips are usually scheduled when Delhi's weather is nicest. Field trip sites include historical places, museums, and other relevant sites. Permission slips are sent home for field trips. Sometimes an additional fee is charged, depending on the fee and transportation costs for the trip. Parents are welcome to recommend sites, and to volunteer as chaperones for the trip.

10.6 SNACK and LUNCH

KG–Grade 5 have snack prior to morning recess each day. Lunch break is usually from 11:20 a.m. Students are allowed to play outside only after finishing their lunch inside. Lunch order forms are available from the reception for school provided lunches. Once orders are placed we can not change them due to our commitment to the external caterers. There are no refunds on lunches due to orders being set with external caterers.