Teaching and Learning at ISU

A booklet of guides, procedures and policies.

Teaching and Learning

Teaching and learning at ISU is a student-centered, collaborative effort that inspires and engages students in meaningful inquiry, leading to deeper understanding and personal academic success. By exemplifying the principles of the IB Learner Profile, students, teachers and parents become members of a community of life-long learners, helping to develop each individual's capabilities to the fullest.

May, 2013

Contents

Still to be developed:
- *Acceptable Use Policy*
- *Admissions Policy*

Mission

The International School of Ulm/Neu-Ulm aims to provide an inspirational learning environment and educational program which develops its students' individual capabilities to the fullest, prepares them for entry into the leading international universities, and helps them to become responsible world citizens in attitude and action.

Guiding Philosophy

Teaching and learning at ISU is centered on the principles of the IB Learner Profile, promoting a love of learning and helping our students become globally-minded life-long learners who 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 wiling 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.

(IBO, 2013. The IB Learner Profile Booklet. Cardiff: International Baccalaureate.)

ISU Beliefs and Definitions

Teaching and Learning at ISU

Teaching and learning at ISU is a student-centered, collaborative effort that inspires and engages students in meaningful inquiry, leading to deeper understanding and personal academic success. By exemplifying the principles of the IB Learner Profile, students, teachers and parents become members of a community of life-long learners, helping to develop each individual's capabilities to the fullest.

May, 2013

International Mindedness

ISU students respect the values of other cultures, recognize the importance of global issues, are able to communicate in more than one language, and are actively involved in the local community.
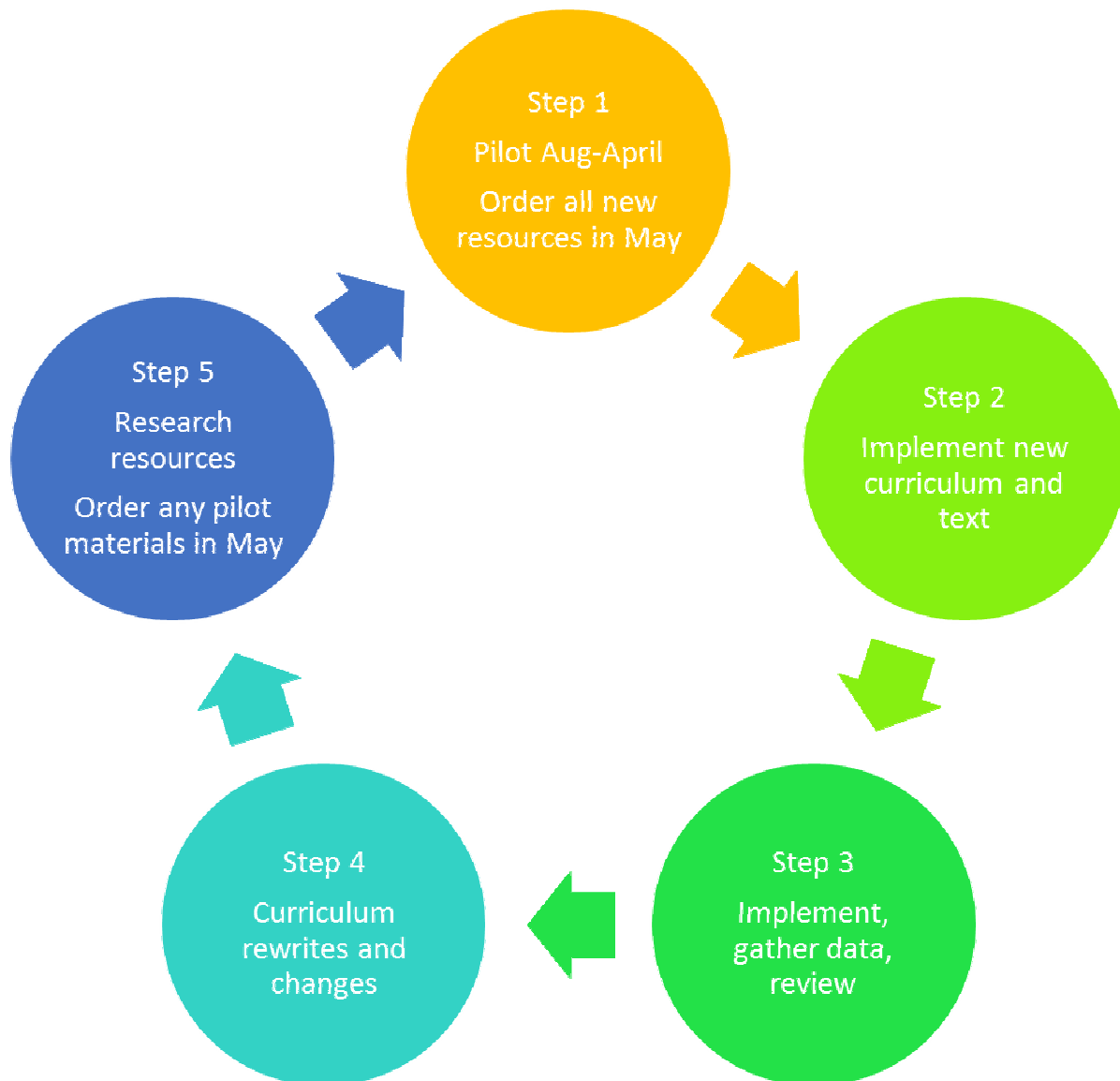
May, 2013

Behavior Philosophy

Behavior at ISU begins with clear and consistent expectations in a safe and respectful environment of integrity, empathy, pride, and cooperation, which results in personal responsibility to our entire school and community.

May, 2012

ISU Curriculum Review Cycle

Step 1
Pilot Aug-April
Order all new resources in May

Step 2
Implement new curriculum and text

Step 3
Implement, gather data, review

Step 4
Curriculum rewrites and changes

Step 5
Research resources
Order any pilot materials in May

Purposes of Curriculum Review

The aim of the review process is to improve the extent to which the curriculum

∗ complies with the school's Guiding Statements and learning policies
∗ develops student concepts, knowledge, skills and attitudes in specific subject areas
∗ is relevant and accurate
∗ is congruent and aligns with other curricula
∗ is inclusive of and accessible to all learners

ISU Curriculum Review Cycle Descriptions

Step 1 Pilot August-April, ORDER all new resources in May
2016-17: English A, German A
Work collaboratively and follow plan for trials of pilot materials from August to April. Prepare and complete an evaluation and comparison of programs and materials. In May, choose and order a program or materials and prepare and submit a 5-year order. Identify professional development needs in order to provide sustained support for implementation of any new programs or materials.

Step 2 Implementation of new texts and curriculum
2016-17: World Languages (B) Spanish, French, English B, EAL, German B, DaF

All teachers involved implement the written curriculum, updated standards and benchmarks, and chosen program or materials.
Committee provides support and ensures that mentoring, coaching, modeling, and grade-level support are made available where applicable. Student data is gathered and reported.

Step 3 Implement, Gather Data, Review
2016-17: Global Citizenship, Social Studies, History, Geography (Humanities

Continue implementation. Collect and organize data from benchmark, formative and summative assessments, internal and external exams. Survey students, parents, and teachers regarding the impact of the program at year-end.

Step 4 Curriculum rewrites and changes
2016-17: Science, Health, PE
Using data, analyze vertical alignment of _Standards and Benchmarks_ (EYP-Grade 12). Review benchmarks, essential questions, and formative and summative assessments, concepts, content, and skills. Review written curriculum for evidence of current practices in incorporating the ISU Mission Statement and Guiding Philosophies. Ensure written connections to transdisciplinary skills, international-mindedness, and researched-based teaching methods.

Build content-specific academic vocabulary lists, and include specific learning outcomes. Identify areas of vertical curriculum repetition, gaps or non-alignment. Collaborate to ensure that that the program content, concepts and skills are aligned, especially between grades EYP 3-Grade 1; Grade 5-6; Grade 8-9; Grade 10-11.

Step 5 Research resources and order pilot materials
2016-17 Mathematics, IT, Music, Visual Art, Drama
Inventory and analyze resources and determine areas of need. Study research-based literature and best practices in teaching and learning in order to determine resources to pilot. Prepare an order for sample materials and a written plan for implementation of trial or pilot resources.
School Curriculum Committee
The School Curriculum Committee (SCC) consists of the Director and Curriculum Coordinators. The SCC has the responsibility to oversee committee work and review and approve all curriculum changes & proposals. Regular meetings will be held to conduct the review process.

Director	_Liam Browne_
Curriculum Coordinator	_Karma Rodriguez_
IB DP Coordinator	_Richard Tomes_
IGCSE Coordinator	_Lee Rawlinson_
PYP Coordinator	_Michelle Feiss_

2015-16 Curriculum Review Timetable & Committee Members

Committee chairs and members will be selected each year in August. Committee chairs are marked in bold. Committee Chairs have the responsibility to ensure that meetings are held and minuted, and that all subject area teachers have opportunities for input in the curriculum review process. All teachers serve on a committee, and Tuesday or Friday afternoon times are available for these meetings and committee review work and collaboration.

Since the IB Diploma Programme curriculum review is on a 7-year cycle, IB teachers will align any changes as necessitated by mandatory changes of the IB curriculum. Subject areas should be prepared to make and implement changes in the curriculum _mid-cycle_ due to DP or other subject requirements.

A _Teaching & Learning Timeline_ based on the curriculum map is completed by each teacher within the first month of school for each subject taught, and submitted to the SCC and subject Committee chairs.

Subject areas	2016-17 Cycle	Committee members
English A German A	Step 1 Pilot and sample materials August-April ORDER all new resources in May for the 2017-18 school year.	Samantha O'Leary, Raquel Martinez Michelle Feiss, Kathy Scroggins Sarah Langenbach, Dominique Gebhardt Ulrike Schanz
World Languages (B) Spanish French English B & EAL German B & DaF	Step 2 Implementation of new texts and curriculum	Samuel Perrino Martinez Tanja DeWolf Karma Rodriguez Ulrike Schanz, DaF teacher
Global Citizenship, Social Studies, History, Geography (Humanities)	Step 3 Implement, gather data, review	Ian Urey, US History teacher LS Aleyda Cardenas, Charlene Leaderhouse
Science Health (PSE) PE	Step 4 Curriculum rewrites and changes	Lee Rawlinson, Sandra Morales, Julia Crownover Karma Rodriguez Ryan Eide, Heike Merckle
Mathematics IT Music Visual Art Drama	Step 5 Research resources and order pilot materials	Richard Tomes, Christine Moore LS David Benson, Erin Dufty Tiffany Trent, Michelle Feiss Lana Sokyrba-Kostyrko, Lizzy Hewitt Lee ann Thomas Cedric Thompson

Future planning *Please note that these plans may be subject to change.*
2016 – 17 Curriculum Review

English A, German A, Language Arts	Step 1- Pilot then Order
Spanish, French, En B, EAL, Ger B, DaF	Step 2- Implement new texts & curriculum
Social Studies, History, Geography	Step 3- Implement, gather data, review
Science, Health (PSE), PE	Step 4- Curriculum rewrites and changes
Mathematics, IT, Music, Visual Art, Drama	Step 5- Research then order pilot texts

2017 – 18 Curriculum Review

Mathematics, IT, Music, Visual Art, Drama	Step 1- Pilot then Order
English A, German A, Language Arts	Step 2- Implement new texts & curriculum
Spanish, French, En B, EAL, Ger B, DaF	Step 3- Implement, gather data, review
Social Studies, History, Geography	Step 4- Curriculum rewrites and changes
Science, Health (PSE), PE	Step 5- Research then order pilot texts

2018 – 19 Curriculum Review

Science, Health (PSE), PE	Step 1- Pilot then Order
Mathematics, IT, Music, Visual Art, Drama	Step 2- Implement new texts & curriculum
English A, German A, Language Arts	Step 3- Implement, gather data, review
Spanish, French, En B, EAL, Ger B, DaF	Step 4- Curriculum rewrites and changes
Social Studies, History, Geography	Step 5- Research then order pilot texts

2019 – 20 Curriculum Review

Social Studies, History, Geography	Step 1- Pilot then Order
Science, Health (PSE), PE	Step 2- Implement new texts & curriculum
Mathematics, IT, Music, Visual Art, Drama	Step 3- Implement, gather data, review
English A, German A, Language Arts	Step 4- Curriculum rewrites and changes
Spanish, French, En B, EAL, Ger B, DaF	Step 5- Research then order pilot texts

2020 – 21 Curriculum Review

Spanish, French, En B, EAL, Ger B, DaF	Step 1- Pilot then Order
Social Studies, History, Geography	Step 2- Implement new texts & curriculum
Science, Health (PSE), PE	Step 3- Implement, gather data, review
Mathematics, IT, Music, Visual Art, Drama	Step 4- Curriculum rewrites and changes
English A, German A, Language Arts	Step 5- Research then order pilot texts

2021 – 22 Curriculum Review

English A, German A, Language Arts	Step 1- Pilot then Order
Spanish, French, En B, EAL, Ger B, DaF	Step 2- Implement new texts & curriculum
Social Studies, History, Geography	Step 3- Implement, gather data, review
Science, Health (PSE), PE	Step 4- Curriculum rewrites and changes
Mathematics, IT, Music, Visual Art, Drama	Step 5- Research then order pilot texts

Appendix 1

Program Improvement

Procedures for using standardized test results to strengthen the taught curriculum and drive instruction at ISU

    Assessment Policy, p. 6   Program Evaluation
    Assessment Policy, p. 8   Reporting

VERA German Test   Grade 3   March/April

    Group and Individual results are reported to parents and administration. Lower School German teacher communicates with parents of individual students who score below average. A joint meeting is held with the Middle School German teacher to analyze the data; areas of program improvement are identified and goals set for the coming school year for Grades 2-5.

International School Assessment (ISA)   Grades 3-8   February

    Group and Individual results are reported to parents and administration. In Lower School, a committee consisting of the Grades 2-5 Classroom teachers together with the EAL and Learning Support teacher is formed to disaggregate and analyze the results.

    In Upper School, the following committees meet for the various sectional reports:
        Reading and Writing: 2 English teachers and 1EAL teacher
        Mathematical Literacy: 2 Math and 1 Science teacher

Areas of both individual need and program improvement are identified. Individual goals as well as program improvement goals are set for the coming school year

for grades 2-8.   These reports are shared with Administration and program improvement goals are shared with the school community.

IGCSE   Grade 10   May
Individual results are reported to students, parents and administration. All IGCSE teachers meet to discuss results and identify program improvement needs, and goals are set for the coming school year. A report is submitted to Administration.

IB External Exams   Grade 12   May
Individual results are reported to students, parents and administration. All IB teachers meet to discuss results and identify program improvement needs, and goals are set for the coming school year. A report is submitted to Administration.

Academic Honesty Policy

At the International School of Ulm/Neu-Ulm we are committed to academic honesty with the expectation that students and faculty communicate and learn in an authentic and principled way. Following the attributes of the IB Learner Profile, all students and faculty are expected to learn and assess in an academically honest manner, maintaining integrity and taking responsibility for their own actions.

Work submitted must be the student's own, unless a teacher specifically assigns collaborative work. If students have questions about whether work might be in violation of academic honesty, they are expected to discuss the circumstances with their teacher before submission. Violations of the Academic Honesty Policy may constitute grounds for disciplinary action, up to and including removal from school.

Specific examples of violations include, but are not limited to, the following:

- Plagiarism: Presenting the ideas or work of another as your own, which can include copying material from a textbook, resource, internet, or from another student and presenting it as one's own work,

- Duplication of Work: presentation of the same work for different assessment components,

- Collusion: supporting malpractice by another candidate, sharing questions or answers from individual assessments, allowing one's work to be copied or submitted for assessment by others (family members, other students, tutors etc.),

- Submitting work that has been edited or revised by others (family members, other students, tutors, etc.),

- Submitting work that draws on sources that are unacknowledged in the work,

- Any other behavior that gains unfair advantage for a candidate or that affects the results of another candidate such as:

- Misconduct during exams, using supplemental resources not approved by the teacher, falsification of records, etc.),

- Sharing unauthorized material during assessment,

- Leaving the class without permission during an assessment,

- Taking extra time during an assessment,

- Informing absent students about assessment which the rest of the class has taken.

While the Academic Honesty Policy applies to the whole school, specific procedures and practices of violations of the policy are age-specific and determined by each of the three school divisions (Lower, Middle and Upper Schools).

Date: March 2012

ISU Assessment Policy

Assessment at ISU is an ongoing process which is embedded in all teaching and learning. A variety of assessment methods and strategies are used to find out about students' learning in a formative and summative manner. Assessment strategies and tools should be appropriate to age and development level. Assessment promotes reflection and is central to evaluating efficacy of teaching and learning.

Perspectives on Assessment

Assessment is the gathering and analysis of information about student performance and it is an integral part of teaching and learning at ISU. It identifies what the students know, can do and feel at different stages in the learning process.

Teachers need to be mindful of the particular learning outcomes on which they intend to report, prior to selecting or designing the method of assessment. They need to employ techniques for assessing students' work that take into account the diverse, complicated and sophisticated ways that individual students use to understand experience.

Additionally, ISU stresses the importance of both student and teacher self-assessment and reflection. We seek to have a culture of reflection where students regularly reflect on the Learner Profile and on their specific progress in all areas of the curriculum.

Everyone concerned with assessment, including students, teachers, parents and administrators, should have a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. The school community should also be concerned with evaluating the efficacy of the program.

Purposes of Assessment

We assess to promote student learning, provide information about student learning, and assist in the evaluation of the program.

Promotion of Student Learning

Effective assessment will:
- Support student learning by highlighting areas of strength and giving feedback to assist further growth,
- Provide students with the opportunity to assess their own work and progress,
- Encourage students to take pride in what they do,
- Give students a sense of purpose,
- Hold students accountable for their learning.

Obtaining and Reporting Information about Student Learning

Effective assessment will:
- Find out what students know and can do,
- Show how well students can apply what they know,
- Measure students' ability to inquire,
- Demonstrate whether students can reflect on what they know,
- Show what students remember, and understand what has been taught, done, explored or discussed in class,
- Reveal areas in which students are experiencing difficulties,
- Determine the interest level of students,
- Help the teacher understand how individual students think,
- Monitor students performance over a period of time,
- Provide data to support discussions with parents and colleagues about student progress,
- Indicate how a student is performing in comparison with others in the group,
- Help teachers evaluate whether students are keeping pace with age appropriate cognitive development.

Program Evaluation

Effective assessment will:
- Determine whether specific skills are being mastered,
- Identify areas that require further instruction, practice and/or explanation,
- Reveal which activities best lead students to actually learn what they are supposed to learn,
- Determine whether particular strategies being used by teachers have been effective in developing understanding of a concept,
- Allow insight into student thinking and problem-solving methods,
- Give a focus to future planning and teaching,
- Allow teachers to reflect on the effectiveness of their previous planning,
- Make teachers accountable,
- Establish and maintain the consistency of what is done across a grade level,
- Identify common program weaknesses across a grade level,
- Suggest new areas of focus, new activities and materials and resources for inclusion in the program,
- Help ensure that overall curriculum goals are being met.

Assessment Practices

Assessment has these components:
- Assessing – discovering what children have learned,
- Recording – noting our findings,
- Reporting – passing on information,
- Evaluation of the program.
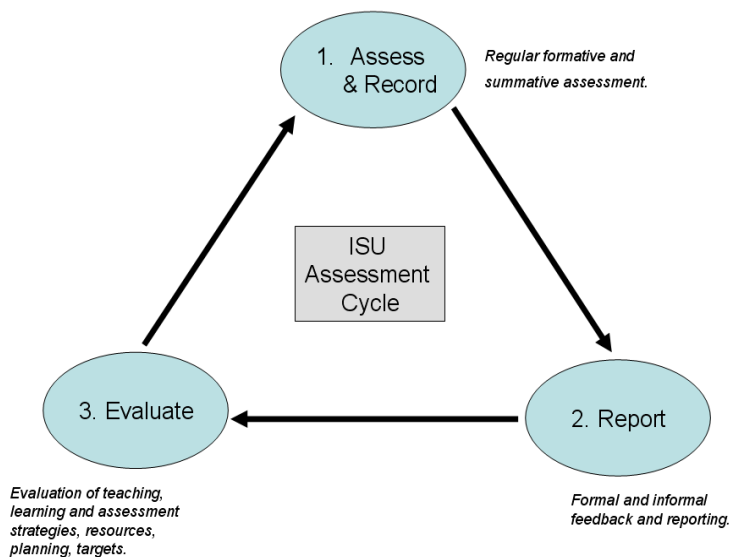
Formative and Summative Assessment

Aligned with both current research on best practices and IB guidelines, teachers use a range of formative and summative tasks to monitor and evaluate student work and progress.

Formative Assessment

Formative assessment is an Assessment **for** Learning. It is ongoing and provides evidence of a progression in learning, identifying difficulties and providing feedback for teachers as to whether specific learning is in place.
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Summative Assessment

Summative assessment is a "Measurement **of** Learning" and it is the assessment of the learning that has taken place. It is used to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning (i.e. IB and IGCSE external exams, standardized tests, internal school examinations, semester, unit or topic tests).

Formative Assessment
- Happens during the learning,
- Helps to improve learning,
- Assists in developing learning,
- Is focused on the process.

Summative Assessment
- Happens after the learning,
- Prove learning has taken place,
- Assists in measuring learning,
- Is focused on the outcome.

Standardized achievement tests

The following standardized tests are incorporated in order to measure student performance with other like schools over time.

Assessment	Student level	Time frame
VERA German Test	Grade 3	March/April
International School Assessment (ISA)	Grades 3-8	February
IGCSE	Grade 10	May
IB External Exams	Grade 12	May

Reporting

Effective feedback is of fundamental importance to assessment and should:
- Involve parents, children and teachers as partners,
- Reflect the school community's values,
- Be comprehensive, honest, fair, credible and backed up with evidence,
- Be clear and understandable,
- Allow teachers to incorporate information from the reporting process into future activities.

Reporting strategies include:
- Ongoing regular feedback to students and parents,
- Conferences (teacher-parent, student-led, teacher-student-parent),
- Written reports,
- The grade 5 exhibition,
- Mock Exam results,
- Productions and performances,
- Assessment informing teaching and student support.

Ongoing regular feedback

In addition to informing students and parents when there are concerns about student learning, feedback in each subject is given on a regular basis.

Parent/Teacher Conferences

In addition to regularly scheduled conferences, teachers are available to parents and administrators for consultation about a student's progress upon request.

Assessment Policy Review

An assessment committee will be formed including representatives from both upper and lower school to review and revise this assessment policy. This will take place on a three-year rotation: 2011, 2013, 2015, 2017, 2019.

ISU Language Policy

Philosophy

At ISU we believe that language enriches and permeates all areas of school life and that all teachers and students are language facilitators. Our inquiry-based program presents a diverse, integrated language curriculum and provides opportunities to learn additional languages. Emphasis is placed on the use of English as the means by which other subjects may be learned, while encouraging students to maintain skills in their native language whenever possible.

By nurturing a comprehensive understanding and competent use of the interrelated language skills of reading, writing, speaking, listening, viewing and presenting, the children will learn to think and express themselves clearly, to communicate effectively with others, and to understand the world around them. The ISU language program aims to provide children with the language skills that allow them to reach their fullest individual potential in their academic and personal development.

Principles

Language of Instruction
English shall be the language of instruction, except in cases where students are learning other languages. Students are encouraged in a constructive manner to use English both in and out of the classroom.

Host Country Language
German is given a high profile within the school as the host country language. Classes from EYP 3 and up shall be provided 3-5 classes of German instruction per week.

Additional Languages
Students shall be offered additional languages besides English and German in the Upper School.

Equity
All students shall be given the opportunity to develop language skills that enable them to access the school curriculum.

Mother Tongue
All students shall be supported wherever possible with their Mother Tongue. In cases where the school does not possess the resources to do this adequately, the school will support parents in seeking external resources.

Differentiation
Students shall be provided opportunities to learn in multi-ability level classes. Differentiated language instruction enables all students to work towards appropriate student-centered learning outcomes.

Assessment

In addition to internal assessment, students shall have the opportunity to be assessed at their language skills in English and/or German against external standards (see Assessment Policy).

Inclusion and Immersion

Students learning a language that is not their mother tongue shall be provided opportunities to be included and immersed in an environment with native speakers wherever possible, so as to create an authentic language context which enables broader learning as well as a context for learning specific outcomes.

Equivalency

Native English and German speakers shall be provided the opportunity to learn the equivalent basic language skills as they would in their home country. German native speakers are provided the opportunity to learn key aspects of the Bavarian Elementary (Grundschule) language curriculum.

Language Teachers

All ISU teachers are, in practice, language teachers with responsibilities in facilitating communication. As such they shall be provided with appropriate support and Professional Development opportunities to be able to implement the language policy.

Parents as Partners

Parents are involved wherever appropriate to support their children's language development, especially in mother tongue and EAL support.

Practices

English

Mainstream English

In the Lower School, English learning is incorporated into the PYP inquiry-based Program of Inquiry, which includes listening, speaking, reading, writing, viewing and presenting. Specific language skills are also addressed through stand-alone instruction as needed. This might include spelling, grammar, dictation, writing, etc.

In the Middle School, language learning is implemented in the context of inquiry-based teaching models. Language and literacy are taught in stand-alone classes by the subject teacher, and other teachers act as language teachers through the delivery of their subject and other interdisciplinary content.

In the Upper School, language learning is geared towards the demands of the language and literature of the IGCSE and IB DP programs.

EAL

The EAL program supports students who do not yet have the English skills necessary to participate fully in mainstream classes. EAL staff has specific preparation in the teaching of English as an Additional Language.
Assessments of student development and accomplishment in the English language are used for placement and exit decisions as well as for analyzing and strengthening the EAL curriculum. (see EAL program guidelines)

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Intensive EAL

Students who have little or no previous English learning exposure are enrolled in Intensive English for the first semester/year or until a child has adequate listening, speaking, reading and writing skills to participate in mainstream classroom activities. Lessons generally take place outside the classroom in small groups five lessons per week.

Intermediate EAL

Students who have some English proficiency but require further support to participate in mainstream classroom activities are enrolled in Intermediate EAL. The school provides English Language Support as needed. This may take place in small groups outside the classroom or in class.

Learning Support

The Learning Support Program supports students with exceptional language learning (and other) needs that cannot otherwise be supported by the mainstream or EAL programs (see Learning Support Policy).

German

German: Mainstream German

In the Lower School, German learning is based around the Bavarian curriculum and incorporated into the inquiry-based Program of Inquiry, which includes listening, speaking, reading, writing and media literacy skills. Specific language skills are also addressed through stand-alone instruction as needed. This might include spelling, grammar, dictation, writing, etc.

In the Middle School, German learning is based around the Bavarian curriculum and implemented in the context of inquiry-based teaching models. Language and literacy are taught in stand-alone classes by the subject teacher.

In the Upper School, German learning is geared towards the demands of the IGCSE and IB DP programs.

German: DaF "Deutsch als Fremdsprache" - German as a Foreign Language

DaF is required until a student has adequate confidence and sufficient listening, speaking, reading and writing skills to participate in mainstream German classes. Depending on circumstances, a decision will be made by the start of Grade 9 whether an IGCSE in First or Second Language course will be followed.

Mother Tongue

ISU values language learning through the development of each student's mother tongue and the acquisition of other languages, including the host country language. ISU aims to introduce a Mother Tongue Program modeled on IB Standards as soon as the school has access to teachers and appropriate resources. The Mother Tongue language support will be implemented according to the ISU Mother Tongue Policy.

Modern World Languages

French and Spanish as a World Language

ISU offers French and Spanish as modern foreign languages in the Middle and Upper Schools. In the Middle School, the learning of a foreign language is implemented in the context of inquiry-based teaching models. Language (and literacy where appropriate) is taught in stand alone classes by the subject teacher. In the Upper School, the learning of a foreign language is geared towards the demands of the IGCSE and IB DP programs.

Date: March, 2010
Revised: January, 2012

ISU Curriculum Strands and Standards

Mathematics

Strand 1	Using and Applying Mathematics	Standard:	Using and applying rules in a range of contexts
Strand 2	Counting and Understanding Numbers	Standard:	Using number facts and operations, and understanding the relationship between them
Strand 3	Knowledge and Using Number Facts	Standard:	Using algebraic functions where appropriate
Strand 4	Calculating	Standard:	Using appropriate mental, written and calculator methods
Strand 5	Understanding Shape	Standard:	Understanding the properties of 2-D shapes and 3-D objects
Strand 6	Measuring	Standard:	Learning and applying appropriate units and techniques of measures
Strand 7	Handling Data	Standard:	Using the handling data cycle and predicting outcomes

Social Studies

Strand 1	Research Skills	Standard:	Demonstrating a command of research skills
Strand 2	Human Systems and Economic Activities	Standard:	Understanding how and why people construct organizations and systems, local and global connections, and the distribution of power and authority
Strand 3	Culture and Social Organization	Standard:	Studying individual, group and societal cultures and interactions
Strand 4	Continuity and change through time	Standard:	Understanding relationships between people and events through time; the past and its influences on the present and its implications for the future
Strand 5	Human and Natural Environments	Standard:	Learning distinctive features that give a place its identity; how people experience, adapt to, represent and alter their environments
Strand 6	Resources and the Environment	Standard:	Understanding interactions between people and the environment, the study of how humans allocate and manage resources, the positive and negative effects of this management; and the impact of scientific and technological development on the environment

Physical, Personal and Social Education

Strand 1	Identity	Standard:	Developing personal skills, understandings and abilities
Strand 2	Interaction	Standard:	Learning to cooperate effectively and responsibly in a group
Strand 3	Active Living	Standard:	Exploring and applying physical movement concepts in maintaining a balanced, healthy and active lifestyle

Science

Strand 1	Scientific Thinking and Practice	Standard:	Understanding processes of scientific investigations and using inquiry and scientific methods of observing, experimenting and predicting
Strand 2	Earth, Space and Environment	Standard:	Exploring space, the earth, how it changes and how humans use its resources
Strand 3	Life Science	Standard:	Understanding life structure, systems and cycles of living things
Strand 4	Matter and Chemical Science	Standard:	Understanding properties, changes and uses of matter.
Strand 5	Physical Science	Standard:	Studying forces and energy and how they are used.

Languages: English, German, French and Spanish

Strand 1	Oral Communication	Standard :	Listening, understanding, delivering and responding to oral communication
Strand 2	Written Language- Reading	Standard :	Reading with understanding a wide-variety of texts, including non-fiction and literary works from different cultures, ages, and ethnic, class and gender contexts.
Strand 3	Written Language- Writing	Standard :	Writing on a wide variety of topics for a range of purpose using appropriate mechanical and grammatical aspects of the language.
Strand 4	Visual Language- Viewing and Presenting	Standard:	Constructing and using visual and multi-media presentations to enhance communication

Information and Computer Technology

Strand 1	Information and sources	Standard:	Using a range of information and sources
Strand 2	Skills and ICT	Standard:	Using computers and programs
Strand 3	Safe practices in ICT	Standard:	Using information technology safely
Strand 4	Impact of ICT	Standard:	Understanding how ICT impacts our world

Music

Strand 1	Performing	Standard:	Singing in solo or group contexts, developing vocal techniques and musical expression
Strand 2	Composing	Standard:	Creating sound projects and realising them through notation or performance
Strand 3	Listening	Standard:	Listening to live and recorded music analytically
Strand 4	Evaluating	Standard:	Communicating perspectives on musical language and its social context

Visual Arts

Strand 1	Visual Communication and Art Production	Standard:	Understanding practices of Visual Communication making use of the design process for Art Production
Strand 2	Art History and Cultural Context	Standard:	Understanding the role Art and the artist in society through engagement with the historical, cultural and social contexts of visual production.
Strand 3	Art Judgment and Criticism	Standard:	Making judgments about own and other artists' works to develop the skills of critical analysis, interpretation, evaluation, reflection and communication.
Strand 4	Art Appreciation and Aesthetics	Standard:	Developing perspectives on the nature and function of Art

Benchmarks: Benchmarks for course and grade level are noted in the subject curriculum maps.

Date: May, 2012