



Elementary School

Program 2021-2022

www.ics.edu.sg



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Expected Student Outcomes

ICS’s Expected Student Outcomes (ESOs) embody the characteristics we desire each student to grow in during their time at ICS, whether that time is for one semester or 14 years. ESOs are organized into three categories: interpersonal, curricular, and spiritual.

Interpersonal

ICS students will recognize their personal uniqueness through demonstrating cultural sensitivity, developing a godly self-image, and living productively.

Curricular

ICS students will demonstrate academic excellence by becoming critical thinkers, quality communicators, and problem solvers.

Spiritual

ICS students will appreciate God and His word and develop biblical character by imitating Christ, modeling teachers, and obeying biblical authority.

Appreciate God & His Word

I like to read God's Word to learn more about Him and what He says.

Illustration of a man and a woman standing next to a large open Bible. The man is pointing to a page. A circular badge in the bottom right corner says 'ESO SPIRITUAL 1'. The International Community School logo is in the bottom right corner.

Cultural Sensitivity

I respect others who are different from me.



Godly Self-Image

I know that every person is created in God's image for a purpose.



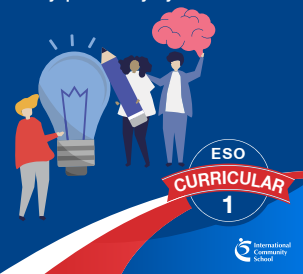
Living Productively

I do things to improve my life and other people's lives, too.



Critical Thinkers

I know how to find answers to my questions by myself.



Quality Communicators

I can express my thoughts, ideas, and feelings in many different ways.



Problem Solvers

I use what I know to solve problems.



Develop Biblical Character by Imitating Christ

I follow Jesus' examples of how to live life and treat others.



Develop Biblical Character by Modeling Teachers

I can tell when my teachers are good role models, and I follow their examples.



Develop Biblical Character by Obeying Biblical Authority

I follow the rules in my family, school, community, and country.



Philosophy of Education

ICS is a Christian school

founded upon the belief that God is the source of all truth, and true education is based on His revealed word, the Bible (John 14:6; John 17:17).

We are dedicated to

establishing a godly environment where the Bible is actively integrated into all aspects of school life (I Corinthians 10:31).

We believe the purpose of

education is to cooperate with parents to develop the knowledge and character that will enable students to fulfill their role within God's plan. (Deuteronomy 6:6,7).

We believe that education is characterized by a strong, traditional curriculum coupled with a high expectation for student achievement (II Timothy 2:15).

We believe that respect for authority is an essential ingredient to quality education and character development; therefore our classrooms are controlled with firm, loving discipline by qualified and dedicated Christian teachers (Hebrews 12:6-11).

Our international atmosphere

is an open door for students of all cultures, races, and nationalities (Revelation 7:9,10).

Home and School Partnership

Extensive research has shown that active parental involvement is the key to a student's success! There are a number of ways that parents can be involved with their child's education at ICS. The best way is simply to talk with your child daily and ask them questions about their school day. At times, children may seem aloof or inattentive, but we believe they genuinely want to share with you what they are learning, the friendships they are navigating, and anything else that is on their hearts. We encourage you to talk with your child every day!

The second best way to be involved is through being present. There are a number of events throughout the year that you are invited to including chapel. Have a little bit of extra time? Please consider volunteering! Parents can volunteer through the Activities Coordinator, Parents as Teacher Helpers Program (P.A.T.H.), or through the ICS Parent-Teacher Fellowship. Throughout the school year there are also a number of room parent opportunities in which you can volunteer. We encourage you to connect (info@ics.edu.sg) with the Activities Coordinator, P.A.T.H. coordinator, or PTF board member today and thank you very much for your support.

Communication is central to a strong home and school partnership! We appreciate your support in promoting and upholding the policies, procedures, and personnel of ICS while directing any questions, concerns, or joys to the appropriate individual. If you would like to conference with your child's teacher, please reach out to schedule an appropriate time to meet in order to minimize disruptions to daily routines. We thank you for partnering with us throughout your child's educational journey!

Event Highlights

We believe that each student is uniquely gifted with various talents and passions. Teachers at ICS want to help mentor, model, and lead students into a deeper understanding of who God created them to be. ICS takes an active role in helping students develop their unique creativity and character. ICS provides a number of programs led by teachers and the administration that provide an opportunity for students to use their talents to build friendships and broaden their community.

The following events are a selection of our students' favorite events that occur throughout the school year:

Chapel: Each week the elementary school students have a 30-40 minute chapel. Students will participate in powerful opportunities to hear about God, learn, grow, and deepen their personal relationships, while supporting one another. Challenging messages are provided by teachers, administrators, and special guest speakers throughout the year. The message shared at chapel is then revisited throughout the week in the students' homerooms. All parents are welcome to attend chapel.

Extra Curricular Activities (ECAs): After school activities and clubs are offered by teachers, parents, community partners to enhance the interests of our students in different non-academic areas. Please see the ECA sign-up sheets each season for more information.

Field Day: Elementary Sports day that encourages team building and cooperation.

Field trips: Throughout the school year teachers lead students on a variety of educational field trips designed to enrich their curriculum while strengthening students' observational skills. Elementary classes will visit museums, factories, and other interesting places that pertain to the current course of study.

International Night: An ICS community-wide celebration exploring the school's unique cultural diversity and celebrating our creativity.

Spiritual Emphasis Week: During the year one week is set aside for in-depth study of spiritual matters, the school theme, and life decisions. Guest speakers provide daily sessions to challenge students to grow deeper in their spiritual walk. Schedule permitting, elementary students are also supported this week by middle and high school students who support the younger students in strengthening their personal relationship with God. During this time, many ICS students make life changing decisions as the result of spiritual emphasis week.

Student Council: Each year, students have an opportunity to be elected into the Elementary Student council. As leaders of the classes, the Student Council hosts different activities such as See You at the Pole, assemblies, movies, and a dance night.

Student Portfolio Exhibition: An opportunity for parents to learn about students' educational journey over the course of the year.

Thanksgiving, Christmas, and Easter Class

Parties: School-wide parties to celebrate holidays important within our community. Schedule permitting, elementary students are supported by their middle school "buddy" during these events.

Valentine's Day Social: Students celebrate this season of building relationships through making and giving cookies.

Academics

by Grade Level



Grade Kindergarten 4 (K4)

Bible:

In K4, the overall objective is for students to develop an understanding of God through the Old Testament stories we study. Bible lessons will include prayer, teaching, student activities, and discussion. We will begin the year studying how Jesus is the redeemer through the story of Ruth and Boaz and end the year at studying God's plan through the life of Ezekiel. We will also focus on Jesus around the times of Christmas and Easter. Our goal is that students know Jesus is God's plan for the redemption of sin and that He alone offers eternal life.

Math:

In K4, the students will be focusing on laying a firm foundation in mathematics. The main areas of focus are counting and number sense, writing numbers, sorting and classifying, shapes, and comparing. These math skills are part of calendar math, focus lessons, and centers. These concepts are developed through the use of exploration, manipulatives, drawings, and story problems.

Language Arts:

In K4, the students will begin learning about letters, building vocabulary and communication skills, and work on story comprehension. The students will develop an awareness of the letters and their sounds. They will learn how these sounds can be combined to make words. Students will expand their vocabulary by listening to and identifying unknown words in stories and taking part in conversations. Students will be recognizing basic sight words in text and their environment. Students will learn the concepts of print, how to make connections to books, and will develop their comprehension skills.



Grade Kindergarten 5 (K5)

Bible:

In K5, the overall objective is for students to develop an understanding of God through the Old Testament stories we study. Bible lessons will include prayer, teaching, student activities, and discussion. We will begin the year studying how Jesus is the redeemer through the story of Ruth and Boaz and end the year at studying God's plan through the life of Ezekiel. We will also focus on Jesus around the times of Christmas and Easter. Our goal is that students know Jesus is God's plan for the redemption of sin and that He alone offers eternal life.

Math:

In K5, students will learn and write number names, be able to count in sequence, analyze shapes, and compare numbers. They will also learn the foundations of addition such as putting together and adding to. For subtraction, students will understand taking apart and taking from. Students will also have an opportunity to explore, reflect, and apply the skills they have learned in and out of the classroom.

Reading:

Students engage in group reading activities in order to develop their comprehension and analysis of texts. They will listen and respond to fiction and nonfiction books read aloud and deepen their understanding of the stories and texts. Skills K5 students will be developing this year include identifying main ideas and details, understanding story structure, summarizing texts, making inferences and predictions, identifying cause and effect, and discussing the author's purpose. Students will also be using phonics and sight words to learn to develop reading fluency.

Science:

Students will explore the world around them through inquiry based activities. They will learn about forces, plants and animals in their habitats. By using their observation skills and learning to ask questions, they will obtain information about phenomena that happens around them. Students will be asked to come up with a simple problem and provide solutions on how to solve it using the engineering design process.

Social Studies:

In K5, students will be learning about society and their own identity in the world. They will also be learning about authority figures and the characteristics of good citizens. Students will be learning the key elements of maps and how to use them.

Writing:

Students will be learning how to write across a variety of genres. They will learn how and when to use punctuation marks, spaces, and capital letters as well as use the writing process to complete various types of writing to be published.

Grade One



Bible:

During the first semester, Grade 1 will be covering the Old Testament. We will begin the year with the creation story and introduce the idea of God wanting a relationship with all of his children. We will explore the idea that all of the Old Testament stories ultimately point to Jesus and the plan God has for His people, including us. We will begin the second semester with the story of John the Baptist and the beginning of Jesus' ministry. We will explore the ideas of sin, forgiveness, miracles, the Holy Spirit and redemption through the lives of Jesus, the disciples, Paul, and God's people.

Math:

During the first semester, the first grade math program covers Operation & Algebraic Thinking, which focuses on building addition and subtraction fluency, solving word problems, and applying properties of operations as strategies for addition and subtraction. During the second semester, we will cover a range of new mathematical skills. Such topics include Numbers & Operations in Base Ten, which emphasizes extending the counting sequence to 120, and understanding place value and properties of operations to add and subtract. The curriculum will also introduce the concepts of measurement, time, fractions and geometry. The instructional goals of this course are to assist students in building proficiency skills in grade appropriate operations (addition and subtraction) and to use critical thinking strategies to solve a variety of mathematical problems.

Reading:

The first grade reading program provides exposure to a wide range of domains and topics through high-quality texts. Throughout the year, students will build language proficiency within the conventions of standard English, as well as build vocabulary acquisition sufficient for reading, writing, speaking and identifying new words. Through a range of text, students will strengthen essential reading skills to support comprehension, such as retelling the sequence and key components of stories, describing characters, comparing and contrasting, asking and answering key questions in text. The instructional goals of this course are to build strategies to increase reading fluency, comprehension, phonics and vocabulary, and a genuine love for reading.

Social Studies:

First grade social studies will begin with a unit on Society and Identity/Connections and Conflicts. For this unit, we will study the idea of groups, conflict, conflict resolution, and appropriate/inappropriate choices and behaviors. The second unit will be on Production and Consumption. During this unit we will study the idea of economy through needs, wants, goods, and services. We will end this unit with our First Grade Market where students will create a prototype good or service to 'sell'. Our third unit will be about culture. During this unit, students will identify, define and explore culture and its many parts. We will end the first semester with our fourth unit on Time, Continuity, and Change. During this unit students will explore the ideas of past, present and future.

Science:

First grade science will begin with a unit on light and sound waves. This includes wave properties, electromagnetic radiation (the levels of transparency) and how people use light and sound waves to communicate. For this unit, students will explore the different properties of sound and light through the creation of kazoos, lamp shades and pinhole boxes. The second unit will look at living organisms, their properties, and their interactions. During this unit,

students will learn about plant and animal parts, defenses, functions, and traits. For this unit, students will create a VR presentation of a plant, its parts, defenses and dispersal of seed. Students will also think of and create a prototype solution to a human problem by analyzing these parts, functions and traits of plants and animals.

Writing:

The first grade writing program aims to develop quality communicators who can express ideas through a range of writing techniques. Three types of writing are practiced and assessed throughout the year: opinion, informative and narrative. Students will be taught basic grammar skills including capitalization, punctuation, and verb tenses that serve as essential building blocks for writing text. Students will engage in the writing process, which includes library research, revising, peer-review, and publishing, to craft clearly, well-structured written essays, while leveraging teacher and peer support. Students will engage in creative writing activities where they construct writing journals, student reflections and mini books on various topics. First graders also conduct a short research project that uses several sources to build knowledge through investigation of a topic. The instructional goal of this unit is to build writing skills and strategies essential for the expression of written ideas across a variety of styles.

Grade Two



Bible:

The Bible curriculum is designed to teach Christ-like principles through lessons and stories from God's Word. Students are also given an essential question related to the Bible in which they will derive an answer through studying the Bible, class discussions, and personal reflection. ICS recognizes the importance of memorizing Scripture (Psalm 119:11), so the students are expected to memorize and recite a Bible verse every Friday.

Math:

In grade 2, math is centered around four Common Core strands: Measurement and Data, Geometry, Operations and Algebraic Thinking, and Numbers and Operations in Base Ten. In grade 2 math, students take their prior knowledge of addition and subtraction and build upon that to add and subtract 2- and 3-digit numbers with regrouping. Before learning to regroup, students are taught the "why" before they are taught the "how" so they understand the mathematical process and not just how to arrive at the answer. The skills of application, critical thinking, problem solving, and explaining work are taught and used extensively throughout the year.

Reading:

Grade 2 reading incorporates reading, phonics, spelling, vocabulary, and grammar. Each week, an anchor text that incorporates these literacy skills is read extensively throughout the week. In grade 2, students shift from "learning to read" to "reading to learn;" therefore, comprehension skills are explicitly taught so that students can establish a deeper understanding of the text. The stories range from informational to fictional and cover a variety of genres. By the end of grade 2, students will be able to engage in a novel study of a grade-appropriate text.

Science:

Second grade science will begin with a unit on structures and the properties of matter.

Students will participate in a number of hands-on activities involving physical and chemical reactions. Students will use problem-solving skills and engineering design skills in projects and experiments as they learn to apply their knowledge of properties of matter. The second unit of Science will cover the topic of earth's systems: processes that shape the earth. During this unit, students will learn about various landforms and structures- how water, weathering and erosion shape and affect the Earth's surface. Students will participate in various activities to solidify their understanding of how these processes affect landforms over time. This unit also includes a Biblically integrated unit on landforms in the Bible.

Social Studies:

The Social Studies curriculum in grade 2 focuses on the community in Singapore. The students will learn about the levels of government of Singapore, authority figures, and the rights and responsibilities of a good citizen. The students will also learn about geography and reflect on how one's location affects their culture. Next the students are taught about tools and technology including inventions, their history and how they've changed over time. Lastly, students will learn about production, consumption and distribution of goods and services.

Writing:

In grade 2, students learn about informational, narrative, and persuasive writing. Students are taught the process of writing: brainstorming, prewriting, writing a rough draft, revising, editing, and publishing. Students will use this process to publish a variety of their own works. A variety of tools and methods are incorporated in publishing the work such as iPads, chromebooks, presentations and journaling.

Grade Three



Bible:

Grade three standards cover content such as developing an appreciation for God's word, understanding the importance of biblical character and discipline, and discerning how to reach the world for Jesus Christ. All instruction and content is designed to help students develop a biblical worldview that uses the bible as a basis for truth and understanding. Biblical integration includes guiding students in analyzing major worldview principles such as God's nature, creation, and moral order. Students will engage in lessons in both the Old and New Testament, centered around a common theme or story. Every lesson is delivered with a gospel focus, providing opportunities for students to understand what a personal relationship with Jesus looks like and how to respond to the truths of the gospel. Bible lessons encourage students to practice communication, conflict resolution, and leadership skills through a biblical lens. Weekly scripture memorization is practiced as a spiritual discipline.

Math:

Math instruction in third grade begins with learning basic multiplication and division skills. Calculating the area of rectilinear figures will be covered, building on the principles of multiplication and addition. By the end of third grade, students will be expected to fluently multiply and divide within 100. Place value skills will be developed by rounding to the nearest ten and hundred. Students will build on addition and subtraction skills taught in second grade by learning to add and subtract within 1,000. Basic concepts of fractions will be covered, including understanding unit fractions, fraction equivalency, and representing fractions on a

number line. Measurement is taught through telling time to the nearest minute and solving word problems involving concepts of time, as well as learning to measure liquid volume and mass using standard units (such as grams and liters). Students will represent and interpret data in a variety of graph types; they will use their data analysis to answer word problems related to these graphs. Towards the end of the year, students will build a vocabulary for describing and identifying two-dimensional shapes. They will apply mathematical problem solving skills for perimeter and area challenges.

Reading:

In reading, students will strengthen their comprehension skills in a variety of contexts and through multiple genres, such as poetry, informational texts, and fiction stories. These comprehension skills include examining character attributes, summarizing the main idea, identifying the author's purpose, analyzing text and graphic features, drawing conclusions, and studying cause and effect relationships in a paragraph. Shared reading, read alouds, guided reading groups, and student conferencing will be practiced in the classroom. Informational articles, novel studies, and short stories will help students build foundational reading skills. These skills include applying grade-level phonics concepts and word analysis skills to decode words and help develop sufficient fluency to support comprehension. Students will acquire new vocabulary and learn vocabulary strategies, as well as studying grammar in the context of their reading.

Science:

In science we will focus on two major areas. Forces and Interactions will be the first unit, during which students will explore balanced and unbalanced forces through inquiry-based learning, using observations, science journal entries, research, experiments, and discussion to uncover explanations for different phenomena. Students will use their understanding of forces and interactions to create presentations and model how it functions. Afterwards, students will begin our Weather and Climate unit. This will be a project-based learning opportunity, first introducing students to extreme weather examples from around the world, and then giving them real-world experience in preparing a community for its weather-related events. They will not only collaboratively research, brainstorm realistic solutions, and present their findings, but also be given feedback from experts in the field of city planning.

Social Studies:

In social studies, grade 3 students will focus on four topics: culture, connections and conflicts, society and identity, and geography with a specific emphasis on Southeast Asia. Students will study the influence of family, ethnicity, social systems, and various institutions on the daily lives of people living in Southeast Asia, while also learning about the individual countries that make up the region. Students will also look at the causes of conflict, and will learn to explain the causes and effects of both conflict and cooperation between individuals, groups, societies, and nations. There will be specific focus on the conflicts and relationships between various countries in Southeast Asia. Additionally, students will use maps and appropriate geographic tools to gather and interpret information, and will gain an understanding of human movement patterns (i.e migration and population). Students will utilize research, reading, presentations, and project based learning that will demonstrate their knowledge of the various content areas covered.

Writing:

In writing, students will work through the writing process of prewriting, drafting, revising and editing to create personal narratives, opinion, informational, and poetry pieces. Personal narratives will focus on using vivid details of the five senses, dialogue, transition words, and a

strong closure. Then we will write opinion pieces which will show their mastery of not only statement of an opinion, but also supporting it with examples and research. During the second semester, students will use their knowledge of supporting a topic through research and examples to write an informational piece. Students will use a variety of sources to gather information, use appropriate transitions, and incorporate text/graphic features to express their ideas. Lastly students will read poetry, create their own, and share it with the class. This is an opportunity for students to use what they know about the writing process to help them develop a shorter piece that expresses deep meaning. Throughout each topic, students will use published books as a way to understand what a variety of good writing looks like. Students will be responsible for a final draft piece that reflects the hard work they put in during the writing process for each unit.

Grade Four



Bible:

During this year, students will be learning about God's story, exploring the Old and New Testaments. In the Old Testament, we will be focusing on Creation, the covenants God made with His people and how God brought them back together after they were divided. In the New Testament, the students will explore Jesus' life and ministry, God's new covenant with people, and how we should live our lives in response of Jesus Christ. Last, we will discover how we bear God's image by exploring God's purpose, provision and promise for humanity. We will discover how we can reflect, relate, work and rule for the glory of God.

Math:

The fourth grade math program continues to strengthen foundational math concepts such as, solving multi-step equations using addition, subtraction, multiplication, and division. This will include problems using distance, intervals of time, and measurement units. In addition, students will continue to develop their understanding of place value concepts. This involves rounding multi-digit numbers to any place (tens, hundreds, etc.), and understanding how place value can be applied to multiplication and division. Students will also develop a deeper understanding of fractions. Students will learn how numbers in decimal form can be converted to fraction form, and how to multiply fractions by whole numbers. Finally, students will explore geometry concepts by learning and identifying what properties make up each category of shapes.

Reading:

The fourth grade reading program provides exposure to a wide range of texts in literature, non-fiction, poetry and plays. Students will begin the year reading and studying literature. They will focus on main idea, characterization, theme, and story structure. We will be doing this through exploring novel studies and a variety of short stories. Towards the middle of the year, we will have a project-based learning experience to discover the different aspects of informational reading such as cause and effect, problem and solution, compare and contrast, and text features. In the spring, the students will explore how poems, plays, and literature compare and contrast. We will be doing this through a student production on what a masterpiece is. The students will end the year with a novel study on the book *Holes*. They will focus on main idea, characterization, theme, story structure, and determining the difference between the novel and the movie. Throughout the entire year, they will be practicing these skills

on scootpad in order to enhance their learning. The main instructional goal for this course is to allow students to foster a love of reading and begin read and comprehend more complex texts.

Science:

In fourth grade science, we will be focusing on two core topics, energy and earth's structures. Students will be given the opportunity to learn through hands-on experiences and inquiry-based lessons for each of these subject matters. During the first semester, we will be exploring different types of energy, how electrical energy is transferred, and how energy can be used as a resource around us. During the second semester, we will explore how and why the earth is constantly changing, how natural hazards occur, and what effect they have on our world today.

Social Studies:

In fourth grade social studies, we will be focusing on three main topics: how technology influences a society, what makes up a culture, and how a government can run successfully. During the first semester, students will understand how societies have influenced and been influenced by scientific and technological developments. During the second semester, students will explore cultural and intellectual developments and interactions among societies as well as understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship. In each of these areas we will continually compare these aspects in Singapore, the United States, and the United Kingdom.

Writing:

The fourth grade writing program allows students to explore three main types of writing, narrative, informational, and opinion essays. Students will incorporate the writing process throughout each piece and learn how to make his or her writing express personality and interests. Students will discover how to expand their thoughts with description and details to help the reader visualize what they are writing. The instructional goal of this course is to provide the students will skills and strategies to be able to clearly communicate their thoughts and ideas through writing.

Grade Five



Bible:

During the first semester we will overview the Old Testament. We will start with creation and see that we were created in God's image and for a purpose. We will discuss God's covenant people and see how God remained faithful to them despite their sin and idolatry. During the second semester, we will overview the New Testament. By following the birth, life, death, and resurrection of Jesus, we will explore the depth of the Savior's love towards humanity. We will explore the Bible's teaching that through the perfect work of Jesus' death on the cross, we receive the Holy Spirit and are anointed with purpose to reflect the glory of God to the world around us.

Math:

The fifth grade math program presents new content (operations with decimals to the hundredths place, multiplying and dividing with fractions, geometric constructions) and offers a thorough review and expansion of previously studied skills, concepts, and strategies (place

value, addition, subtraction, multiplication, division, measurements and data). Proficiency, accuracy, and the practical application of all math areas are increased through practice. Critical thinking skills are stressed as a necessary technique for solving problems. The instructional goals of this course are to assist students to become proficient in basic operations (addition, subtraction, multiplication and division) and to use critical thinking strategies in the solving of problems.

Reading:

The fifth grade reading program provides exposure to a wide range of domains and topics through high-quality texts. Throughout the year students will review and expand upon reading strategies such as summarizing, questioning, inferring and predicting, monitoring and clarifying, and visualizing. Skills such as determining the theme of a text, comparing and contrasting characters, settings and events of a story, sequencing events, quoting accurately from a text when explaining what a text says explicitly and when drawing inferences, and describing how a narrator's point of view influences how events are described are supported throughout the curriculum. The main instructional goal of this course is for students to learn to read complex texts independently.

Science:

Fifth grade science will begin with a unit on structure and the properties of matter. During this unit, students will complete a variety of experiments to learn about matter, physical reactions, and chemical reactions. This unit on matter will end with students building their own vehicles propelled by a chemical reaction. The second unit will look at how matter and energy cycle through ecosystems. During this unit, students will learn about what plants and animals need to grow as well as how matter and energy cycle through an ecosystem. For this unit, students will build a terrarium to study these cycles in a closed environment.

Social Studies:

This course is an introductory survey of ancient world history and geography, and emphasizes that where something happened in history is just as important as when it happened and who was involved. The course examines the beginnings of human history, government, and nations from the Christian perspective. The study moves across the continents of the world beginning in Asia, and proceeds across Africa, Europe, and the Americas. The instructional goals of this unit are to provide students with a basic framework of knowledge for ancient world history, to develop in students an understanding of how geography influences the locations of human populations and migrations, and to enable students to view biblical events from a historical perspective.

Writing:

The fifth grade writing program aims to develop writers who incorporate the six major traits of writing (ideas, organization, word choice, voice, sentence fluency, and conventions) into their writing. Three types of writing are practiced and assessed throughout the year: opinion, informative and narrative. Students will use the writing process (prewriting, drafting, revising, editing, and publishing) in order to produce clear and coherent pieces with the guidance and support of peers and teachers. Students will also conduct short research projects that use several sources to build knowledge through investigation of a topic. The instructional goal of this unit is to provide students with the skills and strategies needed to be quality communicators through writing.

Grammar:

Our grammar course teaches important language skills that can be transferred to other subject areas. To start, students will learn about the parts of speech and punctuation. Using this knowledge, students will create well-crafted sentences and other written work. Figurative language, idioms, analogies, and the like will also be studied throughout the year. A weekly spiral review program will help students retain this knowledge. Greek and Latin roots are another focus in fifth grade. These greatly help in vocabulary acquisition. Spelling, too, is a part of our grammar class. Each week, students will be given a new list of words which they will practice before being tested.

Related Arts Classes

Elementary Related Arts classes are interactive, hands-on learning courses. Course offerings include Art, Mandarin, Music, Physical Education (P.E.), and Inquiry & Digital Design (IDD). Students attend Related Arts classes throughout a six-day rotation. Students take Mandarin and P.E. three times per rotation, and Art, Music, and IDD twice per rotation.



Elementary Art

What We Will Learn

Throughout the year, students will be working towards achieving benchmarks in the National Core Arts Standards (NCAS). These standards focus on creating, presenting, responding, and connecting to art. We will learn art-making techniques, art history, and work with different mediums such as graphite, charcoal, paint, and clay.

Student Expectations

By working together, we can ensure your child's success. He or she will be bringing home Related Arts expectations and procedures during the first week of school. After the first quarter of school, I will be checking in to see if you have any questions or concerns about your child's performance in class. I look forward to working with you and your child to make this a great school year!



Elementary Mandarin

What We Will Learn

The standards for our Mandarin curriculum are based on the American Council on the Teaching of Foreign Languages (ACTFL) standards, which focus on communication, connection, comparison, culture, and community. Each year, students in the Mandarin program will participate in ICS's annual Elementary School "Mandarin Day" performances. This is a great opportunity for students to showcase what they learned in class. Parents will receive more information about their child's Mandarin syllabus after they are placed into their Mandarin class level.

Student Expectations

Students will be assessed on their first week of school to determine their Mandarin level. They will be placed accordingly to their Mandarin listening and speaking abilities. Once assessments and placements are completed, Mandarin teachers will notify parents on the days their child will attend Mandarin (even or odd days). Parents will receive a letter of introduction containing important information about the course from their child's Mandarin teacher. Please note, K4 students will not be leveled for Mandarin class.

Elementary Music



What We Will Learn

Lessons will be designed to effectively implement music curriculums called “Game Plan” and “Making Music” to successfully achieve the National Core Arts Standards (NCAS). Students will learn to corporately play various percussion and melodic instruments as well as sing songs of various genres and cultures.

Student Expectations

Most of the lessons will be designed for group or partner activities. Students are expected to demonstrate great teamwork, responsibility, creativity, humility, and enthusiasm.

Elementary Physical Education



What We Will Learn

Within the units taught, we will be focused on achieving all of the standards from the National Association for Sport and Physical Education (NASPE) for each grade level. Each unit comes from an award-winning curriculum called SPARK. The units include many different sports skills, team building exercises, and motor skill development.

Student Expectations

As you know, Singapore can get very hot. We advise every student to be prepared for P.E. class with appropriate attire and a water bottle. P.E. occurs in a number of locations with different terrains on the school campus. To be prepared, students must wear tennis shoes (lace-up or velcro and close-toed) on P.E. days to ensure safety. Students are not allowed to wear flip-flops. Additionally, students should wear a hat when attending P.E. outside.

Inquiry & Digital Design



What We Will Learn

Students will be working toward the International Society for Technology in Education (ISTE) standards and the American Library Association (ALA) Standards Framework for Learners. Through the IDD Program, students will become empowered learners, computational thinkers, researchers, and makers. They will learn how to be responsible digital citizens, curate digital and print information, use technology to create new products, communicate effectively through multiple mediums, and collaborate with different groups of people to meet a common goal.

Student Expectations

Throughout the school year, students will be working on a variety of projects demonstrating collaboration, research, and creativity. They are expected to demonstrate safety and responsibility with all class materials and technologies as well as teamwork and respect to all of their classmates.



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Validity : 25/11/2019 - 24/11/2023

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