

LS WEEKLY BULLETIN

Weekly Bulletin 24 | March 3, 2017 | Elizabeth Gale

Important Dates

- **March 7:** LS Principal's Coffee Morning on Student-Led Conferences at 9:00am followed by PAFA General Meeting
- **March 10:** Lower School Assembly featuring 3J at 2:00pm and "Book Character" Spirit Day
- **March 14th-15th:** Student-Led Conferences
- **March 17:** PAFA sponsored Teacher Appreciation Day and Mid-Semester Reports sent home to parents via email
- **March 24th:** Lower School Assembly featuring 5P and "Silly Clothes" Spirit Day
- **April 1-9:** Spring Break

SCIS PYP PROGRAM OF INQUIRY						
	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
WHO WE ARE WHO WE ARE WHO WE ARE	SURROUNDING SERIES CULTURE SHAPES US	HEALTHY LIVING CULTURE SHAPES US	ACTIVE LEARNING CULTURE SHAPES US	CULTURE SHAPES US CULTURE SHAPES US	SCIENCE CULTURE SHAPES US	HUMAN BODY CULTURE SHAPES US
WHERE WE ARE WHERE WE ARE WHERE WE ARE	PLAY BEHIND THE WORLD CULTURE SHAPES US	PERSONAL NETWORKS CULTURE SHAPES US	SPACE RESOURCES CULTURE SHAPES US	PAST COLLECTIONS CULTURE SHAPES US	EXPLORATIONS CULTURE SHAPES US	GLOBAL REGIONS CULTURE SHAPES US
HOW WE EXPRESS OURSELVES HOW WE EXPRESS OURSELVES	CULTURAL CELEBRATIONS CULTURE SHAPES US	TEAMS AND SYMBOLS CULTURE SHAPES US	STEMMING CULTURE SHAPES US	PERMISSION CULTURE SHAPES US	ARTS CULTURE SHAPES US	THE GRADE 5 PYP EXHIBITION CULTURE SHAPES US
HOW THE WORLD WORKS HOW THE WORLD WORKS	WE ARE SCIENTISTS CULTURE SHAPES US	NATURAL CYCLES CULTURE SHAPES US	SOLAR SYSTEM CULTURE SHAPES US	THE CHANGING EARTH CULTURE SHAPES US	ENERGY CULTURE SHAPES US	UNDERSTANDING MATTER CULTURE SHAPES US
HOW WE EXPRESS OURSELVES HOW WE EXPRESS OURSELVES	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US
SHARING THE PLANET SHARING THE PLANET	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US	WE ARE SCIENTISTS CULTURE SHAPES US

We continue to look for ways to share and celebrate the wonderful learning that is happening throughout the lower school. Our latest facility enhancement includes the addition of a new SCIS-Pudong Program of Inquiry wall located in the front entryway. This display allows all community members to learn more about what students are inquiring into within each of the 6 Units of Inquiry.

Dear Parents,

Student-Led Conference

appointment times were sent home to families that have confirmed their time slot. If you haven't confirmed your appointment time, please do so immediately with your child's Homeroom Teacher. All SCIS families should have also received a **Student-Led Conference Parent Handbook** that provides detailed information on the student-led conference. The handbook was sent home this afternoon with the youngest child in each family. Please let the front office know if you have not received a conference handbook. Either before or after your scheduled

conference time, you will have the opportunity to visit your child's specialist classes. As your child takes you on a journey through the school, you will be able to acquire a deeper understanding of the learning that takes place in their specialist and Mandarin classes. Please note that lunch will not be served on March 14th and 15th and students will be dismissed at 11:30am.

Teacher Professional Development

continues at SCIS as 7 Lower School Teachers will participate in IB PYP workshops this weekend focused on Inquiry and Play-based Learning. Teachers have also recently been working with Heather Knight, the Vice Principal from the SCIS-ECE campus on understanding and implementing best practices in

reading and writing instruction and assessment. Ms. Knight has a strong background with training teachers on the practices and philosophy of the Reading and Writing Workshop model developed by Teachers College at Columbia University.

Our next **Lower School Assembly**, featuring 3J will take place on **Friday, March 10**. On this day, students will also be able to participate in **Book Character Spirit Day**, where they can come to school dressed as their favorite book character.

Liz Gale
Lower School
Principal



Current Units of Inquiry

The below table provides information surrounding what students at each grade level are currently inquiring into. Parents will definitely see some of the inquiry learning in action during Student-Led Conferences. However, regularly asking your child specific questions surrounding the central idea or lines of inquiry are one of the many ways that you can support your child's learning journey through the Primary Years Program.

<u>Grade Level</u>	<u>Trans-disciplinary Theme</u>	<u>Central Idea</u>	<u>Lines of Inquiry</u> <i>An inquiry into. . .</i>	<u>Guiding Teacher Questions</u>
Nursery/ Preschool	<i>How We Organize Ourselves</i>	Transportation helps connect people.	<ul style="list-style-type: none"> • Different forms of transportation • Transportation safety • How transportation connects people 	<ul style="list-style-type: none"> • What are the different forms of transportation? • How can we be safe when using transportation? • How does transportation help connect people?
Pre-kindergarten	<i>How the World Works</i>	People use different materials to build things for enjoyment and problem-solving.	<ul style="list-style-type: none"> • Different materials and their properties • Structures • Shapes used to make stable, weight-bearing structures 	<ul style="list-style-type: none"> • What are different materials like? • How are structures built? • How can we use 2D and 3D shapes to make stable structures?
Kindergarten	<i>Who We Are</i>	People use their senses to connect to the world.	<ul style="list-style-type: none"> • The five senses and how they work • How senses help us connect to the world • How we care for our senses 	<ul style="list-style-type: none"> • What are the five senses and how do they work? • How do our senses help us connect to the world? • How do we take care of our senses?
Grade 1	<i>Who We Are</i>	Choices we make affect our health.	<ul style="list-style-type: none"> • Healthy living • How food choices affect health, well-being and the environment • Humans responsibility to make balanced choices. 	<ul style="list-style-type: none"> • What is healthy living? • How do my food choices affect my healthy, well-being and the environment? • Do humans have a responsibility to make healthy and balanced choices?
Grade 2	<i>How We Organize Ourselves</i>	Materials can be manipulated to suit a purpose.	<ul style="list-style-type: none"> • Properties of materials • Changes in materials (reused and recycled) • Responsible use of materials 	<ul style="list-style-type: none"> • What are the properties of materials? • How can materials change? • How can humans use materials responsibly?
Grade 3	<i>How We Express Ourselves</i>	Persuasion influences thinking and behavior.	<ul style="list-style-type: none"> • Persuasive techniques • How persuasive techniques can influence thinking and behavior • Our responsibility to persuade honestly 	<ul style="list-style-type: none"> • What are persuasive techniques? • How do individuals use persuasive techniques to influence thinking and behavior? • What is our responsibility when persuading?
Grade 4	<i>How We Express Ourselves</i>	Characteristics of heroes provide a window into the beliefs and values of cultures.	<ul style="list-style-type: none"> • The qualities that make a hero. • Similarities of hero stories across cultures • How heroes and myths symbolize beliefs and values 	<ul style="list-style-type: none"> • What are the qualities that heroes possess? • What are the similarities between hero stories across cultures and archetypes? • How do heroes and myths symbolize beliefs and values?
Grade 5	<i>Sharing the Planet</i>	Change can be achieved by taking action on local and global issues.	<ul style="list-style-type: none"> • Rights and responsibilities in the struggle to share finite resources with people and with other living things • Communities and the relationships within and between them • Access to equal opportunities • Peace and conflict resolution 	<ul style="list-style-type: none"> • What are humans' rights and responsibilities surrounding sharing finite resources with people and with other living things? • What relationships exist within and between communities in order to help them function? • Why is it important that humans and living things have access to equal opportunities? • How are individuals and living things involved in peace and conflict resolution?