



THE AMERICAN SCHOOL IN SWITZERLAND
Founded in 1956

ELEMENTARY SCHOOL
CURRENT INFORMATION 2010-2011
PRE-KINDERGARTEN THROUGH GRADE 6

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MISSION STATEMENT

TASIS is a family of international schools that welcomes young people from all nationalities to an educational community which fosters a passion for excellence along with mutual respect and understanding. Consistent with the vision of its founder, M. Crist Fleming, TASIS is committed to transmitting the heritage of Western civilization and world cultures: the creations, achievements, traditions, and ideals from the past that offer purpose in the present and hope for the future. Seeking to balance the pursuit of knowledge with the love of wisdom, and promoting the skills of lifelong learning, an appreciation for beauty, and the development of character, each school combines a challenging academic program with opportunities for artistic endeavor, physical activity, and service to others. Believing in the worth of each individual and the importance of enduring relationships, TASIS seeks to embody and instill the values of personal responsibility, civility, compassion, justice, and truth.

Dear Parents and Students,

Please accept a warm welcome to TASIS Elementary and Lugano on behalf of myself, the Faculty, and the Staff of TASIS Elementary School. This is a special place and a dynamic community. TASIS Elementary offers a challenging academic program balanced with a nurturing, creative, and joyful learning environment, caring and committed teachers, and helpful and involved parents. Core Knowledge, the backbone of our curricular program, is designed to provide students with knowledge based on cultural literacy. By design, the program provides equal footing for students from a variety of backgrounds and experiences in a common, shared culture in the tradition of the liberal arts. This program, along with our commitment to fostering a creative, structured, and safe environment for learning, provides students with the fundamentals necessary to develop an educated, responsible, and virtuous spirit.

Sincerely,

Nyman Brooks, Head of the Elementary School

ADMINISTRATION & FACULTY

Founder of the Elementary School

Lynn Fleming Aeschliman graduated from Barnard College, Columbia University, with a B.A. in Political Science. Daughter of TASIS Founder M. Crist Fleming, and a graduate of TASIS herself, Mrs. Aeschliman dreamed in the early 1980s of starting an elementary school in Ticino. Twenty-five years later, in 2005, her dream became a reality when she opened the TASIS Elementary School, the first English-language primary school in Ticino. Formerly Executive Director of the entire TASIS enterprise and now Chairman of the Board of Directors, Mrs. Aeschliman has been involved with the many dimensions of TASIS since its inception as one of its first students over fifty years ago. She has also directed educational programs for young children in Virginia, French Switzerland, and France. Her husband, Dr. Michael D. Aeschliman, professor at Boston University's School of Education and at the University of Italian Switzerland, serves as Curricular Advisor to TASIS and is responsible for bringing the Core Knowledge Curriculum to the three TASIS elementary schools in England, Puerto Rico, and Switzerland.

Head of the Elementary School

Nyman Brooks has been with TASIS for three years. Prior to TASIS, he served as the founding director and principal of Odyssey Charter School in American Fork, Utah. He graduated with honors from the University of Utah and holds B.A. degrees in History and in Economics, along with a minor in Mandarin Chinese. He attended the Fletcher School of Law and Diplomacy at Tufts University in Medford, Massachusetts, where he studied diplomacy and foreign trade. He earned a M.Ed. in Educational Leadership and Policy at the University of Utah. Mr. Brooks worked for five years

at the Central Intelligence Agency before discovering his love of the classroom and his passion for teaching. He returned to school at Weber State University and earned his teaching credentials. Over the next fifteen years, Mr. Brooks taught in public, private and public charter schools, and at the university level. He taught every grade from 6th Grade in elementary school through 12th Grade in high school. Mr. Brooks also served as an assistant principal at Tuacahn High School for the Performing Arts in St. George, Utah. His favorite teaching experience was being a stay-at-home dad for four years when his two children were infants. His children are both TASIS Middle School students.

Elementary School Faculty

The heart of any school is its faculty and staff. TASIS Elementary is proud and pleased to have assembled a dynamic and highly educated faculty. To be considered for an appointment at TASIS Elementary three things are important: an undergraduate degree in a liberal arts discipline combined with an appropriate education credential; at least three years as a lead classroom teacher; and a passion for the process of learning and working with young children.

ELEMENTARY SCHOOL FACULTY

AMERICAN SECTION

1st Grade
1st Grade
2nd Grade
2nd Grade
3rd Grade
3rd Grade
4th Grade
4th Grade
5th Grade
5th Grade
6th Grade
Educational Technology & Math
English as an Additional Language & Italian
English as an Additional Language & Special Needs
Structured English Immersion (SEI) Grades K-2
Structured English Immersion (SEI) Grades 3-6

ITALIAN SECTION

Administrator for Grades 1-6
Curriculum Coordinator for Grades 1-9
Grades 1/2
Grades 3/4
Grades 5/6
English as an Additional Language
Science

ITALIAN PART-TIME TEACHERS

SUPPLEMENTARY STUDIES

Art
Music
Music
Physical Education

ADMINISTRATIVE SUPPORT

Assistant Head of the Elementary School
Executive Assistant to the Elementary School Head
After-School Activities Coordinator; Receptionist

Julia Wilkins B.S., Boston University School of Education
Kaycee Shingler B.S., Florida State University
Alice Keen B.A., M.A., Connecticut College, University of San Francisco
Carla Santoro B.A., M.Ed., University of Massachusetts, Lesley University
Sarah Boughey B.S., Indiana University
Judy Williams B.A., M.A., Lake Forest College, Rutgers University
Gina Anderson B.S., Brigham Young University
Perri Sartorelli B.A., Alfred University
Marie LeClaire B.A., B.Ed., University of Western Ontario
Bernie LeClaire B.Ed., University of Saskatchewan
Emily Sloan B.A., M.A., Hanover College, University of Colorado
Tim Venchus B.A., M.A., University of Illinois, Aurora University
Mara Bernasconi M.A., Università degli Studi di Milano
Hermione Fadlon B.A., Cardiff University
Charlotte Zanecchia B.S., University of Oregon
Beth Fitts B.A., M.A., Trinity University

Guia Berera M.A., Università degli Studi di Milano

Alessia Riva, M.A., Università degli Studi di Pavia
Cecilia Origoni B.A., Lausanne University, Scuola Magistrale Cantonale, Locarno
Federica De Bianchi M.A., Università degli Studi di Milano
Mara Bernasconi M.A., Università degli Studi di Milano
Laurent Carsana B.S., Università della Svizzera Italiana

Carmen De Grazia M.A., Université de Lausanne
Linda Irace Siclari M.A., Università di Urbino
Milena Musarò Sindona M.A., Université La Sorbonne

Caroline Colombo B.A., L.L.B., London Institute, University College London
Sarah Grove B.A., Azusa Pacific University
Celeste Colmenero B.M., M.M., University of North Texas
Giorgio Volpi B.S., M.Ed., Weber State University

Blair Anstey B.A., M.A., Boston College, Boston University
Jutta Mauro, Julius-Maximilians-Universität, Germany
Sara Soncina B.A., Università Cattolica del Sacro Cuore, Italy

TASIS Elementary School by the Numbers

Collective number of years of lead classroom teaching experience:	158 years
Number of Lead Classroom Teachers:	17
Number of Teachers:	31
Number of Students:	180
Teacher to Student Ratio:	1 to 6
Nationalities Represented:	20
Mother Tongues Represented:	21
Average Homeroom Class Size:	10 pupils
Number of Classrooms:	21
Libraries:	2
Art Studio:	1
Music Room:	1
Levels of Italian Taught: (Italian I, II, III, and Mother Tongue)	4



Core Knowledge at a Glance:

Major Topic Headings for Pre-Kindergarten through Grade Six

Pre-Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Language I. Oral Language II. Nursery Rhymes, Poems, Fingerplays and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills	Language Arts/English I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction (Stories; Greek Myths; Tall Tales) IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction (Stories; Norse Myths; Greek and Roman Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories; Legends of King Arthur) IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama (Stories; Shakespeare; Myths and Legends) IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama (Stories; Shakespeare; Classical Myths) IV. Sayings and Phrases
Orientation in Time & Space Time I. Vocabulary II. Measure of Time III. Passage of Time (Past, Present, Future)	History and Geography World: I. Spatial Sense II. Overview of Seven Continents American: I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement (Columbus; Pilgrims; Independence Day) IV. Presidents, Past and Present V. Symbols and Figures	World: I. Geography II. Early Civilizations (Mesopotamia; Ancient Egypt; History of World Religions) III. Mexico American: I. Early People and Civilizations (Maya, Inca, Aztec) II. Early Exploration and Settlement III. American Revolution IV. Early Exploration of American West V. Symbols and Figures	World: I. Geography II. Early Civilizations: Asia (India; China) III. Modern Civilization and Culture: Japan IV. Ancient Greece American: I. American Government: The Constitution II. War of 1812 III. Westward Expansion IV. Civil War V. Immigration and Citizenship VI. Civil Rights VII. Geography of the Americas VIII. Symbols and Figures	World: I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman Empire; "Decline and Fall") III. The Vikings American: I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution	World: I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American: I. American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World: I. W. Geography (Spatial Sense; Lakes) II. Meso-American Civilizations III. European Exploration, Trade, and Clash of Cultures IV. Renaissance and Reformation V. England from "Golden Age" to "Glorious Revolution" VI. Russia: Early Growth and Expansion VII. Feudal Japan American: I. Westward Expansion II. Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography	World: I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations (Judaism and Christianity; Greece and Rome) III. Enlightenment IV. French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements American: I. Immigration, Industrialization, and Urbanization II. Reform
Space I. Vocabulary II. Actual and Represented Space III. Simple Maps IV. Basic Geographical Concepts							
Visual Arts I. Attention to Visual Detail II. Creating Art (Printing, Painting, Drawing, Collage, Sculpture) III. Looking at and Talking About Art	Visual Arts I. Elements of Art II. Sculpture III. Looking at and Talking about Works of Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization	I. Art of Middle Ages II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The USA	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism)
Music I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move	Visual Arts I. Elements of Art II. Sculpture III. Looking at and Talking about Works of Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization	I. Art of Middle Ages II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The USA	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism)
Mathematics I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money	Music I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)
Science I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Tools	Mathematics I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra	I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra
Autonomy and Social Skills I. Sense of Self and Personal Responsibility II. Working in a Group Setting	Science I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry (Atoms; Matter; Elements; Solutions) III. Electricity IV. Geology: Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. Human Body (Circulatory, Lymphatic, and Immune Systems) VI. Science Biographies
Work Habits I. Memory Skills II. Following Directions III. Task Persistence and Completion							
Movement and Coordination I. Physical Attention and Relaxation II. Gross Motor Skills III. Eye-Hand and Eye-Foot Coordination IV. Group Games V. Creative Movement and Expression							

Who decided what's in the sequence?

THE CORE KNOWLEDGE SEQUENCE is the result of research into the content and structure of the highest performing elementary school systems around the world, as well as extensive consensus-building among diverse groups and interests, including

parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Foundation's Advisory Board on multicultural traditions. Provisional versions of the Sequence were reviewed and revised by panels of teachers, and

in 1990 a national conference was convened at which twenty-four working groups hammered out a draft sequence. This draft was fine-tuned during a year of implementation at Three Oaks Elementary in Fort Myers, Florida.

CURRICULUM OVERVIEW

AMERICAN SECTION

Pre-Kindergarten

The Pre-Kindergarten class, for children turning 4 on or before September 1st of this year, is self-contained and runs full days, Monday through Friday from 8:30 – 15:15 and includes lunch. The subject matter for Pre-K directly follows the *Core Knowledge Pre-school Sequence*™ in all subject areas.

Grades K - 6

Our curriculum is content rich and closely aligned with the *Core Knowledge Sequence*™. Students develop a respect and love for learning while acquiring the strong basic skills and knowledge that they will need to continue their own education. It is our intention to give students a full and well-rounded program in academic subjects and the creative arts. A parent meeting will be held near the start of the school year to discuss the curriculum in detail. The curriculum focuses on the teaching of specific skills within the core subjects: reading & literacy, mathematics, science, history & geography, art & art history, and music. In addition, all students study English in depth. Subjects are presented in an integrated manner, for example reading historical fiction that encompasses goals from both the reading and history curricula. All students in the American Section take Italian at beginning or intermediate level and study art and physical education in Italian. We have a Core Knowledge expert on staff to help enhance the children's studies as the School moves toward achieving official Core Knowledge status.

Language & Literacy is closely tied to the *Core Knowledge Sequence* and is based on a full-range study of vocabulary, comprehension, study skills, listening, and speaking activities. Children read stories, poems, plays, folk tales,



fables, biographies, true-to-life narratives, and full-length novels. The Elementary School has two libraries which augment classroom collections. Children are encouraged to read both fiction and non-fiction topics that reinforce cross-curricular themes and learning, as well as helping them to understand the common humanity of the world community past and present. All students have meaningful, ongoing assessments to determine placement in the appropriate reading group. All areas of reading development are covered, including phonics, phonemic awareness, vocabulary, and fluency. Reading instruction is scheduled every day and supplementary materials are available in the classroom. Reading skills are strengthened and reinforced in all of the subject areas. Children are also encouraged to

read independently for their own enjoyment, in addition to daily home reading, book sharing, reading journals, and other book-related projects.

Students in Grades 3-6 also have Grammar integrated as part of their overall Literacy Program. Students understand the parts of speech, basic syntax and structure, and demonstrate solid writing skills. The program is designed around student/teacher interaction where the teacher models the new step in the method and then students actively participate with the teacher as the steps are practiced. Students are able to learn using not only visual but also auditory and kinesthetic learning styles.

Mathematics & Science

Math is designed to build a foundation of arithmetic theory for students that will position them for more advanced math. The *Singapore Math* program does this by first introducing students to a few key concepts with concrete examples and pictures. Then the student is led progressively and logically to understand the abstract concept. This Asian model is a direct inverse to much current mathematical educational practice in the United States where many concepts are taught during the early years, progressing to just a few by the upper elementary and middle school levels. *Singapore Math* is a prudent balance between drill and creative problem solving. Those who have compared *Singapore Math* with other math curricula report that it moves students more quickly and rationally toward abstract concepts. There is an emphasis on homework and practice and an effective mix of word problems, drills, and mental calculation. Adaptations are made for students whose mother tongue is a language other than English to insure that mathematics instruction is challenging and appropriate. Singapore Math correlates with the math objectives outlined in the *Core Knowledge Sequence*.



Science is taught in Grades K-6 in topics from three major areas: life science, earth science, and physical science, with a "hands-on" approach that includes labs and experiments. TESIS Elementary utilizes FOSS Science kits with supplementary materials to best align with the challenging science rubrics of Core Knowledge. These kits provide a systematic approach to scientific theory, discovery, measurement, and reason that is appropriate, challenging, and of high interest to students. In addition, our teachers supplement science lessons with plans and materials from area museums and universities that provide up-to-date, timely topics on a variety of science and technology issues. For the American Section, Mathematics and Science are taught solely in English.



History & Geography: The *Core Knowledge Sequence* is used as the basis for the History and Geography modules, which provide rich content in both World and American history at each grade level. TESIS also makes use of "living book" resources that are available for implementing the Core Knowledge History and Geography content. TESIS utilizes the recently-published *Pearson Core Knowledge* History series for Grades K-6. This program was specifically developed to support the *Core Knowledge Sequence*. The Pearson texts are classical in approach and historical epochs serve as the framework for discussions of art, science, literature, philosophy, and politics. Key vocabulary is reinforced and students are encouraged to make connections across the disciplines using history as a starting point. Students will possess a solid base of knowledge in both American and World history, understand and be able to discuss the cause and effect of historical events, and demonstrate an understanding of how historical events have influenced the world.

Italian language instruction for American Section students is taught at four different levels. Beginning Italian students learn basic Italian that is useful for living in an Italian-speaking environment. At this level the teaching focuses on oral communication and the teaching approach is learning through games. The second level is for students who can already speak some Italian. At this level they begin learning grammar and will start to write small paragraphs and to read short and simple stories. The third level is for students who are ready for more advanced studies including literature, conversation, and writing. The fourth section is for mother-tongue Italian speakers. At this level the students study every aspect of the language – speaking, listening, writing, and reading, as if they were in an Italian-speaking school. Students receive five periods of Italian language instruction per week.



ITALIAN SECTION

Grades 1 - 6

Students who have resided in Ticino for more than six years enroll in the Italian Section. Italian Section classes are grouped by Grades 1/2, 3/4, and 5/6 for language, literature, history, geography, and science in Italian. Students in the Italian Section study English as a core subject and have regular opportunities to interact with their American Section peers socially and academically. Art and PE are taught in Italian and English for all students and Music is in English. Students in the Italian Section take Math in English with their peers of the American Section. Children identified as having Italian or another language as their mother tongue and who are not fluent in English will be placed in EAL (English as an Additional Language) reinforcement classes as well as receive EAL support in the American Section classroom. The goal of the Italian Section is to provide academic content in Italian while developing fluency in English over a period of years. Students are challenged not only to speak Italian and English, but also to read and write in both languages. Periodic assessments will be utilized to monitor placement and to address gaps in learning and language acquisition.

I programmi della Sezione Italiana si pongono l'obiettivo di dare agli studenti una profonda e solida istruzione. La realizzazione di questo obiettivo primario è resa possibile grazie alla combinazione tra i programmi scolastici della scuola elementare italiana e il Core Knowledge, il quale li impreziosisce e arricchisce allargando l'orizzonte di studio. Gli studenti iniziano a studiare tutte le discipline, comprese quelle storiche, geografiche e scientifiche, già dal primo anno di scuola elementare ricevendo un insegnamento consona alla loro capacità di apprendimento. In questo modo agli studenti è data la possibilità di iniziare a studiare le civiltà antiche, la geografia del mondo e la letteratura, sin dall'inizio della loro carriera scolastica.

La Sezione Italiana si compone di tre classi combinate secondo la seguente suddivisione: 1/2; 3/4; 5/6. Nonostante si tratti di classi combinate, per alcune materie i programmi seguiti all'interno della medesima classe corrisponderanno al livello al quale appartiene lo studente. Questo significa che uno studente della prima classe e uno della seconda, pur trovandosi nella stessa aula, seguiranno programmi diversi per ciò che riguarda le materie letterarie (scrittura, lettura, letteratura, lingua e sintassi), mentre per ciò che riguarda storia, geografia e scienze, gli studenti di entrambe le classi seguiranno lo stesso programma che verrà alternato ogni anno.

Lingua e letteratura italiana: Lo studio della morfologia, della sintassi, delle regole ortografiche e della struttura grammaticale della lingua italiana viene affrontato in modo puntuale sin dal primo anno della scuola primaria.

Gli studenti iniziano già nel primo biennio di studio ad apprendere i rudimenti della lingua italiana lavorando, contemporaneamente e inscindibilmente, sulle quattro competenze linguistiche: ascoltare, parlare, leggere e scrivere. Nel triennio successivo si mira al consolidamento e all'approfondimento di queste quattro abilità di base.

Il metodo di lettura scelto privilegia una lettura intesa come interpretazione e non come semplice riconoscimento di suoni. Questo metodo abitua sin dall'inizio gli studenti a vedere le parole come elementi di un discorso che, a sua volta, si inserisce in un determinato contesto. I principi guida di questo metodo sono validi per l'intero ciclo di studi poiché aiutano gli studenti a riflettere sulle capacità d'uso della lingua italiana, fare anticipazioni del testo scritto, riconoscere la complessità e la ricchezza della lingua.

Al fine di costruire solide basi in tutte le competenze linguistiche risulta particolarmente importante avvicinare gli studenti di ogni classe alla letteratura da intendere, nel primo ciclo, come ascolto di favole e racconti letti dall'insegnante; lettura spontanea di libri accuratamente selezionati sulla base delle competenze e degli interessi dei singoli allievi. A partire dalla quarta classe lo studio della letteratura è da intendersi come lettura individuale o d'insieme dei classici della letteratura italiana e mondiale.

Per ciò che concerne la lingua scritta, gli studenti si confrontano gradualmente con essa partendo dalla semplice descrizione di ciò che accade intorno a loro, per giungere, negli ultimi anni di scuola primaria, alla stesura di articolati e strutturati testi scritti di vario genere.

Gli alunni costruiscono e rafforzano le proprie abilità scritte attraverso il lavoro rigoroso dell'insegnante che è volto a renderli consapevoli dei passaggi da compiere al fine di realizzare una comunicazione efficace (pianificazione del messaggio che si vuole comunicare, sua organizzazione, scelta degli strumenti linguistici e lessicali). Per ogni classe sono previste un minimo di due lezioni al giorno dedicate allo studio di queste discipline. Queste abilità vengono altresì esercitate nelle altre discipline di studio, in particolar modo in quelle storiche.

Storia e Geografia: L'obiettivo della Sezione Italiana è quello di garantire una solida e profonda conoscenza della storia e della geografia del mondo, con uno sguardo particolare alla cultura europea. Anche nella Sezione Italiana si seguono i principi fondamentali del metodo del Core Knowledge, secondo il quale la conoscenza degli studenti si rafforza proponendo in modo sequenziale gli argomenti di studio, arricchendoli di sempre maggiori dettagli ogni anno e creando uno stretto legame tra le diverse discipline. In questo modo lo studente si trova ad avere una visione d'insieme di un determinato argomento di studio.

Matematica e Scienze: Per ciò che concerne la matematica, gli studenti della Sezione Italiana si uniranno agli studenti Sezione Americana e verranno inseriti nella classe corrispondente al loro livello di conoscenza. La materia di scienze verrà invece impartita in lingua italiana.

SUPPLEMENTARY STUDIES



Visual Arts: To supplement Italian language learning in the American Section, art and physical education are taught mainly in Italian. The TASIS visual arts program follows the *Core Knowledge Sequence*, which emphasizes an interdisciplinary approach to Art History, introducing students to key movements of each period. Students are expected to gain an appreciation for the interpretation of art, issues and viewpoints about art, understand the styles, influences, and themes in art, and the historical and cultural contexts in which the art was generated. In addition to Art History, students develop and gain increased understanding and skills in the visual elements of art making. Our art program aims to give each student a strong, applicable knowledge in the visual fundamentals – line, shape, and color. Beyond that, art is seen as a true discipline through which an artistically-developed person can view the world and understand the different visions and expressions of his/her fellow human beings. In art classes, children study and apply art concepts such as abstraction, balance, line, form, pattern, shape, color, space, and texture through activities using clay, paint, wood, cloth, and metal. Our young artists display their work throughout the school and at art shows in both the fall and spring semesters.

Music: TASIS music classes combine the framework of the *Core Knowledge* curriculum with additional approaches, such as Orff, Kodaly, and Dalcroze. Students learn about music and movement, singing, playing and composing on instruments, and reading and writing traditional notation. They are also introduced to classical composers and their works. Students also have the opportunity to perform at the annual Christmas concert and at various other events throughout the year.



Physical Education: This early-years curriculum aims to see the child progressively develop coordination, body management, and physical skills. Activities are based on the principles of movement education. All classes have instruction in a variety of basic skills including running, jumping, kicking, catching, throwing, dodging, balance, juggling, force, levels, and dance. In the early grades, students develop an understanding of self/space and movement through space. Upper-elementary students apply the basic skills in challenging games and activities that also incorporate lessons in sportsmanship, team play, and strategy. Health concepts and fitness activities are included in several units throughout the year. In all grade levels competition is de-emphasized and the focus is instead placed on the development of self-esteem, personal challenges, and a life-long enjoyment of physical activity. All grades attend Physical Education classes twice a week, taught in Italian.



Core Virtues: TASIS is not only committed to academic excellence, but moral excellence, including the core virtues of respect, compassion, courage, and responsibility. To help fulfill this commitment, TASIS utilizes the *Core Virtues Program*. This program is based upon the theory that children, through great children's literature, can effectively learn those core virtues so necessary in our society – respect, responsibility, diligence, honesty, generosity, perseverance, courage, faithfulness, and compassion. Core Virtues is a literature-based, practical, non-sectarian approach to character education. The goal of Core Virtues is the cultivation of character through the promotion of basic moral, civic, and intellectual virtues. Core Virtues gives children the opportunity to learn the importance of goodness, virtue, and character through words and ideas that are not only understandable to them, but that light a fire in young minds and create a desire to be good people. Core Virtues will be introduced in Morning Meetings led by the Head of Elementary School and followed up in the classrooms. Parents are encouraged and invited to attend Morning Meetings.

Structured English Immersion: Structured English Immersion (SEI) is provided to all students in the American Section for whom English is not their mother tongue. SEI seeks to “push in” students to their regular grade-level classes in all academic areas and “pull out” when necessary to provide support for vocabulary, grammar, syntax, structure, and basic English usage. SEI teachers work collaboratively with grade-level teachers to provide accommodations and modifications for students as needed.



ACADEMIC POLICIES & PROGRAMS

After-School-Activities Program: The Elementary School offers special activities after school at an additional cost. Offerings include art, music, sports, scouts, chess, and specialized tutoring. Options are announced within two weeks of the start of each semester.

Attendance: Simply being present is the most basic requirement for academic success. In-class participation is a vital aspect of learning and assessment. Reduction of class requirements cannot be expected for extended absences. Prolonged absences may result in a lower grade, as there is no way to duplicate the activities of some classes while the student is absent. Students are expected to attend class, on time, every school day, unless properly excused by the School for legitimate reasons. These legitimate reasons include sickness, family emergencies, dangerous road conditions, or significant family events. Please note that the School, not the parents, excuses student absences.

Behavior and Conduct: We believe that behavior is heavily influenced by a person's immediate environment. TASIS Elementary teachers and staff embrace this idea, and are responsible for teaching good moral behavior to children at school. We also feel that behavior responds better to positive consequences than to negative, and our approach to discipline is tailored to each student with an aim to encourage good behavior rather than to rely on punishment. All members of the TASIS community – students, parents, and staff – can expect an environment that is physically and emotionally safe and nurturing; is free of disruption and harassment; and is supportive of learning. Misbehavior that is frequent, intense, of long duration, disrupting to other's learning, or creates an unsafe, harassing, or threatening environment, could result in a student's removal from the classroom or from the School either temporarily or permanently.

We encourage students to do the following:

- Practice good manners, treating all within the TASIS community with cordial dignity and respect.
- Use appropriate language.
- Respect the legitimate authority of their teachers and follow directions the first time given.
- Keep hands, feet, and objects to themselves.
- Strive for excellence and beauty in all that they do.

Students shall not:

- Engage in acts that are violent, intimidating, harassing, lewd, or aggressive.
- Be disruptive.
- Damage or take the property of others.
- Possess a weapon at School.
- Engage in any illegal activity.

Facilities: Pre-Kindergarten through Grade 2 is located at the newly-remodeled Al Focolare in Gentilino, only 500 meters from the main campus. Lunches and morning meetings for the younger grades are held at Bora da Besa. There is parking and a public playground adjacent to Al Focolare. For Grades 3 through 6, all classes and activities take place on the main campus in Certenago at Hadsall House and at Aurora, including its adjacent buildings and facilities.

Grading System: All students, Pre-K-6, receive grade reports in December and at the conclusion of the school year. Pre-K students receive summative narrative reports. All other students in Grades K-6 receive subject area and concept mastery marks in addition to summative narrative reports. In addition, students receive detailed comments from teachers reflecting citizenship, effort, and attitude.

Lunches are provided for all students and are served cafeteria-style in the cantina of Hadsall House for Grades 3-6. Pre-K-Grade 2 students are served at Bora da Besa across from Al Focolare. Parents are welcome to eat an occasional lunch with their children by sending a note to the homeroom teacher ahead of the visit. Lunch consists of a hot meal, tossed salad, cheese, milk, fruit, and dessert. Menus are posted on the School's website.

Medical Procedure: Parents must complete an updated student medical history form before their child enters the School. TASIS has two nurses on duty who are available to treat serious injuries and illness which occur during the school day. All teachers and staff are certified in First Aid



and CPR in case of emergencies. Children with a fever greater than 33°C (101°F) who have vomited in the last 24 hours, or who have symptoms of any communicable disease or illness should be kept at home. All up-to-date medical information must be kept in the child's folder. If the child has any special medical needs these should be made known to the homeroom teacher and the nurse (i.e. allergies to foods, medicines, bee stings, and the like; diabetes or other diagnosed medical diseases; hearing or sight problems; special medication or diets).

Morning Meetings & Assemblies: Weekly Morning Meetings are designed to develop a sense of community. Pre-K-Grade 2 has its assembly on Mondays at 8:30 in Bora da Besa. Grades 3-6 meet on Fridays at 8:15 in the new Palmer Cultural Center on the main campus. Parents are always welcome to attend Morning Meetings and special assemblies.

Small Classes: Class size depends on enrollment and can vary from year to year. We strive to keep class sizes small and the ratio between students to teachers low. Results from research directed by organizations such as the National Education Association – and common sense – indicate the desirability of small classes to create environments where there is high academic achievement and positive self-esteem, and where social skills can be fostered.

Snacks are provided each day at mid-morning, consisting of water, cookies, cheese and crackers, juice, or fruit. Candy or gum should never be brought to school.

Supplies & Textbooks: All textbooks and instructional materials are the property of the School and students use them on a loan basis. Students are not allowed to write in their textbooks at any time. We also provide all necessary stationery supplies, workbooks, and other consumables for each student and these can be taken home at the end of the school year.

Technology: We are in the final stages of implementing the technology plan, which aims to integrate technology into the curriculum on a daily basis. Students have classroom computers available as well as a mobile computer lab. Typing instruction is initiated in 2nd Grade using Type to Learn Jr. and continued through 6th Grade with Type to Learn 4.

Testing: Students are assessed and placed in leveled reading, math, and foreign language groups. In reading and math, students receive constant progress monitoring. At the end of the school year, students take the Stanford Achievement Test 10 (SAT10).

Tutoring: There may be times when a teacher or a parent may request tutoring for a student in any of the academic areas. It is the School's policy that a student may not

receive tutoring from his/her own teacher(s). The forms for requesting tutoring are available in the Elementary School office. The School will endeavor (but cannot always guarantee) to match students with appropriate tutors for after-school instruction. Private tutoring is charged separately.

Uniforms: We strive to create an environment wherein children from all over the world and from differing socio-economic situations can focus on their studies, feel comfortable, and learn together. Parents need to consider modesty, safety, and homogeneity when selecting shoes, a jacket, or an accessory not specifically described in detail in the policy. Clothing must be clean and in good repair. When in doubt, err on the side of courtesy. The Head of the Elementary School is the final judge of what is and is not appropriate. All TASIS logo items are supplied by the TASIS uniform supplier Lavinia Romani (lavinia.romani@sunrise.ch). Parents may arrange to purchase non-TASIS-logo uniform items on their own or directly from Lands' End in the United States.

Girls Uniform Items

Tops: red or white polo shirt w/TASIS logo; red or white blouse; red or white long- or short-sleeved turtleneck
Bottoms: navy skirt, skort or jumper; tailored navy slacks, cords, Bermuda shorts.
No jeans, no leggings, no tabs, stripes, or large pockets.
Other: navy sweater w/TASIS logo, zipped or cardigan; navy vest w/TASIS logo.
Shoes per activity (see shoes, below)

Boys Uniform Items

Tops: red or white polo shirt w/TASIS logo; red or white dress shirt; red or white short-sleeve shirt, in warmer months; red or white turtleneck
Bottoms: tailored navy slacks, cords, Bermuda shorts.
No jeans, no large pockets, no tabs, no stripes.
Other: navy sweater w/TASIS logo, zipped or cardigan; navy vest w/TASIS logo.
Shoes per activity (see shoes, below)

P.E., Boys and Girls

Navy shorts or sweat pants, no logos of any kind
Grey t-shirt w/ TASIS logo
Navy tracksuit, sweat pants, sweat shirt, or light jacket w/ TASIS logo
Sneakers/athletic shoes (must have non-marking soles, no slip-ons)
Shoes must be conservative, safe, appropriate for the activity, and not distracting.

Leather-top dress shoes and sneakers are acceptable for most daily Elementary School activities.
Sandals, open-toed shoes, dress shoes with slippery soles, loose laces, and high heels present safety hazards and are not appropriate.
Heavy boots, or sneakers with distracting flashing lights,

attention-grabbing colors, patterns, or other distracting characteristics are also not appropriate.
Hats and headgear worn for style and comfort rather than for religious or medical reasons should be removed inside.

Accessories should be conservative, safe, and not create a distraction.

- Large-looped earrings or dangling jewelry are a safety concern.
- Leave precious jewelry at home.
- Many piercings in one ear or piercings on other parts of the face or body are not acceptable.
- Other clothing may be worn over uniforms only when required by weather conditions.

Hair and makeup styles should be subtle to the degree of being almost unnoticeable and should require little or no distracting maintenance during the day. Hair must be a color found naturally within the human species.

PARENTAL PARTICIPATION

We welcome appropriate and meaningful participation by parents, especially from those with great interest and expertise with an issue and who have demonstrated that they support the TASIS Mission, Paideia, and Aims. The extent of parental involvement with certain issues is determined by the Head of the School. Class Parents support and enrich children's experiences within the individual classrooms under the supervision of the classroom teacher.

TASIS Parent Association (TPA) is an independent, non-profit organization of parents, not formally affiliated with TASIS. The mission of this organization is to support and enhance the school program at all levels, to welcome new families, and to promote a spirit of community by offering assistance, information, and friendship. The group encourages parental support and participation to enrich the educational experiences of our children. The TPA raises funds to support various programs within the School. The Parent Advisory Committee works in cooperation with the TPA to ensure Elementary School parents are receiving helpful information that is relevant to their children's success at the School.



TASIS ELEMENTARY SCHOOL

Any intelligent young person will always...survive mediocre or inept university teaching, whereas no one can escape unharmed from a mediocre or inept primary school education.

THIS should be THE issue of great concern.

Pierre Ryckmans, a great contemporary Sinologist,
The View from the Bridge: Aspects of Culture (1996)

2010-2011 Calendar

2010

September 6, 2010	Open House and First Day of Class
September 14	Singapore Math Night
September 21	Curriculum Night
September 27	September Break
October 20	Fall Parent Conferences/Staff Development (No Classes)
October 28 - 29	Fall Break
November 25 - 26	Thanksgiving Break
December 8	Christmas Concert
December 17	Noon Dismissal
December 18 - January 9	Christmas Holiday

2011

January 10, 2011	First Day of Elementary School Classes (2nd semester)
January 31 - February 4	International Week
February 28 - March 1	Mid-winter Break
March 18	Spring Parent Conferences/Staff Development (No Classes)
April 16 - May 1	Spring Holiday
June 3	Last Day of Elementary School Celebration Events

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