



# THE AMERICAN SCHOOL IN SWITZERLAND

## 2016-2017 ELEMENTARY SCHOOL CURRENT INFORMATION GRADES PRE-K - 5

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AN OFFICIALLY-RECOGNIZED CORE KNOWLEDGE SCHOOL



®

### 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.

# CURRICULUM OVERVIEW: AMERICAN SECTION

## Pre-Kindergarten

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

## Grades K-5

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 subsequent education. Our intention is to give students a specific, 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 the beginning, intermediate, or advanced level, and study art and physical education in Italian. We have a Core Knowledge expert on staff to help enhance the children's studies, and the School is an officially-recognized Core Knowledge school.



**Language Arts** is closely tied to the Core Knowledge Sequence™ and is based on a full-range study of vocabulary, comprehension, listening, writing, and speaking activities, and study skills. Children read stories, poems, plays, folk tales, fables, biographies, true-to-life narratives, and full-length novels. The Elementary School has two libraries that augment classroom collections. Children are encouraged to read both fictional and factual materials that reinforce cross-curricular topics, themes, and learning and help

them understand the common humanity of the members of the world community, past and present. All students have specific, ongoing assessments to determine placement in the appropriate reading group. Among the methods used is the Journey's Language Arts Curriculum.

Journeys is a research-based, comprehensive English Language Arts program designed to provide solid instruction to a variety of reading levels and skills. 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.

**Mathematics** 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 very successful Asian model is directly inverse to much current, ineffective mathematics-teaching educational practice in the USA, 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 necessary drills and creative problem-solving. Many authorities 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 ensure 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-5 in topics from three major areas: life science, earth science, and physical science, with a “hands-on” approach that includes labs and experiments. Once a week, students visit a science laboratory to perform experiments that align with the challenging science rubrics of Core Knowledge. 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. TASIS also makes use of “living book” resources that are available for implementing the Core Knowledge History and Geography content. TASIS utilizes the Core Knowledge History series for Grades K-5. This program was specifically developed to support the Core Knowledge Sequence. The 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 causes and effects 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 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 four periods of Italian language instruction per week.

#### **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 art and some issues and viewpoints about art; understand the styles, influences, and themes in art; and examine 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 or 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.



## CURRICULUM OVERVIEW: ITALIAN SECTION



**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.

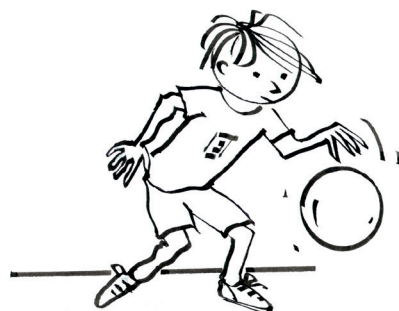
**Physical Education:** This early-years curriculum aims to see the child progressively develop coordination, body management, and physical skills. Activities are based on the principles of movement education. All classes have instruction in a variety of basic skills including running, jumping, kicking, 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 the focus is placed on the development of personal physical competence, meeting personal challenges to build self-esteem, and a life-long enjoyment of physical activity. Competition is not strongly emphasized. All grades attend Physical Education classes three times a week.

**English as an Additional Language:** Many of our students do not speak English as their mother tongue. Our goal is to increase their English abilities and confidence as quickly as possible. We immerse students into content-area classes that are taught entirely in English and do so to the limit of Cantonal rules. In addition, we provide reading, writing, grammar, spelling, and literature to students within the language-arts block according to student achievement levels. Many students have come to us speaking no English and have ultimately graduated from TASIS to go on to study successfully in Anglophone universities.

### Grades 1 - 5

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 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 and Language Arts in English with their peers of the American Section. Children who are not fluent in English will be placed in English as an Additional Language (EAL) reinforcement classes and 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 are utilized to monitor placement and to address gaps in learning and language acquisition.

*Gli studenti che risiedono in Ticino da più di sei anni o che desiderano un'istruzione bilingue frequentano la Sezione Italiana, un percorso di studi in cui le materie sono impartite al 50% in lingua italiana e al 50% in lingua inglese. La Sezione Italiana si compone di cinque monoclasse 1, 2, 3, 4 e 5. 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 allargandone 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 consono alla loro capacità di apprendimento. In questo modo agli studenti è data la possibilità di studiare le civiltà antiche, la geografia del mondo e la letteratura, sin dall'inizio della loro carriera scolastica.*



**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 della Sezione Americana e verranno inseriti nella classe corrispondente al loro livello di conoscenza. Il programma seguito è quello di Singapore Math. La materia di scienze verrà invece impartita in lingua italiana secondo il programma del Core Knowledge.







# CORE KNOWLEDGE AT A GLANCE:

Pre-Kindergarten	Kindergarten	First Grade	Second Grade
<b>Language</b> I. Oral Language II. Nursery Rhymes, Poems, Fingerplays and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills	<b>Language Arts/English</b> 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
<b>Orientation in Time &amp; Space</b> <b>Time</b> I. Vocabulary II. Measure of Time III. Passage of Time (Past, Present, Future)  <b>Space</b> I. Vocabulary II. Actual and Represented Space III. Simple Maps IV. Basic Geographical Concepts	<b>History and Geography</b> <b>World:</b> I. Spatial Sense II. Overview of Seven Continents  <b>American:</b> 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	<b>World:</b> I. Geography II. Early Civilizations (Mesopotamia; Ancient Egypt; History of World Religions) III. Mexico <b>American:</b> 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	<b>World:</b> I. Geography II. Early Civilizations: Asia (India; China) III. Modern Civilization and Culture: Japan IV. Ancient Greece <b>American:</b> 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
<b>Visual Arts</b> I. Attention to Visual Detail II. Creating Art (Printing, Painting, Drawing, Collage, Sculpture) III. Looking At and Talking About Art	<b>Visual Arts</b> 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
<b>Music</b> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move	<b>Music</b> 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
<b>Mathematics</b> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money	<b>Mathematics</b> 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
<b>Science</b> 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	<b>Science</b> 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
<b>Autonomy and Social Skills</b> I. Sense of Self and Personal Responsibility II. Working in a Group Setting			
<b>Work Habits</b> I. Memory Skills II. Following Directions III. Task Persistence and Completion			
<b>Movement and Coordination</b> I. Physical Attention and Relaxation II. Gross Motor Skills III. Eye-Hand and Eye-Foot Coordination IV. Group Games V. Creative Movement and Expression			

# MAJOR TOPIC HEADINGS FOR PRE-KINDERGARTEN THROUGH GRADE FIVE

## Third Grade

- I. Reading and Writing
- II. Poetry
- III. Fiction (Stories; Norse Myths; Greek and Roman Myths)
- IV. Sayings and Phrases

### 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

- I. Elements of Art
- II. American Indian Art
- III. Art of Ancient Rome and Byzantine Civilization

- I. Elements of Music
- II. Listening and Understanding (Orchestra; Composers)
- III. Songs

- I. Numbers and Number Sense
- II. Fractions and Decimals
- III. Money
- IV. Computation
- V. Measurement
- VI. Geometry

- 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

## Fourth Grade

- I. Writing, Grammar, and Usage
- II. Poetry
- III. Fiction (Stories; Legends of King Arthur)
- IV. Speeches
- V. Sayings and Phrases

### 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

- 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. Elements of Music
- II. Listening and Understanding (Orchestra; Vocal Ranges; Composers)
- III. Songs

- I. Numbers and Number Sense
- II. Fractions and Decimals
- III. Money
- IV. Computation
- V. Measurement
- VI. Geometry

- 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

## Fifth Grade

- I. Writing, Grammar, and Usage
- II. Poetry
- III. Fiction and Drama (Stories; Shakespeare; Myths and Legends)
- IV. Speeches
- V. Sayings and Phrases

### 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. US Geography

- I. Art of the Renaissance
- II. American Art: Nineteenth-Century United States
- III. Art of Japan

- I. Elements of Music
- II. Listening and Understanding (Composers; Connections)
- III. American Musical Traditions (Spirituals)
- IV. Songs

- 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. 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



# STRUTTURA DEI PROGRAMMI DI STUDIO

	Classe Prima	Classe Seconda
Lingua e letteratura	<ul style="list-style-type: none"> <li>I. Discriminazione fonologica</li> <li>II. Avvio alla lettura</li> <li>III. Convenzioni ortografiche</li> <li>III. Scrittura</li> <li>III. Riflessione sulla lingua</li> <li>IV. Lessico</li> <li>V. Il testo narrativo</li> <li>VI. Filastrocche</li> <li>VII. Racconti mitologici</li> </ul>	<ul style="list-style-type: none"> <li>I. Fonologia, ortografia, morfologia</li> <li>II. Scrittura</li> <li>III. Riflessione sulla lingua</li> <li>IV. Lessico</li> <li>V. Lettura e analisi testuale</li> <li>VI. Il testo narrativo</li> <li>VII. Racconti mitologici</li> <li>VIII. Poesie e filastrocche</li> </ul>
Educazione artistica	<ul style="list-style-type: none"> <li>I. Arte del passato</li> <li>II. Elementi di arte</li> <li>III. Generi pittorici: il ritratto e la natura morta</li> </ul>	<ul style="list-style-type: none"> <li>I. Elementi di arte</li> <li>II. La scultura</li> <li>III. Generi pittorici: il paesaggio</li> <li>IV. L'arte astratta</li> <li>IV. L'architettura</li> </ul>
Educazione Musicale	<ul style="list-style-type: none"> <li>I. Elementi di musica</li> <li>II. Termini e concetti musicali</li> <li>III. La musica come racconto di storie</li> <li>IV. La tradizione musicale americana: il Jazz</li> <li>V. Canzoni</li> </ul>	<ul style="list-style-type: none"> <li>I. Elementi di musica</li> <li>II. L'orchestra</li> <li>III. Gli strumenti a tastiera</li> <li>IV. Canzoni</li> <li>V. I compositori e la loro musica</li> </ul>
Matematica	<ul style="list-style-type: none"> <li>I. Sequenze e classificazioni</li> <li>II. Il numero e il concetto di numero</li> <li>III. La moneta</li> <li>VI. Calcoli</li> <li>V. Misure</li> <li>VI. Geometria</li> </ul>	<ul style="list-style-type: none"> <li>I. Il numero e il concetto di numero</li> <li>II. Frazioni</li> <li>III. La moneta</li> <li>IV. Calcoli</li> <li>V. Misure</li> <li>VI. Geometria</li> </ul>
Scienze	<ul style="list-style-type: none"> <li>I. Gli esseri viventi e il loro ambiente</li> <li>II. Il corpo umano: i sistemi</li> <li>III. La materia</li> <li>IV. Proprietà della materia: la misurazione</li> <li>V. Introduzione all'elettricità</li> <li>VI. Astronomia: introduzione al sistema solare</li> <li>VII. La Terra</li> <li>VIII. Biografie di scienziati/e</li> </ul>	<ul style="list-style-type: none"> <li>I. Cicli in Natura: le stagioni; la vita; l'acqua</li> <li>II. Gli insetti</li> <li>III. Il corpo umano: le cellule; l'apparato digerente ed escretore</li> <li>IV. Il magnetismo</li> <li>V. Le macchine semplici</li> <li>VI. Biografie di scienziati/e</li> </ul>
Storia e Geografia	<ul style="list-style-type: none"> <li>I. La Mesopotamia</li> <li>II. L'Antico Egitto</li> <li>III. Le tre religioni monoteiste</li> <li>IV. La Pangea</li> <li>V. I continenti</li> <li>VI. Mari e Oceani</li> <li>VII. Il fiume</li> </ul>	<ul style="list-style-type: none"> <li>I. L'India antica</li> <li>II. La Cina antica</li> <li>III. Le civiltà precolombiane: Maya, gli Inca e gli Atzechi</li> <li>IV. La Grecia Antica</li> <li>V. L'Eurasia</li> <li>VI. Geografia delle Americhe</li> <li>VII. Il Messico moderno</li> </ul>



## Classe Terza

- I. Fonologia, ortografia, morfologia
- II. Scrittura
- III. Riflessione sulla lingua: il gruppo del nome; il gruppo del verbo; elementi di analisi logica
- IV. Lessico
- V. Lettura e analisi testuale
- VI. I diversi tipi di testo: il racconto; la favola; la fiaba; la descrizione; il testo regolativo; il testo espositivo; il testo teatrale
- VII. Il mito e la leggenda
- VIII. Poesie e filastrocche

- I. Elementi di arte
- II. L'arte dei Nativi Americani
- III. Arte dell'antica Roma e della civiltà bizantina

- I. Elementi di musica
- II. L'orchestra
- III. Le scale vocali
- IV. Canzoni
- V. I compositori e la loro musica
- VI. I collegamenti musicali

- I. Il numero e il concetto di numero
- II. Frazioni e numeri decimali
- III. La moneta
- IV. Calcoli
- V. Misure
- VI. Geometria

- I. Introduzione alla classificazione animale
- II. Il corpo umano: il sistema nervoso, muscolare e osseo; la vista e l'udito
- III. La luce e l'ottica
- IV. Il suono
- V. L'ecologia
- VI. Astronomia
- VII. Biografie di scienziati/e

- I. Il lavoro dello storico
- II. Le parole e i concetti della storia
- III. La storia della Terra
- IV. Popolazioni nomadi
- V. Popolazioni stanziali: nascita dei villaggi
- VI. Verso le civiltà. L'importanza del fiume. Gli insediamenti
- VII. L'organizzazione sociale; la religione; il commercio; la nascita della scrittura
- VIII. Introduzione alla civiltà romana
- IX. I Vichinghi
- X. Lessico della geografia
- XI. Gli elementi fisici e antropici dei paesaggi geografici
- XII. Le carte geografiche

## Classe Quarta

- I. Fonologia, ortografia, morfologia
- II. Scrittura
- III. Riflessione sulla lingua: Significato e forma delle parole; le parti del discorso; gli elementi della frase e la frase espansa
- IV. Lessico
- V. Lettura e analisi testuale
- VI. I diversi tipi di testo: il racconto; il racconto fantasy; il racconto d'avventura; il racconto autobiografico; la descrizione; il testo teatrale
- VII. Mitologia
- VIII. Poesie e filastrocche

- I. L'arte medievale
- II. L'arte e l'architettura islamiche
- III. L'arte africana
- IV. L'arte cinese
- V. L'arte nel Nuovo Mondo: gli Stati Uniti

- I. Elementi di musica
- II. L'orchestra
- III. Le scale vocali
- IV. Canzoni
- V. I compositori e la loro musica
- VI. I collegamenti musicali

- I. Il numero e il concetto di numero
- II. Frazioni e numeri decimali
- III. La moneta
- IV. Calcoli
- V. Misure
- VI. Geometria

- I. Introduzione alla classificazione animale
- II. Il corpo umano: il sistema nervoso, muscolare e osseo; la vista e l'udito
- III. La luce e l'ottica
- IV. Il suono
- V. L'ecologia
- VI. Astronomia
- VII. Biografie di scienziati/e

- I. I popoli mesopotamici: Sumeri, Babilonesi, Assiri
- II. Gli Egizi
- III. La valle dell'Indo
- IV. La valle del fiume Giallo
- V. I popoli del Mediterraneo: Cretesi, Micenei, Fenici, Ebrei
- VI. Lessico della geografia
- VII. Gli strumenti della geografia
- VIII. La geografia fisica: un esempio l'Italia

## Classe Quinta

- I. Fonologia, ortografia, morfologia
- II. Scrittura
- III. Riflessione sulla lingua: le parti del discorso; il testo e gli elementi della frase
- IV. Lessico
- V. Lettura e analisi testuale
- VI. Poesie e filastrocche
- VII. Mitologia
- VIII. Epica classica: Iliade; Odissea; Eneide

- I. L'arte rinascimentale
- II. Il diciannovesimo secolo negli Stati Uniti
- III. L'arte giapponese

- I. Elementi di musica
- II. Canzoni
- III. I compositori e la loro musica
- IV. Le tradizioni musicali

- I. Il numero e il concetto di numero
- II. La media matematica e le percentuali
- III. Frazioni e numeri decimali
- IV. Calcoli
- V. Misure
- VI. Geometria
- VII. Probabilità e statistica
- VIII. Introduzione all'algebra

- I. La classificazione degli esseri viventi
- II. Le cellule: strutture e processi
- III. Le piante: strutture e processi
- IV. I cicli vitali e la riproduzione
- V. Il corpo umano: il sistema endocrino e riproduttivo
- VI. Chimica: La materia e gli stati fisici
- VII. Biografie di scienziati/e

- I. I Greci antichi
- II. Antichi popoli italiani
- III. Gli antichi Romani
- IV. Antichi popoli del Nord Europa e le sue regioni
- V. Geografia politica dell'Italia e della Svizzera e dei suoi Cantoni

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School Nurse  
St. Lawrence College, Canada

Lyn Paquin, R.N.  
School Nurse  
St. Lawrence College, Canada

# ELEMENTARY SCHOOL CALENDAR 2016-2017

## Fall Semester

September 4	Opening Assembly
September 5	First Day of Classes
October 10	No Classes, Early Fall Break
October 27	Parent-Teacher Conferences
October 31–November 4	No Classes, Fall Holiday
November 25	No Classes, Thanksgiving
December 16	Last Day of Classes and Christmas Concert
December 17–January 9	Winter Holiday

## Spring Semester

January 9	Classes Resume
February 23	Parent-Teacher Conferences
February 27–May 3	No Classes, Carnevale Holiday
April 8–23	Spring Holiday
June 1-2	Musical
June 7	Field Day
June 8	Last Day of Classes

*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)