

# Schutz

## Elementary Curriculum Guide

School Year 2023-24

01

**Mission and  
Core Values**

02

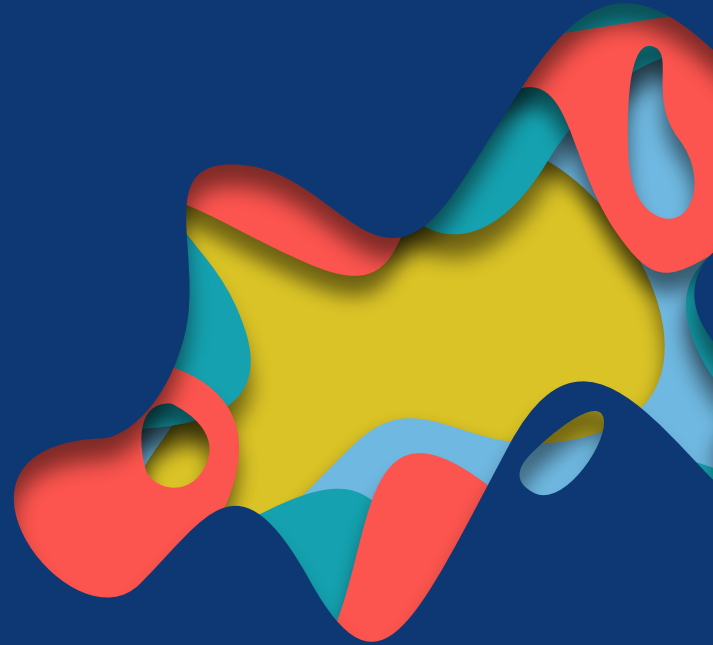
**PYP  
Program  
Model**

03

**Schutz  
Program of  
Inquiry**

04

**Specialists**



# Mission and Strategic Plan

01

The image features a vibrant, abstract graphic design on the right side. It consists of several overlapping, layered shapes in bright yellow, red, and teal. A central dark blue circle contains the number '01' in a bold, yellow, sans-serif font. The overall composition is dynamic and modern, set against a solid yellow background.



# Mission

## “Schutz is Family”

The mission of Schutz American School family is to provide a premier education empowering all of our students to pursue their passions as confident global citizens.

# Schutz AIMS

**Identity:** all our students will discover their passions and grow in understanding their personal strengths

**Competencies:** all our students will achieve educational outcomes that are challenging and relevant, motivating them to go beyond.

**Agency:** all our students will contribute as confident global citizens.

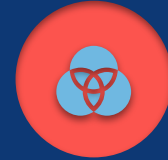
# Schutz Core Values

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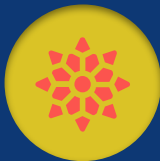
**Respect**

**Compassion**



**Responsibility**

**Integrity**



**Resilience**

# IB Learner Profile



**Inquirer**



**Knowledgeable**



**Thinkers**



**Communicators**



**Principled**

[Link to Learner Profile Descriptors](#)

# IB Learner Profile



**Open-Minded**



**Caring**



**Courageous**



**Balanced**



**Reflective**

[Link to Learner Profile Descriptors](#)



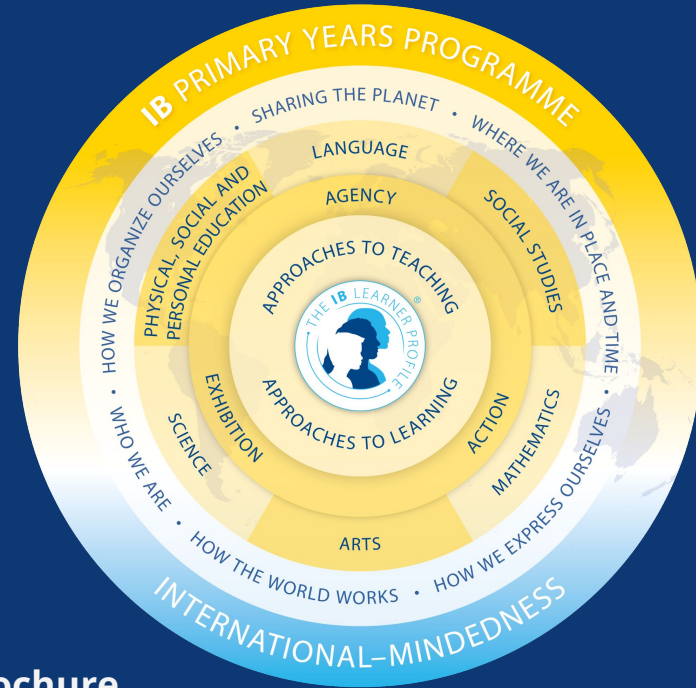


02

# IB Primary Years Program Model

# PYP Program Model

The PYP curriculum is a student-centered approach to education for children aged 3-12. The framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community. PYP students use their initiative to take responsibility and ownership of their learning.




[Link PYP Parent Brochure](#)

03

**Schutz  
Program of  
Inquiry**

# Early Years

The background is a bright yellow field with several large, overlapping, organic shapes in shades of blue, teal, and red. The shapes have a layered, paper-cut appearance, creating a sense of depth and movement. The colors are saturated and the overall composition is dynamic and playful.



*“At Schutz American School we see children as unique human beings who want to connect. This capacity for relationships supports children with learning about themselves and others and provides many opportunities to express (and learn about) how to be caring, resilient, confident, compassionate and responsible.”*

### **Schutz Early Years Philosophy**

**[Link Early Years PYP Parent Brochure](#)**

# Early Years Gold Standards

[Link to GOLD Standards](#)

Social  
Emotional



Cognitive

Language

Physical



# Early Years Gold Standards

[Link to GOLD Standards](#)

Math



The Arts

Science &  
Social  
Studies

Literacy

# PreK2 Program of Inquiry

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Who We Are	How We Express Ourselves	How the World Works	Sharing the Planet
<p><b>Central Idea:</b> I am special: My personal characteristics make me unique.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Caring</i></p>	<p><b>Central Idea:</b> I am an artist: I use creative ways to express myself.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Communicator, Courageous</i></p>	<p><b>Central Idea:</b> I am an explorer: Exploration helps me understand my world.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Principled, Reflective, Balanced</i></p>	<p><b>Central Idea:</b> I am caring: I care about living things.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Caring, Reflective</i></p>

[Link to Grade Level Overview](#)





# PreK3 Program of Inquiry

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Who We Are	How We Express Ourselves	How the World Works	Sharing the Planet
<p><b>Central Idea:</b> We connect through shared interests and characteristics.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Caring, Open-minded, Principled</i></p>	<p><b>Central Idea:</b> : People express feelings in different ways.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Communicator, Reflective</i></p>	<p><b>Central Idea:</b> Our senses guide us in our observations.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Inquirer, Thinker,</i></p>	<p><b>Central Idea:</b> Living things have basic needs that help them grow.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Principled, Reflective, Balanced</i></p>

[Link to Grade Level Overview](#)



# PreK4 Program of Inquiry

Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	Sharing the Planet
<p><b>Central Idea:</b> Communities are made up of relationships.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Balanced, Caring, Communicator, Reflective</i></p>	<p><b>Central Idea:</b> Explorations help us understand time and place.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Knowledgeable, Open-minded, Courageous</i></p>	<p><b>Central Idea:</b> Stories can entertain, educate and ignite the imagination.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Communicator, Reflective, Courageous</i></p>	<p><b>Central Idea:</b> We can use our understanding of force and motion to explore design.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Inquirer, Thinker</i></p>	<p><b>Central Idea:</b> All living things are interconnected within the environment.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Caring, Knowledgeable, Principled</i></p>

[Link to Grade Level Overview](#)

# Elementary Standards

Common  
Core English  
Language  
Standards  
[Link](#)

AERO Social  
Studies  
Standards  
[Link](#)

Common  
Core Math  
Standards  
[Link](#)

Next  
Generation  
Science  
Standards  
[Link](#)



# Kindergarten Program of Inquiry

Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	Sharing the Planet
<p><b>Central Idea:</b> Communities are made up of relationships.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Communicators, Reflective, Balanced, Caring</i></p>	<p><b>Central Idea:</b> Explorations help us understand time and place.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Knowledgeable, Open-minded, Courageous</i></p>	<p><b>Central Idea:</b> Stories can entertain, educate and ignite the imagination.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Communicator, Reflective, Courageous</i></p>	<p><b>Central Idea:</b> We can use our understanding of force and motion to explore design.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Inquirer, Thinker</i></p>	<p><b>Central Idea:</b> All living things are interconnected within the environment.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Caring, Knowledgeable, Principled</i></p>

[Link to Grade Level Overview](#)

# Grade One Program of Inquiry

Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
<p><b>Central Idea:</b> Our choices affect our health and relationships.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Caring, Balanced, Communicator</i></p>	<p><b>Central Idea:</b> Our personal histories provide insight into the past.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Open-minded, Principled, Caring</i></p>	<p><b>Central Idea:</b> We can use light and sound to express ourselves.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Courageous, Knowledgeable, Communicators</i></p>	<p><b>Central Idea:</b> The Earth's natural cycles influence the behavior of living things.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Inquirers, Thinkers</i></p>	<p><b>Central Idea:</b> Communities build systems that allow people to live and work together.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Knowledgeable, Communicators, Inquirers</i></p>	<p><b>Central Idea:</b> Biomimicry helps us design solutions to human problems.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Caring, Inquirers, Thinker</i></p>

[Link to Grade Level Overview](#)

# Grade Two Program of Inquiry

Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
<p><b>Central Idea:</b> We create communities through shared understanding of diverse cultures.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Open-minded, Communicator, Inquirer</i></p>	<p><b>Central Idea:</b> Earth's natural processes impact the earth's surface over time.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Thinker, Knowledgeable, Inquirer</i></p>	<p><b>Central Idea:</b> Appreciation of the natural world inspires our creative expression.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Balanced, Communicator, Knowledgeable</i></p>	<p><b>Central Idea:</b> Matter has observable properties that can be changed and used in different ways.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Reflective, Thinker, Courageous</i></p>	<p><b>Central Idea:</b> Communities are organized around economic activities.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Thinkers, Principled, Balanced</i></p>	<p><b>Central Idea:</b> Cooperation and conflict impact communities.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Open-minded, Caring, Principled</i></p>

[Link to Grade Level Overview](#)

# Grade Three Program of Inquiry

Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
<p><b>Central Idea:</b> We all play a role in creating our community.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Principled, Reflective, Caring</i></p>	<p><b>Central Idea:</b> The migrations of people over time shapes societies.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Caring, Open-minded</i></p>	<p><b>Central Idea:</b> Engineering design processes are inspired by core scientific principles.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Inquirers, Reflective</i></p>	<p><b>Central Idea:</b> Scientific data helps people respond to weather hazards.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Inquirers, Reflective, Communicators</i></p>	<p><b>Central idea:</b> Advancements in technology have changed the way we live.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Courageous, Thinkers</i></p>	<p><b>Central Idea:</b> Changes to the environment impact the survival of living things.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Knowledgeable, Balanced</i></p>

[Link to Grade Level Overview](#)

# Grade Four Program of Inquiry

Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
<p><b>Central Idea:</b> The choices people affect their body systems and wellbeing.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Knowledgeable, Balanced</i></p>	<p><b>Central Idea:</b> Systems of governance address the needs and rights of its citizens.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Inquirer, Open-minded, Knowledgeable</i></p>	<p><b>Central Idea:</b> Innovation is a process that involves creativity and experimentation.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Communicators, Reflective, Courageous</i></p>	<p><b>Central Idea:</b> Human innovation informs solutions that impact people and the earth.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Thinker, Principled</i></p>	<p><b>Central Idea:</b> Systems of governance address the needs and rights of its citizens.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Balanced, Open-minded, Communicators</i></p>	<p><b>Central Idea:</b> Energy converted and transferred from natural resources impacts the environment.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Inquirer, Reflective</i></p>

[Link to Grade Level Overview](#)



# Grade Five Program of Inquiry

Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
<p><b>Central Idea:</b> We change as we grow.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Balanced, Reflective, Principled</i></p>	<p><b>Central Idea:</b> Exploration of Earth's position in the solar system has contributed to historical discoveries over time.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Inquirer, Courageous, Principled</i></p>	<p><b>Exhibition</b></p> <p><b>Guiding Idea:</b> Our interests and actions affect ourselves, our community and the world.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>All</i></p>	<p><b>Central Idea:</b> We can use scientific understanding to protect the Earth's resources and environment.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Open-minded, Thinker</i></p>	<p><b>Central Idea:</b> Economies are shaped by geographic and human factors.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Reflective, Thinker</i></p>	<p><b>Central Idea:</b> Informed citizenship impacts inequalities in communities.</p> <p><b>LEARNER PROFILE LINKS:</b> <i>Knowledgeable, Caring</i></p>

[Link to Grade Level Overview](#)



04

# Specialists Classes

# Physical Education SHAPE Standards

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

[Link to SHAPE Standards](#)

# Arts Program Standards

Music | Drama | Visual Arts

## NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



### What Are The Standards?

[Learn More...](#)

*What is the status of state arts standards revision?*

[Learn More...](#)



### Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.



### Performing/ Presenting/ Producing

- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.



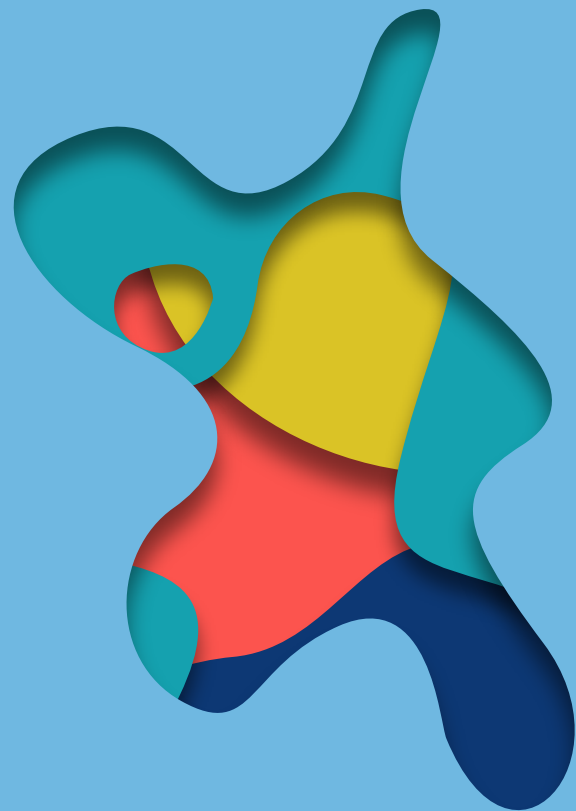
### Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.



### Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



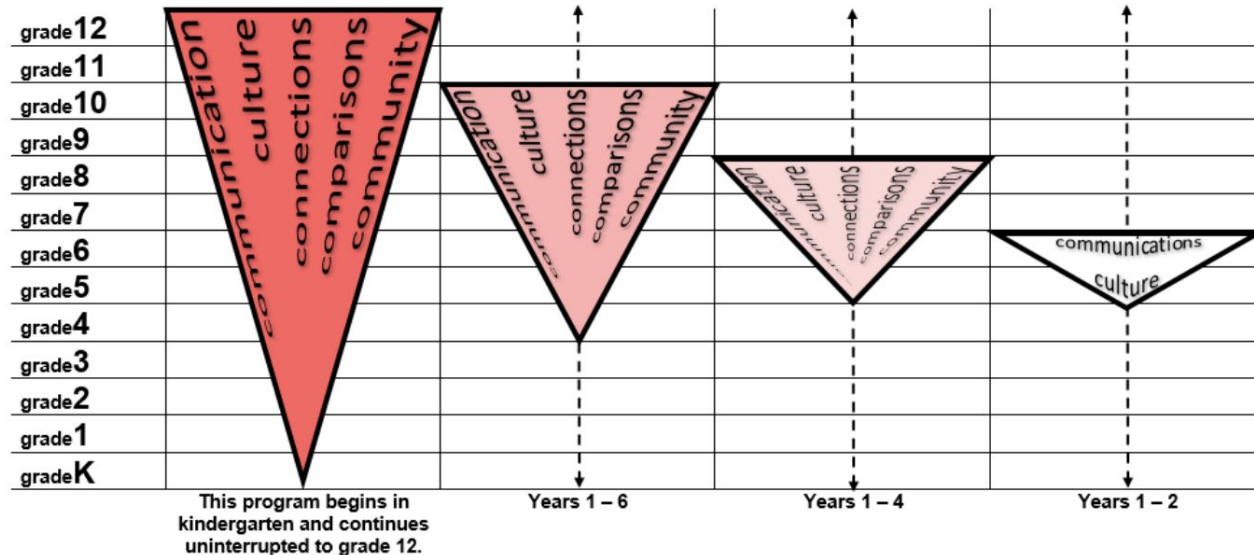
[Link to NCA Standards](#)

# World Language Standards

## Arabic | French


### AERO Language Standards 2018

#### Learning Continuum



The 5 C's: Communication, Culture, Connections, Comparisons, Community

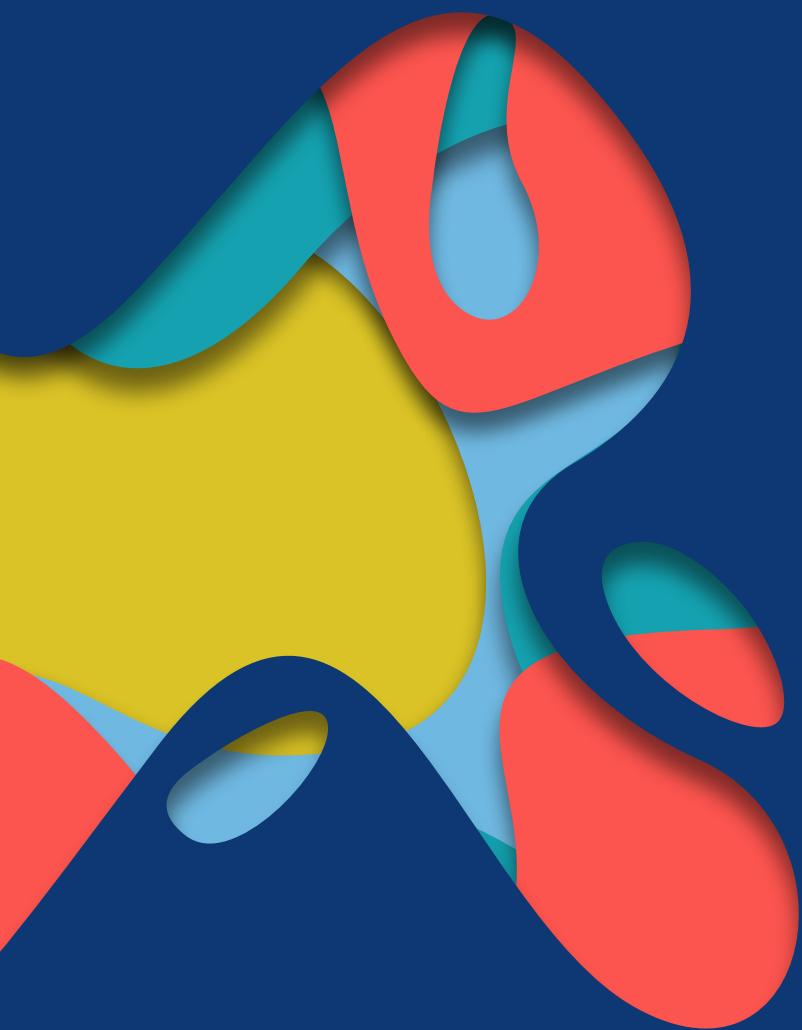
[Link to AERO Standards](#)



*“Schutz American School believes that student assessment informs and improves teaching and learning. Assessment provides continuous evidence of our students developing their knowledge, skills and dispositions to fulfill their pursuit as confident global citizens.”*

- **Schutz Assessment Philosophy**

[Link to Schutz Assessment Philosophy](#)



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School Year 2023-24