Our Global Curriculum
Washington, DC Campus

Lower School

Whittle
SCHOOL & STUDIOS
Lower School

Throughout this formative period in a child’s development, the Lower School is committed to supporting the growth and development of rigorous scholars, intrepid explorers, creative builders and resilient, self-aware individuals. Skills and abilities are meaningless without the disposition to use them well.

Our students’ innate curiosity will be nurtured, and their perseverance encouraged. Students will develop not just literacy, but a love for reading and researching the things they are passionate about. They will be able to solve complex math problems and understand how math can be used as a tool to address larger issues.

### LOWER SCHOOL SAMPLE DAY SCHEDULE

<table>
<thead>
<tr>
<th>TIME</th>
<th>FOCUS</th>
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<tbody>
<tr>
<td>Before 8:30 a.m.</td>
<td>Social/Planning Time</td>
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<tr>
<td>8:30 - 9:00 a.m.</td>
<td>Mind &amp; Body</td>
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<td>9:00 - 9:30 a.m.</td>
<td>Community</td>
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<td>9:30 - 10:30 a.m.</td>
<td>Arts and Making Block</td>
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<tr>
<td>10:30 - 11:30 a.m.</td>
<td>Integrated Project Work</td>
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<td>11:30 - 12:15 p.m.</td>
<td>Outdoor Play</td>
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<td>12:15 - 12:45 p.m.</td>
<td>Lunch</td>
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<td>12:45 - 1:15 p.m.</td>
<td>Language and Culture Mastery Band</td>
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<td>1:15 - 2:00 p.m.</td>
<td>Math Mastery and Project Work</td>
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<tr>
<td>2:00 - 3:30 p.m.</td>
<td>Literacy Workshop</td>
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<td>3:30 - 4:00 p.m.</td>
<td>Community and Reflection</td>
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<tr>
<td>4:00 - 6:00 p.m.</td>
<td>Studios (optional)</td>
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Personalized learning allows teachers to meet students’ needs based on their readiness, interests, and learning profile. It also allows students to be agents of their own development, working with teachers to co-create assessments and rubrics, reflect on their own learning, and decide upon next steps.

All of our teachers are students and all of our students are teachers. Our teachers will engage in ongoing, personalized professional development to enable them to be lifelong learners. Our students will conclude projects and studies with documentation, and sharing their learning with and teaching the larger community. In order to promote the kind of learning environment that develops rigorous scholars and intrepid explorers, teachers and students will learn together through projects and experiences.

Our students will see diversity as a strength, and will be proof that diversity of background, languages, races, experiences, and perspectives makes us smarter. Students will learn about the problems we face worldwide and develop dispositions and skills to address them. They will learn how to communicate effectively in order to build understanding and collaboration. Facility with at least one other language and culture is central.

Social and emotional competencies are increasingly recognized as critical for children’s success in school, as well as in other settings in later phases of life, and into adulthood. As children move through the elementary years, aptitude in social and emotional abilities are critical to each child’s overall well-being and success.

Skills and abilities have very little use without the disposition to use them well. Our students will develop not only literacy, but the desire to read for pleasure and to find things out. They will be able to solve math problems but, more importantly, they will see how math becomes a tool or language to solve other problems. Our students’ innate curiosity will be nurtured and their perseverance encouraged.

Students should be at the center of their own learning experience, developing deep content knowledge through the investigation of problems within their lived experiences. At Whittle School & Studios, these interdisciplinary projects will be centered around the United Nation’s Sustainable Goals, and will provide opportunities for students to engage and present to members of their local community as well as their peers on other campuses. Students will not only learn by doing, but also by reflecting upon their learning.
SOCIAL/PLANNING TIME
As students arrive at school, they will spend time in the classrooms or common areas, working on puzzles, playing games, chatting with friends, and meeting with their teachers to discuss the day ahead.

MIND & BODY
This could be a PE Mind & Body class, a movement or mindfulness class, game play, or a walk outside.

COMMUNITY
Students and teachers gather for a meeting in a classroom or common space. Morning Meeting is designed to help students transition from home to school. This time serves to build the classroom community, give students a sense of belonging and ownership, and bring everyone to a shared understanding of the rest of the day.

LITERACY
During the literacy mastery band workshop, students work independently and in small groups on reading, writing, speaking, and listening skills. They may also spend this time learning or studying their second language.

MATH
During the mathematics mastery band, students work independently and in small groups on math investigations and problem-solving, as well as consolidation of skills and understanding based on their level of development.

OUTDOOR PLAY
Students will play outside or in a space in the building.

LUNCH
Lunch is served family-style, and will be a time to enjoy each other’s company, practice social emotional learning skills, and try new foods.

ARTS AND MAKING BLOCK
Students will go to visual and performing arts classes. These will cycle throughout the year and could include studio art, music, drama, and makerspace lab time.

LANGUAGE AND CULTURE MASTERY BAND
Students will have Chinese or Spanish class.

INTEGRATED PROJECT BLOCK
Students will work as a whole class, in small groups and independently on thematic projects inspired by the United Nations Sustainable Development Goals and connected to global themes across our network. This work will take place in the classrooms, common areas, art studios, and makerspaces, and will weave together science, math, social studies, language arts, and SEL. It will be closely tied to both City Core projects and Center of Excellence work on X-Days.

PERSONAL PROJECT TIME
Students will have a chance to develop, independently or in groups, projects that align with, and help to nurture their passions. Documentation of process and product will be an important part of a student’s portfolio.

COMMUNITY REFLECTION
Although reflection is incorporated into most of the day’s activities, we believe it is important for the school community to gather at the end of the day for a closing meeting and reflection time.
“Through their studies in the Lower School, students will make connections among the disciplines and apply the skills and understandings to investigations in their lived experiences. With our campus in Shenzhen, students have the opportunity to share their learning and engage in projects across the globe. Our students will learn that with knowledge comes responsibility, and a part of every project will be a forward-looking, outward-facing question: How can we use what we know to make the world a better place?”

— SUSANNA STOSSEL
HEAD OF LOWER SCHOOL, WASHINGTON, DC CAMPUS