Grade 1

International Baccalaureate Primary Years Programme (IBPYP)

The International School Rheintal is now an authorized IBPYP school. The school received authorization in June 2006. ISR follows the standards set by the IB for the Primary Years.

The IBPYP is an international curriculum framework designed for all children between the ages of 3 and 12 years. The programme focuses on the total growth of the developing child, affecting hearts as well as minds and addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational programme.

The programme offers a comprehensive, inquiry-based approach to teaching and learning. It provides an internationally designed model for concurrency in learning and incorporates guidelines on student learning styles, teaching methodologies and assessment strategies. The curriculum framework is an expression and extension of three inter-related questions: What do we want to learn? How best will we learn? How will we know what we have learned? Children are expected to begin learning a modern foreign language in order to enhance an international perspective.

The aims of the PYP are expressed as a series of desired attributes and dispositions that characterize successful students. This 'student profile' is outlined below.

INQUIRERS – Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.

THINKERS - They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

COMMUNICATORS – They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

RISK TAKERS – They can approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

KNOWLEDGEABLE – They have spent time in school exploring themes which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.

PRINCIPLED – They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.

CARING – They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

OPEN MINDED – They respect the views, values and traditions of other individuals and cultures and that they are accustomed to seeking and considering a range of points of view.

WELL BALANCED – They understand the importance of physical and mental balance and personal well-being.

REFLECTIVE – They give thoughtful consideration to their own learning and analyze their own personal strengths and weaknesses in a constructive manner.

At the heart of the programme is structured inquiry. Inquiry is the cornerstone of critical thinking and real world problem solving. Six organizing questions provide the framework for our exploration of knowledge at each grade level. The questions are:

Who are we?
Where are we in place and time?
How do we express ourselves?
How does the world work?
How do we organize ourselves?
How should we share the planet?

The units of study at each grade level represent a selection of important knowledge from the traditional school subjects of history, geography, science, literature, art, math and language. Some specific aspects of reading, writing and mathematics are more appropriately learned in their own right and these may be learned through more traditional approaches. Students will be working to develop communication, social, research, self-management and thinking skills.

The written curriculum **(what do we want to learn?)** is described in further detail over the next few pages. The planning of the curriculum is focused on the written curriculum to suggest key questions and around which to structure inquiry. Teaching focuses on facilitating inquiry in the classroom and beyond. The taught curriculum **(how best will we learn?)** is the written curriculum in action. The learned curriculum **(how will we know what we have learned?)** is the theory and application of effective assessment. Assessment is integral to all teaching and learning, it is integral to the taught curriculum. It focuses on the quality of student learning during the process of inquiry and the quality of student learning that is evident in the products of the inquiry. Through assessment we analyze student learning, the effectiveness of our teaching and it is used as a foundation on which to base future planning and practice.

What do we want to learn?
The written curriculum

The PYP strives for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. The PYP emphasizes five components of the written curriculum. These are called the **Essential Elements** of the curriculum.

The Five Essential Elements

1. **Concepts** are powerful ideas which have relevance within and across all of the subject disciplines which students will explore and re-explore in order to develop understanding. The concepts are designed to have a great significance within the subject disciplines and they transcend disciplinary barriers. Together the concepts form a powerful set of ideas that drives the teacher/ student constructed research projects and drives the units of inquiry. The concepts in the PYP are in the form of key questions. These questions shape the unit of inquiry giving it direction and purpose.
2. **Knowledge** is significant, relevant and is the subject matter we wish the students to explore and know about. The PYP has identified organizing themes – areas of knowledge. The themes address the fields of knowledge which form the traditional disciplines but present these in a way which transcends these disciplines, facilitating transdisciplinary planning and teaching. The themes, as well as the student profile, provide the organizing structure for ISR's Programme of Inquiry.
3. **Skills** are those things the students need to be able to do to succeed in a changing, challenging world. The construction of meaning and understanding is complemented by the students' acquiring and applying a range of skills.
4. **Attitudes** are dispositions which are expressions of fundamental values, beliefs and feelings about learning, the environment, and people.
5. **Action** is a demonstration of deeper learning in responsible behaviour through positive action and service; a manifestation in practice of the other **essential elements.**

1. PYP key concepts and related questions

Reflection

Definition:
The understanding that there are different ways of knowing and that it is important to reflect on our own conclusions, both with respect to the methods of reasoning we have employed and the quality and the reliability of the evidence we have considered.

Rationale:
This idea was selected for a series of interrelated reasons. It challenges the students to examine their evidence, methods and conclusions. In doing so, it extends their thinking into the higher order of metacognition, begins to acquaint them with what it means to know in different disciplines and encourages them to be rigorous in examining evidence for potential bias or other inaccuracy. This approach provides experience in the type of thinking demanded of students in such courses of study as the Theory of Knowledge component of the IBO's Diploma Programme.

Examples of related concepts:
metacognition, reason, evidence, introspection, reliability

Key question: How do we know?

Responsibility

Definition:
The understanding that we are not passive observers of events but that we can make and must make choices and that, by doings so, we can make a difference.

Rationale:
This idea was selected because of the need to develop in our students the disposition towards identifying and assuming responsibility and towards taking positive action. This idea is directly linked to the action component of the essential elements in the PYP curriculum, which itself interfaces with the CAS programme of the IBO's Diploma Programme.

Examples of related concepts:
rights, duty, custodianship, citizenship, values, justice, initiative

Key question: What is our responsibility?

Perspective

Definition:
The understanding that knowledge is not constructed only from the perspective of a particular discipline, individual or group.

Rationale:
This idea was selected because of the compelling need to develop in our students the disposition towards rejecting simplistic, biased interpretations, towards seeking and considering the points of view of others and towards developing defensible interpretations.

Examples of related concepts:
subjectivity, fact, opinion, bias, prejudice, empathy

Key question: What are the points of view?

Connection

Definition:
The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Rationale:
This idea was selected because of the importance of appreciating that nothing exists in a vacuum but, rather, as an element in a system; that the relationships within and among systems are often complex and that changes in one aspect of a system will have consequences, even though these may not be immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting environments and communities.

Examples of related concepts:
systems, relationships, networks

Key question: How is it connected to other things?

Change

Definition:

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Rationale:

This idea was selected, not only because it is such a universal feature of all existence, but also because it has particular relevance to students in international schools for whom change in their own lives is often frequent and inescapable, and who are growing up in a world in which the pace of change is accelerating.

Examples of related concepts:

adaption, modification, cycles, sequences

Key question: How is it changing?

Causation

Definition:

The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.

Rationale:

This idea was selected because of the importance of prompting students to ask "Why?" and of helping them to recognize that actions and events have reasons and consequences.

The analysis of causal relationships is significant within and across all disciplines.

Examples of related concepts:

consequences, sequences, patterns, impact

Key question: Why is it like it is?

Function

Definition:

The understanding that everything has a purpose, a role or a way of behaving which can be investigated.

Rationale:

This idea was selected because the ability to analyse function, role, behaviour and the ways in which things work, is fundamental to learning within and across all disciplines.

Examples of related concepts:

behaviour, operations, pattern, role, systems

Key question: How does it work?

Form

Definition:

The understanding that everything has a form with recognizable features which can be observed, identified, described and categorized.

Rationale:

This idea was selected because the ability to observe, identify, describe and categorize is fundamental to human learning within and across all disciplines.

Examples of related concepts:

properties, structure, features, categories, patterns

Key question: What is it like?

2. Knowledge

Organizing Themes for Units of Inquiry

The units of inquiry are organized under six organizing themes. Each class from Kindergarten to Grade 6 will study six units of inquiry in a year. I.S.R. has a two year Programme of Inquiry (twelve units per split grade level) called Year A and Year B. This ensures that each student will only study any unit of inquiry once.

Who we are
An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.

Where we are in place and time
An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.

How we express ourselves
An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.

How the world works
An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.

How we organize ourselves
An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact on us and the world around us.

Sharing the planet
An exploration of our rights and responsibilities as we strive to share finite resources with other people and with other living things; of communities and of the relationships within and between them.

3. Skills (transdisciplinary)

Social Skills

In the Primary Years Programme at I.S.R. there is a requirement for all students to demonstrate a certain level of social skills to enable all students to have a good working environment. The teachers and adults who work in the community model and encourage all students to demonstrate the following social skills.

Accepting responsibility
Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.

Respecting others
Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, view points, religions and ideas may differ from one's own; stating one's opinion without hurting others.

Cooperating
Working cooperatively in a group; being courteous to others; sharing materials; taking turns.

Resolving conflict
Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.

Group decision making
Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.

Adopting a variety of group roles
Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.

Thinking skills
Thinking skills are developed through the school's Programme of Inquiry. All students are monitored and assessed during the Primary Years Programme and supported individually to develop their thinking skills.

Acquisition of knowledge
Gaining specific facts, ideas, vocabulary; remembering in a similar form.

Comprehension
Grasping meaning from material learned; communicating and interpreting learning.

Application
Making use of previously acquired knowledge in practical or new ways.

Analysis
Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.

Synthesis
Combining parts to create wholes; creating, designing, developing and innovating.

Evaluation
Making judgments or decisions based on chosen criteria; standards and conditions.

Dialectical thought
Thinking about two or more different points of view at the same time; understanding both points of view; being able to construct an argument for either point of view based on knowledge of the other; realizing that others can also take one's own point of view.

Metacognition
Analysing one's own and others' thought processes; thinking about thinking and thinking about how one thinks and how one learns.

Research skills

Research skills are developed through the school's Programme of Inquiry. All students are monitored and assessed during the Primary Years Programme and supported individually to develop their research skills.

Formulating Questions

Identifying something one wants or needs to know and asking compelling and relevant questions which can be researched.

Observing

Using all the senses to notice relevant details.

Planning

Developing a course of action; writing an outline; devising ways of finding out necessary information.

Collecting data

Gathering information from a variety of sources, such as measuring, maps, polls, surveys, direct observation, resource books, films, people and exhibitions.

Recording data

Describing and recording observations, by drawing, note taking, making charts, tallying, writing statements.

Organizing data

Sorting and categorizing information; arranging into understandable forms, such as narrative descriptions, tables, timelines, graphs and diagrams.

Interpreting data

Drawing conclusions from relationships and patterns which emerge from organized data.

Presenting research findings

Effectively communicating what has been learned; choosing appropriate media.

Self Management skills

Self management skills will be developed individually on an on-going basis.

Gross Motor skills

Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.

Fine motor skills

Exhibiting skills in which precision in delicate muscle systems is required.

Spatial awareness

Displaying a sensitivity to the position of objects in relation to oneself or each other.

Organization

Planning and carrying out activities effectively.

Time management

Using time effectively and appropriately.

Safety

Engaging in personal behaviour which avoids placing oneself or others in danger or at risk.

Healthy lifestyle

Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.

Codes of behaviour

Knowing and applying appropriate rules or operating procedures of groups of people.

Informed choices

Selecting an appropriate course of action or behaviour based on fact or opinion.

Communication skills

Students will be encouraged to develop the following communication skills.

Listening

Listening to directions; listening to others; listening to information.

Speaking

Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.

Reading

Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.

Writing

Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.

Non-verbal communication

Recognizing the meaning of visual and kinaesthetic communication.

4. Attitudes

Attitudes: what do we want the students to feel?

While recognizing the importance of concepts, knowledge and skills, the PYP believes that these alone do not make an internationally educated person. We focus on the development of positive attitudes towards people, towards the environment and towards learning.
The PYP does not believe it effective to rely on these attitudes being fostered in an implicit way, as some form of hidden curriculum. We address them consciously and explicitly within the written curriculum, we design activities which promote positive attitudes and we consider attitudes when we are designing assessment strategies.

Appreciation
- Appreciating the wonder and beauty of the world and its people.

Commitment
- Being committed to their learning, persevering and showing self-discipline and responsibility.

Confidence
- Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation
- Cooperating, collaborating and leading or following as the situation demands.

Creativity
- Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Empathy
- Imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions.

Curiosity
- Being curious about the nature of learning and of the world, its people and cultures.

Enthusiasm
- Enjoying learning.

Independence
- Thinking and acting independently, making their own judgements based on reasoned principles and being able to defend their judgements.

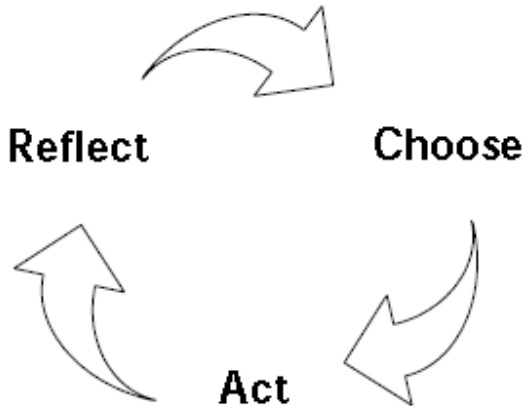
Integrity
- Having integrity and a firm sense of fairness and honesty.

Respect
- Respecting themselves, others and the world around them.

Tolerance
- Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others.

5. Action

The PYP believes that international education must extend beyond intellectual attainment to include not only responsible attitudes but also thoughtful and appropriate action. International schools can meet the challenge of offering all learners the opportunity and the power to choose their actions, to act and to reflect on these actions in order to make a difference in and to the world.
The PYP believes that every student, every year, has the right and the duty to be involved in such action. In order to make the action component of the curriculum as powerful as possible in terms of student learning the PYP advocates a cycle of involvement which provides students with opportunities to engage in meaningful action.



The action component of the PYP involves service in the widest sense of the word: service to fellow-students, to the staff and to the community. Through such service, students are able to grow both socially and personally, developing skills such as cooperation, problem solving, conflict resolution and creative and critical thinking. These actions are, moreover, ways in which the students exhibit their commitment to the attitudes that we seek to engender within the PYP classroom.

Grades 1-2 Units of Inquiry 2009 – 2010

Theme: How we express ourselves

Unit title: Stories

Central idea: People create stories to explain the world.

Lines of inquiry:
- The creative process
- Transmitting ideas through stories
- Stories around the world
- Genres/types of stories

Theme: How we organize ourselves

Unit title: Going Places

Central idea: People choose many different ways to get from one place to another.

Lines of inquiry:
- Journeys we made and the transport we used.
- Reasons why we and other people use different kinds of transportation.
- The system of roads, signs, workers, etc. needed for transportation to function.
- Human dependency on modes of transportation.
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Theme: Who we are

Unit title: Celebrations and Festivals

Central idea: Festivals and celebrations take place all over the world.

Lines of inquiry:
- Similarities between festivals and celebrations
- Local celebrations and festivals
- Reasons for festivals and celebrations

Theme: How the world works

Unit title: Animal Babies

Central idea: Animals care for their young in different ways.

Lines of inquiry:

- The particular needs animals have when they are young
- The ways animals, including humans, care for their young

Theme: Where we are in place and time

Unit title: Personal Histories

Central idea: There are many ways we can describe our personal histories.

Lines of inquiry:
- The different ways we and others can describe our personal histories
- Our own personal histories
- Researching techniques and resources to learn about the past

Theme: How we share the planet

Unit title: Ocean Life

Central idea: Humans affect ocean life communities.

Lines of inquiry:
- Ocean life communities
- Interactions between humans and ocean life
- Responsibility towards preservation of ocean life communities

Math Age Range 5-7 years

Data Handling

By the end of this age range the students should be able to:
- sort and label objects into sets by one or more attribute
- discuss and compare data represented in teacher-generated diagrams: tree, Carroll, Venn
- collect, display and interpret data for the purpose of finding information
- understand the purpose of graphing data
- create a pictograph and simple bar graph from a graph of real objects, and interpret data by comparing quantities: more, fewer, less than, greater than
- discuss, identify, predict and place outcomes in order of likelihood: impossible, unlikely, likely and certain.

Measurement

By the end of this age range the students should be able to:

- estimate, measure, label and compare using non-standard units of measurement: length, mass, time and temperature
- understand why we use standard units of measurement to measure
- use a calendar to determine the date, and to identify and sequence days of the week and months of the year
- estimate, identify and compare lengths of time: second, minute, hour, day, week, month
- read and write the time to the hour, half hour and quarter hour.

Shape and space

By the end of this age range the students should be able to:

- use what they know about 3-D shapes to see and describe 2-D shapes
- sort and label 2-D and 3-D shapes using appropriate mathematical vocabulary: sides, corners, circle, sphere, square, cube
- create 2-D shapes
- find and explain symmetry in their immediate environment
- create and explain simple symmetrical designs
- give and follow simple directions, describing paths, regions and boundaries of their immediate environment and their position: left, right, forward and backward.

Pattern and function

By the end of this age range the students should be able to:

- create, describe and extend patterns
- recognize, describe and extend patterns in numbers: odd and even, skip counting, 2s, 5s and 10s
- identify patterns and rules for addition: 4 + 3 = 7, 3 + 4 = 7 (commutative property*)*
- identify patterns and rules for subtraction: 7 – 3 = 4, 7 – 4 = 3
- model, with manipulatives, the relationship between addition and subtraction: 3 + 4 = 7, 7 – 3 = 4.

Number

By the end of this age range the students should be able to:

- read, write, and model numbers, using the base 10 system, to 100
- count (in 1s, 2s, 5s and 10s), compare and order numbers to 100
- estimate quantities to 100
- use mathematical vocabulary and symbols of addition and subtraction: add, subtract, difference, sum, +, –
- read, write and model addition and subtraction to 20 (with and without regrouping
- automatically recall addition and subtraction facts to 10
- describe the meaning and use of addition and subtraction
- explore and model multiplication and division using their own language/methods
- use fraction names (half, quarter) to describe part and whole relationships
- estimate the reasonableness of answers
- select and explain an appropriate method for solving a problem.

Language Age Range 5-7 years

Oral Language

By the end of this age range students should be able to:

- use a variety of oral language appropriately with increasing confidence
- talk about their thoughts, feelings and opinions
- work in groups and discuss ideas
- appreciate that listening is important in both small and large groups
- listen with increasing concentration and consideration
- pick out main events and relevant points
- increase their ability to anticipate and predict.

Written Language

Reading

By the end of this age range students should be able to:

- read simple texts with confidence and pleasure
- use a range of strategies to decode text
- discuss stories heard and read, demonstrating an increasing awareness of character and plot
- understand and respond to ideas and feelings expressed
- begin to use reference books and dictionaries independently
- participate in daily reading for independent and instructional purposes.

Writing

By the end of this age range students should be able to:

- write confidently with developing legibility and fluency
- write for a variety of purposes
- write simple, sequenced stories with a beginning, middle and end
- begin to plan, edit and review their own writing
- begin to spell high-frequency words accurately
- use simple spelling patterns or spell phonetically
- write legibly in a consistent style
- write daily for a variety of purposes.

Visual Language

By the end of this age range students should be able to:

- understand that communication involves verbal, visual and kinaesthetic features
- understand that signs and symbols carry meaning
- begin to read a range of signs in the environment
- read and use texts with different types of layout
- understand information presented in a range of visual forms including television, theatre and computer
- search for, record and present information using a variety of media
- begin to make choices about what is relevant and useful to them.

English as an Additional Language (EAL)

ISR strives to create a supportive, non-threatening and inclusive environment where students can succeed in enhancing their English language proficiency. A support system is established to ensure success, in both academic and social contexts, for all students learning English. Non-native English speakers may need to put in extra effort, however, to keep up with their native-English speaking peers. New students and their families are integrated into the school quickly. All families are encouraged to share their languages and cultures with the school community.

The EAL program consists of both in-class support and pull-out lessons. Initially testing is done using the Woodcock-Munoz test which assesses the student for Broad Language Ability, Oral Language Ability (speaking and listening) and Reading/Writing ability. It is scored on a 1-5 point system with 5 being the highest and 1 the lowest. The test is age-related.

The type of in-class support students receive in the EAL program is determined through regular collaboration between the EAL and classroom teachers. In the classroom, the EAL teacher may assist students individually or in small groups in order to fully explain the tasks at hand and to help conduct them. The EAL teacher may also lead or co-teach lessons with the classroom teacher. Classroom visits help the EAL teacher determine the immediate needs of the student while identifying specific strategies to work on to help the students learn best in their classrooms.

Some students in the EAL program are withdrawn from their classes at times, depending on their needs. In pull-out EAL classes, the students learn basic language skills which may be connected with the current class units. A holistic and balanced approach is used by integrating the strands of reading, writing, listening, and speaking. The students perform tasks and engage in activities to help them become familiar with basic vocabulary that is of everyday use to them. In every unit, there is a grammar component which will give students an understanding of how the English language works and the rules of syntax.

Additional lessons may be recommended where a child does not seem to be making appropriate satisfactory progress. One–on-one classes can be arranged by the school- the costs shared equally between the school and the parents. This can be organized on an 8 week rotating basis.

German Native Speakers Age Range 5-7 years

Specific Expectations:

Oral communication: listening and speaking

By the end of this age range students should be able to:

- explain ideas clearly and confidently
- talk about their thoughts, feelings and opinions
- appreciate that listening is important in both small and large groups
- listen with increasing concentration and consideration
- pick out main events and relevant points
- increase their ability to anticipate and predict.

Written communication: reading and writing

By the end of this age range students should be able to:

- read simple texts with confidence and pleasure
- use a range of strategies to decode text
- understand what they read and answer questions about the contents
- discuss stories heard and read, demonstrating an increasing awareness of character and plot
- understand and respond to ideas and feelings expressed
- participate in daily reading for independent and instructional purposes.
- write for a variety of purposes
- write simple stories
- begin to spell high-frequency words accurately
- use simple spelling patterns or spell phonetically.

Visual communication: viewing and presenting

By the end of this age range students should be able to:

- understand that signs and symbols carry meaning
- begin to read a range of signs in the environment
- understand information presented by a range of visual media
- begin to make choices about what is relevant and useful to them.

German Beginner Age Range 5-7 years

Oral communication: listening and speaking

By the end of this age range students should be able to:

- understand much more than he/she can vocalise
- understand simple and single sentences spoken at a slow rate
- listen with increasing concentration and consideration
- listen attentively to others
- repeat and know single words.

Written communication: reading and writing

By the end of this age range students should be able to:

- write simple words
- begin to spell simple learned words correctly.

Visual communication: viewing and presenting

By the end of this age range students should be able to:

- use a variety of different games
- understand that communication involves visual, verbal and kinaesthetic features.

Science and Technology Age Range 5-7 years (Kindergarten and Grade 1)

Students will be exposed to the study of Living Things, Earth and Space, Materials and Matter and Forces and Energy through the schools Programme of Inquiry and class science investigation areas.

By the end of this age range the students should be able to:

- use their senses to gather and record information
- use their observations to identify patterns, make *predictions* and refine their ideas.
- explore the way objects and phenomena function, identify parts of a system and gain an understanding of cause and effect relationships.
- examine change over varying time periods and recognize that more than one *variable* may affect change.
- be aware of different perspectives and ways of organizing the world and show care and respect for themselves, other living things and the *environment*.
- communicate their ideas or provide explanations using their own scientific experience.

Information Technology Age Range 5-7 years

Information technology is taught as an integrated part of the Primary Years Programme. Students are taught skills in specific I.T. lessons and then the skills are used and applied to the students' inquiries. Students will use I.T. as a tool for inquiry and research.

Specific expectations:
The students should understand important issues of a technology-based society and should exhibit ethical behaviour in the use of computer and other technologies. The students should demonstrate knowledge and skills in the use of computer and other technologies.

By the end of this age range the students should be able to:

- Identify the computer as a machine that helps people work and play.
- Identify the physical components of a computer system.
- Demonstrate respect for the work of others. Demonstrate correct care and use of computers.
- Identify word processing software as a tool for writing. Locate and use letters, numbers, and special keys on a keyboard
- Identify key words and/or sentences using word processing
- Place the cursor at a specified location
- Identify uses of technology at home and at school
- Identify the Internet as a source of information.

Specific skills

By the end of this age range the students should begin to:

- Recognise parts of the computer and how to operate them
- Be familiar with the keyboard
- Respect for the work of others
- Use technology at home and school
- Gather, organise, and display data
- Use word processing
- Explore multimedia

Social Studies All Grades

Social Studies curriculum is arranged into three main strands: **history**, **geography** and **society**.

History is the study of what we think is important about the human past. Through it the students develop an understanding of the past, its influences on the present and its implications for the future.

Geography considers the relationship between people and their *environment*, both natural and built. Through it students develop a sense of place and an understanding of human interaction with the Earth's surface and resources.

Society is the study of people and their relationships in society. Through it students develop an understanding of the ways in which individuals, groups and societies interact with each other and how their *values* shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

Although these strands are considered separately, in practice they are inextricably linked. Social studies is essentially about people: how they think, feel and act; how they interact with others; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their *environment*; the work they do and how they organize themselves. Social studies provides opportunities for students to look at and think about human behaviour realistically, objectively and with sensitivity. It aims to guide students and teachers towards a deeper understanding of themselves and others, and of their place in an increasingly global society.

The social studies curriculum provides opportunities for students to:

- learn how to ask compelling and relevant questions that can be researched
- gain a secure understanding of their own identity and their place in the world
- develop an understanding of other cultural groups and an appreciation of other ideas and beliefs
- gain knowledge that is of genuine importance in understanding the human condition, through the exploration of themes that have significance for all students in all cultures
- gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, leading to socially responsible action
- gain a sense of time and place in relation to their own experience and the experience of other people
- gain an understanding of humankind's role in and dependence on the natural world, and learn to apply this knowledge in responsible ways.

Social Studies Age Range 5-7 years

By the end of this age range the students should be able to:

- Gain an understanding of their world, focusing on themselves, their friends and families and their environment
- Appreciate the reasons why people belong to groups, the roles they fulfil and the different ways that people interact within groups
- Gain a sense of place and the reasons why particular places are important to people as well as how and why people's activities influence and are influenced by the places in their environment
- Gain a sense of time, recognizing important events in their own lives and how time and change affect people.

Drama Age range 5-7 years

Creative exploration and expression

By the end of this age range, students should be able to:

- incorporate dramatic experiences to enhance units of inquiry
- engage in imaginative play using a range of sources as stimuli, for example, personal experiences, stories, objects and pictures
- value imaginary creations
- participate in a dramatic play of an unfamiliar story or rhyme under the direction of an adult
- tell an original story.

Technical incorporation

By the end of this age range students should be able to:

- act out or mime a situation using props and/or costume
- recognize the value of performance without technical aids
- follow simple stage directions
- retell a familiar story
- memorize a brief dialogue.

Performance

By the end of this age range students should be able to:

- portray a character in a given situation
- create their own endings to a performance
- use performance as a problem-solving tool
- develop an awareness of the relationship between voice and body
- convey a message using drama techniques
- share ideas in more than one format, for example, mime and puppetry
- be able to improvise through dramatic action with a partner.

Personal and social; development

By the end of this age range, students should be able to:

- understand and maintain appropriate behaviours in drama, for example, as an audience member or as a performer, respecting the personal space of others
- develop negotiation skills to work in groups
- work cooperatively towards a common goal, taking an active part in a creative experience.

Reflection, evaluation and appreciation

By the end of this age range students should be able to:

- reflect on dramatic work through self-/peer/teacher assessment
- discuss their work in groups.

Drama in Society

By the end of this age range students should be able to:

- experience live performances
- discuss experiences of performing arts and the way a story was communicated
- discuss and explain the way cultural values can be communicated through stories and performance
- make connections between their own drama and that of others.

Music Age Range 5-7 years

Performing: singing

By the end of this age range students should be able to:

- explore vocal sounds, use the voice to imitate sounds and communicate feelings develop language and speech through new vocabulary.
- sing in unison simple songs of an appropriate pitch range in their entirety and from memory.
- display vocal control in singing through participation in a variety of rounds, folk songs and pentatonic songs (to include songs of five pitches or fewer) of appropriate pitch range
- use singing to explore concepts such as pitch, rhythm, tempo, duration, timbre and dynamic contrasts
- experience an expanding repertoire of songs and share these songs and their own compositions with others
- sing from signs and non-traditional notation
- sing songs from a variety of times and cultures.

Performing: playing instruments

By the end of this age range students should be able to:

- use a variety of instruments with care and control
- have a good understanding of melodic direction (motion)
- perform rhythmic and melodic patterns, by rote and from non traditional notation, while maintaining a steady beat
- play in meters of two, three and four
- respond to directions from a conductor.

Creating and Composing

By the end of this age range students should be able to:

- make choices about sounds and organize them in a way that uses basic indications of expression such as tempo, mood, dynamics, texture and timbre
- organize sounds into simple musical phrases using the devices of repetition and contrast
- use call and response for vocal, instrumental and movement improvisation
- use experience and imagination to create personal compositions using the pentatonic scale as a guide
- interpret and use visual symbols to represent sounds.

Notation

By the end of this age range students should be able to:

- identify and use non-traditional notation to represent and record sound events
- become familiar with the basics of traditional, melodic and rhythmic notation
- begin to recognize that the position of a note on the staff is related to its pitch by using simple tunes
- be introduced to the concept of duration of notes in traditional notation
- begin to read and notate using basic rhythm values of quarter note, eighth note and quarter rest.

Physical Education Age Range 5-7 years

Body Control and Spatial Awareness:

By the end of this age range students should be able to:

- develop an awareness of space, direction and levels in relation to others and to their working environment
- travel in different ways, changing speed and direction with control
- handle different apparatus and small equipment using various body parts (manipulative skills)
- hold their body weight using various body parts as base (balance and stability).

Adventure Challenge

By the end of this age range students should be able to:

- solve challenging problems, individually, in pairs or in small groups
- solve challenges with or without apparatus
- participate in small group activities to accomplish a common goal.

Athletics

- At this age, **athletics** (jumping, throwing and running events) will be introduced through the other PE areas.

Movement to Music

By the end of this age range students should be able to:

- combine locomotor and non-locomotor skills in order to develop rhythmic responses
- respond through movement to a range of stimuli
- express feelings and moods using imagination and original ideas
- create simple individual movement sequences
- master a dance containing basic step patterns, which has a beginning, middle and end.

Game skills

By the end of this age range students should be able to:

- develop coordination, manipulation and balance
- travel in different ways, changing speed and direction while maintaining body control
- explore different apparatus and small equipment using various body parts
- participate in, and follow instructions for, simple games requiring little or no equipment.

Gymnastics

By the end of this age range students should be able to:

- develop the traditional gymnastic skills, involving physical agility, flexibility, strength and coordination
- interpret and answer movement tasks in their own way, and at their own level, on the floor
- interpret and answer movement tasks in their own way, and at their own level, using apparatus
- combine locomotor and non-locomotor skills while using small equipment.

Health-Related Activities

By the end of this age range students should be able to:

- recognize the elements and the benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise etc).
- become aware of the importance of physical activities in daily life
- recognize basic changes that occur to their bodies when exercising
- demonstrate safety when exercising.

Swimming

By the end of this age range students should be able to:

- Gain a sense of comfort in shallow water
- Put their head completely under the water, while exhaling out of their nose and mouth
- Open their eyes under water while they pick up objects from the bottom
- Perform floats under the water for a minimum of 3 seconds
- Perform floats over the water on the back and on the front
- Perform glides on the front and back, and move a distance by flutter kicking
- Use flotation devices confidently (boards, balls, noodles) while kicking a length of the pool
- Use their arms to move forward in the water
- Practice a variety of safe entries into the water and swim to the side of the pool on their own.

Visual Arts Age Range 5-7 years (Kindergarten and Grade 1)

Creative process

By the end of this age range students should be able to:

- recognize that art may be used for individual/group expression
- recognize the different stages of the creative process (beginning, middle and completion)
- be introduced to sketchbooks as a means of recording and developing their work
- respond to the artwork of others as a starting point for their work
- use a variety of media, including IT, to explore and express ideas.

Elements of art and design

By the end of this age range students should be able to:

- develop an understanding that the choice of different tools and materials results in different outcomes
- begin to be aware of the different elements of art and design and how these elements create specific effects, for example, colour to express emotion
- identify elements of art and design and begin to describe how the elements are used by artists
- sharpen powers of observation.

Visual arts in society

By the end of this age range students should be able to:

- be aware that individuals and cultural groups work with a variety of styles and purposes
- investigate the purposes of objects and images in past and present cultures and identify contexts in which they were or are made, viewed and valued.

Reflection and appreciation

By the end of this age range students should be able to**:**

- begin to understand that individual responses, thoughts and ideas are valued when viewing and reviewing their own and other artists' works
- identify the strengths and areas for improvement in their own and others' artwork
- become aware that different art styles were produced at different times in history
- realize the importance of reflection and the influence this has on the development of their work.

Personal and Social Education (all grades)

Personal and social education is arranged into four main strands: **self-concept**, **health and safety**, **interaction with others**, **organization for learning**.

In **self-concept**, students develop an awareness of their feelings, beliefs and behaviour. They learn to recognize their own strengths and weaknesses.

In **health and safety**, positive lifestyle choices to promote and maintain health are encouraged, and the development of safe behaviour practices at home, school and in the community are considered.

In **interaction with others**, social norms and values are considered, including strategies for the management of conflict as well as the study and acceptance of cultural, racial and religious similarities and differences.

In **organization for learning**, strategies and choices in relation to becoming a successful learner are developed.

Although these strands are considered separately, in practice they are inextricably linked. Students should develop aspects of PSE continually, across the strands, through different disciplines and at their own pace. PSE provides the models, processes and values for handling social and personal issues and ensuring health and well-being.
Through PSE, students should develop:

- their self-identity, use appropriate social skills when interacting with others in a range of situations, and learn to communicate and manage their feelings, emotions and opinions.
- attitudes, behaviours and skills that are closely aligned with the PYP student profile
- positive attitudes and behaviours in order to meet challenges, make healthy lifestyle choices and serve as responsible, respectful members of society.

Students must be prepared to address moral issues in their lives and should act upon a set of positive values such as justice, respect for human rights and dignity. It is through exposure to new and difficult issues in a non-threatening environment that students are able to develop their own positive values and prepare for their role as international citizens.

Personal and Social Education Age Range 5-7 years

By the end of this age range this age range the students should:

- develop an awareness of their self-identity and their strengths and weaknesses. They will show self-confidence and self-worth.
- learn to recognize, communicate and manage their own feelings and emotions. They reflect on their own abilities and behaviour and will set achievable personal goals.
- show awareness of and take responsibility for the choices they make to maintain a healthy lifestyle.
- develop a sense of safety and an ability to protect themselves from danger and abuse.
- Show initiative and self-direction with increasing independence, and will approach learning with flexibility, creativity and commitment. Students will develop social skills when interacting with others in different situations, and will develop and maintain appropriate relationships.
- show awareness of and respect for the views, needs and rights of others. They will show appreciation of cultural, racial, social, linguistic and religious differences.
- recognize and deal appropriately with conflict situations.