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.

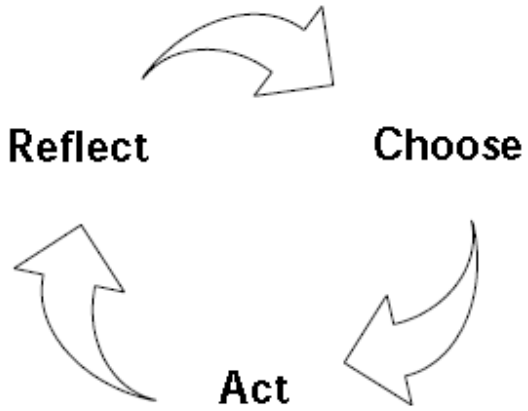
Integrity
- Having integrity and a firm sense of fairness and honesty.

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.

Units of Inquiry Grade 3 2009-10

Theme: Sharing the planet

Unit title: Water, water everywhere?

Central Idea: Water is essential to life, and is a precious resource

Lines of inquiry:

- Sources of water and how it is used
- What happens to water after we have used it
- Responsibilities regarding water

Theme: Who we are

Unit title: Comparative religions

Central idea: People around the world have different beliefs and worship in a variety of ways

Lines of Inquiry:

- Common characteristics of a religion
- Artefacts related to religions
- Rituals associated with different religions

Theme: How the world works

Unit Title: Light and Bright

Central idea: Light, natural and artificial, is used in many ways that influence society.

Lines of Inquiry:

- The influence of light on society
- How light can be used

Theme: How we express ourselves

Unit title: Artisits

Central Idea: Artists have many styles and express themselves in a variety of ways

Lines of inquiry:

- Work and style of a particular artist (model)
- Comparing this style with a contrasting artist
- Choose an artist of your own choice, find out his style, make a personal reflection

Theme: Where we are in place and time

Unit title: A place for everyone

Central Idea: Humans and their homes have adapted to meet differing geographical and climatic conditions.

Lines of inquiry:
- Physical and weather conditions
- Houses of the past in Switzerland
- Comparing and contrasting homes of the past with homes of today

Theme: How we organize ourselves

Unit title: Farming for food

Central Idea: Farming is one of many inter-related systems in our community.

Lines of inquiry:
- The types of farming in our region
- Farming techniques
- Food production

Math Ages 7-9

Data Handling: Statistics and Probability

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

- discuss, compare and create sets that have subsets;
- design a survey; and process and interpret the data on a bar graph where the scale represents larger quantities.
- manipulate information in a database.
- begin to find, describe and explain the mode in a set of data
- use probability to determine the outcome of mathematically fair and unfair games.

Measurement

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

- estimate, measure, label and compare length, mass, time and temperature using formal methods and standard units of measurement.
- determine appropriate tools and units of measurement including the use of small units of measurement for precision (cm, mm, ºC).
- estimate, measure, label and compare perimeter and area, using non-standard units of measurement.
- model the addition and subtraction of money and be able to read and write time to the minute and second.

Shape and space

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

- sort, describe and model regular and irregular polygons,
- begin to identify congruency in 2-D shapes.
- combine and transfer 2-D shapes to create another shape.
- identify lines and axes of reflective and rotational symmetry,
- begin to understand angles as a measure of rotation and locate features on a grid using coordinates.

Pattern and function

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

- recognize, describe and analyse patterns in number systems.
- identify patterns and rules for multiplication and division, together with their relationship with addition and subtraction.
- model multiplication as an array and use number patterns to solve problems.

Number

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

- read, write, estimate, count, compare and order numbers to 1000, extending understanding of the base 10 system to the thousands.
- read, write and model multiplication and division problems.
- use and describe multiple strategies to solve addition, subtraction, multiplication and division problems, reasonably estimating the answers.
- compare fractions using manipulatives, mathematical vocabulary and fractional notation.
- understand and model the concept of equivalence to one.

Language ages 7-9

Oral communication: listening and speaking

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

- appreciate the power of oral language and use speech with increasing awareness and responsibility.
- participate appropriately in discussions and will talk about a wide range of topics.
- use increasingly complex language confidently and creatively, with increasing accuracy, detail and range of vocabulary.
- become increasingly aware of the use of oral language to articulate, organize and reflect on learning.
- begin to communicate in more than one language.

Written communication: reading

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

- read a variety of fiction and non-fiction books confidently, fluently and independently
- select books appropriate to their reading level and for a specific purpose.
- be interested in a variety of literature and begin to show an appreciation of different literary styles.
- they will understand and respond to the ideas, feelings and attitudes expressed in various reading materials.
- use reference books, dictionaries and information technology independently.
- read daily in class and regularly read for a sustained period of time, both in class and at home.

Written communication: writing

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

- develop fluency in writing, and will write independently and with confidence.
- begin to use a wide and vivid vocabulary with supporting details.
- understand that different types of writing have different structures.
- write for a range of purposes, both creative and informational, and will plan, edit and review their own writing.
- spell most high-frequency words accurately and use a range of strategies to spell words of increasing complexity.
- present their writing appropriately using a consistent, legible style.

Visual communication: viewing and presenting

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

- experience a wide variety of visual media materials.
- respond to viewing experiences orally and in writing.
- interpret visual media and recognize the power of visual media to influence thinking and behaviour, and will begin to learn how to make informed choices in their personal viewing experiences.
- use a variety of materials to plan and create projects with different media and will use electronic media (e.g. CD-Rom, Internet) to find information.

The English-as-an-Additional-Language (EAL) Philosophy

ISR's EAL philosophy includes the creation of a supportive, non-threatening and inclusive environment where students can succeed in enhancing their language proficiency. We hope that the whole family will feel welcome here from the moment they enter the school. A support system will be established to ensure success, both academically and socially. In language teaching, we use a holistic and balanced approach by integrating the strands of reading, writing, listening, and speaking. We want to integrate our new students immediately and would like them to teach our school community about their culture. We support the maintenance of the mother tongue and encourage our students to use and advance their first language.

The ESL/EAL program

In-class support: Students in the EAL program receive in-class support which is based upon the current PYP Unit of Inquiry. Regular collaboration with the classroom teacher will determine which language aspects of the unit to develop. In the classroom, the EAL teacher will assist the students individually and in small groups in order to fully explain the tasks at hand and to help conduct them. 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.

Pull-out: Some students in the EAL program are withdrawn from their classes at times, depending on their needs. In these pull-out EAL classes, the students learn language skills that are often integrated with the current class units. 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 language works and the rules of syntax.

German Native Speakers ages 7-9

Oral communication: listening and speaking

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

- participate appropriately in discussions
- talk about a wide range of topics
- use increasingly complex language confidently and creatively
- use language with increasing accuracy, detail and range of vocabulary
- listen carefully to others during discussions, make contributions and ask questions that are responsive to others' ideas and views.

Written communication: reading and writing

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

- read a range of books and texts with confidence and independence
- explain the main points and their favourite parts of texts
- explain the structure of a story, including the beginning, middle and end
- understand what they have read and answer questions about the content
- use reference books and dictionaries independently
- share information and their own feelings about things they have read
- concentrate on reading for an extended period of time
- write a creative and original account or story that is interesting to others
- write independently for a variety of different purposes
- write in a way that is clearly focused on a topic and purpose
- spell high-frequency words accurately
- know nouns, verbs and adjectives.

Visual communication: viewing and presenting

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

- read and use texts with different types of layout
- understand information presented by a range of visual media
- respond to viewing experiences orally and in writing
- begin to make informed choices in their personal viewing experiences.

German Beginner age range 7-9

Overall expectations:
Students new to the German language develop conversational skills and an appreciation of Swiss, Austrian and Liechtenstein culture. Students at higher levels develop reading and writing skills. Each class is divided into ability groups for instruction.

Oral communication: Listening and speaking
This process is very active. They have to listen and hear a lot to begin speaking.
By the end of this age range the students should be able to:

- understand much more than he/she can vocalise
- understand learned words and sentences in context.
- understand simple and single sentences spoken at a slow rate.

In reproductive speaking it is important that the reproduction is correct. In communication we concentrate on the content of what is said.
By the end of this age range the students should be able to:

- repeat and know single words
- speak in simple sentences in a given context
- speak in simple sentences using fairly complex vocabulary

Productive, every day vocabularies have to be built up. Grammar will cover the basics in verbs, sentence construction, nouns and prepositions.
By the end of this age range the students should be able to:

- repeat basic sentences consisting of noun and verb
- use basic sentences (noun, verb) according to a given pattern
- use complex sentences (noun, verb, attribute) in the present tense in a given context

Written communication: Reading and Writing
Understanding the reading is done during the quiet reading process. Students are sharing a range of German texts to enhance learning.
Writing is seen as an additional aid for learning. Understanding is activated through storytelling, listening, mime, game and role playing.
By the end of this age range the students should be able to:

- write simple words
- simple sentences
- spell correctly learned words

Visual communication: viewing and presenting
The goals are similar to the goals of the 5-7 age language curriculum.
By the end of this age range the students should be able to:

- be able to use a wide variety of different games
- read and work through books together
- present one of the books at the end of the year

Science and technology ages 7-9

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 and selected observational tools.
- gather and record observed information in a number of ways, and reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy.
- explore the way objects and phenomena function, identify parts of a system and gain an understanding of increasingly complex cause and effect relationships.
- examine change over time and recognize that change may be affected by one or more variables.
- be aware of different perspectives and ways of organizing the world, and will be able to consider how these views and customs may have been formulated.
- use their learning in science to plan positive and realistic action to improve their welfare and that of other living things and the environment.
- communicate their ideas or provide explanations using their own scientific experience, and that of others.

Information Technology ages 7-9

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 uses of technology in the community.
- Identify print and electronic databases as ways to collect, organize, and display data.
- Identify how telecommunications has changed the ways people work and play.
- Identify essential computer terms.
- Identify the function of physical components of a computer system.
- Using the internet to locate information
- Demonstrate correct finger placement for home row keys.
- Use word processing to enter, save, print, and retrieve text. Using technology in the community
- Using the internet to locate information
- Build word processing skills
- Collect, sort, and display data
- Explore multimedia, Using imaging software
- Use different types of image files
- Use the tool bar
- Open a new file
- Save a file
- Draw lines
- Draw ellipses and circles
- Draw squares and rectangles
- Enter and format text
- Use the eraser tool
- Change the size of an image
- Use foreground and background colours
- Use the fill tool
- Use the brush tool
- Use the airbrush tool
- Use the palette to make own colours
- Write short texts
- Write letters
- Make Posters
- Make Letterhead Paper

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 7-9

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

- extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place
- investigate how and why groups are organized within communities and the ways in which communities reflect the cultures and customs of their people
- deepen their understanding of how people influence and are influenced by the places in their environment.
- gain an appreciation of the relationship between valuing the environment and protecting it
- extend their understanding of time, recognizing important events in people's lives and how the past is recorded and remembered in different ways.

Drama Age Range 7-9

Creative exploration and expression

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

- use drama to explore and engage in concepts taken from units of inquiry
- begin to use role play to explore feelings and emotions
- be introduced to the way materials may be used symbolically to convey location and character
- value and develop imaginary creations
- transform a story into a performance.

Technical incorporation

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

- act out or mime a situation using a range of props, costumes and simple sets
- safely manage props, sets and costumes
- write a short script with a beginning, middle and end
- actively play a role in a short play using memorized lines from a script.

Performance

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

- portray and sustain a character role in a given situation
- predict possible outcomes of a performance
- use performance as a problem-solving tool
- create a performance for a particular audience or purpose
- experiment and develop vocal control in the use of character voices, impersonations and accents
- share ideas in multiple formats, for example, mime, puppetry or storytelling, distinguishing between formal and informal performance types
- create a scene in small groups using improvisation.

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 a performer or working as part of a team, respecting the needs of others
- encourage their peers through applause, positive criticism, praise and encouragement.

Reflection, evaluation and appreciation

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

- accept criticism and build upon it
- appreciate and use the ideas of others in drama
- complete assessment tasks or activities, for example, rubrics and checklists, to evaluate performances.

Drama in society

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

- experience a variety of live performances
- display an awareness of stories and theatrical conventions from other cultures and periods
- recognize connections between the performances of a number of cultures
- explain and appreciate some of the varied careers within the performing arts.

Music ages 7-9

Performing: singing

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

- sing with accuracy and control, focusing awareness on the musical elements of pitch, rhythm, tempo, duration and dynamics
- sing from signs and traditional notation
- increase their song repertoire to include simple partner songs and continue to develop the ability to sing in harmony
- sing with others, developing ensemble skills and an awareness of audience
- sing songs from a variety of times and cultures.

Performing: playing instruments

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

- develop control of sounds on a widening range of instruments
- continue to perform rhythmic and melodic patterns of increasing length on a variety of classroom instruments, and in different meters of two, three and four, by rote and/or traditional notation
- play melodic patterns of increasing difficulty (from pentatonic to diatonic)
- perform with others and develop an awareness of ensemble and audience
- respond to directions from a conductor.

Creating and Composing

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

- choose and arrange sounds to create a specific mood or feeling
- explore, create, select, combine and organize sounds
- explore and organize sounds into simple musical forms such as strophic, binary or ternary
- perform compositions using classroom instruments and other sound sources
- use musical notation to record and communicate ideas.

Notation

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

- identify and use non-traditional and traditional notation to represent and record sound events and simple songs
- use traditional and/or folk song material to learn appropriate melodic content
- use notation to practise and perform a piece of music
- read and notate using basic rhythm values of quarter note, eighth note and quarter rest
- begin to read and notate using rhythm values of whole note and half note, whole and half rests
- begin to read and notate using dotted rhythms in simple meters.

Listening and appreciation

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

- develop an understanding of musical elements such as the difference between steady beat and rhythm, and awareness of meter
- develop an understanding of form in music
- continue to describe musical elements using appropriate musical vocabulary, giving reasons for preferences
- identify the sounds and names of an increasing number of instruments: orchestral, non-orchestral, non-western and multi ethnic
- develop an awareness and appreciation of music from different sources and cultures; its uses and associations.

Physical Education ages 7 to 9

Body control and Spatial Awareness

Body control and spatial awareness activities will be incorporated into other PE areas.

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 group activities to accomplish a common goal.

Athletics

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

- develop the basic techniques of jumping, throwing and running events
- learn and apply the basic rules of athletic events
- be introduced to collecting and recording results
- understand and apply the basic safety rules in athletic events.

Movement to Music

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

- combine locomotor and non-locomotor skills in order to improve rhythmic responses
- respond through movement to a range of stimuli
- express feelings and moods using imagination and original ideas
- create simple movement sequences
- master a dance containing basic step patterns with a partner or in small groups
- begin to master dances with more complex step patterns.

Game Sills

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

- develop coordination, manipulation, balance and spatial awareness
- participate in activities that develop spatial awareness and locomotor skills
- handle different apparatus and small equipment using various body parts
- participate in simple lead-up games
- begin to develop their own games and related activities.

Gymnastics

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

- combine simple movements to create short sequences
- improve 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:

- identify and recognize the elements and the benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)
- be aware of the importance of physical activity in daily life
- recognize the physical 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:

- Be comfortable in and under the water (shallow and deep)
- Practice a variety of safe entries into deep and shallow water
- Practice water safety skills: treading water, survival floats, use of flotation devices
- Float under and above the water, demonstrating proper breathing technique
- Glide on the back and the front a certain distance
- Flutter kicking on the front and back
- Demonstrate the arm stroke for front crawl and back crawl.

Visual Arts Ages 7-9

Creative processes

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

- use art to express themselves
- use a variety of different starting points for artwork including the immediate environment and their own experiences (memories, imagination and dreams)
- use different media to create and explore ideas
- produce 2-D and 3-D works of art
- recognize that art may be used for individual/group expression
- recognize the different stages of the creative process(beginning, middle and completion)
- begin to use 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
- recognize that other people express themselves using art, in a variety of styles
- become more familiar with the different stages of the creative process, from generating the initial ideas to the completion of an idea or piece of work
- use sketchbooks as a reflective tool to record ideas and observations
- use a variety of media, including IT, to explore and express ideas
- produce 2-D and 3-D works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences
- become increasingly independent in the realization of the creative process
- begin to combine and use a variety of media, including IT, to explore and express ideas
- be introduced to the different elements in art and design and freely experiment with these
- be introduced to a variety of tools, materials and techniques
- begin to manipulate materials with a purpose
- begin to develop an understanding that the choice of different tool 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
- begin to identify elements of art and design and begin to describe how the elements are used by artists
- sharpen powers of observation
- demonstrate understanding of the proper and controlled use of art tools
- begin to discover the interrelationship between the different elements and principles of art and design.

Elements of art and design

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

- understand the importance of taking care of tools and materials and be aware of health and safety aspects associated with using a variety of tools and materials.

Visual arts in society

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

- be exposed to and respond to a wide range of objects, images and artworks
- be exposed to art forms associated with special events, festivals and holidays throughout the world
- 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
- develop an awareness and appreciation that there are multiple perspectives in how artworks are made, viewed and valued
- begin to develop a sense of the chronology of art history
- be exposed to a range of contemporary art and artists
- begin to describe how artists working in different styles and media and in different historical periods have used the elements of art and design and/or tools, materials and techniques
- recognize individual, community and social uses of art
- compare works on a similar theme from various periods and cultures

- be exposed to both western and non-western male and female artists
- understand and appreciate career opportunities as an artist and interview, research and share information about artists.

Reflection and appreciation

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

- explore how art can be used as another language to express and communicate personal ideas, thoughts and emotions
- begin to discuss their artwork and the artwork of others
- 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
- begin to use specific art vocabulary when discussing artworks
- begin to develop skills in analysing, interpreting and evaluating meaning in the artwork created by others and in their own work
- be aware of art in their own and different environments
- take time to reflect on their artwork
- solve artistic problems
- appreciate art as a form of communication and as an expressive language in its own right
- develop a sensitivity to artistic works
- be aware that people have used artwork as an expression of their feelings or as a response to a situation
- develop a critical awareness of their own environment and the place of art within it
- begin to think and behave like an artist.

Personal and social education

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 ages 7-9

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

- 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.
- 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.