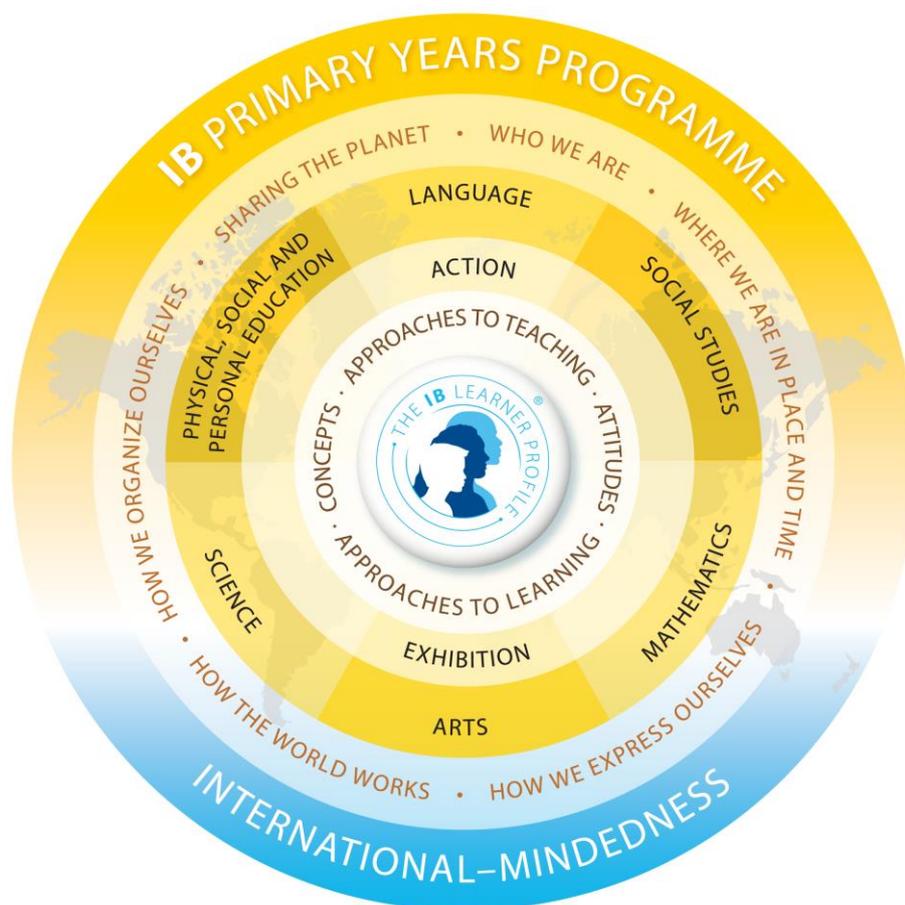# ISR PYP Programme Guide

2017 - 2018

Inspiring international-mindedness, academic and personal excellence and responsible engagement

International Baccalaureate
Primary Years Programme Guide at ISR

August 2017 - June 2018

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International School Rheintal Guiding Statements

ISR Vision

ISR will be the school of choice in the Alpen Rheintal region providing a high quality international education in English for students from Kindergarten to Grade 12, inspiring international-mindedness, academic and personal excellence and responsible engagement.

(November 2014)

ISR Mission Statement

ISR is a supportive, challenging and child-centered environment. We encourage each student to reach his or her potential whilst promoting international mindedness, empathy and life-long learning. Through teamwork and individual endeavours, members of the school community should

- Respect and take responsibility for themselves, others and the environment
- Appreciate and respect diversity
- Think critically
- Reflect thoughtfully
- Communicate effectively
- Celebrate success.

(November 2014)

School Philosophy and Objectives

The International School Rheintal provides a high quality educational programme in English for students from Kindergarten to Grade 12 designed to meet their intellectual, physical, social and emotional needs. The school aims to:

- Challenge and support students to reach their full potential.
- Encourage students to think for themselves and acquire the skills, knowledge and understanding necessary for effective lifelong learning.
- Provide a challenging intellectual programme for exploring the academic disciplines from a global and local perspective.
- Offer a student-centered, welcoming environment which fosters an enjoyment of learning and where student achievements are celebrated.
- Nurture and appreciate a diversity of languages and cultures as a way of knowing.
- Guide students to show concern for themselves, for others, for the community and for the environment.
- Develop in its students a lasting commitment to international understanding and responsibility.
- Cultivate respect, tolerance and acceptance of others.

Encourage students to strive to be thinkers, communicators and risk takers who are inquiring, knowledgeable, principled, open-minded, caring, balanced and reflective.

(November 2012)

International-mindedness at ISR

The ISR community aims to be mindful, to be aware, respectful and appreciative of ourselves, of others and the diversity of all cultures and environments.

Through empathy, openness, inquiry, knowledge, thought, communication, care, courage, reason, reflection and principled action, our community and its members strive to understand the complexity and diversity of human interactions within and between cultures and environments.

The aim of our programs at ISR is to develop compassionate and active individuals who, recognizing their common humanity and shared guardianship of the planet, engage responsibly to create a better and more peaceful world.

(February 2015)

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

How do we want our students to be? - The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

As IB learners, we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities

IB PYP Summary: THE 5 ESSENTIAL ELEMENTS OF THE PYP

(Concepts, Knowledge, Skills, Attitudes and Action) serve to develop the IB LEARNER PROFILE

What do we want to learn?

Concepts

Form: What is it like? Everything has a form with recognizable features which can be observed, identified, described and categorized.

Function: How does it work? Everything has a purpose, a role or a way of behaving which can be investigated.

Causation: Why is it like it is? Things do not just happen, that there are causal relationships at work and that actions have consequences.

Change: How is it changing? Change is the process of movement from one state to another. It is universal and inevitable.

Connection: How is it connected to other things? We live in a world of interacting systems in which the actions of any individual element affect others.

Perspective: What are the different points of view? Understanding that knowledge is not constructed only from the perspective of a particular discipline, individual or group.

Responsibility: What is our responsibility? We are not passive observers of events, but we can make, and must make, choices and that, by doing so, we can make a difference.

Reflection: How do we know? 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.

Knowledge

Transdisciplinary Themes:

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.

Draw within the concepts and on globally significant knowledge from the following

Disciplines:

- **Language**
- **Mathematics**
- **Science and Technology**
- **Social Studies**
- **Personal, Social and Physical Education**
- **The Arts**

Attitudes

Appreciation	Commitment
Confidence	Cooperation
Creativity	Curiosity
Enthusiasm	Empathy
Independence	Integrity
Respect	Tolerance

IB LEARNER PROFILE

Inquirers	Knowledgeable
Thinkers	Communicators
Risk-takers	Principled
Caring	Open-minded
Reflective	Balanced

Action

- **Reflect**
- **Choose**
- **Act**

Transdisciplinary Skills

Thinking	Research	Social	Communication	Self-Management
• Acquiring knowledge	• Formulating questions	• Accepting responsibility	• Listening	• Gross motor skills
• Comprehension	• Observation	• Respecting others	• Speaking	• Fine motor skills
• Application	• Planning	• Cooperating	• Reading	• Spatial awareness
• Analysis	• Collecting data	• Resolving conflict	• Writing	• Organization
• Synthesis	• Recording data	• Group decision making	• Non-verbal communication	• Time management
• Evaluation	• Organizing data	• Adopting a variety of group roles		• Safety
• Dialectical thinking	• Interpreting data			• Healthy lifestyle
• Meta-cognition	• Presenting research findings			• Codes of behaviour
				• Informed choices

How will we learn?
1. Inquiry based learning
2. Structured around open-ended questions
3. Student centred classrooms
4. Collaborative planning
5. Program of Inquiry integrated

How will we know what we have learned?
1. Performance-based Assessment
   Pre-assessments, Formative Assessments, Summative Assessments, Peer Assessments, Reflections
2. Student portfolios
   Celebrating students journey of learning, self-motivated action, balance between the varying assessments

Introduction: PYP at ISR

The curriculum in the Primary section of ISR is the Primary Years Programme (PYP) from the International Baccalaureate (IB). The IB PYP is a curriculum framework designed for students aged 3-12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined using the five essential elements of the PYP: six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a goal of provoking student initiated action. The curriculum is concept driven with a powerful emphasis on inquiry-based learning. The learning of PYP students is assessed using a continuum within the subject areas, this continuum is referred to as the PYP Learning Phases.

We have put together this programme booklet to help explain the PYP curriculum. If you have further questions, please do not hesitate to contact the PYP Coordinator or the classroom teacher at any time.

ISR Curriculum

The PYP definition of curriculum is comprised of three interrelated components. In keeping with the PYP commitment to inquiry, these three components are expressed in the form of the following three open-ended questions, each of which compels teachers to think deeply about their own practice with regard to student learning.

What do we want to learn? (the written curriculum)	We will identify what is worth knowing. Our curriculum is based upon the 5 Essential Elements that can be found below.
How best will we learn? (the taught curriculum)	We will use theory and application of good classroom practice. All students' learning needs are met through differentiated teaching.
How will we know what we have learned? (the assessed curriculum)	We will use theory and application of effective assessment. The learning phases are used to ensure that all standards and objectives for each age level are being met.

Learners constructing meaning: the PYP definition of curriculum

What do we want to learn?

Learners constructing meaning

How will we know what we have learned?

How best will we learn?
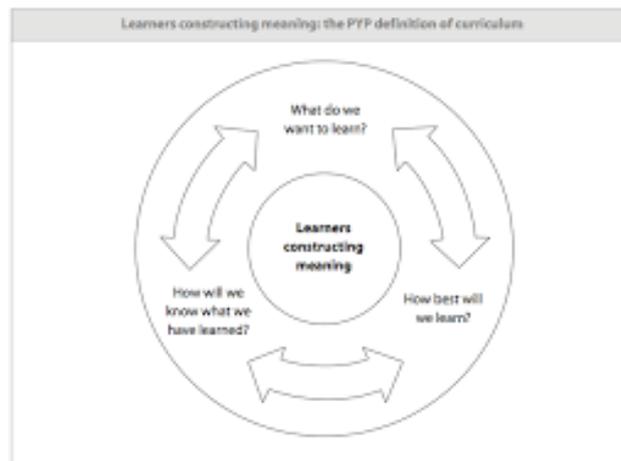
(Making the PYP Happen, IB 2009)

What do we want the students to learn? –
The Written Curriculum

Essential Elements of the Written PYP Curriculum

Knowledge	Knowledge means that the significant, relevant content that we wish the students to explore and know about will be taken into consideration, including their prior experience and understanding.
Concepts	Concepts include the powerful ideas that have relevance within the subject areas, but also transcend them. Students must explore and re-explore each in order to develop a coherent, in-depth understanding.
Skills	Skills refer to the capabilities that the students need to demonstrate to succeed in a changing, challenging world. These may be either disciplinary or transdisciplinary in nature.
Attitudes	Attitudes include dispositions that are expressions of fundamental values, beliefs and feelings about learning, including both the environment and people.
Action	Students demonstration deeper learning and dependable behaviour through responsible action; a manifestation in practice of the other essential elements.

Knowledge: What do we want students to know about?

Students inquire into, and learn about, the following globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of Inquiry are identified in order to explore the scope of the Central Idea for each unit.

PYP Transdisciplinary Themes

Who we are	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
Where we are in place and time	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the world works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
How we organize ourselves	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Concepts: What do we want students to understand?

Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a concept-driven curriculum as a means of supporting that inquiry.

PYP key concepts and related questions

Form	
Key question	What is it like?
Definition	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Rationale	This concept 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, similarities, differences, pattern, etc.

Function	
Key question	How does it work?
Definition	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Rationale	This concept 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, communication, pattern, role, systems, etc.

Causation	
Key question	Why is it like it is?
Definition	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
Rationale	This concept 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, pattern, impact, etc.

Change	
Key question	How is it changing?
Definition	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Rationale	This concept was selected, not only because it is such a universal feature of all existence, but also because it has particular relevance to students developing international-mindedness who are growing up in a world in which the pace of change, both local and global, is accelerating.
Examples of related concepts	Adaptation, growth, cycles, sequences, transformation, etc.

Connection	
Key question	How is it connected to other things?

Definition	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Rationale	This concept 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, homeostasis, interdependence, etc.

Perspective	
Key question	What are the points of view?
Definition	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
Rationale	This concept was selected because of the compelling need to develop in 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, truth, beliefs, opinion, prejudice, etc.

Responsibility	
Key question	What is our responsibility?
Definition	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
Rationale	This concept was selected because of the need to develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action. This concept is directly linked to the action component, one of the essential elements in the PYP curriculum.
Examples of related concepts	Rights, citizenship, values, justice, initiative, etc.

Reflection	
Key question	How do we know?
Definition	The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.
Rationale	This concept 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.
Examples of related concepts	Review, interpretation, evidence, responsibility, behavior, etc.

Skills: What do we want students to be able to do?

The search for understanding is central to the beliefs and practices of the PYP. However, the emphasis on the development of conceptual understanding does not preclude recognition of the importance of developing skills. The construction of meaning and understanding is complemented by the student's ability to acquire and apply a range of skills. These skills are best developed in the context of authentic situations such as those offered through the PYP units of inquiry.

Within their learning throughout the programme, students acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills (see the chart below). These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

PYP transdisciplinary skills:

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 those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view.
Metacognition	Analysing one's own and others' thought processes; thinking about how one thinks and how one learns.

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, viewpoints, 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.

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.
Viewing	Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.
Presenting	Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.
Non-verbal communication	Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.

Self-management Skills	
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 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 that 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; practicing 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.

Research Skills	
Formulating questions	Identifying something one wants or needs to know and asking compelling and relevant questions that 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 first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.
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 that emerge from organized data.
Presenting research findings	Effectively communicating what has been learned; choosing appropriate media.

Attitudes: What do we want students to feel, value and demonstrate?

While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual, and of the group. By deciding that attitudes need to be an essential element of the programme, the PYP is making a commitment to a values-laden curriculum.

PYP attitudes

Appreciation	Appreciating the wonder and beauty of the world and its people.
Commitment	Being committed to their own learning, persevering by 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.
Curiosity	Being curious about the nature of learning, about the world, its people and cultures.
Empathy	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
Enthusiasm	Enjoying learning and willingly putting the effort into the process.
Independence	Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
Integrity	Being honest and demonstrating a considered sense of fairness.
Respect	Respecting themselves, others and the world around them.
Tolerance	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

Action: How do we want students to act?

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes, but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process.

This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. PYP schools can, and should, meet the challenge of offering all learners the opportunity and the power to choose to act; to decide on their actions; and to reflect on these actions in order to make a difference in and to the world.

Reflect   Choose

Act
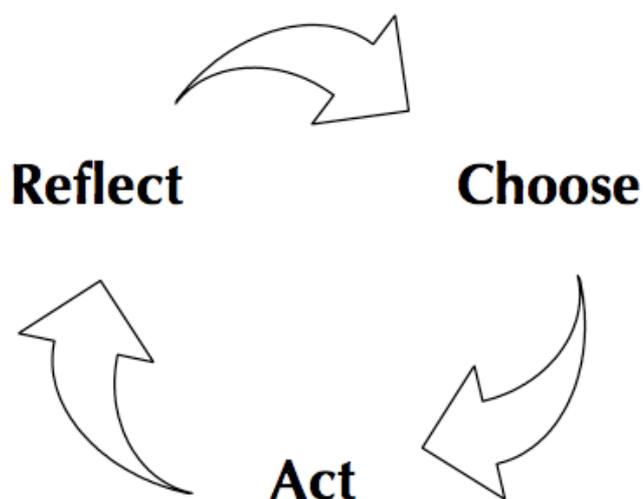
Action as a result of the learning may not be witnessed by the teacher and often happens beyond the classroom. An example of this happening at home could be:

	A parent reports to a teacher that her 4-year-old child has taken action at home, after having been on a school excursion to a recycling station/sewage treatment plant/centre. Conversation afterwards between the teacher and parent:
Parent:	On your trip did the children learn about water conservation?
Teacher:	It was one component of our investigations. Why do you ask?
Parent:	Because during the weekend I was starting the shower for my son. He ran out of the room and came back with a bucket, and put it in the shower. When I asked him what he was doing, he replied: "I'm catching the water that is not hot enough yet for my shower, so I can save it and give the garden a drink after my shower."
Teacher:	That's really interesting. He is taking action as a result of what he learned. Please let me know if this continues and if you notice anything else.

How best will we learn? – The Taught Curriculum

At ISR we recognise that a child's learning is linked to their development and that the pace of learning varies between students. As the International Baccalaureate says, "Learning is a developmental process… the learner does not always progress through age-related stages in a strictly linear fashion." (Taken from Making the PYP Happen, IB, 2009). The children's learning is affected by their stage of development and the ways in which they build connections between what they already know and new knowledge they are acquiring. In this approach, what is most important in a child's learning is not their age or the grade they are in, but their "construction of meaning, leading to a deep understanding of concepts" (IB).

The ISR PYP curriculum is organised in continuums – continuous sequences of steps – and the children progress through a number of phases as they move along the continuum for each subject. This provides a structure for developing their learning and understanding, while at the same time giving us the flexibility to cater for individual students' learning needs. For each phase, there are overall expectations for a student's learning, including their understanding of particular concepts and their application of skills and knowledge. There are specific learning outcomes for each phase, which, through the use of relevant assessments, guide our planning for the teaching and learning.

The PYP Learning Phases

On the following pages you will find the PYP Learning Phases for learning strands within each subject. The PYP Learning Phases are not restricted to grade groupings, but they develop with the learning needs of each child; students may be anywhere on this continuum of Learning Phases.

Some of the Learning Phases are still in progress. With these subjects you will still find that the learning outcomes are grouped by age. Please understand that the PYP is moving away from this type of labeling and into assessing through the Learning Phases continuum framework. Please ask if you have further questions about this.

Language

Oral Language: Listening and Speaking
Phase 1: Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Phase 2: Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Phase 3: Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Phase 4: Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Phase 5: Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Visual Language: Viewing and Presenting
Phase 1: Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Phase 2: Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3: Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their

storytelling or presentations, and to organize and represent information.

Phase 4: Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Phase 5: Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Written Language: Reading
Phase 1: Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

Phase 2: Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3: Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Phase 4: Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Phase 5: Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Written Language: Writing
Phase 1: Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Phase 2: Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same

codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3: Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Phase 4: Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Phase 5: Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Math

Data Handling

Phase 1: Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Phase 2: Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Phase 3: Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

Phase 4: Learners will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Measurement

Phase 1: Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Phase 2: Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Phase 3: Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

Phase 4: Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

Shape and Space

Phase 1: Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Phase 2: Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Phase 3: Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Phase 4: Learners will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modeling. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Pattern and Function

Phase 1: Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Phase 2: Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Phase 3: Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Phase 4: Learners will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Number

Phase 1: Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

Phase 2: Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Phase 3: Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modeling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication

and division, using estimation strategies to check the reasonableness of their answers.

Phase 4: Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modeling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

Science
Living Things, Earth and Space, Materials and Matter, Forces and Energy

Ages 3-5: Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

Ages 5-7: Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

Ages 7-9: Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will examine how products and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their

ideas or provide explanations using their own scientific experience and that of others.

Ages 9-11: Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science-related contexts and express their responses appropriately. They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Social Sciences
Human Systems and Economic Activities, Social Organization and Culture, Continuity and Change Throughout Time, Human and Natural Environmnents, Resources and the Environment

Ages 3-5: Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Ages 5-7: Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their 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. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Ages 7-9: Students will 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. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Ages 9-11: will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Personal, Social and Physical Education (PSPE)

Identity
Phase 1: Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Phase 2: Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Phase 3: Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are

open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Phase 4: Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Active Living

Phase 1: Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

Phase 2: Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Phase 3: Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Phase 4: Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Interactions

Phase 1: Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

Phase 2: Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

Phase 3: Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Phase 4: Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

The Arts: Visual Arts, Music and Performing Arts

Responding
Phase 1: Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Phase 2: Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating artworks. They are aware that arts may be created with a specific audience in mind.

Phase 3: Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Phase 4: Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Creating
Phase 1: Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in

arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

Phase 2: Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

Phase 3: Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Phase 4: Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand.

Inquiry

AT ISR, the students learn through asking questions and making sense of the world. Through inquiry they construct their meaning based upon their prior knowledge, challenging pre-exiting ideas and developing new understandings. Inquiry is an important part of the PYP. The Units of Inquiry are planned to stimulate students' deep wonderings and provide them with opportunities to learn about, and use, the transdisciplinary skills.

The Programme of Inquiry

During the year, the students in Kindergarten 3 through grade 6, inquire into six transdisciplinary umbrella themes of six units of inquiry carefully thought and globally significant. Kindergarten 1 and 2, complete only four units of inquiry. Each unit of inquiry is clearly expressed by a conceptually based central idea that is meaningful and challenging to all students.

The Programme of Inquiry of each grade level can be found in the appendix.

How will we know what we have learned? –
The Assessed Curriculum

Assessment is an integral part of the PYP programme as it provides feedback on the learning process which in turn helps direct the teaching by providing information to enable more effective differentiation. Assessments at ISR are designed to give feedback on students' prior knowledge, their enduring understanding of concepts, acquisition of knowledge, development of skills and attitudes, and the ability to take appropriate action. Assessments are anchored in authentic tasks and are sensitive to cultural, linguistic, learning, and physical and gender differences. A variety of assessment strategies and tools are used for assessing students' work, taking into account the diverse, complicated and sophisticated ways that individual children use to understand experiences. Assessment strategies such as anecdotal records, checklists, portfolios of work, continuums, rubrics and many more, provide an effective means of recording a student's responses and performances in real-life situations. These authentic strategies may be used in conjunction with other forms of assessment, such as standardised tests, in order to assess student performance. The PYP also stresses the importance of student self-assessment and reflection.

Reporting

In the PYP, we record student progress in several ways:
• Individual portfolios of the student's work are created throughout the year showing their progression and achievements. These are shared during the student led conferences later in the year.
• The Grade 6 PYP exhibition, held once a year, enables the students to demonstrate and celebrate their proficiencies in all areas of the curriculum.
• Parent/Teacher conferences are held twice a year giving parents and teachers the opportunity to meet to discuss the students' progress.
• All students receive written reports twice a year. The reports contain narrative comments.
   • The unit overviews are shared with the parents at the end of each unit of inquiry and they contain reflections based on the criteria.
   • The descriptors on the reports and the unit overviews are taken directly from our scope and sequence curriculum and we use the following criteria to report on the child's progress:

Our ISR PYP Descriptors and what they mean!

B	Beyond expectations	Your work shows evidence of *learning* or *understanding* which goes *deeper than the criteria*.
M	Meeting expectations	Your work shows evidence of *learning* or *understanding* which *meets the criteria*.

D	Developing expectations	Your work shows evidence of *learning* or *understanding* which *partly meets the criteria*.

The Exhibition

The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP.

In the students' final year of the PYP, there are five units of inquiry and the exhibition. The exhibition unit at ISR takes place under the transdisciplinary theme *How We Organize Ourselves*. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.

The Portfolio

The portfolio is shows evidence of the development of student learning. Students' work is collected from the beginning of their time in school until they transition up to the Middle Years Program. This work serves as an excellent tool for:
- Reflection of student work, development and progress
- A document that reflects on-going acquisition of skills, knowledge, action, concepts and attitudes
- A document that allows students to reflect on, and celebrate, his/her work and share it with others
- Evidence of learning and growth
- A document that is celebrated by the child, teacher, peers and family

The portfolios are shared amongst students during the year to celebrate student success. Students also share their portfolios at Student Led Conferences that take place throughout the year.
Students Portfolios are kept at ISR and go home with the student at the end of his/her time at the school.

Appendix

Kindergarten 1/2/3 Year A

An inquiry into	An inquiry into	An inquiry into	An inquiry into	An inquiry into	An inquiry into
Who we are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and mental health; **human relations including families, friends, communities and cultures;** rights and responsibilities; what it means to be human.	**Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of human kind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	**How we express ourselves:** An inquiry into the **ways in which we discover and express ideas, feelings,** nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	**How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	**How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities, and their impact on humankind and the environment.	**Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
1 (All) Family and Friends shape who we are.	**2** (K3) Everything changes with time.	**3** (All) Languages connect us with others.	**4** (All) Our five senses help us understand our world.	**6** (K3) The jobs we do connect us to each other.	**5** (All) Plants support life on Earth and play a role in our lives.
Lines of inquiry How families live and work together We have different kinds of friendships How our interactions with others affect who we are	**Lines of inquiry** What time is How things change with time How we organize, and are organized by, time	**Lines of inquiry** The reasons why we communicate ideas and feelings Words, patterns and sentences in language Using language to interact with others	**Lines of inquiry** The five senses How our senses function We use our senses to connect to the world	**Lines of inquiry** Sorts of jobs What having a job means How jobs connect people	**Lines of inquiry** Caring for plants Products we derive from plants How plants contribute to life on Earth
Key & Related Concepts **Connection -**relationships **Perspective -** friend **Reflection -** behaviour	**Key & Related Concepts** **Form** – time **Change** – transformation **Function** – organization	**Key & Related Concepts** **Causation -** expression **Function** – structure **Responsibility**– interaction	**Key & Related Concepts** **Form** – properties **Function** – systems **Connection** – consequences	**Key & Related Concepts** **Form** – similarities/differences **Function** – responsibility **Connection** - interdependence	**Key & Related Concepts** **Responsibility** – behaviour **Perspective** - classification **Causation -** systems
Learner Profile Thinker Knowledgeable Communicator	**Learner profile** Reflective Inquirer Balanced	**Learner Profile** Risk-taker Reflective Knowledgeable	**Learner Profile** Open-minded Communicator Inquirer	**Learner profile** Thinker Principled Open-minded	**Learner Profile** Reflective Principled Caring
Attitudes Commitment Independence Confidence	**Attitudes** Appreciation Respect Independence	**Attitudes** Creativity Curiosity Cooperation	**Attitudes** Commitment Curiosity Confidence	**Attitudes** Cooperation Commitment Integrity	**Attitudes** Respect Appreciation Tolerance

Grade 1 and Grade 2 / Year A

An inquiry into **Who we are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and mental health; **human relations including families, friends,** communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into **Where we are in place and time:** An inquiry into **orientation in place and time**; personal histories; homes and journeys; the discoveries, explorations and migrations of human-kind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into **How we express ourselves:** An inquiry into **the ways in which we** discover and **express ideas, feelings,** nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; **how humans use their understanding of scientific principles**; the impact of scientific and technological advances on society and the environment.	An inquiry into **How we organize ourselves:** An inquiry into **the interconnectedness of human-made systems and communities;** the structure and function of organizations; societal decision making; economic activities, and their impact on humankind and the environment.	An inquiry into **Sharing the Planet:** An inquiry into **rights and responsibilities in the struggle to share finite resources with other people and with other living things;** communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
1 **Relationships are enhanced by learning about other people's perspectives and communicating our own.**	5 **We can learn about the past from evidence around us.**	4 **We can communicate in different ways.**	3 **In order to move, things need force.**	2 **Public spaces provide people with opportunities to make connections and establish a sense of community.**	6 **Our personal choices can change our environment.**
Lines of inquiry How we build relationships How I treat others and how they treat me How disagreements can be resolved in a positive way	**Lines of inquiry** Ways to find out about the past How evidence teaches us about the past How aspects of the past influences our lives	**Lines of inquiry** Different ways we use to communicate How different methods of communication function Reasons for choosing different methods of communication	**Lines of inquiry** Man made forces Forces in nature How we use force	**Lines of inquiry** Purposes of public spaces Characteristics of different public spaces How people use public spaces	**Lines of inquiry** How different materials can be reused and recycled The steps we take to reduce, reuse and recycle our waste in school and at home The ways that nature recycles
Key & Related Concepts **Perspective** – conflict **Reflection** – communication **Responsibility** – resolution	**Key & Related Concepts** **Form** – past **Function** – artifacts **Connection** – interpretation	**Key & Related Concepts** **Form** – communication **Function** – process **Perspective** – choice	**Key & Related Concepts** **Causation** – consequences **Form** – forces **Function** – uses	**Key & Related Concepts** **Function** – needs **Connection** – comparison **Responsibility** – behaviour	**Key & Related Concepts** **Responsibility** – global citizenship **Change** – transformation **Reflection** – impact
Learner profile Open-minded Balanced Reflective	**Learner profile** Knowledgeable Thinker Inquirer	**Learner profile** Communicator Risk-taker Open minded	**Learner profile** Inquirer Risk-taker Thinker	**Learner profile** Inquirer Knowledgeable Caring	**Learner profile** Reflective Principled Caring
Attitudes Empathy Confidence Tolerance	**Attitudes** Curiosity Enthusiasm Appreciation	**Attitudes** Creativity Independence Integrity	**Attitudes** Curiosity Cooperation Integrity	**Attitudes** Cooperation Respect Appreciation	**Attitudes** Creativity Respect Commitment

Grade 3 and Grade 4 / Year B

An inquiry into **Who we are:** An inquiry into the nature of the self; **beliefs and values;** personal, physical, mental, social and mental health; human relations including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of human kind; the relationships between and the **interconnectedness of individuals and civilizations, from local and global perspectives.**	An inquiry into **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; **our appreciation of the aesthetic.**	An inquiry into **How the world works:** An inquiry into the **natural world and its laws**; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	An inquiry into **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; **the structure and function of organizations;** societal decision making; economic activities, and their impact on humankind and the environment.	An inquiry into **Sharing the Planet:** An inquiry into **rights and responsibilities in the struggle to share finite resources with other people and with other living things;** communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
1 **People express their beliefs and values in a variety of ways.**	5 **People adapt the way they live to suit the climate they live in.**	4 **We use creativity to express ourselves.**	3 **Natural phenomena influence human societies in a variety of ways.**	6 **Communities provide interconnected service systems designed to meet the people's needs.**	2 **The way we manage limited resources impacts on life and our environment.**
Lines of inquiry Exploring what beliefs and values are Common characteristics of beliefs Different beliefs and values that people have around the world	**Lines of inquiry** Identifying world climatic zones The common features that people adapt according to the climate they live in The impact of global climate change	**Lines of inquiry** How people around the world express themselves The creative process People can respond to creative expression in various ways	**Lines of inquiry** Causes of natural phenomena Natural phenomena have an impact on the environment and living things Human actions and choices have their consequences	**Lines of Inquiry** Reasons why people need a community The services needed to support the people living in a community The effect of service systems on worldwide communities	**Lines of inquiry** Types of limited resources Reasons for managing natural resources carefully Action we can take to conserve limited resources in our local and global environment
Key & Related Concepts **Form** – beliefs, values, **Connection** – common characteristics **Perspective** – identity	**Key & Related Concepts** **Form** – climate, similarities, differences **Change** – adaptation **Causation** —consequences	**Key & Related Concepts** **Perspective** – expression, culture, **Function** – communication **Reflection** – interpretation,	**Key & Related Concepts** **Causation** – forces, energy **Change** – transformation, **Responsibility** – choice	**Key & Related Concepts** **Causation** – needs **Function** - systems, organization **Connection** - networks	**Key & Related Concepts** **Form** – resources, cycles **Causation** - consequences **Responsibility** – conservation
Learner Profile Thinker Open-minded Principled	**Learner Profile** Knowledgeable Inquirer Reflective	**Learner Profile** Communicator Risk-taker Reflective	**Learner Profile** Thinker Inquirer Knowledgeable	**Learner Profile** Balanced Communicator Caring	**Learner Profile** Knowledgeable Open-minded Principled
Attitudes Empathy Tolerance Respect	**Attitudes** Curiosity Commitment Independence	**Attitudes** Creativity Enthusiasm Appreciation	**Attitudes** Commitment Empathy Confidence	**Attitudes** Cooperation Creativity Integrity	**Attitudes** Curiosity Integrity Appreciation

Grade 5 and Grade 6 / Year B

Who we are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and mental health; human relations including families, friends, communities and cultures; rights and responsibilities; **what it means to be human.**	An inquiry into **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; **the discoveries, explorations and migrations of human kind**; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; **the ways in which we reflect on, extend and enjoy our creativity**; our appreciation of the aesthetic.	An inquiry into **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; **how humans use their understanding of scientific principles**; the impact of scientific and technological advances on society and the environment.	An inquiry into **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; **societal decision making**; economic activities, and their impact on humankind and the environment.	An inquiry into **Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; **access to equal opportunities**; peace and conflict resolution.
5 **All humans face changes and challenges as they grow and develop**	1 **Exploration leads to discoveries that change our world**	4 **People's outward appearance can lead to perceptions and misconceptions**	2 **The universe, and our understanding of it, are ever-changing.**	3 **Governments influence the lives of citizens**	6 **Umbrella: Children worldwide face a variety of challenges and risks**
Lines of Inquiry Physical, emotional and social changes that occur during puberty. Our responsibilities related to the changes taking place.	**Lines of Inquiry** Reasons for exploration Discoveries made during explorations over time The impacts of exploration on civilizations	**Lines of Inquiry** Clothing, personal adornments and identity Reasons for diversity in appearance Assumptions we make based on people's appearance	**Lines of Inquiry** The effect of the atmosphere on the Earth The Earth's position in the universe Human exploration of the universe	**Lines of Inquiry** How different forms of government function Rights and responsibilities of citizenship The impact of government on citizens	**Lines of Inquiry** To be created within student collaborative groups
Key & Related Concepts **Function** – biology **Change** – development, growth **Responsibility** – well-being, choices	**Key & Related Concepts** **Causation** – motivation **Form** – geography **Change** – consequences	**Key & Related Concepts** **Connection** – self-image, beliefs **Perspective** – diversity **Reflection** - stereotypes, prejudice	**Key & Related Concepts** **Causation** – atmosphere **Connection** – planets, solar systems, space **Reflection** – evidence	**Key & Related Concepts** **Form/Function** – governance **Responsibility** – human rights **Perspective** – social justice	**Key & Related Concepts** Students' choice
Learner Profile Balanced Knowledgeable Caring	**Learner Profile** Risk-taker Inquirer Communicator	**Learner Profile** Caring Open-minded Reflective	**Learner Profile** Thinker Knowledgeable Inquirer	**Learner Profile** Principled Thinker Communicator	**Learner Profile** All
Attitudes Respect Confidence Empathy	**Attitudes** Curiosity Independence Integrity	**Attitudes** Creativity Tolerance Appreciation	**Attitudes** Curiosity Enthusiasm Appreciation	**Attitudes** Commitment Cooperation Integrity	**Attitudes** All