

WASHINGTON INTERNATIONAL SCHOOL

PYP PROGRAM OF INQUIRY AND ASSESSMENTS



WASHINGTON INTERNATIONAL SCHOOL

WIS50
1966-2016

WASHINGTON INTERNATIONAL SCHOOL



OUR MISSION

THE MISSION OF WASHINGTON INTERNATIONAL SCHOOL IS TO PROVIDE A DEMANDING INTERNATIONAL EDUCATION THAT WILL CHALLENGE STUDENTS TO BECOME RESPONSIBLE AND EFFECTIVE WORLD CITIZENS.

CORE VALUES

INTERNATIONAL EDUCATION

Washington International School introduces students to the world's cultural heritage through a rigorous curriculum, international in its approach to people, knowledge, values, and skills. Commitment to intensive language learning is fundamental to the program.

GLOBAL CITIZENSHIP

Washington International School believes that global citizenship requires engagement with diverse cultural perspectives. The School strives to instill in students a commitment to active service and a sense of responsibility for local, national, and world communities.

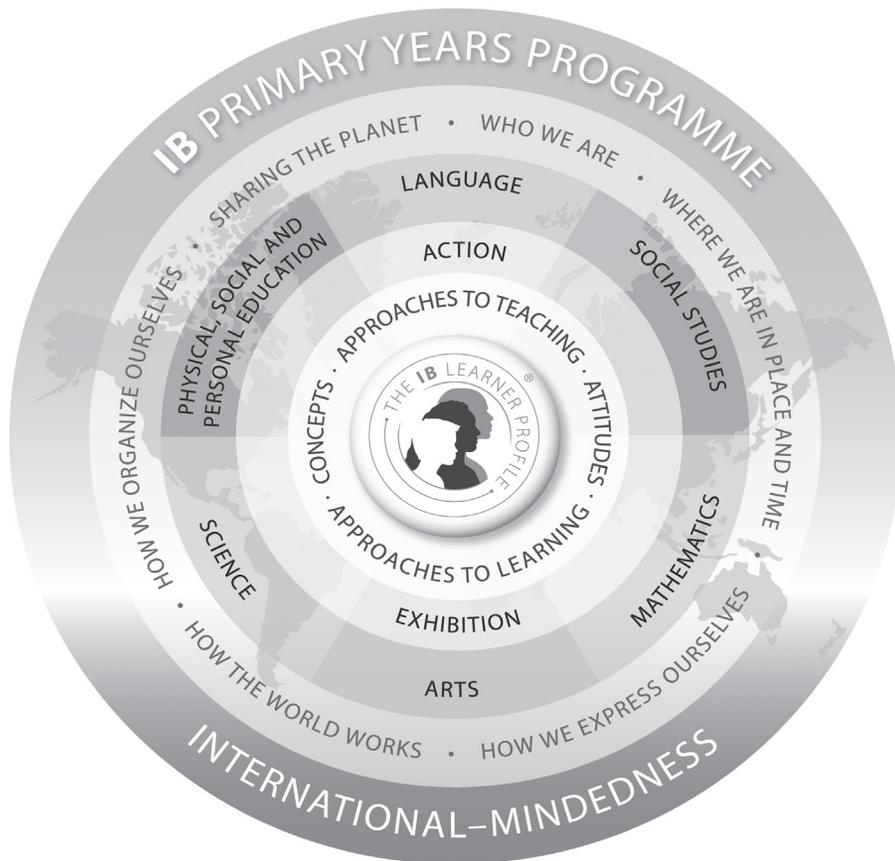
INDIVIDUAL INTEGRITY

Washington International School encourages individual self-discovery and self-expression that values honesty and civility among all members of the community.

WASHINGTON INTERNATIONAL SCHOOL

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

THE PRIMARY YEARS PROGRAM



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In Preschool through Grade 5, Washington International School offers the International Baccalaureate Primary Years Program (PYP). The PYP is a comprehensive, inquiry-based approach to teaching and learning, encouraging teachers to teach for a depth of understanding, and enabling students to become independent and lifelong learners. Inquiry begins with these themes:

Who we are
Where we are in place and time
How we express ourselves
How the world works
How we organize ourselves
Sharing the planet

Using structured inquiry based on these themes, the PYP gives children a strong foundation in languages, social studies, mathematics, visual arts, music, drama, science and technology, physical education, and personal and social education. The themes include and transcend subject areas and are used to classify knowledge about the world.

UNITS OF INQUIRY

PYP students explore the themes each year through six Units of Inquiry (four in Preschool and Pre-Kindergarten) designed to ensure that knowledge, concepts, and skills are developed in sequence. Students become familiar with the structure of questioning, later using this method to answer their own independent questions. The Units of Inquiry also frame the development of attitudes and the choice of appropriate action on the part of the students.

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

PRESCHOOL AND PRE-KINDERGARTEN (YEAR A)

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	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 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.	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 rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Growing friendships, getting along and having fun are part of relating with others.		People can communicate beyond oral language.	Everywhere we look people and things are changing.		Living creatures have essential needs for their well-being.
LINES of INQUIRY	<ul style="list-style-type: none"> • Friendships and playmates • Inclusion and exclusion • Different ways to play 		<ul style="list-style-type: none"> • Different modes of communication • Responding and understanding • Role of communication in our daily lives 	<ul style="list-style-type: none"> • Changes in us and around us • Seasonal changes • Reasons things change 		<ul style="list-style-type: none"> • Characteristics of living and non-living things • Growth and life cycles • Our responsibility in caring for living things
CONCEPTS	CONNECTION, RESPONSIBILITY, PERSPECTIVE		FORM, FUNCTION, REFLECTION	FORM, CHANGE, CAUSATION		RESPONSIBILITY, CHANGE, FORM
RELATED CONCEPTS	COMMONALITIES, EMPATHY, INTERESTS, IDENTITY, FAIRNESS, BELONGING, FRIENDSHIPS, RESPONSIBILITY, INCLUSION, COMMUNICATION, SAFETY, COOPERATION, CONFLICT, PROBLEM-SOLVING, DIVERSITY		COMMUNICATION, PERSPECTIVES, DISCOVERY, RESPECT, DIVERSITY	OBSERVATION, CHRONOLOGY, CLIMATE, SEASONS, GROWTH, ARTIFACTS		HABITATS, ANIMALS, CLASSIFICATION, SURVIVAL, INTERDEPENDENCE
SUBJECTS	Personal, Social and Physical Education Social Studies Language		Personal, Social and Physical Education Social Studies The Arts, Music Language Science Math	Science Math Social Studies Language Personal, Social and Physical Education Music		Science Social Studies Math Language

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

PRESCHOOL AND PRE-KINDERGARTEN (YEAR B)

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	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 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.	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 rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Our diversity influences our communities.		The ways we express our feelings influence ourselves and others.	Our senses guide us in our observations, investigations and decision-making.	Transportation enables communication between communities.	
LINES of INQUIRY	<ul style="list-style-type: none"> Personal and physical characteristics Similarities and differences between myself and others Personal interests and abilities in relation to others 		<ul style="list-style-type: none"> Our feelings and emotions Building positive relationships Expressing our feelings and emotions in different ways 	<ul style="list-style-type: none"> Our five senses Tools and process of investigation How our senses inform decision-making 	<ul style="list-style-type: none"> How transport works Purposes of journeys Forces and movement 	
CONCEPTS	CONNECTION, RESPONSIBILITY, PERSPECTIVE		FORM, REFLECTION, RESPONSIBILITY, CAUSATION	FORM, FUNCTION, CAUSATION	FUNCTION, CONNECTION, CHANGE	
RELATED CONCEPTS	SIMILARITIES, DIFFERENCES, INTERESTS, LIKES/DISLIKES, HOBBIES, CELEBRATIONS, FAMILIES, IDENTITY, SAFETY, OWNERSHIP, BELONGING RESPONSIBILITY, RIGHTS		FEELINGS, EMOTIONS, BEHAVIOR, COMMUNICATION, CONSEQUENCES	OBSERVATION, SAFETY, INVESTIGATION	PUSH/PULL, FORCES, TRANSPORTATION, FLOAT/SINK, COMMUNICATION, EVOLUTION, SYSTEM, EXCHANGE	
SUBJECTS	Personal, Social and Physical Education Social Studies Language		Personal, Social and Physical Education Social Studies The Arts Language Music	Science Language Personal, Social and Physical Education Music	Science Social Studies Language	

WASHINGTON INTERNATIONAL SCHOOL

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

TRANSDISCIPLINARY SKILLS

The acquisition of skills—those tools needed to acquire, organize, and communicate knowledge—is essential in making students independent learners, capable of pursuing knowledge beyond the classroom. We work systematically to develop and practice skills through the PYP years, each year providing a foundation on which the next year can build.

Communication Skills

Students develop their ability to listen, speak, read and write. In addition, they construct and interpret visuals and multimedia using appropriate technology.

Self-Management Skills

Students work on time management, organization, safety, good behavior, informed choices, and a healthy lifestyle.

Research Skills

Students learn how to formulate questions; collect, organize and interpret data; and present research findings.

Thinking Skills

Through the inquiry method, students learn to apply, analyze, synthesize, and evaluate the knowledge they have acquired.

Social Skills

Students learn how to work cooperatively in a group, resolve conflicts, listen to others, complete tasks, and recognize other people's viewpoints.

ACTIONS

All Units of Inquiry include an action component, where students reflect and take appropriate actions—participating in field trips, creating exhibitions and more. Students are actively involved in their own education at WIS. They participate in community service work, take part in assemblies and celebrations of learning, exercise in physical education classes, and, of course, play on the playground.

SPOTLIGHT ON INQUIRY: KINDERGARTEN

Transdisciplinary Theme: How we express ourselves

Kindergarten students stretch the limits of their imagination with a unit that focuses on developing their creativity and appreciation of various art forms. The central idea, "Artistic creations reflect the artist's unique imagination, creativity and skills," is explored through looking at different types of art, how artists within these fields express themselves and what it looks like for them to express themselves using these mediums.

The heart of the unit involves visits from several artists who expose the children to the world of dance, storytelling, painting, and music. Children learn how to express their personal reactions to various art forms, as well as how to create art based on their imagination.

Children take a field trip to the Torpedo Factory, where they have an opportunity to ask many questions and continue to develop their understanding of what it means to be an artist. Working in small groups and using two of the mediums they have learned about, children plan an interpretation of spring to share with their classmates.

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

KINDERGARTEN

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	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 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.	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 rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Our personal stories contribute to make a unique group of individuals building a community.	Homes reflect how people live and the use of materials available.	Artistic creations reflect the artist's unique imagination, creativity and skills.	People change and process natural resources to make new materials.	Community members cooperate to help others and make a community function.	Limited resources require management and conservation of water to ensure access for all.
LINES of INQUIRY	<ul style="list-style-type: none"> Personal stories; who we are Characteristics of unique groups Belonging 	<ul style="list-style-type: none"> Different needs and environments impact the ways people live Structure Safety, love and shelter 	<ul style="list-style-type: none"> Arts in creative expression Acquiring and developing skills Messages that cause reactions 	<ul style="list-style-type: none"> Natural resources vs. processed products Processes and changes to natural resources Many uses and reuses of materials and products 	<ul style="list-style-type: none"> People in our community and their jobs Different types of communities My role in my communities 	<ul style="list-style-type: none"> How we manage water Ways we conserve water How to achieve equitable access to clean drinking water
CONCEPTS	FORM, CONNECTION, REFLECTION	FORM, CAUSATION, REFLECTION	FUNCTION, PERSPECTIVE, FORM	CHANGE, CONNECTION, RESPONSIBILITY	FUNCTION, RESPONSIBILITY	FUNCTION, CHANGE, RESPONSIBILITY
RELATED CONCEPTS	IDENTITY, DIVERSITY, INDIVIDUALITY, SELF-WORTH, TRUTH	SHELTER, HOMES, BASIC NEEDS, GEOGRAPHY, IMPACT, DEPENDENCE, MATERIALS, REPURPOSING, DIVERSITY	SELF-EXPRESSION, INTERPRETATION, CREATIVITY, IMAGINATION, DIVERSITY, COMMUNICATION	ORIGIN, CLASSIFY, ROLES, TRANSFORMATION, CHOICES, NEEDS, CONSUMPTION, CONSERVATION, PROGRESS, PRODUCTION, INNOVATION, SUSTAINABILITY	BEHAVIOR, JOBS, ROLES, COMMUNITY, COOPERATION, COMMUNICATION, SYSTEM, TRADITIONS, RIGHTS, TRUTH	CONSERVATION, INTERDEPENDENCE, CONSUMPTION, GEOGRAPHY
SUBJECTS	Personal, Social and Physical Education Social Studies Language Math	Social Studies Science Language Math	Language The Arts Music Math Personal, Social and Physical Education	Science Language Math Social Studies	Personal, Social and Physical Education Social Studies Language Music Math	Science Social Studies Language Math

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE ONE

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	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 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.	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 rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Belonging to a community involves developing skills of citizenship to contribute.	Families relate their heritage in order to preserve their values and traditions as they adjust to a new environment.	Books educate, entertain and give flight to our imagination.	Everyday materials have properties that distinguish one from another.	As urban populations grow, the services they provide must continue to meet citizens' needs.	Conservation of habitats directly impacts preservation of living creatures.
LINES of INQUIRY	<ul style="list-style-type: none"> Rights and responsibilities of a citizen at school Choices I can make that show I am a positive citizen of my school Characteristics of a positive citizen 	<ul style="list-style-type: none"> Adaptation of cultures to a host country Preserving things we value when we move How we treat others from other places with different values, traditions and ways of life 	<ul style="list-style-type: none"> Teaching embedded into stories Feelings and emotions that stories evoke Perspectives/opinions/pictorials teach us about different cultures Roles and reasons in storytelling 	<ul style="list-style-type: none"> Concept of matter Properties of materials Distinguishing and grouping objects to make sense of the world 	<ul style="list-style-type: none"> Functions and places that people want and need in cities Unique issues facing urban and rural areas and ways to address them Responsibility of individuals to improve or maintain a healthy quality of life in their urban or rural area 	<ul style="list-style-type: none"> Characteristics and classification of animals (vertebrates) Our responsibility to animals and their habitats
CONCEPTS	FORM, RESPONSIBILITY, REFLECTION	FORM, PERSPECTIVE, RESPONSIBILITY	CONNECTION, PERSPECTIVE, REFLECTION	FORM, FUNCTION, CAUSATION	FUNCTION, CAUSATION, CHANGE	FORM, CHANGE, CONNECTION, PERSPECTIVE
RELATED CONCEPTS	BELONGING, CITIZENSHIP, COMMUNITY, CONFLICT, FAIR PLAY, INTERDEPENDENCE, TEAMWORK	OPINIONS, DIVERSITY, FAMILY, IDENTITY, HERITAGE, TRADITIONS, VALUES, PAST/PRESENT	GENRE, OPINION, EMOTIONS	CLASSIFY, GROUP, SORT	AMENITIES, GEOGRAPHY, IMPACT, LANDSCAPE, OWNERSHIP, POPULATION, URBAN SPRAWL/RENEWAL, GHETTOS, POLLUTION, OUTDATED INFRASTRUCTURE	INTERDEPENDENCE, CONSERVATION, CLASSIFICATION, INTERACTION, PRESERVATION, HABITATS
SUBJECTS	Personal, Social and Physical Education Social Studies Math	Social Studies Music The Arts Math	Language The Arts Math	Science Math	Social Studies Science The Arts Math	Science Social Studies Music Math

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE TWO

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	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 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.	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 rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	The personality traits we admire often shape who we want to become and help us connect with others.	Family histories and journeys contribute to understanding who we are and where we come from.	People can communicate their thoughts, ideas and stories across different genres.	Weather varies and influences our way of life.	People organize objects and ideas for a variety of reasons.	Environmental factors and human actions influence life cycles of living things.
LINES of INQUIRY	<ul style="list-style-type: none"> • Our own personality traits • Admirable traits in others • How we connect with others 	<ul style="list-style-type: none"> • Family histories and stories • Meaning of artifacts, heirlooms and traditions • Contributions to new communities 	<ul style="list-style-type: none"> • Verbal and visual tools • Various forms of dramatic expression • Exploration of expressing feelings, personal ideas and experiences 	<ul style="list-style-type: none"> • Elements of weather • Causes and effects of weather • How weather influences the way people live 	<ul style="list-style-type: none"> • Organization and systems people use to share and display information • Purposes of collections • How museums enhance our understanding of the world and connect us with others 	<ul style="list-style-type: none"> • Stages and characteristics that form the cycle of life for different plants and animals • Connections between the life cycles of various plants and animals • Factors that influence life cycles of living things
CONCEPTS	FORM, CONNECTION, REFLECTION	PERSPECTIVE, CONNECTION, FUNCTION	FORM, FUNCTION, CONNECTION	CHANGE, FORM, CAUSATION	FUNCTION, PERSPECTIVE, REFLECTION	CHANGE, CONNECTION, RESPONSIBILITY
RELATED CONCEPTS	VALUES, FRIENDSHIP, CHARACTER, LEADERSHIP	IDENTITY, RELATIONSHIPS, ORIGIN, HISTORY, CHRONOLOGY, GEOGRAPHY, CONTRIBUTIONS	HUMOR, CULTURE, ENTERTAINMENT, PERFORMANCE, GENRES	SEASONS, SYSTEMS (WATER CYCLE, WEATHER), INFLUENCE, VARIATION	ARTIFACTS, IDENTITY, REPRESENTATION, COLLECTIONS, IDEAS	CYCLES, GROWTH, TRANSFORMATION, CAUSE/EFFECT, TRAITS, CHANGE
SUBJECTS	Social Studies Music The Arts Math	Social Studies The Arts Math	Language The Arts Music Math Personal, Social and Physical Education	Science The Arts Math	Social Studies The Arts Math	Science The Arts Math

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE THREE

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	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 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.	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 rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Lifestyle choices we make impact our health.	Migration can transform human beings and communities.	People represent themselves and the time period through art and architecture.	Simple machines impact lives and transform societies.	Access to resources affects the way people are able to meet their wants and needs.	All living things within an ecosystem depend upon each other.
LINES of INQUIRY	<ul style="list-style-type: none"> Factors that influence decision making about our lifestyle Daily routines that influence physical and mental health Consequences of choices on physical and mental health 	<ul style="list-style-type: none"> Challenges and opportunities associated with migration Factors that contribute to individuals' sense of belonging Views of newcomers and communities 	<ul style="list-style-type: none"> Monuments and sculpture Buildings, designs and materials Cultural representation in buildings (modern vs. traditional, trends, messages) 	<ul style="list-style-type: none"> Forces and simple machines How simple machines work Simple machines impact people's lives 	<ul style="list-style-type: none"> Understanding the wants and needs of people Methods of exchanging goods and services Factors that affect people's decisions 	<ul style="list-style-type: none"> Components of an ecosystem How living things have adapted to their ecosystem Role of humans in ecosystems
CONCEPTS	FORM, CAUSATION, RESPONSIBILITY	FUNCTION, CONNECTION, PERSPECTIVE	FORM, FUNCTION, CAUSATION	FORM, CAUSATION, CHANGE	FUNCTION, PERSPECTIVE, REFLECTION	CONNECTION, RESPONSIBILITY, CHANGE
RELATED CONCEPTS	GROWTH, GOAL SETTING, IMPROVEMENT, CONSEQUENCES, ACCESS	COMMUNITIES, CULTURE, BELONGING, IDENTITY, CHRONOLOGY, CONFLICT, DIVERSITY, PREJUDICE, POPULATION, GEOGRAPHY, IMPACT	SUSTAINABILITY, LOCALITY, RESOURCES, CATEGORIES, CLASSIFICATION, MATERIALS, CULTURAL SYMBOLS, MONUMENTS, DESIGN, ARCHITECTURE, IMPACT	PULLEYS, LEVERS, BALANCE, MOTION, FORCE, ENERGY, MECHANICS, EFFICIENCY, CHANGE, TRANSFORMATION, PHYSICS	CONSUMPTION, VALUE, DISTRIBUTION, POVERTY, WEALTH, INTERDEPENDENCE, EMPLOYMENT, OWNERSHIP	BIODIVERSITY, CONSERVATION, INTERDEPENDENCE, SUSTAINABILITY, SYSTEMS, ADAPTATION
SUBJECTS	Personal, Social and Physical Education Language Digital Art Music Math	Social Studies Music Digital Art Math	Science Language The Arts Math	Science Social Studies The Arts Math	Social Studies Language Math	Science Social Studies Language Digital Art Math

WASHINGTON INTERNATIONAL SCHOOL

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

LANGUAGE LEARNING AT THE PRIMARY SCHOOL

Rich and extensive language learning challenges students to become world citizens. Fluency in more than one language opens not only greater possibilities of communication but also greater understanding of other cultures.

Students in Preschool, Pre-Kindergarten and Kindergarten follow a full-day immersion program in French or Spanish.

Students in Grades 1 to 5 have half of their academic instruction in English and the other half in either French or Spanish.

These schedules allow students to learn through language and about language, reinforcing skills in both languages. Students learn to understand, speak, read, and write effectively in both languages.

SPOTLIGHT ON INQUIRY: GRADES 2 & 4

Transdisciplinary Theme: Who we are

In Grade 2 students consider the central idea, "The personality traits we admire often shape who we want to become and help us connect with others." They examine their own values and traits and those of people they admire.

Children learn about the biography genre, and select people they would like to study in greater depth. As they learn about a wide variety of people, they have an opportunity to determine the qualities they possess and whether these are admirable traits. They begin to look at the qualities they admire in their friends as well as to reflect on their own qualities, setting goals for individual growth in the process. They continue this discussion in French and Spanish, looking particularly at what makes a good friend and how friends are made and kept.

Transdisciplinary Theme: How the world works

Students in Grade 4 focus on physical science through the unit Planet Earth. Students inquire into the central idea, "The formation of the Earth helps us understand its features and why it's a changing planet" by studying the Earth's position in space, its physical features and structures and the causes for its continual change.

During the course of the unit, students perform experiments simulating erosion, create Google Earth presentations on various volcanoes throughout the world and learn about the forces that have led to Earth's present form. The unit culminates with students taking action by creating a newspaper based on their learning and being able to have a conversation about the protection and prevention of natural disasters in the world.

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE FOUR

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	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 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.	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 rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Religions have common beliefs that attempt to answer life's big questions.	Understanding the science of light and sound allows the invention of gadgets to make life easier.	People communicate ideas through the arts.	The formation of the Earth helps us understand its features and why it's a changing planet.	Governments, as organizational bodies, enable social groups to function.	Human interdependence with plants impacts life.
LINES of INQUIRY	<ul style="list-style-type: none"> • Different religious beliefs and practices • Different types of religion • Religious conflicts 	<ul style="list-style-type: none"> • Light and history of innovation • Sound and history of innovation 	<ul style="list-style-type: none"> • Processes used to create • Common elements of communication • Enhancing relationships 	<ul style="list-style-type: none"> • Formation and structure of the Earth • Why the Earth is constantly changing • The beginnings of our world 	<ul style="list-style-type: none"> • Roles of government • Forms and organization of government • Leadership • U.S. government as a case study 	<ul style="list-style-type: none"> • Structure of plants and functions of their parts • Role plants play in the world • Issues that impact natural environments
CONCEPTS	FORM, FUNCTION, PERSPECTIVE	FORM, CHANGE, CONNECTION	PERSPECTIVE, CONNECTION, REFLECTION	FORM, CAUSATION, CHANGE	CONNECTION, FUNCTION, RESPONSIBILITY	RESPONSIBILITY, FUNCTION, CONNECTION
RELATED CONCEPTS	IDENTITY, PREJUDICE, RELIGION, BELIEFS, SPIRITUALITY, CONFLICT	INNOVATION, EFFICIENCY, PROCESS, PERFORMANCE, PROGRESS	GENRE, WORD CHOICE, SENTENCE FLUENCY, METAPHOR, COMMUNICATION	EROSION, GEOLOGY, TECTONIC PLATE MOVEMENT	STRUCTURE, ORGANIZATION, CITIZENSHIP, RIGHTS, GOVERNMENT, LEGISLATION, JUSTICE, LEADERSHIP, POWER, COMMON GOOD, CHRONOLOGY, REVOLUTION, PROGRESS	STRUCTURE, PROPERTIES, ROLE, INTERDEPENDENCE, SUSTAINABILITY
SUBJECTS	Music The Arts Digital Art Language Math	Science Social Studies Math	Language The Arts Music Math	Science Language The Arts Math	Social Studies Language Music The Arts Math Personal, Social and Physical Education	Science Language Math

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE FIVE

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	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 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.	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 rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Adolescence ushers in changes within our bodies and is celebrated to mark a passage in our lives.	Civilization is a way of life with distinct characteristics upon which our own lifestyle is based.	Persuasion is one form of communication which can influence our opinions and the choices we make.	Energy exists in many forms; it is released from different sources and how we use it has implications.	Social activism may achieve justice when a quest via the legal system fails.	As global citizens, we all have responsibilities to care for and share our planet.
LINES of INQUIRY	<ul style="list-style-type: none"> • Body systems and how they work • Celebrations of passages • What adolescence/ puberty means to us 	<ul style="list-style-type: none"> • Characteristics of civilizations • Emergence of civilizations • Connection to life today 	<ul style="list-style-type: none"> • Ways persuasion influences our thinking and actions • Elements of effective persuasive communication • Messages and differing perspectives 	<ul style="list-style-type: none"> • Types and forms of energy • Sources of energy • Conservation of energy • Implications on society of using different energy sources 	<ul style="list-style-type: none"> • The nature of justice • Societal decision-making • Actions that bring about change 	Students develop lines of inquiry based on their central idea.
CONCEPTS	CHANGE, FUNCTION, RESPONSIBILITY, PERSPECTIVE	FORM, CAUSATION, PERSPECTIVE	CHANGE, PERSPECTIVE, CONNECTION	FORM, FUNCTION, PERSPECTIVE	CHANGE, CAUSATION, PERSPECTIVE	STUDENTS SELECT CONCEPTS
RELATED CONCEPTS	SYSTEMS, GROWTH, RIGHTS, ROLES, IDENTITY, RITUALS, COMING OF AGE, RESPONSIBILITY, CYCLES, TRANSFORMATION, FAMILY, REPRODUCTION, ADOLESCENCE, PUBERTY, INTERACTIONS	CHARACTERISTICS, INNOVATION, PROGRESS, CHRONOLOGY, GEOGRAPHY, IMPACT, OWNERSHIP, AUTHORITY, DIVERSITY, REGIONS, BORDERS, AMENITIES, CONFLICT, DISCOVERY, EXPLORATION, COOPERATION, MOVEMENT	MESSAGE, OPINION, INTERPRETATION, STYLE, PERSUASION, COMMUNICATION, RECEPTION, CHOICE, SELF-EXPRESSION	CONSERVATION, IMPACT, ECOLOGY, DISTRIBUTION, ENERGY, CONSUMPTION, TRANSFORMATION, SUSTAINABILITY, POLLUTION, TECHNOLOGICAL ADVANCES, INTERDEPENDENCE, WEALTH, POVERTY, RESOURCES	GOVERNMENT, CITIZENSHIP, FREEDOM, JUSTICE, CIVIL RIGHTS, ACTIVISM, ACTION, EQUALITY, REVOLUTION, SOCIAL CHANGE, INTERACTIONS, PREJUDICE, TRUTH, CONFLICT, LEGISLATION	RELATED CONCEPTS WILL BE BASED ON STUDENT-SELECTED KEY CONCEPTS
SUBJECTS	Science Personal, Social and Physical Education The Arts Music Digital Art Math	Social Studies Science Math	Social Studies Language The Arts Math	Science Social Studies Music The Arts Math	Social Studies Language Math	

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

SPOTLIGHT ON INQUIRY

Grade Five: PYP Exhibition

Transdisciplinary Theme: How we organize ourselves

The Primary Years Program shapes children's learning throughout their Primary School years at WIS, defining the Units of Inquiry they spend time investigating, developing their conceptual understanding of many topics, and fostering attributes of international-minded students and qualities essential to becoming lifelong learners. Children learn to ask meaningful questions along the way and go through the process of answering them.

The PYP Exhibition is the final unit of study in Grade 5 and an opportunity for students to show not only what they have learned about a topic of their choice, but also how they went about their learning. A collaborative effort, the Exhibition challenges students to analyze and propose solutions to real-world issues, drawing from all they have learned during their PYP years. Each Grade 5 student makes a substantial, identifiable contribution to the Exhibition.

MATHEMATICS INSTRUCTION IN THE PRIMARY SCHOOL

Building number sense, the ability to make sense of, compare, operate upon, and manipulate numbers, is central to our math program. The PYP has identified five content strands: Number, Shape and Space, Pattern and Function, Measurement, and Data Handling, which are taught both explicitly in stand-alone units, as well as integrated within the current Unit of Inquiry. Students are expected to achieve automaticity (both speed and accuracy) in basic facts in the four operations. Addition and subtraction fluency is expected by the end of grade 2, while multiplication and division fluency is achieved by the end of grade 4.

Students justify and discuss their mathematical thinking, identify problem solving strategies and reflect on the most efficient strategies. A variety of paths to solving a problem is as valuable as finding the answer itself.

Standardized norm-referenced tests such as the ERB, given in grades 3-8, demonstrate that WIS students consistently perform in line with, and often outperform, students in peer independent and international schools.

Math is scheduled for at least one hour per day in grades 1-5, and is integrated into daily learning in the Early Childhood classrooms. In our dual language program, mathematics is taught in English as well as French and Spanish.

Teaching teams plan collaboratively with the guidance of the Curriculum Coordinator and Math Coach, who coordinates math instruction and assessment across all eight grade levels and works closely with teachers to hone teaching practices in mathematics. The Math Coach also works in classrooms alongside classroom teachers to support differentiated learning.

WIS teachers engage in continuous professional development in mathematics through attendance at PYP and NCTM (National Council of Teachers of Mathematics) conferences. In-house workshops with PYP trainers, collaborative planning and co-teaching with our Math Coach, combined with opportunities to observe in colleagues' classrooms keep all faculty at WIS abreast of current trends and best practices in mathematics instruction.

GRADE THREE MATH OUTCOMES FOR “HEALTHY LIVING” UNIT OF INQUIRY

Stand-Alone		Integrated	
NUMBER	PATTERN AND FUNCTION	MEASUREMENT	DATA HANDLING
<p>Students will explore the different number systems and study the relationships among them.</p> <ul style="list-style-type: none"> • Read and represent numbers, using place value and the base 10 system, to 100,000 • Count, compare, and order numbers to 100,000 • Construct and deconstruct numbers to 100,000 • Write numbers to 100,000 in words, numerals and expanded notation • Skip count by 2s, 3s, 4s, 5s, 10s and 100s • Identify numbers as odd and even to 100,000 	<p>Students will investigate and analyze patterns, relations and functions.</p> <ul style="list-style-type: none"> • Create, extend and justify a repeating and growing numeric pattern • Translate patterns from one representation to another • Recognize, describe and extend number patterns: skip counting by 3s, 4s, 6s, 7s, 8s, 9s 	<p>Students will understand measurable attributes of objects and the units, systems and processes of measurement.</p> <ul style="list-style-type: none"> • Identify the number of hours in a day, minutes in an hour, and seconds in a minute • Tell time to the nearest five minutes using digital and analog clocks • Determine elapsed time in hour intervals 	<p>Students will formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.</p> <ul style="list-style-type: none"> • Classify data by different attributes • Organize and display data using tables, pictographs (2:1), bar graphs (vertical and horizontal), and line plots <p>Students will select and use appropriate statistical methods to analyze data.</p> <ul style="list-style-type: none"> • Pose questions that can be answered by given data • Describe and compare data from tables, pictographs (2:1; 5:1; 10:1) bar graphs (vertical and horizontal) and line plots • Compare data using mode or most frequent response <p>Students will develop and evaluate inferences and predictions that are based on data.</p> <ul style="list-style-type: none"> • Make predictions and draw conclusions based on given data

Teachers have developed and continue to refine planners for mathematics instruction, detailing expected outcomes as stand-alone or integrated within each PYP unit of inquiry. A sample guide for the third grade Healthy Living unit, the first unit of the school year, is included above.

The content strands of Measurement, Data Handling, and Shape and Space are often integrated authentically into the PYP transdisciplinary units. For example, during the third grade Healthy Living unit, the mathematics strands of measurement and data handling are integrated into the unit of inquiry. While studying aspects of healthy living, students collect data on their own sleep habits by determining elapsed time in hour intervals. Students communicate these results by organizing and displaying their data. Lastly, the students interpret and analyze the whole-class data.

WASHINGTON INTERNATIONAL SCHOOL

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

THE PARENT'S ROLE IN MATH LEARNING

It is likely that mathematics instruction in schools today looks quite different from what parents' classroom experiences were during their own primary school years. We provide opportunities to learn more about mathematics teaching and learning at WIS through parent workshops and sessions.

When supporting students with homework, remember that the purpose of homework is the reinforcement of skills and is not necessarily an opportunity for new learning. Students should be able to complete math homework with relative ease, and if there is a struggle, a note to the teacher is the best approach. Although homework supports classroom learning, it does not repeat in-class activities, which are much more interactive and hands-on. Ask your child what he/she did in math on a given day or connect with the teacher to learn more. Homework is also a great opportunity to practice basic facts in math. Teachers will share resources and online tools for at-home basic facts practice.

Look for opportunities to apply math learning to everyday situations, play strategy games, and demonstrate enthusiasm for solving problems. Encouraging children's positive interactions with mathematics goes a long way in developing confident, successful mathematicians throughout school and life!

LEARNING MATHEMATICS IN THE PYP

From IB Scope and Sequence, 2009

In the IB Primary Years Program (PYP), mathematics is viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized.

The power of mathematics for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. Mathematics learning focuses on providing opportunities for students to see themselves as 'mathematicians', where they enjoy and are enthusiastic when exploring and learning about mathematics.

YEARLY ASSESSMENTS at WIS PRIMARY SCHOOL

Assessment Type	ERB	Oral Language	WIS Writing Assessment	Spelling Assessment	PALS	PALS Español	Reading Assessment	Additional Languages (EAL, FAL, SAL)	Math Assessment
WHO	Grades 3-5 English	Kinder, Grade 1, Grade 3, Grade 5 French, Spanish	All Grades All Languages	Grades 1-5 All Languages	Grades 1-2 English	Kinder, Grades 1-3 Spanish	Grades 1-5 All Languages	Grades 1-5 students who are not yet proficient in English, French or Spanish	All Grades All Languages
WHEN	Spring	Fall: Grade 5 Spring: Kinder, Grade 1, Grade 3	Fall & Spring	Fall & Spring	Fall & Spring	Fall & Spring	Fall & Spring	As needed for new students Winter: Grades 1-5 (possible exit) Spring: Grades 1-5 (future placement)	Spring
SOURCE	external	external CAL (ELLOPA/SOPA)	internal	internal (based on <i>Words Their Way</i>)	external	external	external (DRP for English; reading assessments for French and Spanish)	external and internal	internal
FORMAT	multiple choice questions	oral interview	writing prompt, essay	dictation of word lists	spelling test, reading word lists, several reading tasks	spelling test, reading word lists, several reading tasks	reading a text	listening, speaking, reading and writing tests in a various formats	short answers, explanation of thinking
CRITERION- or NORM- REFERENCED	norm	criterion (rubric)	criterion (Six Traits rubric)		norm	norm	norm	norm and criterion	criterion (rubric)
WHAT DOES IT MEASURE?	reading and writing proficiency math concept mastery	oral language proficiency	writing proficiency	spelling proficiency	technical reading skills combines reading level with spelling skills	technical reading skills combines reading level with spelling skills	technical reading skills reading comprehension	oral, reading and writing proficiency in English, French or Spanish	mastery of skills and concepts
PURPOSE	to benchmark student achievement compared to other schools	to provide feedback of oral proficiency stages to teachers, students, parents	to provide feedback of writing stages to teachers, students, parents	to provide feedback of spelling stages to teachers, students, parents	to provide feedback of technical reading skills to teachers, students, parents	to provide feedback of technical reading skills to teachers, students, parents	to provide feedback to teachers, students, parents regarding progress on reading comprehension	to determine if a student is ready to enter the immersion class	to provide feedback of progress to teachers, students and parents

KEY: *DRP*=Degrees of Reading Power; *PALS*=Phonological Awareness Literacy Screening; *ELLOPA*=Early Language Listening and Oral Proficiency Assessment; *SOPA*=Student Oral Proficiency Assessment; *CAL*=Center for Applied Linguistics; *ERB*=CTP4 Test (Comprehensive Testing Program, latest version)

WASHINGTON INTERNATIONAL SCHOOL

PRIMARY SCHOOL SPECIALS OVERVIEW

	PRESCHOOL	PRE-K	KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
ART	Incorporated into daily work	Incorporated into daily work	Incorporated into daily work	70 minutes once per week	70 minutes once per week	70 minutes once per week	70 minutes per week	70 minutes per week
DIGITAL ART						35 minutes once per week	35 minutes once per week	70 minutes once per week
MUSIC	40 minutes two times per week	40 minutes two times per week	40 minutes two times per week	35 minutes two times per week	35 minutes two times per week	105 minutes per week	105 minutes per week	105 minutes per week
PERSONAL, SOCIAL AND PHYSICAL EDUCATION	40 minutes three times per week	40 minutes three times per week	40 minutes four times per week	35 minutes three times per week	35 minutes three times per week	70 minutes plus 35 minutes	70 minutes plus 35 minutes	70 minutes plus 35 minutes
LIBRARY AND INFORMATION AND COMMUNICATION LITERACY (ICL)	Integrated into classroom learning and once a week for 30 minutes	Integrated into classroom learning and once a week for 30 minutes	Integrated into classroom learning and once a week for 30 minutes	Once a week for 70 minutes and integrated into classroom learning	Once a week for 70 minutes and integrated into classroom learning	Integrated into classroom projects and learning Biweekly book checkout	Integrated into classroom projects and learning Biweekly book checkout	Integrated into classroom projects and learning Biweekly book checkout

IB LEARNER PROFILE

WIS BELIEVES IN FOSTERING THE 10 CHARACTERISTICS IDENTIFIED IN THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE. OUR GOAL IS TO EDUCATE STUDENTS WHO ARE:

INQUIRERS: Students nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

KNOWLEDGEABLE: Students develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.

THINKERS: Students use critical and creative thinking skills to analyze and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: Students express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: Students act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

OPEN-MINDED: Students critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and are willing to grow from the experience.

CARING: Students show empathy, compassion and respect. They have a commitment to service, and they act to make a positive difference in the lives of others and in the world around them.

RISK-TAKERS: Students approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.

BALANCED: Students understand the importance of balancing different aspects of their lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.

REFLECTIVE: Students thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.

PRIMARY SCHOOL CAMPUS

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There shall be no discrimination by the school in the selection of its Board of Trustees, in the employment of personnel, in the admission of students, or in the administration of the school's programming on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business.