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.
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)

<table>
<thead>
<tr>
<th>TRANSDISCIPLINARY THEME</th>
<th>WHO WE ARE</th>
<th>WHERE WE ARE IN PLACE AND TIME</th>
<th>HOW WE EXPRESS OURSELVES</th>
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| 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. |

<table>
<thead>
<tr>
<th>LINES of INQUIRY</th>
<th>Friendship and playmates</th>
<th>Different modes of communication</th>
<th>Changes in us and around us</th>
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<th>Different ways to play</th>
<th>Responding and understanding</th>
<th>Reasons things change</th>
<th>Changes in us and around us</th>
<th>Characteristics of living and non-living things</th>
<th>Growth and life cycles</th>
<th>Our responsibility in caring for living things</th>
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<tr>
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<th>COMMUNICATION, PERSPECTIVES, DISCOVERY, RESPECT, DIVERSITY</th>
<th>OBSERVATION, CHRONOLOGY, CLIMATE, SEASONS, GROWTH, ARTIFACTS</th>
<th>HABITATS, ANIMALS, CLASSIFICATION, SURVIVAL, INTERDEPENDENCE</th>
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| 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 | • Personal and physical characteristics • Similarities and differences between myself and others • Personal interests and abilities in relation to others | • Our feelings and emotions • Building positive relationships • Expressing our feelings and emotions in different ways | • Our five senses • Tools and process of investigation • How our senses inform decision-making | • 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, RIGHTS | FEELINGS, EMOTIONS, BEHAVIOR, COMMUNICATION, CONSEQUENCES | OBSERVATION, SAFETY, INVESTIGATION | PUSH/PULL, FORCES, TRANSPORTATION, FLOAT/SINK, COMMUNICATION, EVOLUTION, SYSTEM, EXCHANGE |

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.

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.
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<td><strong>LINES of INQUIRY</strong></td>
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<td><strong>RELATED CONCEPTS</strong></td>
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<td><strong>SUBJECTS</strong></td>
<td>Community members cooperate to help others and make a community function.</td>
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**TRANSDISCIPLINARY THEME**

- **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**

**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**

- Personal stories; who we are
- Characteristics of unique groups
- Belonging
- Different needs and environments impact the ways people live
- Structure
- Safety, love and shelter
- Arts in creative expression
- Acquiring and developing skills
- Messages that cause reactions
- Natural resources vs. processed products
- Processes and changes to natural resources
- Many uses and reuses of materials and products
- People in our community and their jobs
- Different types of communities
- My role in my communities
- 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
- Language
- Math
- Language
- The Arts
- Music
- Math
- Personal, Social and Physical Education
- Science
- Language
- Math
- Social Studies
- Language
- Music
- Math
- Personal, Social and Physical Education
## GRADE ONE

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<td>LINES OF INQUIRY</td>
<td>Belonging to a community involves developing skills of citizenship to contribute.</td>
<td>Families relate their heritage in order to preserve their values and traditions as they adjust to a new environment.</td>
<td>Books educate, entertain and give flight to our imagination.</td>
<td>Everyday materials have properties that distinguish one from another.</td>
<td>As urban populations grow, the services they provide must continue to meet citizens' needs.</td>
<td>Conservation of habitats directly impacts preservation of living creatures.</td>
</tr>
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<td>CONCEPTS</td>
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<td>CONNECTION, PERSPECTIVE, REFLECTION</td>
<td>FORM, FUNCTION, CAUSATION</td>
<td>FUNCTION, CAUSATION, CHANGE</td>
<td>FORM, CHANGE, CONNECTION, PERSPECTIVE</td>
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<tr>
<td>RELATED CONCEPTS</td>
<td>BELONGING, CITIZENSHIP, COMMUNITY, CONFLICT, FAIR PLAY, INTERDEPENDENCE, TEAMWORK</td>
<td>OPINIONS, DIVERSITY, FAMILY, IDENTITY, HERITAGE, TRADITIONS, VALUES, PAST/PRESENT</td>
<td>GENRE, OPINION, EMOTIONS</td>
<td>CLASSIFY, GROUP, SORT</td>
<td>AMENITIES, GEOGRAPHY, IMPACT, LANDSCAPE, OWNERSHIP, POPULATION, URBAN SPRawl/RenewAL, GHETTOS, POLLUTION, OUTDATED INFRASTRUCTURE</td>
<td>INTERDEPENDENCE, CONSERVATION, CLASSIFICATION, INTERACTION, PRESERVATION, HABITATS</td>
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# Washington International School
## IB Primary Years Program: Program of Inquiry
### Grade Two

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<tr>
<td><strong>CENTRAL IDEA</strong></td>
<td>The personality traits we admire often shape who we want to become and help us connect with others.</td>
<td>Family histories and journeys contribute to understanding who we are and where we come from.</td>
<td>People can communicate their thoughts, ideas and stories across different genres.</td>
<td>Weather varies and influences our way of life.</td>
<td>People organize objects and ideas for a variety of reasons.</td>
<td>Environmental factors and human actions influence life cycles of living things.</td>
</tr>
</tbody>
</table>

| **Lines of Inquiry** | Our own personality traits | Admira ble traits in others | How we connect with others | Family histories and stories | Meaning of artifacts, heirlooms and traditions | Contributions to new communities | Verbal and visual tools | Various forms of dramatic expression | Exploration of expressing feelings, personal ideas and experiences | Elements of weather | Causes and effects of weather | How weather influences the way people live | 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 | 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 |

| **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 |


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**Concepts**
- Form, connection, reflection
- Perspective, connection, function
- Form, function, connection
- Change, form, causation
- Function, perspective, reflection
- Change, connection, responsibility

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**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
# Washington International School
**IB Primary Years Program: Program of Inquiry**

## Grade Three

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<td><strong>Central Idea</strong></td>
<td>Lifestyle choices we make impact our health.</td>
<td>Migration can transform human beings and communities.</td>
<td>People represent themselves and the time period through art and architecture.</td>
<td>Simple machines impact lives and transform societies.</td>
<td>Access to resources affects the way people are able to meet their wants and needs.</td>
<td>All living things within an ecosystem depend upon each other.</td>
</tr>
</tbody>
</table>
| **Lines of Inquiry**        | - Factors that influence decision making about our lifestyle  
- Daily routines that influence physical and mental health  
- Consequences of choices on physical and mental health | - Challenges and opportunities associated with migration  
- Factors that contribute to individuals' sense of belonging  
- Views of newcomers and communities | - Monuments and sculpture  
- Buildings, designs and materials  
- Cultural representation in buildings (modern vs. traditional, trends, messages) | - Forces and simple machines  
- How simple machines work  
- Simple machines impact people's lives | - Understanding the wants and needs of people  
- Methods of exchanging goods and services  
- Factors that affect people's decisions | |

### Concepts
- **Form, causation, responsibility**  
  - Function, connection, perspective
- **Function, 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**  
  - The Arts  
  - Math
- **Science**  
  - Social Studies  
  - The Arts  
  - Math
- **Social Studies**  
  - Language  
  - Math

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**Washington International School**

**IB Primary Years Program: Program of Inquiry**

**Grade Three**

**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.

**Central Idea**
Lifestyle choices we make impact our health.

**Lines of Inquiry**
- Factors that influence decision making about our lifestyle  
- Daily routines that influence physical and mental health  
- Consequences of choices on physical and mental health

**Conferences**
- Form, causation, responsibility  
- Function, connection, perspective

**Related Concepts**
- Growth, goal setting, improvement, consequences, access  
- Communities, culture, belonging, identity, chronology, conflict, diversity, prejudice, population, geography, impact

**Subjects**
- Personal, Social and Physical Education  
- Language  
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- Math
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.
# TRANSCENDENTAL THEMES

<table>
<thead>
<tr>
<th>TRANSDISCIPLINARY THEME</th>
<th>WHO WE ARE</th>
<th>WHERE WE ARE IN PLACE AND TIME</th>
<th>HOW WE EXPRESS OURSELVES</th>
<th>HOW THE WORLD WORKS</th>
<th>HOW WE ORGANIZE OURSELVES</th>
<th>SHARING THE PLANET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

# 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. |
|     | Understanding the science of light and sound allows the invention of gadgets to make life easier. | Understanding the science of light and sound allows the invention of gadgets to make life easier. | Understanding the science of light and sound allows the invention of gadgets to make life easier. | Understanding the science of light and sound allows the invention of gadgets to make life easier. | Understanding the science of light and sound allows the invention of gadgets to make life easier. | Understanding the science of light and sound allows the invention of gadgets to make life easier. |

# LINES OF INQUIRY

|     | • Different religious beliefs and practices | • Different religious beliefs and practices | • Processes used to create innovation | • Formation and structure of the Earth | • Roles of government | • Structure of plants and functions of their parts |
|     | • Different types of religion | • Light and history of innovation | • Common elements of communication | • Why the Earth is constantly changing | • Forms and organization of government | • Role plants play in the world |
|     | • Religious conflicts | • Sound and history of innovation | • Enhancing relationships | • The beginnings of our world | • Leadership | • 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


# TEACHING MATERIALS

|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
## Grade Five:

<table>
<thead>
<tr>
<th><strong>TRANSCENDENTAL THEME</strong></th>
<th><strong>WHO WE ARE</strong></th>
<th><strong>WHERE WE ARE IN PLACE AND TIME</strong></th>
<th><strong>HOW WE EXPRESS OURSELVES</strong></th>
<th><strong>HOW THE WORLD WORKS</strong></th>
<th><strong>HOW WE ORGANIZE OURSELVES</strong></th>
<th><strong>SHARING THE PLANET</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CENTRAL IDEA</strong></td>
<td>Adolescence ushers in changes within our bodies and is celebrated to mark a passage in our lives.</td>
<td>Civilization is a way of life with distinct characteristics upon which our own lifestyle is based.</td>
<td>Persuasion is one form of communication which can influence our opinions and the choices we make.</td>
<td>Energy exists in many forms; it is released from different sources and how we use it has implications.</td>
<td>Social activism may achieve justice when a quest via the legal system fails.</td>
<td>As global citizens, we all have responsibilities to care for and share our planet.</td>
</tr>
<tr>
<td><strong>LINES OF INQUIRY</strong></td>
<td>• Body systems and how they work &lt;br&gt; • Celebrations of passages &lt;br&gt; • What adolescence/puberty means to us</td>
<td>• Characteristics of civilizations &lt;br&gt; • Emergence of civilizations &lt;br&gt; • Connection to life today</td>
<td>• Ways persuasion influences our thinking and actions &lt;br&gt; • Elements of effective persuasive communication &lt;br&gt; • Messages and differing perspectives</td>
<td>• Types and forms of energy &lt;br&gt; • Sources of energy &lt;br&gt; • Conservation of energy &lt;br&gt; • Implications on society of using different energy sources</td>
<td>• The nature of justice &lt;br&gt; • Societal decision-making &lt;br&gt; • Actions that bring about change</td>
<td>Students develop lines of inquiry based on their central idea.</td>
</tr>
<tr>
<td><strong>CONCEPTS</strong></td>
<td>CHANGE, FUNCTION, RESPONSIBILITY, PERSPECTIVE</td>
<td>CHANGE, CAUSATION, PERSPECTIVE</td>
<td>CHANGE, PERSPECTIVE, PERSPECTIVE</td>
<td>FORM, FUNCTION, PERSPECTIVE</td>
<td>CHANGE, CAUSATION, PERSPECTIVE</td>
<td>STUDENTS SELECT CONCEPTS</td>
</tr>
<tr>
<td><strong>RELATED CONCEPTS</strong></td>
<td>SYSTEMS, GROWTH, RIGHTS, ROLES, IDENTITY, RITUALS, COMING OF AGE, RESPONSIBILITY, CYCLES, TRANSFORMATION, FAMILY, REPRODUCTION, ADOLESCENCE, PUBERTY, INTERACTIONS</td>
<td>CHARACTERISTICS, INNOVATION, PROGRESS, CHRONOLOGY, GEOGRAPHY, IMPACT, OWNERSHIP, AUTHORITY, DIVERSITY, REGIONS, BORDERS, AMENITIES, CONFLICT, DISCOVERY, EXPLORATION, COOPERATION, MOVEMENT</td>
<td>MESSAGE, OPINION, INTERPRETATION, STYLE, PERSUASION, COMMUNICATION, RECEPTION, CHOICE, SELF-EXPRESSION</td>
<td>CONSERVATION, IMPACT, ECOLOGY, DISTRIBUTION, ENERGY, CONSUMPTION, TRANSFORMATION, SUSTAINABILITY, POLLUTION, TECHNOLOGICAL ADVANCES, INTERDEPENDENCE, WEALTH, POVERTY, RESOURCES</td>
<td>GOVERNMENT, CITIZENSHIP, FREEDOM, JUSTICE, CIVIL RIGHTS, ACTIVISM, ACTION, EQUALITY, REVOLUTION, SOCIAL CHANGE, INTERACTIONS, PREJUDICE, TRUTH, CONFLICT, LEGISLATION</td>
<td>RELATED CONCEPTS WILL BE BASED ON STUDENT-SELECTED KEY CONCEPTS</td>
</tr>
<tr>
<td><strong>SUBJECTS</strong></td>
<td>Science &lt;br&gt; Personal, Social and Physical Education &lt;br&gt; The Arts &lt;br&gt; Music &lt;br&gt; Digital Art &lt;br&gt; Math</td>
<td>Social Studies Science Math</td>
<td>Social Studies Science Math</td>
<td>Social Studies Social Studies Music The Arts Math</td>
<td>Social Studies Language Math</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Stand-Alone</th>
<th>Integrated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUMBER</strong></td>
<td><strong>MEASUREMENT</strong></td>
</tr>
<tr>
<td>Students will explore the different number systems and study the relationships among them.</td>
<td>Students will understand measurable attributes of objects and the units, systems and processes of measurement.</td>
</tr>
<tr>
<td>- Read and represent numbers, using place value and the base 10 system, to 100,000</td>
<td>- Identify the number of hours in a day, minutes in an hour, and seconds in a minute</td>
</tr>
<tr>
<td>- Count, compare, and order numbers to 100,000</td>
<td>- Tell time to the nearest five minutes using digital and analog clocks</td>
</tr>
<tr>
<td>- Construct and deconstruct numbers to 100,000</td>
<td>- Determine elapsed time in hour intervals</td>
</tr>
<tr>
<td>- Write numbers to 100,000 in words, numerals and expanded notation</td>
<td><strong>PATTERN AND FUNCTION</strong></td>
</tr>
<tr>
<td>- Skip count by 2s, 3s, 4s, 5s, 10s and 100s</td>
<td>- Create, extend and justify a repeating and growing numeric pattern</td>
</tr>
<tr>
<td>- Identify numbers as odd and even to 100,000</td>
<td>- Translate patterns from one representation to another</td>
</tr>
<tr>
<td><strong>DATA HANDLING</strong></td>
<td><strong>DATA HANDLING</strong></td>
</tr>
<tr>
<td>Students will investigate and analyze patterns, relations and functions.</td>
<td>- Recognize, describe and extend number patterns: skip counting by 3s, 4s, 6s, 7s, 8s, 9s</td>
</tr>
<tr>
<td>- Create, extend and justify a repeating and growing numeric pattern</td>
<td>- Classify data by different attributes</td>
</tr>
<tr>
<td>- Translate patterns from one representation to another</td>
<td>- Organize and display data using tables, pictographs (2:1), bar graphs (vertical and horizontal), and line plots</td>
</tr>
<tr>
<td>- Recognize, describe and extend number patterns: skip counting by 3s, 4s, 6s, 7s, 8s, 9s</td>
<td>- Tell time to the nearest five minutes using digital and analog clocks</td>
</tr>
</tbody>
</table>

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.
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

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

**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)
## PRIMARY SCHOOL SPECIALS OVERVIEW

<table>
<thead>
<tr>
<th></th>
<th>PRESCHOOL</th>
<th>PRE-K</th>
<th>KINDER</th>
<th>GRADE 1</th>
<th>GRADE 2</th>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART</strong></td>
<td>Incorporated into daily work</td>
<td>Incorporated into daily work</td>
<td>Incorporated into daily work</td>
<td>70 minutes once per week</td>
<td>70 minutes once per week</td>
<td>70 minutes once per week</td>
<td>70 minutes per week</td>
<td>70 minutes per week</td>
</tr>
<tr>
<td><strong>DIGITAL ART</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35 minutes once per week</td>
<td>35 minutes once per week</td>
<td>70 minutes per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MUSIC</strong></td>
<td>40 minutes two times per week</td>
<td>40 minutes two times per week</td>
<td>40 minutes two times per week</td>
<td>35 minutes two times per week</td>
<td>35 minutes two times per week</td>
<td>105 minutes per week</td>
<td>105 minutes per week</td>
<td>105 minutes per week</td>
</tr>
<tr>
<td><strong>PERSONAL, SOCIAL AND PHYSICAL EDUCATION</strong></td>
<td>40 minutes three times per week</td>
<td>40 minutes three times per week</td>
<td>40 minutes four times per week</td>
<td>35 minutes three times per week</td>
<td>35 minutes three times per week</td>
<td>70 minutes plus 35 minutes</td>
<td>70 minutes plus 35 minutes</td>
<td>70 minutes plus 35 minutes</td>
</tr>
<tr>
<td><strong>LIBRARY AND INFORMATION AND COMMUNICATION LITERACY (ICL)</strong></td>
<td>Integrated into classroom learning and once a week for 30 minutes</td>
<td>Integrated into classroom learning and once a week for 30 minutes</td>
<td>Integrated into classroom learning and once a week for 30 minutes</td>
<td>Once a week for 70 minutes and integrated into classroom learning</td>
<td>Once a week for 70 minutes and integrated into classroom learning</td>
<td>Integrated into classroom projects and learning</td>
<td>Integrated into classroom projects and learning</td>
<td>Integrated into classroom projects and learning</td>
</tr>
</tbody>
</table>
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.
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.