

# Washington International School



## Curriculum Overview Preschool

Updated August 2017

Using structured inquiry, the Primary Years Program (PYP) gives children a strong foundation in languages, mathematics, social studies, science and technology, visual arts, music, physical education, and personal and social education. The transdisciplinary themes include and transcend subject areas and are used to classify knowledge about the world. Each grade level follows a unique program of inquiry, with six transdisciplinary units of inquiry.

**Preschool and Pre-Kindergarten Program of Inquiry  
Year A (even years)\***

<p><b>Who We Are</b> 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.</p> <p><b>Central Idea:</b> Growing friendships, getting along and having fun are part of relating with others.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Friendships and playmates</li> <li>• Inclusion and exclusion</li> <li>• Different ways to play</li> </ul> <p><b>Key Concepts:</b> Connection, Responsibility, Perspective</p> <p><b>Subjects:</b> PSPE, Social Studies, Language</p>	<p><b>How We Express Ourselves</b> 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.</p> <p><b>Central idea:</b> People can communicate beyond oral language.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different modes of communication</li> <li>• Responding and understanding</li> <li>• Role of communication in our daily lives</li> </ul> <p><b>Key Concepts:</b> Form, Reflection, Responsibility, Causation</p> <p><b>Subjects:</b> PSPE, Social Studies, The Arts, Language, Music</p>	<p><b>How the World Works</b> 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.</p> <p><b>Central Idea:</b> Everywhere we look, people and things are changing.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Changes in us and around us</li> <li>• Seasonal changes</li> <li>• Reasons things change</li> </ul> <p><b>Key Concepts:</b> Form, Change, Causation</p> <p><b>Subjects:</b> Science, Math, Social Studies, Language, PSPE, Music</p>	<p><b>Sharing the Planet</b> 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.</p> <p><b>Central Idea:</b> Living creatures have essential needs for their well being.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of living and non-living things</li> <li>• Growth and life cycles</li> <li>• Our responsibility in caring for living things</li> </ul> <p><b>Key Concepts:</b> Responsibility, Change, Form</p> <p><b>Subjects:</b> Science, Social Studies, Language</p>
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\* Preschool and Pre-K students experience eight units of inquiry through two years. In even-numbered years, both levels work with one set of four units, and in odd-numbered years, they work with the next set.

**Preschool and Pre-Kindergarten Program of Inquiry  
Year B (odd years)\***

<p><b>Who We Are</b> 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.</p> <p><b>Central Idea:</b> Discovering my identity can help me to connect with my friends.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Similarities and differences with my classmates</li> <li>• Cultural and seasonal celebrations.</li> </ul> <p><b>Key Concepts:</b> Connection, Responsibility, Perspective</p> <p><b>Subjects:</b> PSPE, Social Studies, Language</p>	<p><b>How We Express Ourselves</b> 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.</p> <p><b>Central idea:</b> Learning to regulate our emotions can help us live and learn peacefully together.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Understanding, expressing, and identifying our feelings and emotions</li> <li>• Finding and applying strategies to regulate our feelings and emotions</li> <li>• Building positive relationships</li> </ul> <p><b>Key Concepts:</b> Form, Reflection, Responsibility, Connection</p> <p><b>Subjects:</b> PSPE, Social Studies, The Arts, Language, Music</p>	<p><b>How the World Works</b> 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.</p> <p><b>Central Idea:</b> Our senses guide us in our observations, investigations, and decision-making.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our five senses</li> <li>• Tools and process of investigation</li> <li>• How our senses inform decision-making</li> </ul> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Subjects:</b> Science, Language, PSPE, Music</p>	<p><b>How We Organize Ourselves</b> 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.</p> <p><b>Central Idea:</b> Transportation enables communication and exchanges between communities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Forces and movement in transportation</li> <li>• Role and impact of transportation systems for communities</li> <li>• Transportation through time</li> </ul> <p><b>Key Concepts:</b> Function, Connection, Change</p> <p><b>Subjects:</b> Science, Social Studies, Language</p>
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## LANGUAGE

Students in Preschool, Pre-Kindergarten, and Kindergarten learn in, about, and through the French or Spanish language in a full immersion program. Play-based learning, centers, and regular routines such as morning meetings provide authentic language learning experiences for children. Oral, pre-reading, reading, pre-writing, and writing skills are taught both explicitly and through the units of inquiry and are integrated into other subject areas.

### WRITTEN LANGUAGE: READING

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

Conceptual Understandings	Reading Outcomes for Preschool, Pre-K, and Kindergarten
<p>Learners show an understanding that illustrations convey meaning, that print conveys meaning, that people read for pleasure, stories can tell about imagined worlds, that printed information can tell about the real world, and that there are established ways of setting out print and organizing books.</p>	<ul style="list-style-type: none"> <li>• Enjoy listening to stories</li> <li>• Choose and “read” picture books for pleasure</li> <li>• Locate and respond to aspects of interest in self-selected texts</li> <li>• Show curiosity and ask questions about pictures or text</li> <li>• Listen attentively and respond to stories read aloud</li> <li>• Participate in shared reading, joining in with rhymes, refrains, and repeated text as they gain familiarity</li> <li>• Make connections to their own experience when listening to or “reading” texts</li> <li>• Express opinions about the meaning of a story</li> <li>• Show empathy for characters in a story</li> <li>• Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters, and words</li> <li>• Recognize their own first name</li> <li>• Distinguish between pictures and written text (for example: can point to a picture when asked)</li> <li>• Indicate printed text where the teacher should start reading</li> <li>• Handle books, showing an understanding of how a book works</li> <li>• Realize that the organization of on-screen text is different from how text is organized in a book</li> <li>• Join in with chants, poems, songs, word games, and clapping games, gaining familiarity with the sounds and patterns of the language of instruction</li> </ul>

A variety of authentic resources and texts are used to support the teaching of reading in each of our school languages. Exposure to a variety of texts, purposes for reading, genres of books and levels of texts allow students to recognize reading for enjoyment as well as purpose.

## WRITTEN LANGUAGE: WRITING

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

Conceptual Understandings	Writing Outcomes for Preschool, Pre-K, and Kindergarten
<p>Learners show an understanding that writing conveys meaning, that people write to tell about their experiences, ideas, and feelings, that everyone can express themselves in writing, and that talking about our stories and pictures helps other people to understand and enjoy them.</p>	<ul style="list-style-type: none"> <li>• Experiment with writing using different writing implements and media</li> <li>• Choose to write as play, or in informal situations</li> <li>• Differentiate between illustrations and written text</li> <li>• Use their own experience as a stimulus when drawing and “writing”</li> <li>• Show curiosity and ask questions about written language</li> <li>• Participate in shared writing, observing the teacher’s writing and making suggestions</li> <li>• Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction</li> <li>• Begin to discriminate between letters/characters, numbers and symbols</li> <li>• Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded</li> <li>• Write their own name independently</li> </ul>

A variety of authentic resources and texts are used to support the development of pre-writing skills. *Six Plus One Traits* is used for teaching writing in all school languages, and at all stages of development.

## ORAL LANGUAGE: LISTENING AND SPEAKING

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

Conceptual Understandings	Oral Language Learning Outcomes for Preschool, Pre-K, and Kindergarten
<p>Learners know that spoken words connect us with others, that people listen and speak to share thoughts and feelings, and that people ask questions to learn from others.</p>	<ul style="list-style-type: none"> <li>• Use gestures, actions, body language, and/or words to communicate needs and to express ideas</li> <li>• Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression, and/or words</li> <li>• Name classmates, teachers, and familiar classroom and playground objects</li> <li>• Interact effectively with peers and adults in familiar social settings</li> <li>• Tell their own stories using words, gestures, and objects/artifacts</li> <li>• Repeat/echo single words</li> <li>• Use single words and two-word phrases in context</li> <li>• Join in with poems, rhymes, songs, and repeated phrases in shared books</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand simple questions and respond with actions or words</li> <li>• Follow classroom directions and routines, using context cues</li> <li>• Realize that people speak different languages</li> <li>• Use the mother tongue (with translation, if necessary) to express needs and explain ideas</li> <li>• Realize that word order can change from one language to another</li> <li>• Use own grammar style as part of the process of developing grammatical awareness</li> </ul>
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Students use listening and speaking skills in a variety of settings every day. Our oral assessment, the SOPA (Student Oral Proficiency Assessment), sponsored by the Center for Applied Linguistics, helps us to assess oral language development in the non-English languages in Kindergarten, Grade 1, Grade 3, and Grade 5.

### VISUAL LANGUAGE: VIEWING AND PRESENTING

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

Conceptual Understandings	Visual Language Learning Outcomes for Preschool, Pre-K, and Kindergarten
Learners know that visual language is all around us, that the pictures, images, and symbols in our environment have meaning, and that we can enjoy and learn from visual language.	<ul style="list-style-type: none"> <li>• Attend to visual information showing understanding through play, gestures, and facial expressions</li> <li>• Reveal their own feelings in response to visual presentations (for example: by showing amusement, curiosity, or surprise)</li> <li>• Observe visual cues that indicate context; show understanding by matching pictures with context</li> <li>• Recognize familiar signs, labels, and logos</li> <li>• Make personal connections to visual texts</li> <li>• Use body language to communicate and to convey understanding</li> <li>• Select and incorporate colors, shapes, symbols, and images into visual presentations</li> <li>• Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages</li> <li>• Locate and use appropriate ICT iconography to activate different devices</li> <li>• Listen to terminology associated with visual texts and understand terms such as color, shape, and size</li> </ul>

Presentation skills incorporate oral language, communication styles and active listening. These skills are integrated into a variety of classroom activities every day. In addition, our Information and Communications Literacies (ICL) outcomes explicitly address these skills.

## MATHEMATICS

Mathematics is taught through five content strands: Number, Shape and Space, Pattern and Function, Measurement, and Data Handling, both explicitly in stand-alone units, as well as integrated within the current unit of inquiry. 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.

Building number sense (the ability to make sense of, compare, operate upon, and manipulate numbers) is central to our math program. 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.

Mathematics resources used in classrooms include a wide variety of mathematics manipulatives, such as place value blocks, pattern blocks, and geoboards. Students become familiar with rekenreks, hundreds charts, and ten frames to develop number sense. In addition, a variety of online and text resources support our inquiry-based math program in all grades.

Overall Expectations for Preschool, Pre-K, and Kindergarten	Mathematics Outcomes for Preschool and Pre- Kindergarten
<p><b>NUMBER</b> Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.</p>	<ul style="list-style-type: none"> <li>• Count to 20</li> <li>• Read and represent numbers to 10</li> <li>• Compare numbers to 10 using more, less and same</li> <li>• Construct and deconstruct numbers to 10 (addition, subtraction)</li> <li>• Write numbers to 10 in numerals</li> <li>• Identify and sequence ordinal numbers first, second, third, fourth, fifth, and last</li> <li>• Use one-to-one correspondence to 10</li> <li>• Demonstrate the conservation of number up to 10 through the use of manipulatives</li> <li>• Use halves to describe equal parts of a region/set</li> <li>• Make reasonable estimates to 20</li> <li>• Subitize up to 10</li> </ul>
<p><b>SHAPE AND SPACE</b> Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions, and boundaries of their immediate environment.</p>	<ul style="list-style-type: none"> <li>• Classify and name circles, squares, triangles, and rectangles</li> <li>• Recognize cubes and spheres</li> <li>• Describe, name, and follow directions using up and down, in front of and behind, above and below</li> </ul>
<p><b>PATTERN AND FUNCTION</b> Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend,</p>	<ul style="list-style-type: none"> <li>• Identify patterns found in everyday situations (for example: actions, sounds, objects, nature)</li> <li>• Create, copy, and extend geometric patterns (up to a base of 3 components without doubling)</li> <li>• Classify objects by one attribute</li> </ul>

and create patterns in various ways.	
<b>MEASUREMENT</b> Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare, and describe attributes of real objects, as well as describe and sequence familiar events in their daily routine.	<ul style="list-style-type: none"> <li>• Compare and order in nonstandard units (length, weight)</li> <li>• Use a calendar to sequence events (school day, days of the week)</li> <li>• Choose an appropriate tool and unit to measure a specific attribute</li> </ul>
<b>DATA HANDLING</b> Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe, and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.	<ul style="list-style-type: none"> <li>• Sort objects into sets by one attribute</li> <li>• Use bar graphs and Venn and Carroll diagrams using objects</li> <li>• Answer questions to compare data in bar graphs</li> <li>• Identify and describe chance in daily events (impossible, certain, maybe)</li> </ul>

## SCIENCE

There are four science strands, which are integrated into the units of inquiry at each grade level, ensuring a balance throughout each year. Our learning outcomes are kept up to date in consultation with the Science Strands from the IBPYP Scope and Sequence, as well as international and national curriculum standards.

### LIVING THINGS

The study of characteristics, systems, and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

### EARTH AND SPACE

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features, and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.

### MATERIALS AND MATTER

The study of properties, behaviors, and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

### FORCES AND MACHINES

The study of energy, its origins, storage, and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.



Eight core science skills are developed through the learning experiences across the strands:

- a. Observe carefully in order to gather data
- b. Use a variety of instruments and tools to measure data accurately
- c. Use scientific vocabulary to explain their observations and experiences
- d. Identify or generate a question or problem to be explored
- e. Plan and carry out systematic investigations, manipulating variables as necessary
- f. Make and test predictions
- g. Interpret and evaluate data gathered in order to draw conclusions
- h. Consider scientific models and applications of these models (including their limitations)

Transdisciplinary Theme	Science Outcomes for Preschool and Pre-Kindergarten Year A (even years)
<p><b>WHO WE ARE</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<ul style="list-style-type: none"> <li>• Describe and compare the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces</li> <li>• Investigate and explore while making toys and games</li> <li>• Observe and use scientific language to describe how their games/toys work</li> <li>• Investigate and explore different materials used to make games</li> </ul>
<p><b>HOW THE WORLD WORKS</b> 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.</p>	<ul style="list-style-type: none"> <li>• Identify the five senses and which organs are used</li> <li>• Investigate the characteristics of the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them</li> <li>• Investigate and consider why humans have senses, and how we use them (they allow humans to seek, find, take in, and react or respond to information in order to learn about their surroundings)</li> <li>• Observe and use scientific language to describe the function of common body parts and how they help organisms obtain their needs (for example: eyes for seeing, nose for smelling, etc.)</li> <li>• Observe, explore, and describe, using the senses, the position, motion, and physical properties of an object</li> <li>• Sort and group objects by physical properties.</li> <li>• Use the five senses to observe, explore, and experiment with scientific phenomena</li> </ul>
<p><b>HOW WE ORGANIZE OURSELVES</b> 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.</p>	<ul style="list-style-type: none"> <li>• Describe and compare the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces</li> <li>• Investigate and explore different routes to get to the same destination, using different types of transportation</li> <li>• Sort and group means of transportation</li> <li>• Observe and use scientific language to describe how means of transportation moves/work</li> <li>• Investigate and explore different materials used to make means of transportation</li> </ul>

Transdisciplinary Theme	Science Outcomes for Preschool and Pre-Kindergarten Year B (odd years)
<p><b>WHO WE ARE</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<ul style="list-style-type: none"> <li>• Compare activities that occur during the seasons</li> <li>• Make connections between the weather and how to protect himself and herself (linked to winter celebrations)</li> <li>• Identify the common components of life cycles (for example: birth, growth)</li> </ul>
<p><b>HOW WE EXPRESS OURSELVES</b> 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.</p>	<ul style="list-style-type: none"> <li>• Understand that our bodies use more or less energy going through different emotions and this varies with intensity</li> <li>• Understand that parts of the brain deal with emotions</li> </ul>
<p><b>HOW THE WORLD WORKS</b> 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.</p>	<ul style="list-style-type: none"> <li>• Talk about activities that occur during the day and night</li> <li>• Compare activities that occur during the seasons</li> <li>• Make connections between the weather and how to protect himself and herself</li> <li>• Identify simple patterns in daily and seasonal cycles</li> <li>• Observe the features of the local environment that are affected by daily and seasonal cycles</li> </ul>
<p><b>SHARING THE PLANET</b> 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.</p>	<ul style="list-style-type: none"> <li>• Identify living and non-living things</li> <li>• Investigate the characteristics of living and non-living things, and explain how those characteristics help humans meet their needs</li> <li>• Investigate and consider why it's important to have all of the basic needs categories met</li> <li>• Observe and use scientific language to describe the function of</li> <li>• Sort and group objects by their properties (non-living, living)</li> <li>• Identify parts of plants</li> <li>• Show responsibility for caring for living things</li> <li>• Recognize that living things, including humans, need certain resources for energy and growth</li> <li>• Describe the life cycles of a variety of living things (for example: a range of animals and plants)</li> <li>• Compare the life cycles of different living things</li> <li>• Identify the common components of life cycles (for example: birth, growth, maturity, reproduction, death)</li> </ul>

## SOCIAL STUDIES

Social studies learning, like science, is integrated entirely into the Program of Inquiry, using a balanced approach across all grade levels. There are five strands outlined in our social studies program, which also draw from the PYP, as well as documents outlining national and international standards and benchmarks.

### HUMAN SYSTEMS AND ECONOMIC ACTIVITIES

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

### SOCIAL ORGANIZATIONS AND CULTURE

The study of people, communities, culture, and societies; the ways in which individuals, groups, and societies interact with each other.

### CONTINUITY AND CHANGE THROUGH TIME

The study of the relationships between people and events through time; the past, its influences on the present, and its implications for the future; people who have shaped the future through their actions.

### HUMAN AND NATURAL ENVIRONMENTS

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

### RESOURCES AND THE ENVIRONMENT

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Five core social studies skills are developed through the learning experiences across the strands:

- a. Formulate and ask questions about the past, the future, places, and society
- b. Use and analyze evidence from a variety of historical, geographical, and societal sources
- c. Orientate in relation to place and time
- d. Identify roles, rights, and responsibilities in society
- e. Assess the accuracy, validity, and possible bias of sources

Transdisciplinary Theme	Social Studies Outcomes for Preschool and Pre-Kindergarten Year A (even years)
<p><b>WHO WE ARE</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<ul style="list-style-type: none"><li>• Discuss and dramatize different jobs and their responsibilities</li><li>• Demonstrate understanding of beginning concepts of buying, selling, and trading</li><li>• Demonstrate appropriate social interactions that include sharing, compromise, and respect for others</li><li>• Demonstrate an understanding of rules and the purposes they serve</li><li>• Begin to demonstrate respect for others, cooperation, and fairness</li><li>• Know and follow the established routines of the day</li></ul>

<p><b>HOW WE EXPRESS OURSELVES</b> 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.</p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate social interactions that include sharing, compromise, and respect for others</li> <li>• Know and follow the established routines of the day</li> <li>• Make choices and decisions</li> </ul>
<p><b>HOW THE WORLD WORKS</b> 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.</p>	<ul style="list-style-type: none"> <li>• Understand that people go through changes in their lives as they grow</li> <li>• Explain how change is happening all around us, all the time</li> <li>• Understand that there are causes of things to change</li> <li>• Understand that our activity is usually connected to the Earth's natural cycles</li> <li>• Describe physical properties and uses of materials and objects</li> <li>• Understand that over time, things and people change, which can be measured</li> <li>• Describe the differences between past, present, and future events</li> <li>• Explain how people affect their environment in ways that are negative and positive</li> </ul>
<p><b>SHARING THE PLANET</b> 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.</p>	<ul style="list-style-type: none"> <li>• Describe how people affect their environment in ways that are negative and positive</li> <li>• Identify geographic features of their immediate surroundings (to discover local habitats)</li> <li>• Demonstrate understanding of how people, and things, move from one place to another (here: migration)</li> </ul>

Transdisciplinary Theme	Social Studies Outcomes for Preschool and Pre-Kindergarten Year B (odd years)
<p><b>WHO WE ARE</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<ul style="list-style-type: none"> <li>• Demonstrate a sense of self within the context of family</li> <li>• Demonstrate knowledge of personal information</li> <li>• Identify family members and recognize that families vary</li> <li>• Recognize the roles within the home</li> <li>• Begin to identify similarities and differences among people</li> <li>• Demonstrate emerging respect for culture and ethnicity</li> <li>• Demonstrate emerging awareness and respect for abilities</li> </ul>
<p><b>HOW WE EXPRESS OURSELVES</b> An inquiry into the ways in which we discover and</p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate social interactions that include sharing, compromise, and respect for others</li> <li>• Demonstrate an understanding of rules and the purposes they serve</li> </ul>

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.	<ul style="list-style-type: none"> <li>• Begin to demonstrate respect for others, cooperation, and fairness</li> <li>• Know and follow the established routines of the day</li> </ul>
<p><b>HOW THE WORLD WORKS</b> 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.</p>	<ul style="list-style-type: none"> <li>• Identify geographic features (using senses) of their immediate surroundings</li> <li>• Demonstrate understanding that maps are tools to help us find where we are and where we are going</li> <li>• Make choices and decisions (which centers will the student chose)</li> </ul>
<p><b>HOW WE ORGANIZE OURSELVES</b> 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.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how people, and things, move from one place to another</li> <li>• Demonstrate awareness of changes over time</li> <li>• Begin to learn personal geographic information</li> <li>• Participate in group goals and planning</li> <li>• Identify symbols and practices identified in the US (for example: flag, stop sign)</li> <li>• Discuss and dramatize different jobs and their responsibility (for example: mail carriers, grocery store people)</li> <li>• Demonstrate understanding of beginning concepts of buying, selling, and trading</li> <li>• Describe how people affect their environment in ways that are negative and positive</li> </ul>

## INFORMATION AND COMMUNICATIONS LITERACIES (ICL)

Through guided learning experiences with technology, students learn to access, select, organize, and present information in a variety of ways. Digital citizenship and ethical and appropriate use of technology are important aspects of our ICL curriculum and are explored in a variety of settings with our students. In addition, appreciation of literature is an explicit goal of students' experience in our Library.

### Overall Expectations:

- Find and access information sources
- Select appropriate information sources and evaluate information critically
- Extract, organize, and interpret information so that it is useful knowledge
- Collaborate with others to exchange ideas, develop new understandings, and communicate knowledge
- Create and present products that express understanding and new meaning
- Use information and technology ethically and responsibly
- Use technology hardware and software effectively to access information and communicate

## PERSONAL, SOCIAL, AND PHYSICAL EDUCATION (PSPE)

The PSPE curriculum aims to develop habits of healthy, balanced living, as well as gross motor skills.

- Individual pursuits: locomotion, manipulation, motor skills, techniques, rules, purpose, performance, and achievement
- Movement composition: sequence, movements, performance, communication, and feelings
- Games: categories, space, rules, modification, innovation, and teamwork [cooperation]
- Adventure challenges: critical thinking, collaboration, teamwork, goal setting, and roles
- Health-related fitness: healthy lifestyle, choices, decision-making, fitness, and development

The Preschool PSPE program fosters the development of the whole child by engaging in enjoyable games and physical activities that lead to a healthy lifestyle, locomotion and motor skills development, and creative expression. Lessons on mindfulness, cooperation, and the importance of rules, boundaries, and safety support the social and emotional development of students.

## MUSIC

Music classes incorporate learning in the following five curriculum areas:

- Performing: singing and playing instruments
- Creating and composing
- Notation
- Listening and appreciation
- Music in society

Preschool students learn to sing in unison, echo-sing, and play percussion instruments. They learn basic music notes and create vocal and instrumental short patterns of music. In addition, students interpret music through movement.

## CURRICULUM REVIEW PROCESS

Curriculum is periodically reviewed and revised based on updates from the IB PYP, consideration of advancements in educational research, and collaborative curriculum design across school divisions. Our social studies and single subject outcomes are currently under review.