OUR MISSION

OUR MISSION IS TO BE AN EXEMPLARY LEARNING COMMUNITY—ENRICHED BY DIFFERENCES, INFORMED THROUGH INQUIRY, GLOBAL IN REACH.

CORE VALUES

INQUIRY-BASED LEARNING
WIS students investigate the arts, humanities, sciences, and technology through a rigorous, visionary, research-based curriculum inspired by academic innovators worldwide.

GLOBAL PERSPECTIVE
WIS students learn two or more languages, embrace diverse cultures and viewpoints, and have the ability and confidence to navigate a complex world.

INDIVIDUAL RESPONSIBILITY
WIS students pursue community engagement and demonstrate empathy, honesty, and civility.
OVERVIEW
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 focused on cultivating depth of understanding, therefore enabling students to become independent and lifelong learners. Five essential elements—knowledge, key concepts, skills, attitudes, and actions—provide a framework for learning within the Primary Years Program.

KNOWLEDGE
Acquiring skills in context and exploring content that is both relevant to students and that transcends the boundaries of traditional subjects allows students to make meaningful connections and discover ways to integrate and apply their learning. Transdisciplinary themes that represent shared human experiences provide the context for students to develop international-mindedness and relate what they learn to life.

Traditional subject area content knowledge, such as language, mathematics, social studies, science, and the arts, are integrated in the Units of Inquiry whenever possible to provide authentic, contextual learning. Technology is considered a tool that facilitates learning, and this is also integrated into various aspects of the curriculum.

The six transdisciplinary themes the PYP has identified as essential in the context of a program of international education are:

- Who we are
- How the world works
- Sharing the planet
- How we organize ourselves
- Where we are in place and time
- How we express ourselves
**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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<th>HOW WE ORGANIZE OURSELVES</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>CENTRAL IDEA</strong></td>
<td>Growing friendships, getting along, and having fun are part of relating with others.</td>
<td>People can communicate beyond oral language.</td>
<td>Everywhere we look people and things are changing.</td>
<td>Living beings have essential needs for their well-being.</td>
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</tr>
</tbody>
</table>
| **LINES of INQUIRY**   | • Friendships and playmates  
  • Inclusion and exclusion  
  • Different ways to play | • Different modes of communication  
  • Responding and understanding  
  • Role of communication in our daily lives | • Changes in us and around us  
  • Seasonal changes  
  • Reasons things change | • Characteristics of living and non-living things  
  • Growth and life cycles  
  • Our responsibility in caring for living things |
| **CONCEPTS**            | CONNECTION, RESPONSIBILITY, PERSPECTIVE | FORM, FUNCTION | FORM, CHANGE, CAUSATION | RESPONSIBILITY, CHANGE, FORM |
| **RELATED CONCEPTS**   | FRIENDSHIPS, INCLUSION, PROBLEM-SOLVING | COMMUNICATION | CLIMATE, SEASONS, EVALUATION | 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 |
Students inquire into, and learn about, globally significant issues in the context of Units of Inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of inquiry are explored to build conceptual understanding and students acquire transdisciplinary skills through the specific content knowledge being learned in each unit.

**CONCEPTS**

Conceptual understanding of timeless, universal, and abstract ideas is an important goal of learning in the PYP. Through the six yearly Units of Inquiry (four in Preschool and Pre-Kindergarten), students gain an in-depth understanding of global concepts. The seven concepts and corresponding questions guide teachers’ planning and support investigation of each unit’s central idea.

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** What is the link to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?

Although each global topic can be explored through any one of these conceptual lenses, teaching and learning in the PYP focuses on two or three of these per Unit of Inquiry, in order to develop a deep understanding of the ideas. In this way, students have opportunity to focus on all of the concepts throughout the course of a school year.

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**SPOTLIGHT ON INQUIRY: PRESCHOOL & PRE-K**

Transdisciplinary Theme: How We Express Ourselves

Preschool and Pre-Kindergarten students engage in eight Units of Inquiry over the course of two school years. One such unit is *How We Express Ourselves*, during which the children learn about different emotions we all experience and explore ways to regulate and manage them. As part of this year-long inquiry, the students delve into their own and other's emotions, cultivating empathy and learning how to interact with others and develop friendships.

Through books, classroom experiences, and presentations, children investigate different aspects of their identity and that of their family. They create their first self-portraits, using a mirror to capture each aspect of their faces, and use a variety of materials to express their unique nature. They learn to communicate their feelings and identify strategies for regulating their own feelings through play, stories, and role play.
<table>
<thead>
<tr>
<th>TRANSCENDENT THEMES</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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<tbody>
<tr>
<td><strong>WHO WE ARE</strong></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>
<tr>
<td><strong>WHERE WE ARE IN PLACE AND TIME</strong></td>
<td>Discovering my identity can help me connect with my friends.</td>
<td>Learning to regulate our emotions can help us live and learn together peacefully.</td>
<td>Our senses guide us in our observations, investigations, and decision-making.</td>
<td>Transportation enables communication and exchanges between communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LINES of INQUIRY</strong></td>
<td>• Myself and my family • Similarities and differences with my classmates • Cultural and seasonal celebrations</td>
<td>• Understanding, expressing, and identifying our feelings and emotions • Building positive relationships • Finding and applying strategies to regulate our feelings and emotions</td>
<td>• Our five senses • Tools and process of investigation • How our senses inform decision-making</td>
<td>• Forces and movement in transportation • Role and impact of transportation systems for communities • Transportation through time</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONCEPTS</strong></td>
<td>CONNECTION, FORM, PERSPECTIVE</td>
<td>FORM, RESPONSIBILITY</td>
<td>FORM, FUNCTION, CAUSATION</td>
<td>FUNCTION, CONNECTION, CAUSATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RELATED CONCEPTS</strong></td>
<td>SIMILARITIES, DIFFERENCES, INTERESTS, LIKES/DISLIKES, HOBBIES, CELEBRATIONS, FAMILIES, IDENTITY, SAFETY, LANGUAGE, GROWTH, SEASONS</td>
<td>FEELINGS, EMOTIONS, BEHAVIOR, COMMUNICATION, CONSEQUENCES</td>
<td>OBSERVATION, SAFETY, INVESTIGATION, GEOGRAPHY, DISCOVERY, EXPLORATION, CONSEQUENCES</td>
<td>PUSH/PULL, FORCES, MOVEMENT, FLOAT/SINK, SYSTEMS, COMMUNITY, JOURNEYS, MATERIALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBJECTS</strong></td>
<td>Personal, Social, and Physical Education Social Studies Language</td>
<td>Personal, Social, and Physical Education Social Studies The Arts Language Music</td>
<td>Science Language Personal, Social, and Physical Education Music</td>
<td>Science Social Studies Language</td>
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</tr>
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</table>
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 and take part in assemblies and celebrations of learning in order to share what they have learned with others.

ATTITUDES
Integral to the PYP is a commitment not only to what students learn, but to the mindset they develop as individuals, members of a community, and lifelong learners.

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Appreciation</td>
<td>Appreciating the wonder and beauty of the world and its people.</td>
</tr>
<tr>
<td>Commitment</td>
<td>Being committed to their own learning, persevering and showing self-discipline and responsibility.</td>
</tr>
<tr>
<td>Confidence</td>
<td>Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned, and making appropriate decisions and choices.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Cooperating, collaborating, and leading or following as the situation demands.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Being creative and imaginative in their thinking and in their approach to problems and dilemmas.</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Being curious about the nature of learning, and about the world, its people, and cultures.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Imagining themselves in another’s situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Enjoying learning and willingly putting the effort into the process.</td>
</tr>
<tr>
<td>Independence</td>
<td>Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Being honest and demonstrating a considered sense of fairness.</td>
</tr>
<tr>
<td>Respect</td>
<td>Respecting themselves, others, and the world around them.</td>
</tr>
<tr>
<td>Tolerance</td>
<td>Being sensitive about differences and diversity in the world and being responsive to the needs of others.</td>
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**WASHINGTON INTERNATIONAL SCHOOL**
**IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY**

## KINDERGARTEN

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<tr>
<td><strong>CENTRAL IDEA</strong></td>
<td>Our personal stories contribute to make a unique group of individuals building a community.</td>
<td>People use materials to build homes that meet their needs (food, shelter, safety, gatherings and celebrations).</td>
<td>Artistic creations reflect the artist’s unique imagination, creativity, and skills.</td>
<td>People change and process natural resources to make new materials.</td>
<td>Community members cooperate to help others and make a community function.</td>
<td>The unequal distribution of water around the world can affect our usage, access, and lifestyle.</td>
</tr>
<tr>
<td><strong>LINES of INQUIRY</strong></td>
<td>- Personal stories; who we are</td>
<td>- Materials people use to build their homes</td>
<td>- The roles of arts in creative expression</td>
<td>- Natural resources vs. processed products</td>
<td>- People in our school community and their jobs</td>
<td>- How we manage water</td>
</tr>
<tr>
<td></td>
<td>- Characteristics of unique groups</td>
<td>- Types of homes</td>
<td>- Acquiring and developing skills</td>
<td>- Processes and changes to natural resources</td>
<td>- Different types of communities</td>
<td>- Ways we conserve water</td>
</tr>
<tr>
<td></td>
<td>- Belonging</td>
<td>- Human needs</td>
<td>- Messages that cause reactions</td>
<td>- Many uses and reuses of materials</td>
<td>- My role and responsibility as a community member</td>
<td>- How to achieve equitable access to clean drinking water</td>
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## CONCEPTS

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<th>RELATED CONCEPTS</th>
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<td><strong>CONCEPTS</strong></td>
<td>IDENTITY, DIVERSITY, INDIVIDUALITY, SELF-WORTH, TRUTH, COOPERATION, PROBLEM-SOLVING, RESOLUTION, TEAMWORK, INTERDEPENDENCE, RIGHTS, RESPONSIBILITIES, CITIZENSHIP, PREJUDICE, COMMUNICATION, LOCATION</td>
<td>CULTURE, NEEDS, OWNERSHIP, LOCALITY, CHOICE, IMPACT</td>
<td>SELF-EXPRESSION, INTERPRETATION, CREATIVITY, IMAGINATION, DIVERSITY, COMMUNICATION</td>
<td>CHOICES, NEEDS, CONSUMPTION, CONSERVATION, PRODUCTION, INNOVATION, PROGRESS, ROLES, SUSTAINABILITY</td>
<td>BEHAVIOR, JOBS, ROLES, COMMUNITY, COOPERATION, COMMUNICATION, SYSTEM, TRADITIONS, RIGHTS, ROLES, TRUTH, AUTHORITY, CITIZENSHIP, CONFLICT, DIVERSITY, IDENTITY, CULTURE</td>
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## SUBJECTS

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SPOTLIGHT ON INQUIRY: KINDERGARTEN

Transdisciplinary Theme: Where We Are in Place and Time

As part of their Where We Are in Place and Time unit, Kindergarten students explore different types of homes from around the world. Through pictures, books, and real-life experiences, they learn about a variety of dwellings from apartments and single family homes to yurts and igloos. A close look at the materials with which homes are built encourages students to analyze how the resources available to people in a given environment impact the homes in which they live. They explore such topics as family structures, nomadic and sedentary living, and various structures of homes.

Examining photographs and manipulating digital images to match the style of dwelling with the environment, students discuss the cultures of people around the world through a close look at their homes. Using cardboard and other recycled materials, students work in small groups to build a model of a home. They carefully choose materials and construction methods to create the model, describe the environment where the home may be located, and reflect on the design process.

Field trips include a visit to the National Building Museum and a walk around the nearby Georgetown neighborhood to observe architectural styles. This unit culminates with a celebration of diverse homes and cultures and an exhibition for Kindergarten parents.

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.

Recognizing that new students will enter WIS throughout the Primary School grades, and that these students may not have a French/Spanish immersion background, the French as an Additional Language (FAL) and Spanish as an Additional Language (SAL) programs provide extra support to students who have not yet reached grade-level language proficiency in French or Spanish.

SCIENCE AT THE PRIMARY SCHOOL

In the Primary Years Program, science is taught in an integrated, authentic, and meaningful way.

Teachers carefully plan units to provide real-world methods to explore the scientific process as well as science concepts and skills. These are articulated as learning outcomes and aligned across each grade level’s Units of Inquiry. A variety of materials and scientific tools are used in the classroom to aid in the inquiry process.
SPOTLIGHT ON INQUIRY: GRADE ONE

Transdisciplinary Theme: How the World Works

Grade 1 students inquire into properties of everyday materials during their How the World Works unit. They explore the concept of matter and use various forms of liquid, solid, and gas to conduct scientific experiments demonstrating how matter changes forms. The mathematical skill of sorting, classifying, and grouping items is integral to this unit.

Students kick off this unit through an exciting experience in making Oobleck, a substance made with water and cornstarch that shares the properties of a liquid and a solid. Through classroom activities and experiences with various forms of matter, students identify properties and compare and contrast objects found in their home and school environments.

A field trip to the National Gallery of Art gives students the opportunity to observe properties in works of art using thinking routines, and students explore the form and function of sculpture through a drawing experience in the Sculpture Garden. In the past, parent presentations have complemented learning in this unit in various ways, including an interactive presentation with a dance to show the way molecules interact with each other in the three states of matter.

SCIENCE, continued

Eight core science skills are developed:

- Observe carefully in order to gather data
- Use various instruments and tools to measure data accurately
- Use scientific vocabulary to explain observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models

THE SCIENCE STRANDS

The four strands of Living Things, Materials and Matter, Earth and Space, and Forces and Machines are purposefully incorporated into learning within the Units of Inquiry. Students engage in hands-on experiences to make observations, conduct experiments, and understand sophisticated scientific concepts.

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.

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.
# GRADE ONE

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<tr>
<td><strong>TRANS DISCIPLINARY THEME</strong></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>
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<tr>
<td><strong>CENTRAL IDEA</strong></td>
<td>Belonging to a community involves developing skills of citizenship to contribute to a community.</td>
<td>Families may retain their heritage in order to preserve their values and traditions as they adjust to a new environment.</td>
<td>People find ways to communicate their ideas, feelings, and imagination.</td>
<td>Everyday materials have properties that can help us distinguish one from another.</td>
<td>As urban populations grow, the services they provide must continue to meet citizens' needs.</td>
<td>Humans and the environment impact animals</td>
</tr>
<tr>
<td><strong>LINES of INQUIRY</strong></td>
<td>- Rights and responsibilities of a citizen at school - Choices I can make that show I am a positive citizen - Characteristics of a positive citizen</td>
<td>- 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</td>
<td>- Teachings embedded into stories - Feelings and emotions that stories evoke - Perspectives/opinions/pictorials teach us about different cultures</td>
<td>- Concept of matter - Properties of materials - Distinguishing and grouping objects to make sense of the world</td>
<td>- 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</td>
<td>- Characteristics and classification of animals (vertebrates) - Animal adaptations in their environment - Human impacts on animals and their environment</td>
</tr>
<tr>
<td><strong>CONCEPTS</strong></td>
<td>FORM, RESPONSIBILITY</td>
<td>FORM, PERSPECTIVE, RESPONSIBILITY</td>
<td>CHANGE, CONNECTION, RESPONSIBILITY</td>
<td>FORM, FUNCTION, CAUSATION</td>
<td>FUNCTION, CAUSATION, CHANGE</td>
<td>FORM, CHANGE, CAUSATION</td>
</tr>
<tr>
<td><strong>RELATED CONCEPTS</strong></td>
<td>BELONGING, CITIZENSHIP, COMMUNITY, CONFLICT, FAIR PLAY, INTERDEPENDENCE, TEAMWORK</td>
<td>OPINIONS, DIVERSITY, FAMILY, IDENTITY, HERITAGE, TRADITIONS, VALUES, PAST/PRESENT, HEALTH, WELL-BEING, LEARNING STYLES</td>
<td>ORIGIN, CLASSIFY, TRANSFORMATION, CHOICES, NEEDS, CONSUMPTION, CONSERVATION, PRODUCTION, INNOVATION, PROGRESS, ROLES, SUSTAINABILITY</td>
<td>CLASSIFY, GROUP, SORT, SCIENTIFIC DISCOVERIES, INNOVATION, INTERACTION, MEASUREMENT</td>
<td>AMENITIES, GEOGRAPHY, IMPACT, LANDSCAPE, OWNERSHIP, POPULATION, URBAN SPRAWL, RENEWAL, GHETTOS, POLLUTION, OUTDATED INFRASTRUCTURE, ENERGY, SYMBOLS, SYSTEMS</td>
<td>INTERDEPENDENCE, CONSERVATION, CLASSIFICATION, INTERACTION, PRESERVATION, HABITATS, THREAT</td>
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<td>TRANSCENDENTAL THEME</td>
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<tr>
<td><strong>GRADE TWO</strong></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>
<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 stories 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>
<tr>
<td><strong>LINES of INQUIRY</strong></td>
<td>• Our own personality traits • Admirable traits in others • How we can connect with others</td>
<td>• Family histories and stories • Meaning of artifacts, heirlooms, and traditions • Contributions to new communities</td>
<td>• Verbal and visual tools • Various forms of dramatic expression • Expressing feelings, personal ideas, and experiences</td>
<td>• Elements of weather • How weather changes • How weather influences the way people live</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>CONCEPTS</strong></td>
<td>FORM, CONNECTION</td>
<td>PERSPECTIVE, CONNECTION, FUNCTION</td>
<td>FORM, FUNCTION, CONNECTION</td>
<td>CHANGE, FORM, CAUSATION</td>
<td>FUNCTION, PERSPECTIVE, CONNECTION</td>
<td>CHANGE, CONNECTION, RESPONSIBILITY</td>
</tr>
<tr>
<td><strong>RELATED CONCEPTS</strong></td>
<td>VALUES, FRIENDSHIP, CHARACTER, LEADERSHIP</td>
<td>IDENTITY, RELATIONSHIPS, ORIGIN, HISTORY, CHRONOLOGY, GEOGRAPHY, CONTRIBUTIONS</td>
<td>HUMOR, CULTURE, ENTERTAINMENT, PERFORMANCE, GENRES</td>
<td>SEASONS, SYSTEMS (WATER CYCLE, WEATHER), INFLUENCE, VARIATION</td>
<td>ARTIFACTS, IDENTITY, REPRESENTATION, COLLECTIONS, IDEAS, THE ARTS, CLASSIFICATION, SORTING, CHARACTERISTICS</td>
<td>CYCLES, GROWTH, TRANSFORMATION, CAUSE/EFFECT, TRAITS, CHANGE</td>
</tr>
<tr>
<td><strong>SUBJECTS</strong></td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Language</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>The Arts</td>
<td>The Arts</td>
<td>The Arts</td>
<td>The Arts</td>
<td>The Arts</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
</tbody>
</table>
SCIENCE, continued

_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.

_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.

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.

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 (it is taught in English as well as French and Spanish), and is integrated into daily learning in the Early Childhood classrooms. Students justify and discuss their mathematical thinking, identify problem solving strategies, and reflect on strategies. A variety of paths to solving a problem is as valuable as finding the answer itself.
<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>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>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CENTRAL IDEA</th>
<th>LINES of INQUIRY</th>
</tr>
</thead>
</table>
| Lifestyle choices we make impact our health. | • Factors that influence decision-making about our lifestyle  
• Daily routines that influence physical and mental health  
• Consequences of choices on physical and mental health |
| Migration can transform human beings and communities. | • Challenges and opportunities associated with migration  
• Factors that contribute to individuals’ sense of belonging  
• Views of newcomers and communities |
| Portraits allow individuals and groups to express their identity beyond outward appearances. | • The factors and complexities of identity  
• How identity is influenced by cultural and personal experiences  
• The perspectives of one’s identity |
| Simple machines impact lives and transform societies. | • Forces and simple machines  
• How simple machines work  
• Simple machines impact people’s lives |
| The wants and needs of human societies have shaped the way we pay for goods and services. | • Understanding the wants and needs of people  
• Methods of exchanging goods and services  
• Factors that affect people’s decisions |
| All living things within an ecosystem depend upon each other. | • Components of an ecosystem  
• How living things have adapted to their ecosystem  
• Role of humans in ecosystems |

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>RELATED CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM, CAUSATION, RESPONSIBILITY</td>
<td>COMMUNITIES, CULTURE, BELONGING, IDENTITY, CHRONOLOGY, CONFLICT, DIVERSITY, PREJUDICE, POPULATION, GEOGRAPHY, IMPACT, CITIZENSHIP, HISTORY</td>
</tr>
<tr>
<td>CONNECTION, PERSPECTIVE</td>
<td>CULTURE, COMMUNICATION, RELATIONSHIPS, NATURE, PROTEST, OPINION, MESSAGE, PERSPECTIVE, CONNECTION, SYMBOLISM, IMAGERY, STRUCTURE, TIME, CREATIVITY, INNOVATION, REPRESENTATION, DOCUMENTATION</td>
</tr>
<tr>
<td>FORM, CAUSATION, CHANGE</td>
<td>PULLEYS, LEVERS, BALANCE, MOTION, FORCE, ENERGY, MECHANICS, EFFICIENCY, CHANGE, TRANSFORMATION, PHYSICS, COOPERATION, CIVILIZATION, MEASUREMENT, INNOVATION</td>
</tr>
<tr>
<td>FORM, FUNCTION, RESPONSIBILITY</td>
<td>CONSUMPTION, DISTRIBUTION, INTERDEPENDENCE, POVERTY, WEALTH, VALUE, EMPLOYMENT, OWNERSHIP, PRODUCTION, ECONOMICS, TRADE, EXCHANGE, CURRENCY</td>
</tr>
<tr>
<td>CONNECTION, RESPONSIBILITY, CHANGE</td>
<td>BIODIVERSITY, CONSERVATION, INTERDEPENDENCE, CONFLICT, POLLUTION, COOPERATION, ECOLOGY, EDUCATION, GEOGRAPHY, POPULATION, IMPACT, SYSTEMS, CLASSIFICATION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECTS</th>
</tr>
</thead>
</table>
| 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  
The Arts  
Math |
MATHEMATICS, continued
Teaching teams plan collaboratively with the guidance of the PYP Curriculum Coordinator and Math Coordinator, who coordinates math instruction and assessment across all eight grade levels and works closely with teachers to hone teaching practices in mathematics. The Math Coordinator 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.

THE PARENT’S ROLE IN MATH LEARNING
WIS provides opportunities to learn more about mathematics teaching and learning at WIS through parent workshops and sessions.

Considering the topic of homework, we stress that the purpose of homework is the reinforcement of skills. Students should be able to complete math homework with relative ease. Although homework supports classroom learning, it does not repeat in-class activities, which are much more interactive and hands-on. Homework also allows students to practice basic facts in math. Teachers will share resources and online tools for at-home practice.

We also encourage parents to 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!

SPOTLIGHT ON INQUIRY: GRADE THREE
Transdisciplinary Theme: Where We Are in Place and Time

Students in Grade 3 focus on social science, history, reading, and writing during the Where We Are in Place and Time unit on migration. Students explore the central idea “Migration can transform human beings and communities” by studying the socio-economic, political, and personal reasons people move; the impact migration has on families, communities, and countries; and the importance of appreciating people, cultures, and contributions that come from migration.

During the course of the unit, students examine their family histories and plot generational migration on a map to reflect their personal connection to migration. Using historical artifacts and accounts, students hold “Suitcase Talks” to inquire into what people bring with them when they move. They apply their learning to infer what people carry that can’t fit in a suitcase—music, recipes, language, and traditions. Students are guided to consider multiple perspectives throughout this unit, ponder the many factors that contribute to migration, and reflect upon the profound impact migration can have on people and communities.
### GRADE THREE MATH OUTCOMES FOR “HEALTHY LIVING” UNIT OF INQUIRY

<table>
<thead>
<tr>
<th>Stand-Alone</th>
<th>Pattern and Function</th>
<th>Integrated</th>
<th>Data Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUMBER</strong></td>
<td><strong>Students will explore the different number systems and study the relationships among them.</strong></td>
<td><strong>Students will investigate and analyze patterns, relations, and functions.</strong></td>
<td><strong>Students will formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</strong></td>
</tr>
<tr>
<td><strong>Students will explore the different number systems and study the relationships among them.</strong></td>
<td><strong>Students will investigate and analyze patterns, relations, and functions.</strong></td>
<td><strong>Students will understand measurable attributes of objects and the units, systems, and processes of measurement.</strong></td>
<td><strong>Students will select and use appropriate statistical methods to analyze data.</strong></td>
</tr>
<tr>
<td>• Read and represent numbers, using place value and the base 10 system, to 100,000</td>
<td>• Create, extend, and justify a repeating and growing numeric pattern</td>
<td>• Identify the number of hours in a day, minutes in an hour, and seconds in a minute</td>
<td>• Pose questions that can be answered by given data</td>
</tr>
<tr>
<td>• Count, compare, and order numbers to 100,000</td>
<td>• Translate patterns from one representation to another</td>
<td>• Tell time to the nearest five minutes using digital and analog clocks</td>
<td>• Describe and compare data from tables, pictographs (2:1), bar graphs (vertical and horizontal), and line plots</td>
</tr>
<tr>
<td>• Construct and deconstruct numbers to 100,000</td>
<td>• Recognize, describe, and extend number patterns: skip counting by 3s, 4s, 6s, 7s, 8s, 9s</td>
<td>• Determine elapsed time in hour intervals</td>
<td>• Compare data using mode or most frequent response</td>
</tr>
<tr>
<td>• Write numbers to 100,000 in words, numerals and expanded notation</td>
<td></td>
<td><strong>Students will select and use appropriate statistical methods to analyze data.</strong></td>
<td><strong>Students will develop and evaluate inferences and predictions that are based on data.</strong></td>
</tr>
<tr>
<td>• Skip count by 2s, 3s, 4s, 5s, 10s and 100s</td>
<td></td>
<td>• Pose questions that can be answered by given data</td>
<td>• Make predictions and draw conclusions based on given data</td>
</tr>
<tr>
<td>• Identify numbers as odd and even to 100,000</td>
<td></td>
<td>• Describe and compare data from tables, pictographs (2:1; 5:1; 10:1), bar graphs (vertical and horizontal), and line plots</td>
<td></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 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.

**Mathematics as explained in 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.”
THE INQUIRY CYCLE
All learners move through a process when investigating a topic or idea. At WIS, we use the language of our inquiry cycle, in three languages, to describe the process of inquiry.

Students are encouraged to wonder, question, and hypothesize throughout their day. Questions that emerge inform an exploration, which may take the form of a scientific experiment, Internet or text research, interviews, or problem solving. Exploring often is the most time-consuming part of the process.

Once students have explored and gathered evidence, they move into the constructing phase of the inquiry cycle. This may mean building a prototype of a planned design, drafting a script of a play, developing a visual image using a variety of materials, or presenting their learning in a variety of other ways. Students then explain their thinking and the process of their learning to further solidify understanding.

The inquiry cycle is not complete until students take the initiative to carry out some form of action. This may be as big as a large-scale community service project, or a small as a shift in mindset. Action is an articulated element of the PYP and takes many forms. Whether a student continues research at home, initiates a school recycling campaign, or changes a behavior such as turning off the lights when leaving a room, it is recognized as taking action and is celebrated in the WIS community!

Reflection is central to teaching and learning at WIS and informs every step of our inquiry process. Research shows that the ability to deeply and authentically reflect on one’s learning and thinking processes solidifies and synthesizes understanding. Students record reflections in writing or share orally with peers or teachers to enrich the process of learning.
# Washington International School

## IB Primary Years Program: Program of Inquiry

### Grade Four

#### Transdisciplinary Theme
- **Who We Are**
  - 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.
- **Where We Are In Place and Time**
  - An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How We Express Ourselves**
  - An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.
- **How the World Works**
  - An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How We Organize Ourselves**
  - An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the Planet**
  - An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

#### Central Idea
- Humans have common beliefs that attempt to answer life's big questions.
- Understanding the science and history of light and sound promotes global innovations of technology.
- People communicate ideas through the arts.
- The formation of the Earth helps us understand its features and why it's a changing planet.
- Governments impact the way societies function.
- Human interdependence with plants affects life.

#### Lines of Inquiry
- **Different beliefs and values**
- **Different religions**
- **Religious conflicts through history**
- **Properties of light**
- **Light and its history of innovation**
- **Sound and its history of innovation**
- **Processes used to create communication**
- **Enhancing relationships**
- **Formation and structure of the Earth**
- **Why the Earth is constantly changing**
- **The beginnings of our world**
- **Types of government and how they are organized**
- **How people participate in government**
- **US government as a case study**
- **Structure of plants and functions of their parts**
- **Role plants play in the world**
- **Issues that impact natural environments**

#### Concepts
- **Conflict, identity, prejudice, religion, beliefs, spirituality**
- **Innovation, efficiency, process, performance, progress**
- **Communication, genre, word choice, sentence fluency, metaphor**
- **Erosion, geology, tectonic plate movement, landscape, geography**
- **Structure, organization, citizenship, rights, government, legislation, justice, leadership, power, common good, chronology, revolution, progress**
- **Structure, properties, role, interdependence, sustainability**

#### Related Concepts
- **Music**
- **The Arts**
- **Digital Art**
- **Language**
- **Math**
- **Science**
- **Social Studies**
- **Math**
- **Language**
- **Math**
- **Science**
- **Math**
- **Social Studies**
- **Language**
- **Music**
- **The Arts**
- **Math**
- **Personal, Social, and Physical Education**

#### Subjects
- **Music**
- **The Arts**
- **Digital Art**
- **Language**
- **Math**
- **Science**
- **Social Studies**
- **Math**
- **Language**
- **Math**
- **Science**
- **Language**
- **Math**
- **Social Studies**
- **Language**
- **Music**
- **The Arts**
- **Math**
- **Personal, Social, and Physical Education**
- **Science**

SPOTLIGHT ON INQUIRY: GRADE FOUR

Transdisciplinary Theme: How the World Works

Students in Grade 4 focus on physical science and explore *How the World Works* by examining 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 structure, 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.

GRADE 5 EXHIBITION

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.

The PYP Exhibition is a culminating unit of study in Grade 5 and an opportunity for students to showcase the process they take when independently pursuing their own learning. Students work collaboratively to identify a central idea that relates to a real-world issue they want to tackle.

Synthesizing all they have learned through their PYP years, students develop lines of inquiry, research their areas of focus, and engage in a reflection-action cycle to guide their process. The Exhibition allows students to demonstrate not only what they have learned about a topic of their choice, but also how they went about their learning. Each Grade 5 student makes a substantial, identifiable contribution to the Exhibition.
### Grade Five

<table>
<thead>
<tr>
<th>TRANS Disciplinary Theme</th>
<th>Central Idea</th>
<th>Lines of Inquiry</th>
<th>Concepts</th>
<th>Related Concepts</th>
<th>Subjects</th>
</tr>
</thead>
</table>
| WHO WE ARE               | Adolescence ushers in changes within our bodies and is celebrated to mark a passage in our lives. | • Body systems and how they work  
• Celebrations of passages  
• What adolescence/puberty means to us | CHANGE, FUNCTION, RESPONSIBILITY, PERSPECTIVE | SYSTEMS, GROWTH, RIGHTS, ROLES, IDENTITY, RITUALS, COMING OF AGE, RESPONSIBILITY, CYCLES, TRANSFORMATION, FAMILY, REPRODUCTION, ADOLESCENCE, PUBERTY, INTERACTIONS | Science  
Personal, Social and Physical Education  
The Arts  
Music  
Digital Art  
Math |
| WHERE WE ARE IN PLACE AND TIME | Students develop central idea. | Students develop lines of inquiry based on their central idea. | CHANGE, PERSPECTIVE, CONNECTION | RELATED CONCEPTS WILL BE BASED ON STUDENT-SELECTED KEY CONCEPTS | Social Studies  
Language  
The Arts  
Math |
| HOW WE EXPRESS OURSELVES | Persuasion is one form of communication which can influence our opinions and the choices we make. | Ways persuasion influences our thinking and actions  
• Elements of effective persuasive communication  
• Messages and differing perspectives | FORM, FUNCTION, PERSPECTIVE | MESSAGE, OPINION, INTERPRETATION, STYLE, PERSUASION, COMMUNICATION, RECEPTION, CHOICE, SELF-EXPRESSION | Social Studies  
Science  
Social Studies  
Music  
The Arts  
Math |
| HOW THE WORLD WORKS | Energy exists in many forms; it is released from different sources and how we use it has implications. | Types and forms of energy  
• Sources of energy  
• Conservation of energy  
• Implications on society of using different energy sources | CHANGE, CAUSATION, PERSPECTIVE | CONSERVATION, IMPACT, ECOLOGY, DISTRIBUTION, ENERGY, CONSUMPTION, TRANSFORMATION, SUSTAINABILITY, POLLUTION, TECHNOLOGICAL ADVANCES, INTERDEPENDENCE, WEALTH, POVERTY, RESOURCES | Social Studies  
Language  
Math |
| HOW WE ORGANIZE OURSELVES | Human beings use activism in order to protect their human rights. | The nature of justice  
• Societal decision-making  
• Actions that bring about change | CHANGE, CAUSATION, RESPONSIBILITY | GOVERNMENT, CITIZENSHIP, FREEDOM, JUSTICE, CIVIL RIGHTS, ACTIVISM, CONFLICT, LEGISLATION, ACTION, EQUALITY, EQUITY, REVOLUTION, SOCIAL CHANGE, PREJUDICE, INTERACTIONS BETWEEN COMMUNITIES AND PEOPLE, TRUTH | Social Studies  
Language  
Math |
| SHARING THE PLANET | Waste impacts our environment. | • How waste changes  
• The impact of waste on the environment  
• Our responsibility to use resources mindfully | CONSEQUENCES, PATTERN, IMPACT, TRANSFORMATIONS, VALUES, INITIATIVES, RESOURCES | | |
<table>
<thead>
<tr>
<th></th>
<th>PRE-SCHOOL</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>
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<tr>
<td><strong>DESIGN TECHNOLOGY</strong></td>
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<tr>
<td><strong>MUSIC</strong></td>
<td>35 minutes two times per week</td>
<td>35 minutes two times per week</td>
<td>35 minutes two times per week</td>
<td>35 minutes two times per week</td>
<td>35 minutes two times per week</td>
<td>70 minutes once per week</td>
<td>70 minutes once per week</td>
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<tr>
<td><strong>MINDFULNESS WORKSHOP</strong></td>
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<td><strong>PERSONAL, SOCIAL, AND PHYSICAL EDUCATION (PSPE)</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>Two times per week; one 70-minute class and one 35-minute class</td>
<td>Two times per week; one 70-minute class and one 35-minute class</td>
<td>Two times per week; one 70-minute class and one 35-minute class</td>
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<tr>
<td><strong>LIBRARY AND INFORMATION AND COMMUNICATION LITERACY (ICL)</strong></td>
<td>Integrated into classroom learning</td>
<td>Integrated into classroom learning</td>
<td>Integrated into classroom learning</td>
<td>Twice a week for 35 minutes and integrated into classroom learning</td>
<td>Twice a week for 35 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>
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</tbody>
</table>
## 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>Grades 3-5 English</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 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>Spring</td>
<td>Fall: Grade 5</td>
<td>Fall &amp; Spring</td>
<td>Fall &amp; Spring</td>
<td>Fall &amp; Spring</td>
<td>Fall &amp; Spring</td>
<td>As needed for new students</td>
<td>Spring</td>
</tr>
<tr>
<td><strong>SOURCE</strong></td>
<td></td>
<td>external</td>
<td>external CAL (ELLOPA/SOPA)</td>
<td>internal (based on Words Their Way)</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>short answers, explanation of thinking</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>
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<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)
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, the employment of personnel, the admission of students, or the administration of the School’s programming on the basis of actual or perceived: race, color, religion, national origin, sex, age, sexual orientation, genetic information, disability, veteran status or any other factor protected by applicable law.