



Fundación Colegio Americano
Quito

PYP Curriculum Guide 2022-2023



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1. The IB Mission and the Primary Years Programme (PYP)


The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (IBO. About the IB).

The PYP marks the start of a lifelong journey. It develops caring and culturally aware children aged 3 – 12 to become active participants in their own learning (IBO. International Baccalaureate). The American School of Quito (FCAQ) has delivered the Primary Years Programme (PYP) since 2016 from Nursery/Multi-Age to Grade 6. FCAQ chose IB's PYP Program because it aligns to our school's mission, vision, values and pedagogical beliefs.



2. The IB Learner Profile (PYP Attributes)

The IB Learner Profile is common to all IB Programs. In the PYP, the Learner Profile elements are called attributes; ‘The IB Mission Statement in Action.’ (IBO. Learner Profile) All FCAQ community members (from students to non-academic administrative teams) are expected to honor these attributes and use them as part of their day-to-day vocabulary.




IB learner profile

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

As IB learners we strive to be:

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

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

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3. Approaches to Learning Skills

The Approaches to Learning Skills (ATLs) are also common to all IB Programs. PYP leaders at FCAQ adapted the subskills at each of the Approaches to Learning Skills to further align it to our teaching philosophies and methodologies (see the chart below). Some of these subskills are explicitly taught in a 'separate' or 'special' subject; for example, Marc Brackett's RULER (in Self-Management) is taught in Guidance class, and Informational Literacy (in Research) is taught in the library class. However, it is expected that these skills are reinforced and practiced explicitly in the different classes, depending on the ATL of focus for a given unit of inquiry and the content learned.

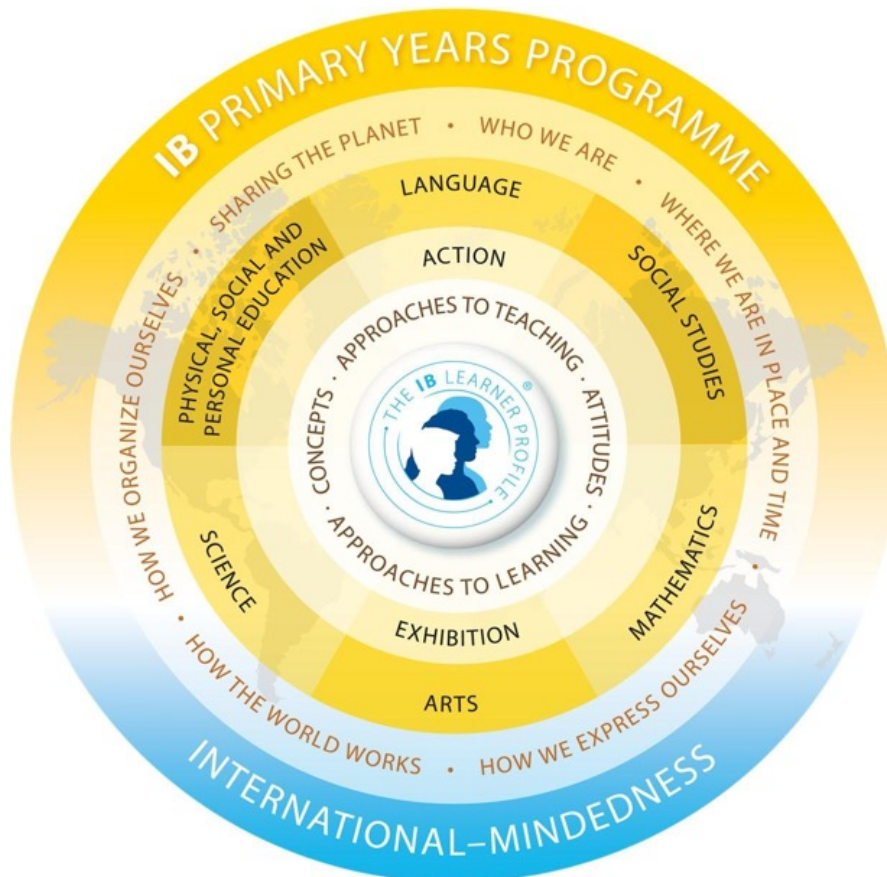
FCAQ's Approaches to Learning Skills



Categories	Sub-Skills
Thinking skills	<ul style="list-style-type: none"> •Critical thinking skills: know, understand, analyze, synthesize, apply, and/or evaluate issues and ideas. •Creative thinking skills: generating novel ideas and considering new perspectives •Transfer skills: using skills and knowledge in multiple context (applications to real-life) •Reflection / metacognitive skills: (re)considering the process of learning
Research skills	<ul style="list-style-type: none"> •Information-literacy skills: <ul style="list-style-type: none"> • formulating questions and planning research • data gathering and recording • synthesizing and interpreting results/findings • evaluating and communicating results/findings •Media-literacy skills: interacting with media to use and create ideas and information •Ethical use of media/information: understanding and applying social and ethical technology (academic honesty PK-66, ethics G4-6)
Communication skills	<ul style="list-style-type: none"> •Exchanging information skills: listening, interpreting (viewing, non-verbal communication), speaking •Literacy skills: reading, writing and using language to gather and communicate information ('Lectoescritura') •ICT skills: using technology to gather, investigate and communicate information
Social skills	<ul style="list-style-type: none"> •Developing positive interpersonal relationships (respecting others, solving conflict) and collaboration skills (using self-control, managing setbacks, supporting peers, cooperating, making group decisions, adopting a variety of roles in a group) •Developing social-emotional intelligence: accepting responsibility •RULER (Regulate, Understand, Label, Express & Regulate emotions)
Self-management skills	<ul style="list-style-type: none"> •Organization skills: managing time and tasks effectively •States of mind: mindfulness, perseverance, emotional management, self-motivation, resilience, mindset •'Neurofunciones': Body scheme, gross-motor skills, hand-eye/foot-eye coordination, balance, fine-motor skills, time structure, spatial structure, laterality, rhythm, pronunciation, memory/attention/reasoning

4. The PYP Program Model and Framework

The PYP 2018 enhanced Model, launched in 2018, has the IB Learner Profile at its center. The PYP, like the other IB programs, aims to instill International Mindfulness in all students. That is achieved through the inquiry of the 6 Transdisciplinary Themes. The Subject areas are the content through which these Transdisciplinary Themes are explored. Action and the Exhibition ‘embrace’ the center, as both are the ultimate expression and result of Inquiry and the PYP Program.



The Enhanced PYP Curriculum Framework has agency at its center. Agency is “threaded throughout three pillars of the curriculum: the learner, learning and teaching and the learning community.” (IBO. Key Facts about the PYP)

5. The Learner

The PYP Learner is at the center of the all educational process: planning, learning, assessing, and reflection.

Agency

Through self-efficacy (the belief of being ‘capable’), students apply agency in their learning. They become agents of their own learning by using their voice, making choices, and taking ownership of their explorations and inquiries. “PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning.” (IBO. The Learner Agency) Teachers aim to provide students with as many opportunities as possible to demonstrate the approaches to learning and attributes in order to support and sustain agency and self-efficacy.



How teachers at FCAQ support agency

Students learn by doing. Teachers create opportunities for agency in the classroom by involving students in the following ways:

- Agency over what to learn. When beginning a unit, teachers share the unit or inquiry elements with students as part of the provocation process. Students have voice on which topics to explore by sharing their interests within a given line of inquiry.
- Agency over how to learn. When beginning a unit, teachers share the unit or inquiry elements with students as part of the provocation process. Students have voice on which learning experiences to experience by giving ideas on possible activities to do.
- Agency over how to demonstrate learning. When beginning a unit, teachers share the unit or inquiry elements with students as part of the provocation process. Students have voice on which summative they can plan to share what they have learned. Furthermore, students, when age appropriate, are also involved in developing the assessment rubrics.

- Essential Agreements. Students have input when establishing essential agreements in the classroom.
- Learning spaces. Students to help set up and arrange learning spaces throughout the unit of inquiry.

The Early Years Learner

Learning in the Early Years (Nursery through Kinder) is inquiry and play-based because children are natural inquirers and play creates a non-threatening environment to learn at their own pace. Additionally, per Reggio Emilia, learning spaces are the third teacher. Therefore, the PYP has given Early Years 4 central features, where teachers support learning by:

- planning time for uninterrupted play
- building strong relationships with students and their families
- creating and maintaining responsive spaces for play
- offering many opportunities for symbolic exploration and expression

(IBO.The Early Learner)



Action

Action is the culmination of the inquiry cycle. If learning is meaningful, the student will take action on their learning. Action is a way for students to show they have connected what they learned to real-life situations and making responsible decisions to the community in and beyond the school. This allows students to develop a sense of belonging to local and global communities. Through action, students understand the responsibility associated with what it means to be international minded. Action can be individual or collective. By taking action from their learning, students are preparing for community service in the Middle Years Program and creativity, activity, service in the Diploma Program.

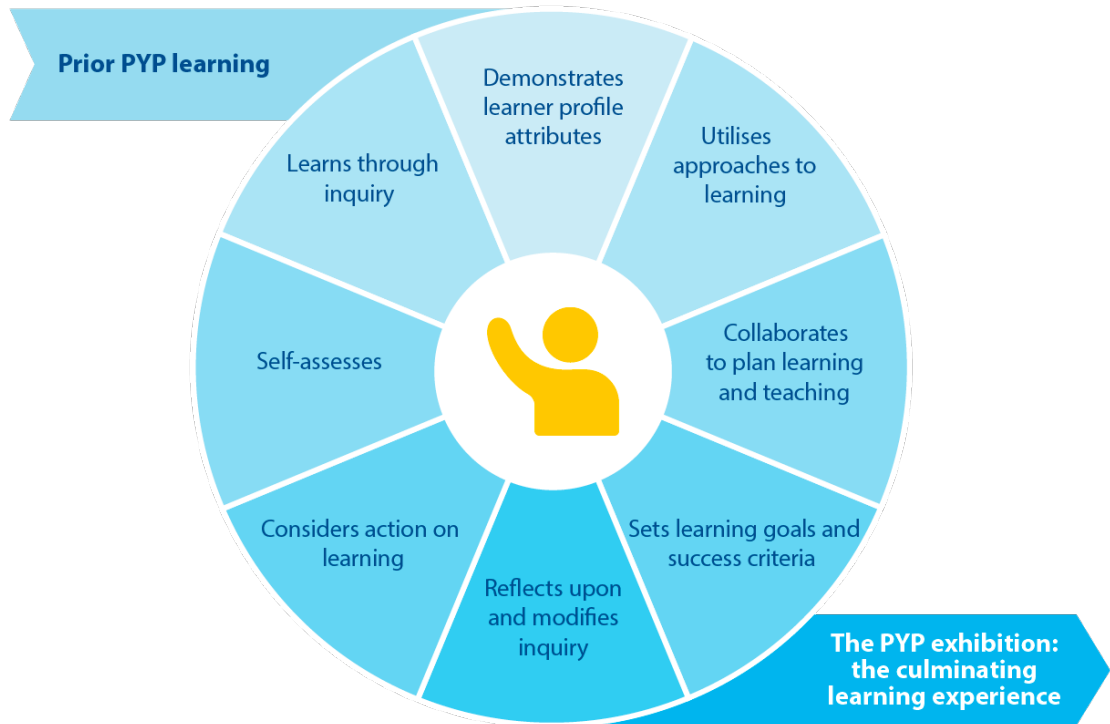
Action can be individual or collective. Actions are student-initiated, yet these can be guided or prompted by adults. PYP action has to be authentic, meaningful, mindful, responsible and responsible. Action can be:

- a change in attitude
- a consideration or plan for action in the future
- a demonstration of responsibility, or of respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in community, local and global decision-making

(IBO. Action)



The Exhibition



The exhibition is the culmination of the Primary Years Program. It is the opportunity for students to take action in a guided or free inquiry and to demonstrate the acquisition of the attributes and approaches to learning skills developed throughout the 9 years in the program. The exhibition is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. All exhibitions are student-initiated, designed and collaborative (IBO. The Exhibition). Teachers and the learning community support and guide students in this inquiry process. As with all inquiries, the exhibition ends with sharing their learning with the community and reflecting on the process and learning.



6. Approaches to Teaching in the PYP

As part of the Learning and Teaching component of the PYP Curriculum Framework, the Approaches to Teaching list the different philosophies the PYP and the IB believes in on how students learn and what are the best research-based currents for teaching.

Transdisciplinary Learning and a Transdisciplinary Program of Inquiry

In the PYP, learning is transdisciplinary. This means that students learn from a real life situation, theme or problem using the knowledge of several disciplines. One of the fundamental beliefs of PYP is that early and primary years learners need continuous integration of prior and new knowledge and experiences in order to broaden their understanding about the world in a meaningful way. This approach provides coherence to the curriculum, makes FCAQ a learning community, promotes critical thinking, collaboration and discovery based on issues. The Program of Inquiry (POI) is organized, from Nursery to 6th grade into six transdisciplinary themes that address globally significant issues that are universal regardless of the students' age, nationality, ethnicity, culture or background. However, these six themes are developmentally appropriate for young learners, focus on personal and social significance, and unify learning in all aspects (IBO. Transdisciplinary Learning).

PYP Transdisciplinary Themes

Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Where We are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.

How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the World Works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How We Organize Ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

The American School of Quito Programme of Inquiry Early Years Matrix 2022-2023

	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
6	By knowing ourselves, we discover we can do things on our own		With self-awareness, I regulate my emotions and identify others'.	Exploring allows me to discover the form and function of my universe	Roles and responsibility have an impact in the community.	I relate to and learn about living things, recognizing their diversity and their environment.
PK	Recognizing my body and emotions help me define my identity.		Stories communicate a message through words and images.		People live in different ways because they live in different regions with different types of weather.	Living things grow and develop, responding to changes in the environment.
K	Choices build relationships	Festivities are a way of expressing traditions	Art communicates ideas and feelings.	Push and pull forces cause motion		Sunlight warms up Earth's surface
1	The sun, moon, and Earth follow the patterns that mark time.	Inventions from different civilizations have brought changes to the world.	We use technology to express ourselves in the Arts.	Sound and light waves can be used for transferring information.	Our community defines how we act.	Needs determine patterns of behavior.
2	Roles, rights and responsibilities help communities function.	Landforms shape the Earth.	A leader influences a community.	Matter has different properties that can be observed.	Needs and wants determine lifestyle.	Living things change depending on their habitat.
3	Heredity and environment impact living things.	Geography determines weather and climate.	Culture is expressed through the arts.	The interaction of forces causes movement.	Societies create systems of governance to meet needs, rights, responsibilities, and citizenship.	Interactions define survival.
4	Geography causes adaptations and changes in how communities live.	Transformations bring change over time.	Changes in science and technology influence our perspective.	Waves cause objects to move or transfer information.	Organization influences the government's responsibilities.	Transformation of energy causes different outcomes.
5	Choices have an effect on well-being.	Systems and migration are interconnected.	Culture is shaped by beliefs and geography.	Demands promote innovation.	Conflict and cooperation generate change.	Interactions influence ecosystems.
6	Background influences identity.	History connects past and present.	Local issues encourage us to express our concerns, propose solutions, and inspire people to make a change.	Through observation and experimentation we understand the characteristics and behavior of matter.	Trade has effects in societies.	Knowledge impacts responsibility.

Inquiry

Inquiry is the leading pedagogical approach of the Primary Years Program. Students are actively involved in their learning and take responsibility for this learning through action. Inquiry is drawn from the transdisciplinary themes and student interests. FCAQ, aligned to the IB body of research (Kuhlthau, Maniotes, Caspari 2015 and Bonnstetter 1998 in IBO. Inquiry) believes inquiry is the way in which students learn best. Since inquiry encourages students to think, challenge and extend their ideas, it naturally prompts reflection and action.

To support agency, teachers use multiple strategies, tools and resources to spark interest and create tension through provocation, collaboration, investigation and reflection. Members of the learning community also play a meaningful role in the inquiry process by serving as experts, mentors, and providing opportunities for taking action. Parents and families are also a key element in this learning approach. Parents can support student inquiry by talking about the inquiry beyond the classroom, talking about learning goals, formulating questions and guiding students in finding answers to their own (IBO. Inquiry).

FCAQ has two inquiry cycles, one for Early Years and one for Elementary. In each unit of inquiry, students go through this cycle while exploring one of the transdisciplinary themes.



Concept-Based Learning

The IB states that concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. This is aligned to FCAQ's and IB's mission and vision, as we seek to educate students to become world citizens who think critically and approach problems through a global perspective. Compared to knowledge that requires memory, concepts help students to organize the knowledge that now can be easily accessed through numerous technological tools. Concepts, on the other hand, help students build understanding across, between, and beyond subjects; making learning more authentic and lasting. Simply stated, knowledge is facts; concepts, however, are big ideas. (IBO. Concepts and Conceptual Understanding)

The PYP has organized concepts into key and related concepts. These concepts guide student learning through the central idea and lines of inquiry of each unit.

Key concepts	Key question	Examples of related concepts
form	What is it like?	properties, structure, similarities, differences, pattern
function	How does it work?	behavior, communication, pattern, role, systems
causation	Why is it as it is?	consequences, sequences, pattern, impact
change	How is it transforming?	adaptation, growth, cycles, sequences
connection	How is this linked to other things?	systems, relationships, networks, independence
perspective	What are the points of view?	subjectivity, truth, beliefs, opinion, prejudice
responsibility	What are our obligations?	rights, citizenship, values, justice, initiative

Play-Based Learning

As mentioned in the Early Years section, play is an essential element of learning in the Early Years, together with inquiry, concept-based and transdisciplinary learning. Play provides benefits for cognitive, social, emotional and physical development for students from all backgrounds. It offers authentic opportunities for exploration and development of the attributes and ATL skills. (IBO. Learning in the early years)



At FCAQ, teachers plan learning experiences and spaces that allow students to learn through play. These experiences and spaces also seek to foster language development in students (when collaborating and in role-play). Through indoors and outdoors carefully planned playful learning activities, teachers can observe and document student learning and development.

7. Subject Areas and Strands

Even though the PYP aims for learning to be transdisciplinary and integrated, there are some instances where learning still needs to happen as a subject. However, when this is the case, learning is still connected to the unit of inquiry through concepts, ATL skills and/or attributes and attitudes.

Curriculum at FCAQ is organized into the following subject areas and strands:

Language and Literacy in English and Spanish

Language development is paramount for communication, cultural identity, international mindedness, and literacy (IBO. Language)



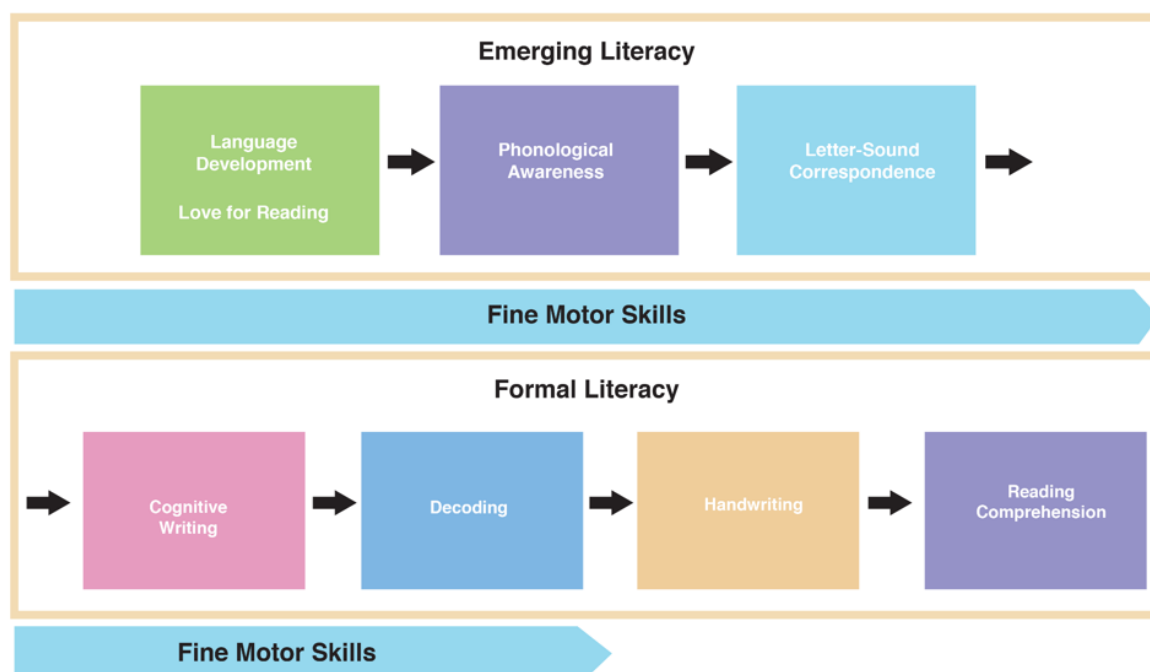
The Literacy Process at FCAQ

At FCAQ, we follow a cognitive-linguistic sequence for literacy development; based on the research of Stanislas Dehaene and other Science of Reading advocates. The sequence follows the same order both for English and Spanish. However, as language development is the cornerstone for this process, there will be variations among grade levels and sections, depending on the student's mother tongue and Section (National or International).

Language development (Spanish and English) is the main focus during Early Years. For the majority of students (depending on their home and family languages), the literacy process starts in Spanish -normally by the end of Pre-Kindergarten- once students have a strong grasp of the language. Formal literacy instruction begins in 1st grade, in English and Spanish.

Due to the nature of both languages, students automatize decoding in Spanish first; normally by mid 2nd grade. Since English is the second language for most of our student population, phonics is an important -yet not the only- element in the development of literacy. Therefore, decoding in English is normally mastered around the end of 3rd or beginning of 4th grade. However, each student has their individual pace throughout the process and our staff focuses on helping them move from one stage to the next one, regardless of the grade level or age.

The Literacy Process



Mathematics

Following the PYP beliefs on Mathematics, FCAQ understands that Mathematics is another language to understand the world, which is most effectively approached through inquiry (IBO. Mathematics Scope and Sequence). Our school uses the Math Expressions® curriculum, as it aligns with effective mathematics practice and how these practices have changed due to educational findings.

Through its Five Core Structures: Building Concepts, Math Talk, Student Leaders, Quick Practice, and Helping Community this Program ensures children from different backgrounds learn mathematics with understanding, fluency, and confidence (Fuson).



Inquiry (Natural Sciences and Social Studies)

Natural Sciences and Social Studies skills and content are organized around the Units of Inquiry.

The transdisciplinary themes and the units of inquiry guide students in the exploration of the wonders of Natural Sciences. Social Studies, on the other hand, allows our students to understand patterns in History, Geography and societies, connecting real life situations in the world and Ecuador to key events in the past.



FCAQ uses the Next Generation Science Standards (NGSS) for Natural Sciences and American Education Reaches Out (AERO) and the Ecuadorian Ministry of Education for Social Studies.



Visual Arts and Music

Fine Arts at FCAQ strongly believes that its experiential practice is an integral part of human experience. Art can be found across cultures, societies, and time. Fine Arts connects us to our past, helps us to express and interpret the feelings and ideas of the present, and leads the way to an unimagined future. A person not only expresses their experiences by creating a work of art, but they also offer these creations to understand, appreciate, evaluate and critique it.

When involved in Music and Visual Arts, students become involved in the creative process of communicating at a deeper level through painting, sculpture, photography, dance, and music. Students learn fine arts with the National Core Art Standards, which are organized into four areas: Create, Perform or Present, Respond, and Connect.

The Fine Arts teach self-discipline, teamwork, and cooperation; it reinforces self-esteem and enhances students' thinking skills and creativity.



Technology and Design

Technology and Design is taught as a special subject at FCAQ. However, through transdisciplinary and collaborative planning, the skills acquired in the Technology and Design classroom are transferred to other classrooms and to the inquiry process. Likewise, knowledge and understandings from other disciplines are further explored in T&D, while applying the skills in context.

The goal of the subject is to contribute to the academic education of future and responsible citizens by effectively researching to find the latest technology platforms, equip students and educators with high leverage strategies and programs to support instruction and to promote the creative use of technology aligned to the needs of an ever-changing world and its impact on society. T&D teachers work closely with the Head of the Technology Department to maintain a safe online environment for students and to enhance their understanding of an ever-changing world.

Technology and Design works with the ISTE standards. NGSS Engineering standards and some Common Core Standards are also applied, especially when working with STEAM, Coding, and Robotics. Students explore and acquire skills on Researching online, using technological platforms for different communication purposes, digital citizenship practices, and coding.



Guidance

Apart from one-on-one support for students, our Guidance Counselors teach a Guidance class from Nursery to Grade 6. Its main goal is to promote and develop concepts, knowledge, attitudes, and skills that contribute to student wellbeing.

By using the PYP Personal, Social, and Physical Education (PSPE) scope and sequence standards, the Guidance curriculum seeks to develop in students the 5 competencies of the CASEL framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Physical Education

The PE class bases its curriculum on Shape America's National Health Education Standards and the PYP Personal, Social, and Physical Education (PSPE) Scope and Sequence. The Sports Department seeks to develop, through physical activity and sportsmanship, the school's values and regulations; thus fostering the development of well-grounded human beings.

In Early Years, PE class focuses on developing the child's Brain Functions (balance, laterality, gross motor skills, etc.) as well as Social Skills such as collaboration, and turn-taking. Instruction in PE is mainly planned around playful learning and exploration.

In Grades 1 through 6, the PE curriculum is organized in different units around further developing motor skills, introduction to and development of sports techniques (such as Soccer, Volleyball, Frisbee, among many others). The subject participates in all Transdisciplinary Units of Inquiry, developing its concepts, Approaches to Learning Skills, attitudes and attributes. When possible, the area takes more involvement in the exploration of the Central Idea and/or Lines of Inquiry.



Library

Library is also considered a special subject at FCAQ. Library classes aim to empower students to be lifelong readers and learners; critical thinkers, inquirers and communicators. Like in Technology and Design class, library class seeks to help students become ethical consumers and creators of information, in order to be principled members of local, national and global communities.

The library classroom has two main purposes: one, is to provide students with structured and guided access to books and information for their inquiries about the units explored and their personal interests. The second is to develop ethical research skills in students from a young age.



The library uses the American Library Association of School Librarians standards for its curriculum. Instruction begins in the Early Years with library and behavior procedures while students develop a love for learning and enhance their language skills through literature. Research explicit instruction (information literacy) begins in grade 1, when students use the Super 3 and the Big 6 later on to structure their inquiries.

Cognitive Skills

Cognitive skills is part of the curriculum and therefore, is one of our PYP 'special' subjects. The main goal of the Cognitive Skills class is to develop and enhance those skills that are crucial for student development in their Critical, Mathematical and Linguistic thinking as well as Literacy.

In Early Years, students develop Brain Function skills beyond the Core Classroom and Sports, with the support of the Learning Specialist.



In Elementary, the Learning Specialist teaches students how to develop attention, memory, reasoning skills, among many others.



8. Assessment

“The primary purpose of grades is to communicate student achievement.” (Bailey, in O’Connor, 2023). Scores should provide meaningful feedback to students, document their progress, and help teachers make decisions about what instruction a student needs next (Wormeli, 2006).

FCAQ Assessment Policy

FCAQ uses a Mastery Based assessment system. In the PYP, learning and assessment is standards-based and qualitative. Learning and progress is reported using a 4-level scale of proficiency:

Exemplary (EX)	The learner consistently and independently demonstrates in-depth understanding of key concepts, processes and skills in familiar and unfamiliar situations. The student communicates learning clearly and accurately.
Proficient (PR)	The learner consistently demonstrates solid understanding of key concepts, processes and skills in familiar situations. The student communicates learning clearly and accurately.
Approaching (AP)	The learner occasionally demonstrates partial understanding of key concepts, processes and skills with structured support. The student communicates learning with guidance.
Beginning (BG)	The learner is beginning to demonstrate initial understanding of key concepts, processes and skills with consistent support and guidance.

Learning can also be reported with ‘Not Enough Evidence’ or ‘Not Assessed’, depending on the situation.

When creating an assessment task, teachers must identify the essential standards that will be assessed and develop a comprehensive 4-level rubric with clear descriptors for each level (from Exemplary to Beginning).

Rubrics must be communicated to parents and students at the time the task is assigned. Ideally, the rubric should be developed with the students.

Assessments are classified into diagnostic, summatives, formal and informal formative. Levels of proficiency are reported using evidence from summative and formal formative assessments.

Learning is triangulated with standardized tests that measure key skills in each grade level.

Standardized Assessment Calendar in Early and Primary

Test	N	PK	K	1	2-3	4-5
Pre-LAS English	x	x	x			
Phonological Awareness English		x	x			
Letter-Sound Correspondence English				x		
MAP Reading			x	x	x	x
Phonics Assessment Inventory				x	x	x
Fluency*					x	x
Proficient Reading*						x
Phonological Awareness Spanish		x	x			
Letter-Sound Correspondence Spanish			x	x		
Fluidez Lectora*					x	
Dominio Lector*					x	x
Writing Sample English and Spanish				x	x	x
MAP Reading Spanish			x	x	x	x
MAP Mathematics			x	x	x	x
Math Expressions Prerequisite Skills Inventory Test				x	x	x
Math Expressions Middle of Year Test				x	x	x
Math Expressions End of Year Test				x	x	x

*tool to be defined

x - beginning-middle-end

x - middle-end

x - beginning

x - middle

x - end

Standards-Based Learning and Reporting

Each grade level has essential skills or standards that are used to design each assessment task. The learning and progress in these standards is reported by subject area, by domain. For example, learning in Mathematics is reported through Operations and Algebraic Thinking, Number Base Ten Operations, Measurement and Data, and Geometry.

PYP Portfolios

Portfolios are used to document student involvement in learning, and demonstrate success, growth, critical thinking, creativity, assessment and reflection. The portfolio should show a wide range of teaching, learning and assessment. It should include samples of work that show the process, as well as the product.

Portfolios should celebrate student learning, showing the development of the whole child. They should be used by students to communicate this development with parents at student-led conferences and with teachers and peers throughout the year.

Portfolios are intended to be developed by the student, with the guidance of the teacher. Students choose the work they want to include in their portfolio throughout the school year. At the end of each unit of inquiry, the teacher facilitates student reflection on their learnings of the different key elements in the unit. This reflection is also included in the portfolio.

Portfolios are recorded digitally and shared with parents, so they can also review and celebrate their child's learning and progress.

9. Academic Integrity

All IB Programs have honesty, trust, fairness, respect, and responsibility as fundamentals for Academic Integrity practices.

FCAQ Academic Integrity Policy

Our Academic Integrity Policy establishes what constitutes malpractice and misconduct. All community members are responsible for executing best academic integrity practices. In a teaching and learning culture of academic integrity, all adult community members need to be explicit of what academic integrity is and isn't, reinforce good research habits, design creative and varied assignments that focus on the importance of the product, and model ethical use of information.

Academic Integrity Curriculum

Academic Integrity is explicitly taught to students since Grade 1, when they learn that ideas and work has to be acknowledged. Students begin learning how to use the MLA format to cite sources in 2nd grade. Approaches to Learning Research Skills (Informational literacy, media literacy, and ethical use of media and information) are introduced in the library class and reinforced when appropriate in Technology & Design class. Students are expected to transfer this knowledge and skills to the research that constantly takes place in the PYP inquiry-based classroom.

10. Inclusion

As an IB school, FCAQ believes that all students can learn with a unique process and all students have the right to learn at their own pace and with their particular learning style. Each classroom is a specialized learning environment where students' needs and interests define the planning, instruction and assessment.

The IB has identified 4 good practices that promote student equitable access to the curriculum:

- affirmation of identity and development of self-esteem
- value of previous knowledge
- scaffolding

- expanding of learning

FCAQ Inclusion Policy

The Inclusion Team is composed of various members, led by the Learning Specialists. The Learning specialists play two roles; one, be an inclusion coach for the teachers and two, lead the Support Program.

Inclusion Coach: the LS works with the core teacher(s) to guide their instructional practices; so that all planning, teaching and assessment practices are inclusive for all students. In this role, the Learning Specialist is in charge of guiding the grade level team on designing instruction where the learning barriers are eliminated.

Support Program Leader: This Program is designed for students in Tier III, with specific educational, physical and/or emotional needs. This team is also made of the Guidance Counselor, Speech Therapist, ELL Specialist, Administration, teachers, parents and student.

UDL

An important element in inclusive instruction is CAST's Universal Design for Learning tool. Teachers, with the support and guidance of the Instructional Coach and Learning Specialist are responsible for designing learning experiences using this tool, to make sure all student needs, interests, and learning styles are taken into account.

11. Language

At FCAQ, all teachers are language learners. Therefore, language learning is embedded in every subject area.

We believe that:

- International Mindedness is fostered through language: when students learn a language, they learn a culture.
- Agency is achieved through translanguaging: students switch from one language to another to think metacognitively and transfer knowledge.
- Language is acquired in an authentic and structured environment.
- To maximize exposure to the language, teachers and students must communicate in the language of instruction beyond the classroom.
- Honoring and enhancing the student's language of socialization affirms cultural identity.
- Language is the key foundation for Literacy.

As part of its mission and vision, FCAQ offers a bilingual program. All FCAQ students are language learners (mostly English language learners, as the majority of our student population has Spanish as their first language).

Language acquisition to achieve bilingualism is scaffolded, depending on the grade level and student development. As language is the foundation of the Literacy Process, this process is begun in the student's first language.

With those students whose first language is different from Spanish or English, we aim to identify and promote their home language and culture in our community. Our teachers are strongly encouraged to integrate the student and the family home language and culture into the inquiry process and learning experiences.

FCAQ PYP Language Profile

Level	Age	National Section	
Nursery	3-4	Homeroom: Spanish Music, Library & Guidance: Spanish English Acquisition: 2 periods	see Multiage
Multi-age	3-5	n/a	Homeroom: English Spanish Pre-Literacy: 3 blocks PE, Music, Visual Arts, Library & Guidance: Spanish
PK	4-5	Homeroom: English Spanish Pre-Literacy: 3 blocks Music, Visual Arts, PE, Guidance: Spanish Library: English	see Multiage
K	5-6		Homeroom: English Spanish Pre-Literacy: 3 blocks Library: English PE, Music & Visual Arts: Spanish
1-6	6-12	Homeroom: English & Spanish 50%-50% T&D, Visual Arts & Library: English Music, PE, Guidance, Learning Skills: Spanish	Homeroom: English Spanish: 4-6 blocks T&D, Visual Arts & Library: English Music, PE & Guidance: Spanish

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