



Fundación Colegio Americano  
Quito

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# MYP Curriculum Guide 2022-2023

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## Contents

1. IB Philosophy and mission
2. Learner Profile
3. Approaches to Learning (ATL) skills
4. Middle Years Program Model and Framework
  - a. Inquiry-Based Learning
  - b. Concept-Based Learning
  - c. Global contexts
  - d. Interdisciplinary Learning
  - e. End of Program Project: the Personal Project
5. Subject Areas and MYP Learning Objectives
6. Assessment policy
7. Academic Integrity policy
8. Inclusion policy
9. Language policy



# 1. The IB Mission and the Middle Years Programme (MYP)

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 2023)

Each of the IB programmes reflects a central desire to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national, and geographical boundaries, and that champions critical engagement, stimulating ideas, and effective relationships (What is an IB education, 2017, pg. 1).

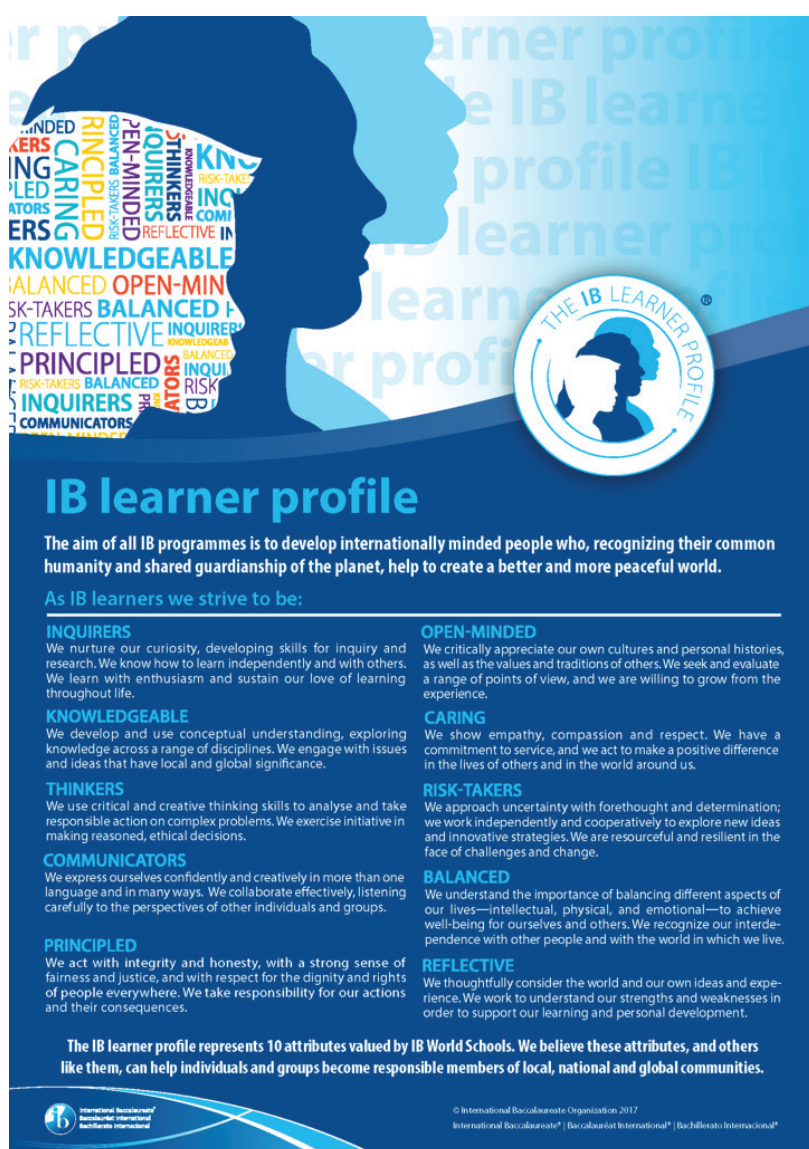


The American School of Quito (ASQ) is committed to delivering the International Baccalaureate (IB) Programmes. In the Secondary Section, the Middle Years Programme (MYP) is followed from Grade 7 to Grade 10.

## 2. The IB Learner Profile

The IB Learner Profile is common to all IB Programs and it is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

These attributes of internationally-minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others, and the world around them (MYP: From Principles to Practice, 2014, pg. 9). All ASQ 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:

<p><b>INQUIRERS</b> 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.</p>	<p><b>OPEN-MINDED</b> 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.</p>
<p><b>KNOWLEDGEABLE</b> 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.</p>	<p><b>CARING</b> 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.</p>
<p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>RISK-TAKERS</b> 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.</p>
<p><b>COMMUNICATORS</b> 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.</p>	<p><b>BALANCED</b> 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.</p>
<p><b>PRINCIPLED</b> 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.</p>	<p><b>REFLECTIVE</b> 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.</p>

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 (ATL)

The Approaches to Learning Skills (ATLs) are also common to all IB Programs. The IB focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education. The five categories of interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations, and have the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process (What is an IB education, 2017, pg. 7).

At ASQ It is expected that these skills are taught explicitly and reinforced in the different classes in the MYP, depending on the ATL of focus for a given unit and the content learned. "A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners" (MYP: From Principles into Practice, 2014, pg. 107-114)



ATL Skills Framework	
<b>Communication</b>	
Communication skills	
How can students communicate through interaction?	Exchanging thoughts, messages and information effectively through interaction
How can students demonstrate communication through language?	Reading, writing and using language to gather and communicate information
<b>Social</b>	
Collaboration skills	
How can students collaborate?	Working effectively with others
<b>Self-management</b>	
Organization skills	
How can students demonstrate organization skills?	Managing time and tasks effectively
<b>Affective skills</b>	
How can students manage their own state of mind?	Managing state of mind
<b>Reflection skills</b>	
How can students be reflective?	(Re)considering the process of learning; choosing and using ATL skills
<b>Research</b>	
Information literacy skills	
How can students demonstrate information literacy?	Finding, interpreting, judging and creating information
<b>Media literacy skills</b>	
How can students demonstrate media literacy?	Interacting with media to use and create ideas and information

## 4. The MYP Model and Framework

This IB philosophy, framed in *What is an IB education?* (2013), is expressed through all aspects of the MYP. The programme has been developed with appropriate attention to conceptual understanding, teaching and learning in context, approaches to learning, service as action, language, and identity, and learning diversity and inclusion (MYP: From Principles to Practice, 2014, pg. 13).

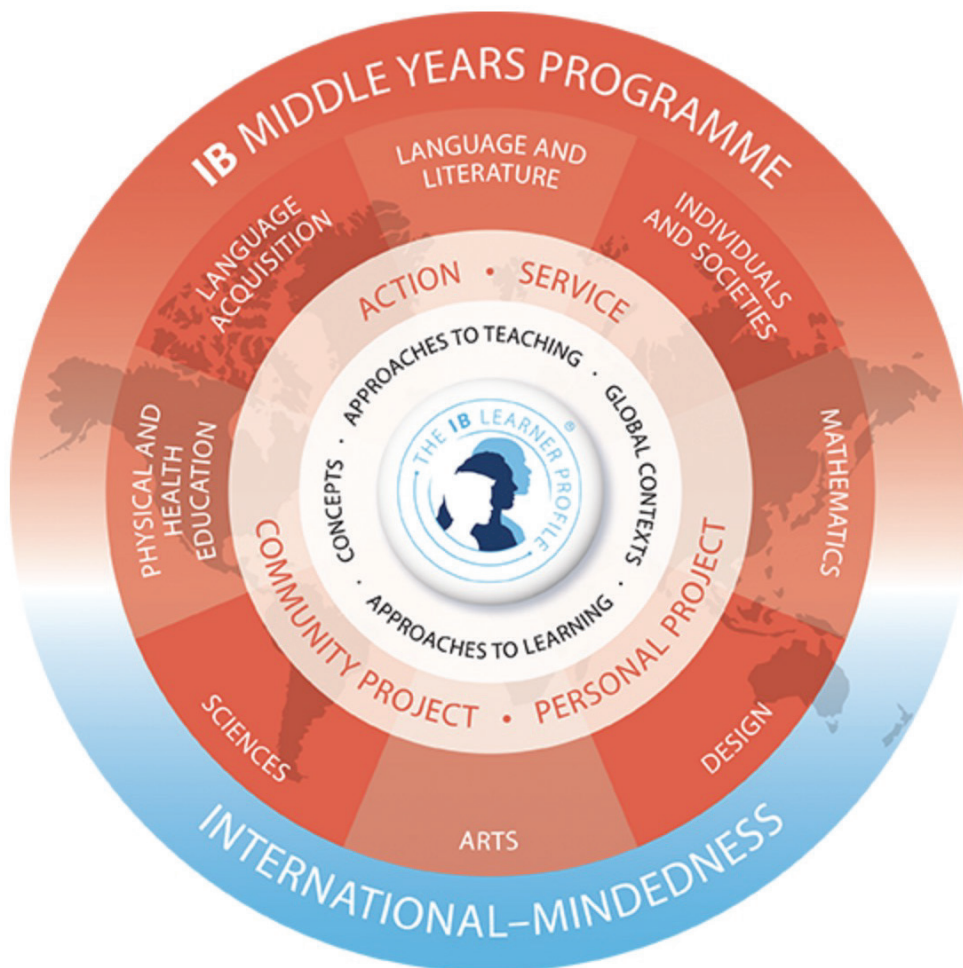


Figure 1 MYP programme model

### Inquiry-based Learning

A strong emphasis is placed on students finding their own information and constructing their own understandings. MYP Unit Planning starts by identifying the purpose of the unit of study to ensure its alignment with the MYP philosophy and requirements. Key and related concepts, global contexts, a statement of inquiry, inquiry questions, learning objectives, and approaches to learning are all the elements that are aligned to ensure an inquiry-based learning experience (MYP: From Principles into Practice, 56).

## Concept-based Learning

The development of MYP Units of study is driven by key concepts selected from a prescribed list of 16 concepts to be explored across the curriculum. Concepts are explored in order to both deepen disciplinary understanding and help students make connections and transfer learning to new contexts.





The following table, from MYP: From Principles into Practice, 2020, shows the 16 key concepts that promote a shared practice among MYP learners across the world

Key Concept	Definition
Aesthetics	deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.
Change	is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
Communication	is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).
Communities	are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
Connections	are links, bonds and relationships among people, objects, organisms or ideas.
Creativity	is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.
Culture	encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behavior created by human communities. The concept of culture is dynamic and organic.
Development	is the act or process of growth, progress or evolution, sometimes through iterative improvements.
Form	is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
Global interactions	as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
Identity	refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.
Logic	is a method of reasoning and a system of principles used to build arguments and reach conclusions.
Perspective	is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.
Relationships	are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.
Systems	are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.
Time, place and space	The intrinsically linked concept of time, place and space refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).

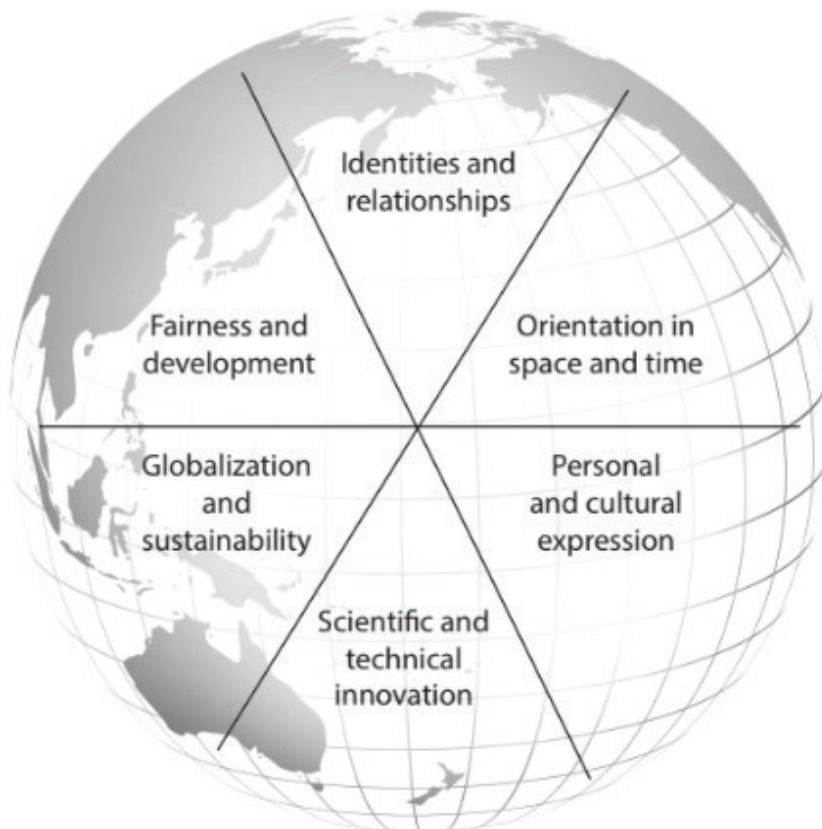
In addition to these key concepts, teachers will develop additional related concepts that are aligned with curriculum requirements and allow students to deepen and extend their learning and understanding of the topics studied. At ASQ students will learn about these concepts during their years in the MYP in an incremental level of sophistication and abstraction.

## Global contexts

“Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning” (MYP: From Principles into Policy, 58). At ASQ teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.

The MYP program provides six global contexts that create a common point of entry into the inquiry process and invite students to reflect on their local contexts as well. The global contexts build powerful themes that provide structure and create relevance for students. The six global contexts in the MYP are:

- Identities and relationships
- Orientation in time and space
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and Development



(MYP: From Principles into Practice, 2020)

## Interdisciplinary Learning

Because the world is highly interconnected, the MYP makes great emphasis on interdisciplinary teaching and learning. “Younger learners often naturally make connections between knowledge domains to understand the world around them” - Although secondary education organizes learning into disciplines, it is important to allow students to integrate those disciplines in creative ways.

In the MYP teachers plan collaboratively to integrate key concepts and global contexts and allow students to transfer knowledge between subject areas. Teachers identify complementary content, skills, or concepts and address common real-world issues through the study of Interdisciplinary Units. (Interdisciplinary teaching and learning in the MYP, 2021).

At ASQ each year in the MYP will include a minimum of 1 interdisciplinary unit of study that includes disciplines from more than one subject group (for example math and biology) or different disciplines from the same subject group (for example visual arts and music). Grade Level teams can determine the most appropriate approach and application to meet this goal. “Collaborative planning allows for the development of interdisciplinary learning initiatives, demonstrating to students the need to use concepts, knowledge, and skills from different disciplines in order to solve problems.” (MYP: From Principles into Practice, 2020).

## End of the Program Project: The Personal Project

The Personal Project provides the opportunity for students to undertake independent exploration on an area of personal interest, demonstrate and strengthen their ATL skills, choose an interest that they want to focus on, choose how to achieve their goal, create their own success criteria, and foster the development of independent, lifelong learning (Personal Project Guide, 2021).

The PP consists of three parts:

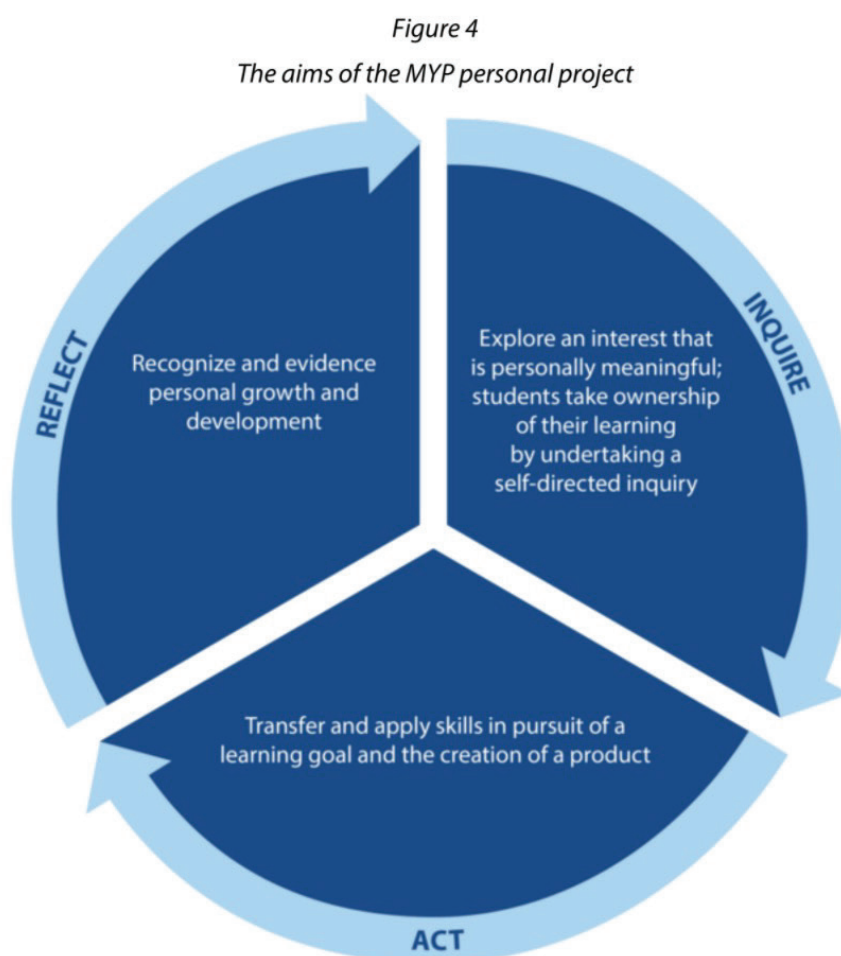
- **Process**
- **Product**
- **Report**

“Through the process of creating a product, students explore, and area that is personally meaningful, take ownership of their learning in a self-directed inquiry, and transfer and apply skills in pursuit of a learning goal and the creation of a product... Preparing the report is an opportunity for students to engage in a structured reflection on the process and the product.” (Personal Project Guide, 2021)

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The personal project is an opportunity for students to:

- *inquire*
  - explore an interest that is personally meaningful
  - take ownership of their learning by undertaking a self-directed inquiry
- *act*
  - transfer and apply skills in pursuit of a learning goal and the creation of a product
- *reflect*
  - recognize and evidence personal growth and development.



The personal project consists of a process, a product and a report. Collectively, these interrelated components allow students to meet the aims of the project. Through the process of creating a product, students explore an area that is personally meaningful, take ownership of their learning in a self-directed inquiry, and transfer and apply skills in pursuit of a learning goal and the creation of a product. The product

(Personal Project Guide, 2021)



## 5. Subject Areas in the MYP

At ASQ the courses offered in the MYP are designed to prepare students with opportunities to become knowledgeable and life-long learners in preparation for the Diploma Program courses.

The following table shows the course offer and number of hours per 6 day rotation.

Course	Grade 7	Grade 8	Grade 9	Grade 10
Language and Literature	6	6	6	6
Lengua y Literatura	6	6	6	5
Individuals and Societies	6	6	6	5
Mathematics	6	6	6	6
Science	6	6	6	10 (Física, Chemistry, Biology)
Design	2	2	2	2
Visual Arts	2	2	2	3 Students choose between Visual Arts and Music
Music	3	3	3	
Physical and Health Education	3	3	4	3
MYP Core	SA	SA	SA	SA Personal Project
Supporting classes	Consejería Estudiantil Advocacy Enrichment Advocacy			



## MYP Learning Objectives

Each subject group has specific aims and learning objectives in the MYP. Objectives define what the student will be able to accomplish as a result of studying the subject. At ASQ teachers regularly report student progress towards achieving the prescribed MYP learning objectives in each subject. The following table summarizes the learning objectives and assessment criteria for each subject.

Subject	Learning and Assessment Objectives			
	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating /Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary	Evaluating	Synthesizing	Reflecting	
Personal Project	Planning	Applying skills	Reflecting	

Sources: MYP: From Principles into Practice, 2020. MYP Personal Project Guide, 2021.

## 6. Assessment

All IB programmes are informed by assessment, as indicated in the IB approaches to teaching. While assessments look different in each programme, all IB assessment methods are varied, and fit for purpose.

When creating MYP units, teachers must ensure that assessments:

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

(From Principles to Practice, 2014, pg. 78)

“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).

Final grades are determined based on summative assessment and formative assessments.

Summative Assessment - occurs during or at the end of the unit of instruction. The purpose is to evaluate mastery of learning and skills. Summative tasks must be done under teacher supervision.

- Examples of summative assessments can be: unit tests, performance tasks, essays, presentations, discussions, debates, projects and lab reports

Formative Assessment - occurs throughout the learning process while students are making meaning of new concepts. The feedback is nearly immediate and helps students integrate new information with previous knowledge. Formative assessments also help teachers make adjustments to the learning process to best meet the needs of our students. Formative assessments are powerful tools that can help improve understanding and build on previous knowledge so that students can achieve mastery.

There are two types of formative assessments:

Informal: Result or proficiency level is not recorded, yet students receive informal feedback and the teacher uses this data for instructional decisions.

Formal: Proficiency level per standard is recorded in the gradebook. This data may be used as a second tier of data when recording final grades.

- Examples of formative assessments can be: teacher observations, conceptual maps, problem resolution, class work, exit tickets, interviews, homework (as part of the process, not grade completion), quick writes, quizzes, socratic seminars, and warm-ups.
- Teachers assess student learning based on MYP Assessment criteria.
- Each subject area has 4 Assessment Criteria - A, B, C and D.
- All grades are based on a 1-8 achievement rubric given to students for each assessment task when the task is assigned. Students should understand expectations through model work, task clarifications and student-teacher dis-

cussions. Task clarifications will be adjusted according to students' learning needs. Teachers will use this format to communicate task clarifications: Task clarification template.

- Grade 7 will apply the Year One MYP rubrics. Grade 8 will apply the Year Three MYP rubrics. Grades 9 and 10 will apply the Year Five MYP rubrics.
- Teachers decide which criteria will be assessed based on the task. If a task utilizes multiple assessment criteria, students will receive separate grades for each criterion.

Example: an English essay may be graded on: A: Analyzing and B: Organizing  
In this essay students will get 2 grades:

One grade of 1 to 8 for Criterion A: Analyzing

AND

One grade of 1 to 8 for Criterion B: Organizing

- Each of the four MYP Criteria must be assessed formatively and summatively at least once every semester.
- Determining Final MYP Grades (at mid-year and at the end of the year)
- At the end of each partial, all the grades obtained by the student in the different assessments (summative and formative) are communicated to parents through a progress report, yet there is no final grade determined at this point.
- Holistic grades will be determined at mid-year and at the end of the academic year. Teachers look at all the scores for each assessment criterion and determine, through holistic judgment, the final score (the final score is not an average of the grades obtained during the term). A holistic judgment decision is made based on the most recent, relevant and most representative scores but should not be lower than the average of the summative assessments, nor should the final score be higher than the highest score achieved. Teachers need to provide sufficient evidence to justify their holistic decision.

Example for Criterion A: Analyzing

1st summative assessment = 5

2nd summative assessment = 4

As a second tier of data, teachers look at formative assessments:

1st formative assessment = 3

2nd formative assessment = 4

3rd formative assessment = 5

Teacher's final score for A = 5.

- Formative assessments are reported but not averaged for the final score. Reporting formative assessment criteria scores is required in order for the teacher to communicate academic progress to parents and students, on a regular basis. Formative scores are secondary evidence for holistic judgment.
- Teachers add up all the final criteria scores for a total of 32 points.
- The criteria convert to a 7 point scale of achievement which aligns with the IB Program assessment procedures.
- The score on the 7 point scale correlates to a Ministry of Education Local Grade according to the established conversion. This conversion is used for



## Ministry reporting

- and transcripts, but should not be communicated to students. All grading feedback is to be done according to the 7 point scale.
- Area Departments will collaborate in moderation activities of individual assignment evaluations and final reporting grades in order to regulate MYP and DP evaluations.

Reporting takes place through the LMS adopted by the Secondary Section, Toddle. Reports include formative and summative grades achieved by the student per each of the four Assessment Criteria in each subject area throughout each partial.

The final grade for each criteria, as well as the sum of the four criteria for a total over 32 possible points - obtained by the student at the end of each quimester and determined through holistic judgment - is reported in the Report Card to students and parents. This score is also reported in the IB 7 point scale:

FCAQ Grade /10	IB levels of achievement	Grade Boundaries	Descriptor
5.5	1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
6.5	2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
7.5	3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
8.6	4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
9.1	5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
9.7	6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.
10	7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



## MYP 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. 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 quimester, the teacher facilitates student reflection on their learnings of the different key elements in the unit. This reflection is also included in the portfolio.

## Academic Integrity

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



## 7. 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 have 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 in Primary and reinforced during all the years in the MYP.



## 8. 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.

Support Program: 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, Administration, teachers, parents and students.

### 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.



## 9. Language

At FCAQ, all teachers are language teachers. 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.

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