

Welcome to all families,

We will be exploring “How We Express Ourselves” throughout the school year. The focus will be on family traditions, school, religious and national holidays. Students will plan for and execute the 100th day of school celebration. The unit culminates at the end of the school year with a Stepping up Day Celebration.

As we continue building our home-school connection, we ask that families share their celebrations and traditions in the class. Please be on the look-out for communications about sharing schedules and bringing in artifacts for our “Celebration Corner”.

Please encourage your child to share what he/she is learning in this unit of inquiry. We hope that scholars, at the end of the unit will be open-minded, develop respect for other celebrations, and understand that family traditions create a sense of belonging and oneness.

In Art, students will approach seasonal celebrations by exploring the different elements and their characteristics (costumes, color, patterns, etc.) will discuss and create artworks related to their own celebrations and traditions. They will identify primary and secondary color.

In P.E. students will be Open minded as we explore different ways to travel throughout general space. Student reflect on traditional games such as soccer and tagging emphasizing personal space and general space as learned in the previous unit. Students will demonstrate self-management throughout the foot skills lessons. While learning various foot skills, students will demonstrate cooperation and respecting others by accepting personal responsibility and using space and equipment appropriately.

TRANSDISCIPLINARY THEME **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.

Throughout this unit, we will be investigating....

- L 1 Types of celebrations (national, religious, family, school (Form)
- L 2 Reasons for celebrations tradition, independence, belonging, bringing families and people together, creating memories passing on values to next generation) (Function, Perspective)
- L 3 Similarities and differences among different celebrations (form)
- L 4 Cultures share certain values (form)

APPROACHES TO LEARNING

Communication: Speaking, Listening

Thinking: Critical think, Information transfer and Application

Self-Management: Spatial awareness and Time management

Research: Collecting data and Organizing data and Formulating questions

Social: Respecting others and Cooperating and Adopting a variety of roles



KEY CONCEPTS

Form
Function
Perspective



LEARNER PROFILE

Inquirers
Reflective
Open-minded



ENGLISH

FRENCH

SPANISH

cooperation

coopération

Cooperación

inquire

renseigner

Informado

respect

respect

Respetuoso/a

curiosity

curiosité

Curioso

communicator

communicateur

Comunicador

celebrate

célébrer

Celebrar

listen

écouter

escuchar

reflect

réfléchir

reflexionar

symbols

symboles

simbolos

appreciate

apprécier

apreciar

tolerance

tolérance

Tolerante



Dear Parents, (see below some information in English and Spanish)

Elsie Whitlow Stokes is using the PYP – Primary Years Program - Curriculum Framework (from the IBO, International Baccalaureate Organization)

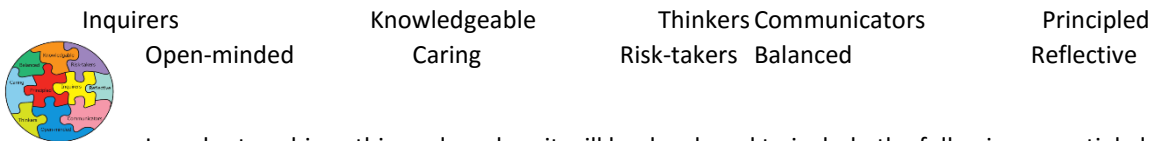


The IB Mission statement:

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.

In order for you to join your child in this journey, we want you to understand some of the main ideas of the PYP. Each unit will have a different focus and all areas of the PYP will be approached each year.

The Learner Profile: The aim of all IB programs 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. So all IB learners strive to be:



In order to achieve this goal, each unit will be developed to include the following essential elements.

1. There are 6 **Transdisciplinary Themes** (one per unit - less for PK and K). These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas. The themes are:

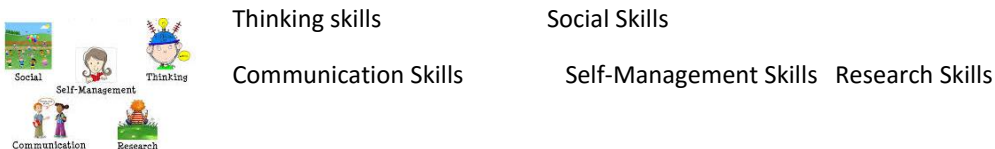
Who we are How we express ourselves How the world works
How we organize ourselves Sharing the Planet Where we are in Time and Place

2. Students inquire into, and learn about these globally significant issues in the context of **units of inquiry**, each of which addresses a **central idea** relevant to a particular transdisciplinary theme.
3. The **lines of inquiry** are identified in order to explore the scope of the central idea for each unit.
4. The IB PYP has **7 key concepts** that are designed as the lens or the “big picture” of which we look at our lines of inquiry within each of our six units of inquiry. Those concepts that are central to the curriculum are presented in the form of the key questions. There are used flexibly by teachers and students when planning the unit. It gives direction and purpose. There are driving the PYP curriculum.

FORM FUNCTION CAUSATION CHANGE CONNECTION
PERSPECTIVE RESPONSIBILITY



5. **Transdisciplinary Skills** The construction of meaning, concepts and understanding is complemented by students acquiring and applying a range of skills.



Teachers will send you a unit letter at the beginning of each unit of inquiry. We hope this will help you make connection between your child’s school experience and his/her home environment. Please feel free to contact Rebecca Courouble, rebeccac@ewstokes.org, if you wish to receive more information.

Queridos padres de familia,

Como ustedes saben nuestra escuela está en el proceso de implementar el PYP – Programa de Los Años Primarios del Bachillerato Internacional. A continuación, encontrarán información que les será útil para entender mejor la filosofía del programa y el trabajo que estarán haciendo sus hijos durante los años que permanezcan en la escuela.



La misión:

El bachillerato internacional busca desarrollar jóvenes indagadores, conocedores que sean que se preocupen por formar un mundo en donde se logre la paz a través del respeto y el entendimiento intercultural.

Con el ánimo de que usted acompañe a su hijo(a) en esta travesía, queremos que entienda algunos de los principios del Programa de Los Años Primarios. Cada unidad tiene un enfoque diferente y todas las áreas del Programa de Los Años Primarios se estudiarán todos los años.

El Perfil del Aprendiz:

El fin de los programas de Bachillerato Internacional es desarrollar jóvenes con una mentalidad internacional, a través del reconocimiento de cosas comunes entre la humanidad; jóvenes que sean guardianes del planeta, que ayuden a construir un mundo mejor en donde haya paz y entendimiento.

Todos los estudiantes del Bachillerato Internacional se esfuerzan por ser indagadores, instruidos, pensadores, buenos comunicadores, personas integra, de mentalidad abierta, solidarios, audaces, equilibrados y reflexivos.

Hay un tema por cada unidad. Los temas le permiten al estudiante incorporar problemas locales y globales en el currículo y le permite además ir más allá de los confines de aprendizaje dentro de las áreas temáticas.



- **Los temas interdisciplinarios son:**

Quiénes somos	Cómo nos expresamos	Cómo funciona el mundo
Cómo nos organizamos	Cómo compartimos el planeta	Donde nos encontramos en el tiempo y el espacio

- Los estudiantes indagan y aprenden sobre problemas globales en el contexto de las unidades de indagación, estas unidades se enfocan en una **idea central** relevante a un **tema interdisciplinario**.
- **Las líneas de indagación** se identifican para explorar el alcance de la idea central de cada unidad.
- El Programa de los Años Primarios del Bachillerato Internacional tiene **7 conceptos clave** que están diseñados para ver la idea general de las líneas de indagación dentro de cada una de las seis unidades. Estos conceptos se presentan en la forma preguntas claves que son utilizados por maestros y estudiantes al planear las unidades.

Los conceptos claves son:

Forma	Función Causa	Cambio	Conexión
Perspectiva	Responsabilidad	Reflexión	

- **Habilidades interdisciplinarias:** La construcción de significado, conceptos y entendimiento se complementa con la adquisición y aplicación de una variedad de habilidades:

Habilidades de pensamiento	Habilidades sociales	Habilidades de comunicación
Habilidades de autocontrol	Habilidades de investigación	



Al comenzar cada unidad, los maestros le enviarán una carta informándole acerca del trabajo que estarán realizando los estudiantes. Esperamos que con esta carta usted logre hacer una conexión entre la experiencia en la escuela y el ambiente en la casa.

Si tiene alguna pregunta o desea información adicional, por favor envíeme un correo electrónico a: rebeccac@ewstokes.org
Cordialmente,

Sra. Rebecca Courouble,