

CENTRAL IDEA: Creative expression reveals reality.

La creatividad permite ver la realidad.

L'expression créative révèle la réalité.

Welcome to all families.

In our first unit of inquiry for the 2019-20 school year, we will explore how we express ourselves. We will apply the scientific process to understand the ways in which scientists express themselves to the world around them. In English we will investigate outstanding statements of moral and civic principles made in Washington, D.C. and how we communicate and express our emotions, needs and wants. Scholars will listen to music, read poems, read speeches, engage in observations, complete scientific drawings, and use scientific language to communicate hypotheses, problems and solutions.

In P.E. 3rd graders will smoothly transition from one locomotive skill to another and improve upon muscular & cardiovascular endurance. In health they will work to identify how they express themselves in various environments and what stressors affect their emotional/mental state.

In Art, scholars draw their self-portrait looking in the mirror on paper with pencil and finish with colored pencil. They create a "peace" word to describe their character and they cut the letters ransom note style out of magazines and glue the word across the bottom of their portrait demonstrating how we express ourselves.

In Music, students will play and sing on guitar, compose a song. compose a song using Emin, A, E, chord.

TRANSDISCIPLINARY THEME HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, 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 How and why people use representations (such as art and music) to express their views, ideas, observations, and queries.
- L 2 The relationship between expression, and reflection.
- L 3 The ways in which self-expression and the expression of ideas is different from simply observing and reporting.

APPROACHES TO LEARNING

Thinking : Creative thinking and information transfer

Communication: Exchanging information

Research: Information literacy

Self-management: States of mind and organization skills

Social: developing social-emotional intelligence



KEY CONCEPTS

Perspective
Form



LEARNER PROFILE

Communicator
Reflective
Open-minded



ENGLISH	SPANISH	FRENCH
Scientific Process	Proceso científico	Méthode scientifique
Creativity	creatividad	Créativité
Observation	observer	observer
hypothesis	Hipotesis	Hypothèses
Cooperation	Cooperar	Coopérer
Respect	Respeto	Respect
Expression	Expresión	expression
Reveal	exponer	révéler
Reality	Realidad	Réalité



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

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:



Inquirers
Open-minded

Knowledgeable
Caring

Thinkers
Risk-takers

Communicators
Balanced

Principled
Reflective

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

- 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

- 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.
- The **lines of inquiry** are identified in order to explore the scope of the central idea for each unit.
- 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



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



Thinking skills

Social Skills

Communication Skills

Self-Management Skills

Research 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