

CENTRAL IDEA: People use different symbols to express ideas and bring people together. *Les symboles expriment des idées et unifient la communauté.*
Usamos diferentes símbolos para expresar ideas y crear una comunidad.

Welcome to all families, We are so excited to share with you our first IB unit of the year! Our class is starting the year studying “How We Express Ourselves: Symbols.” We will be studying everything from national holidays to civic values to monuments and buildings. The scholars will understand how it is important to know the meaning in order to function and understand communities. Finally, they will have opportunities to create their classroom crest before doing their own using the new knowledge they acquired during the unit.

Family Involvement (Optional):

- Start identifying some national symbols when you go out.
- Make your own family symbol.
- Brainstorm a list of symbols you use/see every day at home.

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

In P.E. 1st graders will get introduced to similar sports in other parts of the world as well as using unfamiliar equipment for the first time.

In Music, students will learn about and identify the different instruments and families in the orchestra. They will identify rhythm patterns (using half note, quarter note and eighth. keeping a steady beat, play songs on the Recorder and they will learn, America the Beautiful. America. This land is your Land.

TRANSDISCIPLINARY THEME **How We Express Ourselves**

An inquiry into 1. the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; 2. the ways in which we reflect on, extend and enjoy our creativity; 3. our appreciation of the aesthetic.

Throughout this unit, we will be investigating...

- L 1 The variety of symbolic representations that express feelings, thoughts, and ideas. (Reflection)
- L 2 How symbols provide continuity within a community. (Connection)
- L 3 The cultural relevance of symbols. (Perspective)
- L 4 The role of symbols in mathematics and technology (Connection)

APPROACHES TO LEARNING

Thinking skills

Critical thinking (Evaluating)

Social skills

Interpersonal relationship

Communication skills

Literacy and exchanging information

Self-Management skills

Organization

Research skills

Information and planning (data gathering and recording)



KEY CONCEPTS

Connection
Perspective



LEARNER PROFILE

Open-minded
Communicators



ENGLISH

FRENCH

SPANISH

Symbol	symbole	Símbolo
Represent	représente	Representar
Image	image	Imagen
Identity	identité	Identidad
Community	communauté	Comunidad
Monuments	monument	Monumento
Punctuation	punctuation	Puntuación
Anthem	hymne	Himno
Immigrant	immigrant	Inmigrante
Crest	cimier	Escudo de armas
Tradition	tradition	Tradición
Culture	culture	Cultura
diversity	diversité	diversidad



Dear Parents, (see below some information in English 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.

Chers Parents,

Comme vous le savez, Elsie Whitlow Stokes utilise le PYP – Programme Primaire – Cadre de Curriculum, publié par l'IBO, l'Organisation du Baccalauréat International.



La Déclaration de Mission de l'IB:

Le Baccalauréat International (IB) a pour but de développer chez les jeunes la curiosité intellectuelle, les connaissances et la sensibilité nécessaires pour contribuer à bâtir un monde meilleur et plus paisible, dans un esprit d'entente mutuelle et de respect interculturel.

Pour que vous puissiez rejoindre votre élève dans ce voyage, nous voudrions vous aider à comprendre quelques idées principales du PYP. Chaque unité d'étude aura un focus différent mais toutes les unités feront un ensemble de thèmes qui seront abordés chaque année.

Le Profil de L'Apprenant: Le but de tout programme d'IB est de développer des personnes de disposition globale qui aident à créer un monde meilleur et plus paisible, tout en reconnaissant leur humanité commune et la garde partagée de la planète. Tout apprenants d'IB seront :

Chercheurs Informés Penseurs Communicatifs Intègres Ouverts d'esprit
Altruistes Audacieux Equilibres Réfléchis



Pour atteindre ce but, chaque unité sera développée pour inclure les éléments essentiels suivants :

1. Il y a 6 **Thèmes Transdisciplinaire** (un par unité – moins pour les classes maternelles - PK and K). Ces thèmes fournissent les Ecoles du Monde IB avec l'opportunité d'incorporer les questions locales et globales dans le programme d'étude et permettre les étudiants de sortir des limites des sujets. Les thèmes sont :

• Qui sommes nous? • Comment nous nous exprimons? • Comment le monde fonctionne?
• Comment nous nous organisons? • Comment partageons le monde? Ou sommes nous dans le temps et l'espace?

2. Les étudiants font enquête et apprennent à propos ces questions globalement significatives dans le contexte des **unités de recherche**. Chacune adresse une Idée Centrale relie à un thème transdisciplinaire.
3. Les **Lignes de Recherche** sont identifiées afin d'explorer toute l'envergure de l'idée centrale de l'unité.
4. Le PYP IB contient **7 concepts clés** qui sont conçus pour servir de l'appareil de focus pour le grand schéma de ce qu'on considère dans nos lignes d'enquête de chacun de nos six unités. Les idées qui sont au cœur du curriculum sont présentes comme **questions clés**. Ceux-ci sont utilisés flexiblement par les enseignants et les étudiant pour planifier les buts et la direction des unités, et forment l'impulsion du curriculum du PYP.

FORME FONCTION CAUSALITE CHANGEMENT
CONNECTION PERSPECTIVE RESPONSABILITE



Approches de l'apprentissage Les constructions du sens, des concepts et la compréhension sont acquises au travers l'apprentissage et l'application des compétences que l'enfant développe.

Compétences de pensée Compétences de recherche Compétences de communication
Compétences sociales Compétences d'autogestion



Les enseignants vous enverront une lettre au début de chaque unité. Celle-ci vous présentera les informations principales qui vous aideront à comprendre et à faire le lien entre l'expérience scolaire de votre enfant et celle du milieu familial. N'hésitez pas à contacter Rebecca Courouble, rebeccac@ewstokes.org, si vous désirez recevoir plus d'information.