

CENTRAL IDEA: LEADERS INFLUENCE PEOPLE AND PLACES AROUND THEM
LÍDERES INFLUYEN EN LA GENTE Y LUGARES ALREDEDOR DE ELLOS



Welcome to all families,

In this unit students will identify a cultural tradition, custom, belief or value of an AMERICAN HERO/LEADER, their heritage and seek to discover the origin, background and how it relates to their family and compares to the U.S.

Students will research their American Hero's cultural tradition, belief etc. in class and at home by using computers, books and resources provided in class in addition to research and discussion at home with families.

Students will research the origin of the hero's cultural tradition, belief etc. and identify general facts about that country. Students will research the country's native language, music, food, ceremonies, religion/beliefs, customs, landmarks and bordering countries.

Leaders are all around us. If you are or know someone who is a leader in your profession, or community please email a time or day that you can come in and share with our class.

In P.E. students will use a combination of striking, volleying, kicking, and continuous running skills to play and facilitate games. Students who specialize in sports related activities outside of school may have the opportunity take lead teaching a portion of class. In health students will be working to recognize bullying, teasing, and aggressive behaviors as hurtful and potentially harmful. They will develop an understanding of respecting personal boundaries, space, and property and the difference between good touch and bad touch.

In Music, students will learn songs like "Up standing Citizen", "Wakko's America", "Building Bridges", "The Colors of Earth", "This Pretty Planet" and "Teaching Peace".

In Art, students will reflect on what makes a person a leader in Art and identify ways of thinking in Art. They will also use geometric shapes to create a piece of artwork.

TRANSDISCIPLINARY THEME

WHO WE ARE

1 the nature of the self; 2 beliefs and values; 4 human relationships including families, friends, communities, and cultures; 5 rights and responsibilities.

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

- **L1** Characteristics of a leader
- **L 2** I can be a leader (Responsibility)
- **L 3** Influence can be positive or negative (causation and connection)

APPROACHES TO LEARNING

Thinking

- Critical thinking skills
 - Analyzing and evaluating
- Creative-thinking skills:
 - Considering new perspectives

Self-Management

- States of Mind:
 - Emotional management
 - Resilience and self-motivation
 - Perseverance

Communication

- Exchanging Information:
 - Listening and speaking
- Literacy skill
 - Using language to gather and communicate information



KEY CONCEPTS

Connection
Responsibility
Causation



LEARNER PROFILE

Open-Minded
Reflective
Inquirers
Principles



ENGLISH	SPANISH	FRENCH
leader	líder	leader
hero	héroe	héro
vote	votar	vote
elections	elecciones	élections
president	presidente	président
contribution	contribución	contribution
boss	jefe	chef
government	gobierno	Gouvernement
Identity	identidad	identité



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)

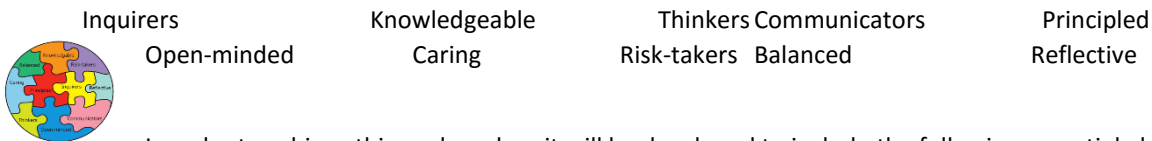


The IB Mission statement:

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:

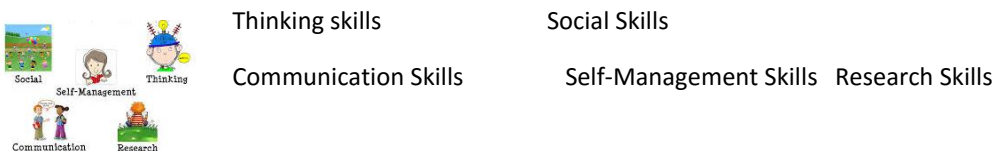
① Who we are ② How we express ourselves ③ How the world works
④ How we organize ourselves ⑤ Sharing the Planet ⑥ Where we are in Time and Place

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