

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
Represent
Image
Identity
Community
Monuments
Punctuation
Anthem
Immigrant
Crest
Tradition
Culture
diversity

symbole
représente
image
identité
communauté
monument
ponctuation
hymne
immigrant
cimier
tradition
culture
diversité

Símbolo
Representar
Imagen
Identidad
Comunidad
Monumento
Puntuación
Himno
Inmigrante
Escudo de armas
Tradición
Cultura
diversidad



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:



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 integras, 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,