

CENTRAL IDEA: People's decisions related to community planning can impact societal health.  
Las decisiones de las personas relacionadas con la comunidad pueden afectar al crecimiento Social.



Welcome to all families,

D.C. Wards/Who We Are: In the first half of the second trimester, our scholars inquired into the geographical and historical development of Washington D.C. through the examination of historical maps. Using census data and statistical visualizations as well as field trips, students examined the characteristics and issues of the 8 wards of Washington D.C. Students also modeled the 3-branch governmental process and levels of governments in the United States within a classroom simulation to generate a proposal to improve the lives of citizens in Washington D.C. which will be presented to the city government.

In P.E. students will be using 3 of the 5 critical elements to improve on their over and underhand throwing skills. As well as demonstrating the elements required to catch. In health students will be assessing what impact certain foods may have on their health.

In Art: Students will answer the question- what cultural differences can you find in your neighborhood? They will recognize paper art style and symmetry, create an original paper cutting and practice making an origami folding bird.

### TRANSDISCIPLINARY THEME    **Who we are**

An inquiry into the nature of the self; beliefs and values; **personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human**

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

- L1: How neighborhoods and community are made and are viewed over time (PERSPECTIVE)
- L2: How people decide to settle in what neighborhoods (REFLECTION)
- L3: How communities make decisions (RESPONSIBILITY)
- L4: What it means to live in the capital of a country (PERSPECTIVE)

### APPROACHES TO LEARNING

Thinking skills:

- Critical thinking

Research skills:

- information literacy, media literacy

Communication skills:

- Exchanging information: listening, interpret, speak.

Social skills:

- Interpersonal relationships, empathy, advocacy.

Self-management skills:



### KEY CONCEPTS

Perspective  
Responsibility

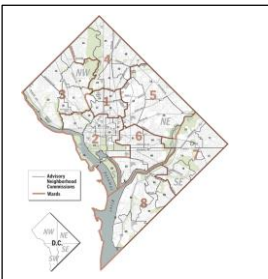


### LEARNER PROFILE

Principled  
Caring  
Reflective



| ENGLISH             | FRENCH                     | SPANISH           |
|---------------------|----------------------------|-------------------|
| Community           | Communauté                 | comunidad         |
| Health              | Santé                      | Salud             |
| Resources           | Ressources                 | Recursos          |
| Maps                | Cartes                     | Mapas             |
| Cardinal directions | Point cardinaux            | Puntos cardinales |
| Key-legend          | Légende                    | Claves            |
| Wards               | Circonscription (quartier) | distrito          |



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)

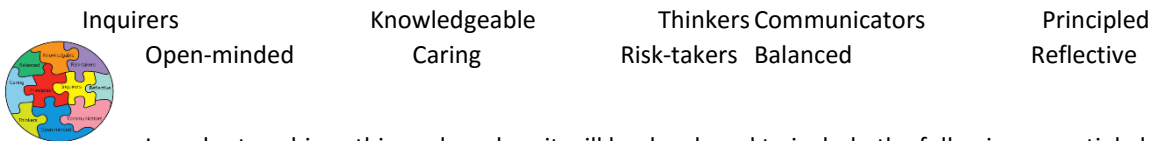


#### The IB Mission statement:

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.

- 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:

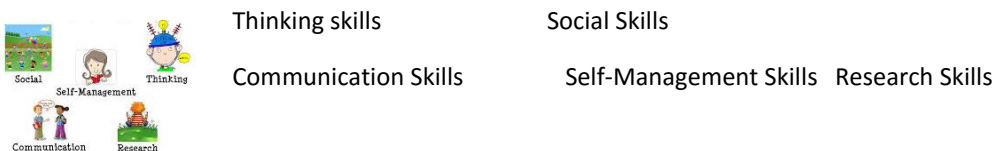
① Who we are ② How we express ourselves ③ How the world works  
④ How we organize ourselves ⑤ Sharing the Planet ⑥ Where we are in Time and Place

- 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 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](mailto: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](mailto:rebeccac@ewstokes.org)  
Cordialmente,

Sra. Rebecca Courouble,