

September 2010

Dear EBI Families:

We are thrilled to present you with the first ever EBI Curriculum Guide! The purpose of this publication is to provide you in-depth information about the EBI educational program and how learning and teaching happen at EBI. This is no small achievement for a school only in its fifth year of existence. We were able to provide you with this information because of the amazing effort and long hours of work on the part of Sagrario Argüelles our International Baccalaureate Coordinator. Sagrario was supported in this work by the entire faculty as well as by Pilar Beccar-Varela, our literacy coordinator.

Though this document is complete in many ways, we continue to develop the documentation related to our entire program, and you can expect this information to be refined and even more complete year after year.

We hope you find this informative. If you have any questions, please do not hesitate to contact us.

Warm regards,

Jon Fulk
Head of School
Escuela Bilingüe Internacional

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Escuela Bilingüe Internacional (EBI) offers a Spanish-English dual-language program, extending from Pre-Kinder through fourth grade, with plans to extend through 8th grade as the current students grow. Students at EBI become fully literate in Spanish and English, and develop conversational skills in Mandarin.

EBI is committed to maintaining high standards for all its students, in all areas of education. We believe that when learning is stimulating, fun and developmentally appropriate, children gain the motivation to become self-directed, life-long learners.

EBI is currently an International Baccalaureate candidate school for the Primary Years Programme (PYP) in Pre-Kinder and the Lower School (Primary) and plans to follow IB Middle Years Programme (MYP) for 6th, 7th and 8th Grades.

The International Baccalaureate organization (IB) is a nonprofit educational foundation with headquarters in Geneva, Switzerland. The IB offers three coordinated programs to approved schools, including:

- The Primary Years Program — for students from Pre-Kinder to Grade 5.
- The Middle Years Program — for students in Grades 6 to 10.
- The Diploma Program — for students in Grades 11 and 12.

All IB programs have a similar pedagogical base — they are *learner-centered* and *inquiry-based*. That means that teaching begins with, and builds on, the curiosity of the students, their capacity to understand the materials, and the questions they have.

By emphasizing a dynamic combination of concepts, skills, independent critical thought, and international understanding, the IB encourages students to become active, compassionate and life-long learners, prepared for a life of engaged, responsible world citizenship.

IB Learner Profile

The attributes of the learner profile express the values inherent to the IB continuum of international education: there are values that should infuse all elements of the three IB programs and, therefore, the culture and ethos of all IB World Schools.

IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

Escuela Bilingüe Internacional and the IB consider the following ten attributes to be essential characteristics of an IB student. Our goal is that students strive to be:

Knowledgeable: Students explore themes with a global relevance and importance. In doing so, they acquire a critical mass of significant knowledge.

Principled: Students have a sound grasp of the principles of moral reasoning. They are honest, and have integrity, and a sense of fairness and justice.

Caring: Students show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

Open-minded: Students respect the views, values, and traditions of other individuals and cultures, and they seek and consider a range of points of view.

Balanced: Students understand the importance of physical and mental balance and personal wellbeing.

Reflective: Students give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

Inquirers: Students acquire the skills to conduct purposeful, constructive research. They actively enjoy learning and will sustain their love of learning through their lives.

Thinkers: Students exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.



Communicators: Students express ideas and information confidently in more than one language, including the language of mathematical symbols.

Risk-takers: Students approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas, and strategies. They are courageous and articulate in defending those things in which they believe.

The Primary Years Programme

The Primary Years Programme is a comprehensive, inquiry-based approach to teaching and learning, encouraging teachers to teach for a depth of understanding, and enabling students to become independent and lifelong learners. Inquiry begins with these transdisciplinary themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Using structured inquiry based on these themes, the PYP gives children a strong foundation in languages, social studies, mathematics, arts, science and technology, physical education, and personal and social education. The themes include and transcend subject areas and are used to classify knowledge about the world.

Units of Inquiry

PYP students explore the transdisciplinary themes each year through *Units of Inquiry* designed to ensure that knowledge, concepts, and skills are developed in sequence. Students become familiar with the structure of questioning, later using this method to answer their own independent questions. The units of inquiry also frame the development of attitudes and the choice of appropriate action on the part of the students.



Transdisciplinary Skills

The acquisition of transdisciplinary skills — those tools needed to acquire, organize, and communicate knowledge — is essential in making students independent learners, capable of pursuing knowledge beyond the classroom. We work systematically to develop and practice skills through the PYP years, each year providing a foundation on which the next year can build.



Research Skills: Students learn how to formulate questions; collect, organize, and interpret data; and present research findings.

Thinking Skills: Through the inquiry method, students learn to apply, analyze, synthesize, and evaluate the knowledge they have acquired.

Social Skills: Students learn to accept responsibility, respect others, and resolve conflicts.

Communication Skills: Rich and extensive language learning challenges students to become world citizens. Fluency in more than one language opens not only greater possibilities of communication but also greater understanding of other cultures. Students read from a variety of sources, recording and presenting their findings using appropriate technology for effective presentation and representation.

Self-Management Skills: Students work on the development of skills in the areas of time management, organization, safety, appropriate behavior, informed choices, and developing a healthy lifestyle.

Attitudes

The Primary Years Programme focuses on the development of personal attitudes towards people, towards the environment and towards learning. These attitudes contribute to the well-being of the individual and the group.

The Primary Years Program suggests that schools should encourage children to develop the following attitudes:



Appreciation: Appreciating the wonder and beauty of the world and its people.

Commitment: Being committed to their own learning, persevering and showing self-discipline and responsibility.

Confidence: Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation: Cooperating, collaborating, and leading or following as the situation demands.

Creativity: Being creative and imaginative in their thinking and in their approach.

Curiosity: Being curious about the nature of learning, about the world, its people and culture.

Empathy: Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspective of others.

Enthusiasm: Enjoying learning and willingly putting the effort into the process.

Independence: Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

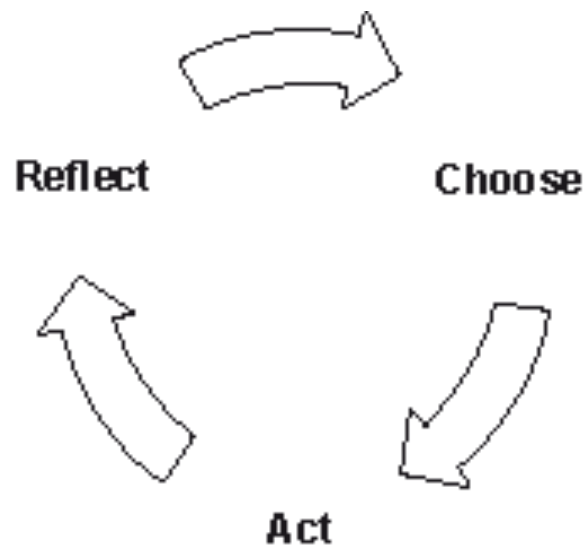
Integrity: Being honest and demonstrating a considered sense of fairness.

Respect: Respecting themselves, others and the world around them.

Tolerance: Being sensitive about differences and diversity in the world and being responsive to the needs of others.

Action

An explicit expectation of the Primary Years Programme is that successful inquiry will lead to responsible action, initiated by the students as a result of the learning process. The action will extend the student's learning or may have a wider social impact. Escuela Bilingüe Internacional offers students the opportunity and the power to choose to act, to decide on their actions and to reflect on these actions in order to make a difference in and to the world.



How Do the Themes and Units of Inquiry Work Together?

Here is an example:

Kindergarten Unit of Inquiry: The Same, but Different

Kindergarten students work with the transdisciplinary theme “who we are” with a unit on differences and similarities that we have with others.

Over the course of six weeks, students develop an understanding of the central idea “Human beings have similarities and differences that unite us”. Teachers plan learning experiences that allow students to construct meaning about how we are similar to yet different from others. Once learners develop a basic understanding of the concepts, teachers guide their students beyond the content into considering how we perceive what surrounds us and finally what we can learn from the differences and similarities we have with others.



Students construct knowledge through engagement and experimentation with the different disciplines. The children use science to make meaning of the central idea by learning about their senses, how they perceive the world using their senses and how different people perceive the world in similar and different ways. They extend this line of inquiry using music and learning how we use our senses to hear low-pitched and high-pitched sounds. In language arts, they read stories about similarities and differences and use information books to learn how we use our senses and how people are similar and different. They use writing and visual media to communicate what they are learning with others. Their work in social studies includes coming together as a classroom community to discuss similarities and differences and establish agreements for respecting themselves, each other and the learning

environment. In physical education, the children learn about each other's strength areas and how they can collaborate as team members to achieve a goal taking into account the ways they are similar and different. The children further develop an understanding of their similarities and differences by using non-standard measurement in mathematics to explore height and weight and graphing their results. In addition to their work in the disciplines, the children and/or the teachers may invite guest experts to share what they know about differences and similarities or take field trips to places that support their learning in a way that classroom activity cannot. Along the way, the teachers guide students' inquiry, recording observations about the children's learning as the students' knowledge grows.

For more information on the IBPYP please see to Sagrario Argüelles, EBI IB Coordinator, or visit www.ibo.org.

CURRICULUM OVERVIEW

LANGUAGE

At EBI language is being taught, through the realistic context of the units of inquiry. In addition some aspects of the language curriculum might be taught as a stand-alone topic following the principles of the PYP, using a constructivist, inquiry-based approach.

The language curriculum is arranged in three main strands:

Oral language: listening and speaking

Written language: reading and writing

Visual language: viewing and presenting

Oral Communication: listening and speaking (IB Language Scope and Sequence)

Oral communication enables students to construct meaning through the process of articulating thoughts in a variety of ways. Oral communication encompasses all aspects of listening and speaking: skills that are essential for language development, for learning and for relating to others.

Written communication: reading and writing (IB Language Scope and Sequence)

Reading is constructing meaning from text by making inferences and interpretations. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience and the text itself. Writing allows us to develop organize and communicate thoughts, ideas and information in a visible or tangible way.



Visual communication: viewing and presenting (IB Language Scope and Sequence)

Viewing and presenting means interpreting or constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual images immediately engage viewers allowing them instant access to data. Learning to interpret this data and to understand and use different media are invaluable skills.

The language learning process is non-linear and, different learners have different proficiency levels and needs although they might be in the same class or have the same age. EBI learning outcomes are a description of this language learning process. The specific outcomes for a grade level describe what most learners are able to do by the end of this grade level. Some learners will have already moved on and are able to work towards a new phase and others might need more time to attain the targets set out. The assessment of the language outcomes are helping teachers decide how to set specific individual learning goals for their students. The individual progress of each child in language is shared with parents in parent teacher conferences and the progress reports.

Mathematics

At EBI, math is being taught through the realistic context of the units of inquiry; if the direct teaching of mathematics in a unit of inquiry is not feasible it is taught as a stand-alone subject following the principles of the PYP, using a constructivist, inquiry-based approach.

Math is arranged into five main strands: **data handling, measurement, shape and space, pattern and function, and number**. For each of these strands we have identified specific learning outcomes. These outcomes describe what most learners are able to do by the end of any given grade level. Different learners have different proficiency levels and needs, although they might be in the same class or be the same age. At times, some learners will have already moved on and are able to work towards the next phase and others might need more time to attain the targets set out. The acquisition of mathematical understanding must be seen as a continuum along which each individual student progresses at his/her own speed.

The assessment of the math outcomes helps teachers to decide how to set specific individual learning goals for their students. The individual progression of each child in math is shared with parents in parent teacher conferences and the progress reports.

Data handling (IB Mathematics Scope and Sequence)

Data handling allows us to make a summary of what we know about the world and to make inferences about what we don't know. Data can be collected, organized, represented and summarized in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion. Probability can be expressed qualitatively by using terms such as "unlikely", "certain", or "impossible". Probability can be expressed quantitatively on a numerical scale.

Measurement (IB Mathematics Scope and Sequence)

To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with the quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.

Shape and Space (IB Mathematics Scope and Sequence)

The regions, path and boundaries of natural space can be described by shape. An understanding of the interrelations of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.

Pattern and function (IB Mathematics Scope and Sequence)

To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called “functions”. This builds a foundation for the later study of algebra.



Science

Science at EBI is taught entirely within the PYP Program of Inquiry. Major conceptual ideas are developed over the entire primary years curriculum, and inquiry is the main approach in the organization and selection of students’ learning experiences.

We have developed the science strands from the IBPYP Science Scope and Sequence documents as well as international and national curricula standards. These documents have provided guidance in designing the Program of Inquiry for EBI and ensuring a balance of the significant strands of science. Those strands are:

Living Things (IB PYP Science Scope and Sequence)

The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.



Earth and Space (IB PYP Science Scope and Sequence)

The study of the planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.

Materials and Matter (IB PYP Science Scope and Sequence)

The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

Forces and energy (IB PYP Science Scope and Sequence)

The study of energy; its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

Social Studies

Social Studies at EBI are taught entirely within the PYP Program of Inquiry. Major conceptual ideas are developed over the entire primary years curriculum, and inquiry is the main approach in the organization and selection of students' learning experiences.

We have developed the social studies strands from the IBPYP Social Studies Scope and Sequence documents as well as international and national curriculum standards. These documents have provided guidance in designing the Program of Inquiry for EBI and ensuring a balance of the significant strands of Social Studies. They are:

Human systems and economic activities (IB PYP Social Studies Scope and Sequence)

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

Social organization and culture (IB PYP Social Studies Scope and Sequence)

The study of people, communities, cultures and societies; the way in which individuals, groups and societies interact with each other.



Continuity and change through time (IB PYP Social Studies Scope and Sequence)

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

Human and natural environments (IB PYP Social Studies Scope and Sequence)

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Resources and the environment (IB PYP Social Studies Scope and Sequence)

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Personal, Social and Physical Education

Personal, Social and Physical Education (PSPE) is concerned with the ongoing development of knowledge, attitudes and skills related to personal, social and physical well-being in order to make healthy lifestyle choices.

Personal and Social Education (PSE) is included in the curriculum in order to help students develop and understanding of how to manage and communicate their feelings; understand how their choices and practices can promote and maintain their health and safety; develop an awareness of social norms and perspectives; build relationships and develop an appreciation of commonalities and differences; develop strategies to resolve conflicts; recognize rights and responsibilities towards others and the environment and develop self management strategies to become successful learners.



PSE is an essential and integral part of the curriculum; it is transdisciplinary in nature, yet needs to be thoroughly planned and carefully implemented. The students will develop knowledge and understanding in the four strands of self-concept, health and safety, interaction with others and organization for learning.

Physical Education

Physical Education is concerned with the physical, social, personal and emotional aspects of our students' development. It gives students the opportunity to learn about movement and through movement.

The students will develop knowledge and understanding in the strands of **health-related activities, body control and spatial awareness, athletic activities, games, movement to music and adventure challenge.**

Students will be exposed to a number of activities that will develop motor skills, which may later be applied in various physical activities within and beyond the school setting. In physical education, students are exposed to a wide variety of physical and health-related activities and experiences so that they can make informed choices throughout their lives.



Students are encouraged to participate in an active life style, and recognize the ways exercise affects their body and their overall fitness or well-being, developing an understanding of the role of physical activity in a healthy lifestyle. Students also come to recognize that PE takes place within a cultural context that should be appreciated. Physical education offers students the opportunity to set themselves physical objectives, gaining pleasure or satisfaction from accomplishing these physical tasks or challenges and reflecting on their performance.

Arts

Arts are viewed by the Primary Years Programme as a form of expression that is inherent in all cultures. They are powerful means to assist in the development of the whole child, and are important for interpreting and understanding the world. Arts promote imagination, communication, creativity, social development and original thinking.

In the Primary Years Programme the arts are identified as **drama, music and visual art**. Through the arts our students learn to communicate, have exposure to other cultures and find out more about themselves.

Music

Music includes the study and exploration of sound and the expressive use of musical elements. At EBI students join together in musical learning experiences using their voices, bodies and simple instruments to develop concepts about sound and musical awareness. They are exposed to, and work on, a wide range of musical stimuli. Our desire is to provide an opportunity for joyful and meaningful expression through singing, moving, and playing instruments, individually and in cooperation with others. Singing and movement is emphasized through the study of melody and rhythm, which also includes developing reading and simple notation skills. Music to support the program of inquiry is also core to the curriculum, extending knowledge, language and understanding of culture.



Escuela Bilingüe Internacional Program of Inquiry



Escuela Bilingüe Internacional
Program of Inquiry

2010-2011

	Who we are <i>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.</i>	Where we are in place and time <i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How we express ourselves <i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	How the world works <i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	How we organize ourselves <i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	Sharing the planet <i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
5th 10-11	<p>Central Idea: The growth of human beings involves physical, emotional and social transformations that prepare us for life.</p> <p>Key concepts: Function, change, responsibility Related concepts: Sexuality, adolescence</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Differences and sexual changes in adolescence Emotional changes and the influence of the social environment in adolescence Responsibility to choose 	<p>Central Idea: Some social and historical events change people's lives.</p> <p>Key concepts: Cause, perspective, change Related concepts: Revolution, conflict</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> What caused social changes in history Events that transformed the lives of some human groups Revolution as a means for change 	<p>Central Idea: Different artistic expressions help develop the skills to think and create.</p> <p>Key concepts: Form, function, perspective Related concepts: Aesthetics, artistic genres</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Different artistic expressions and its genres The creative process artists go through to create a piece of work Expression and appreciation of the different artistic expressions 	<p>Central Idea: Reproduction of living beings contributes to the perpetuation of the species.</p> <p>Key concepts: Change, connection Related concepts: cycles, growth</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Reproduction is a part of the vital life cycle Reproductive processes Genetics and hereditary factors 	<p>Central Idea: Technology affects society in general.</p> <p>Key concepts: Change, connection, responsibility Related concepts: Technology, inventions</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The objective of technology Circumstances that lead to the development of important inventions, and their impact Technology's contribution to and its impact to sustainability 	<p>Central Idea: We have rights and are responsible for the fair distribution of resources.</p> <p>Key concepts: Connection, perspective, reflection Related concepts: Conflict, globalization</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Infinite and finite resources Poverty as a worldwide reality Our responsibility in the fair distribution of resources
4th 9-10	<p>Central Idea: Beliefs and convictions are part of us.</p> <p>Key concepts: perspective, reflection Related concepts: Beliefs, convictions, diversity</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Our beliefs and convictions How our beliefs and convictions influence our behavior How religions and spiritual traditions influence our society 	<p>Central Idea: Exploration leads to discovery and to the development of new knowledge</p> <p>Key concepts: Form, perspective, reflection Related concepts: Consequences and discoveries</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The purpose of exploration in the past The link between feelings and attitudes with exploration What do we learn when we explore 	<p>Central Idea: Our appearances transmit aspects of our identity and can originate different impressions</p> <p>Key concepts: form, function, perspective, reflection Related concepts: Diversity, stereotypes</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Different ways to know people and their own individuality. Personal accessories, clothing and identity The impact of the first impressions 	<p>Central Idea: It is possible to transform energy and to store it in different ways</p> <p>Key concepts: Form, function, connection Related concepts: Conservation, transformation</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Forms of energy Storage and energy transformation Energy conservation 	<p>Central Idea: There is a relationship between governments and their citizens</p> <p>Key concepts: Form, function, connection Related concepts: Governments, social welfare</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Why do governments exist Different government systems Connections established between governments and citizens 	<p>Central Idea: Finding solutions to global conflicts entails the preservation of our planet.</p> <p>Key concepts: Connection, perspective, reflection Related concepts: Conflict, globalization</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> National conflicts The origin of global conflicts Solutions to the conflicts that have an impact on the conservation of our planet

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
3 rd 8-9	<p>Central Idea: The human body is a complex machine in which many systems work together to contribute to our well-being.</p> <p>Key concepts: Function, connection, responsibility</p> <p>Related concepts: Systems, interdependence</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> How do the body systems work. Interdependence of the body systems. How different factors affect the human body systems. 	<p>Central idea Ancient cultures have influenced modern society.</p> <p>Key concepts: Change, perspective</p> <p>Related concepts: Civilizations</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Ways of life from different societies What have modern societies adapted/adopted from ancient cultures How globalization has sped up cultural diffusion 	<p>Central idea Imagination allows us to expand our ability to think experiment and solve problems.</p> <p>Key concepts: Perspective, connection</p> <p>Related concepts: Empathy, inventions, transformation</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The value of imagination How imagination helps us take other perspectives into account The use of experimentation and creativity to solve problems 	<p>Central Idea Planet Earth moves within an enormous and complex system.</p> <p>Key concepts: Form, function, connection</p> <p>Related concepts: Systems, space, geography</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The influence of the solar system on our lives How Earth movement affects our lives The use of maps to describe Planet Earth 	<p>Central Idea Leaders have traits that make them influence society</p> <p>Key concepts: Change, perspective, reflection</p> <p>Related concepts: Values, conflicts, citizenship</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Characteristics of leaders Leaders who have influenced society How leaders influence change 	<p>Central Idea In different parts of the world human beings face a variety of challenges and risks.</p> <p>Key concepts: Function, reflection</p> <p>Related concepts: Equality, rights</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Challenges and risk that human beings face. How kids respond to challenges and risks How people, organizations and nations try to protect people from risks
2 nd 7-8	<p>Central Idea Self-knowledge encourages the development of our identity and gives meaning and purpose to life.</p> <p>Key Concepts: Cause, perspective, reflection</p> <p>Related Concepts: Self-knowledge, identity</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The concept of identity Self-knowledge, self-concept, self-esteem My personal goals 	<p>Central Idea Migration modifies the lives of living beings</p> <p>Key Concepts: Change, cause, reflection</p> <p>Related Concepts: Migration, population</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Why living beings migrate Migration through history The effects of migration on the environment, cultures and individuals 	<p>Central idea: There is a wide range of signs and symbols that facilitate local and global communication.</p> <p>Key Concepts: Form, connection</p> <p>Related Concepts: Culture, means, patterns and symbols</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Signs and symbols Reasons to develop systems of communication The effect of technology on communication 	<p>Central idea: Natural phenomena contribute to changes in our environment</p> <p>Key Concepts: Cause, change, connection</p> <p>Related Concepts: Impact, the movement of tectonic plates, forces</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Natural phenomena and their causes How natural phenomena affect the environment How we can protect ourselves from natural phenomena 	<p>Central idea: The personal and social relationships we establish affect our society</p> <p>Key Concepts: Perspective, reflection, responsibility</p> <p>Related Concepts: Values, relationships, rights</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Rights and responsibilities we have as members of a society Importance of values How respectful interactions lead us to positive relationships 	<p>Central idea: Over time, living beings adapt to be able to survive.</p> <p>Key Concepts: Change, connection</p> <p>Related Concepts: Adaptation, evolution</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Concept of adaptation Circumstances that lead to adaptation How living beings adapt or respond to environmental conditions

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1 6-7	<p>Central Idea Making well balanced decisions about our daily routines will allow us to have healthy lives.</p> <p>Key concepts: Form, function, reflection Related concepts: Health, hygiene, nutrition,</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Habits and daily routines (hygiene, rest, play and diet) Well balanced choices The consequences of our choices 	<p>Central idea: Traditions and customs contribute to the development of our cultural identity.</p> <p>Key concepts: Causation, connection, reflection Related concepts: Traditions, customs, identity</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Family traditions The history of our holidays and celebrations The connection between different seasons and celebrations 	<p>Central Idea: Literature expresses values, feelings and emotions that stretch our imagination.</p> <p>Key concepts: Form, function, perspective Related concepts: Literature, imagination</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Literature genres Similarities and differences among literature genres How imagination enriches literature 	<p>Central idea: Weather conditions affect our daily lives in different ways.</p> <p>Key concepts: Function, change, causation Related concepts: Climate, air</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Air and its properties Changes in weather conditions and how they affect our daily lives The effect of the sun and wind on weather 	<p>Central Idea: Communities offer services designed to satisfy the needs of people.</p> <p>Key concepts: Perspective, connection, responsibility Related concepts: Dependence, cooperation</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Reasons people live in communities Services needed in a community My responsibility as a member of a community 	<p>Central Idea: Water is essential, and it is a limited resource for many people.</p> <p>Key concepts: Change, reflection, responsibility Related concepts: Pollution, preservation, conservation</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Uses for and sources of water What happens to water after we use it Our responsibilities in relation to water
K 5-6	<p>Central Idea: Human beings have similarities and differences that unite us.</p> <p>Key concepts: Form, function, perspective Related concepts: Senses, differences, similarities</p> <p>An inquiry into</p> <ul style="list-style-type: none"> How I perceive what surrounds me How I am the same as and different from others What I can learn from the differences and similarities I have with others 	<p>Central Idea: We have a past that is interrelated with the past of others.</p> <p>Key concepts: Change, connection, reflection Related concepts: Diversity, personal histories</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Personal histories Past, present and the concept of future How my actions affect others' personal histories 	<p>Central Idea: Narratives inform us, stimulate us and give us pleasure.</p> <p>Key concepts: Connection, reflection, perspective Related concepts: Communication</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> How narratives help us express ourselves What narratives communicate How narratives are created and shared 	<p>Central Idea: The elements in our environment have distinguishing characteristics and properties.</p> <p>Key concepts: Function, causation, change Related concepts: Properties, physical states</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> States of matter and changes Properties of materials How human beings use materials according to their properties and states 	<p>Central Idea: Human beings need to play and to do so we need to organize ourselves</p> <p>Key concepts: Responsibility, , connection Related concepts: Cooperation, organization</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The purpose of games Our need to organize ourselves while playing Different types of play 	<p>Central Idea: Human beings should recognize the importance of plants and animals in our lives.</p> <p>Key concepts: Responsibility, perspective, connection Related concepts: Ecosystems, conservation</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Elements of an ecosystem and their interdependence The needs of living beings How human beings can demonstrate our appreciation for nature

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Pre-Kinder Pahse II (Azul, Verde and Amarillo)	<p>Central Idea: Our family stories make each family unique.</p> <p>Key concepts: Form, function, perspective</p> <p>Related concepts: Families, stereotypes</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The purpose of the family Families can have different configurations Culture affects families 	<p>Central Idea: Travelling leads to change and can open new horizons.</p> <p>Key concepts: Causation, change</p> <p>Related concepts: Choices</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Types of travelling Transportation we use to travel Choices and decisions related to travelling 	<p>Central Idea: Human beings express our feelings through different artistic expressions.</p> <p>Key concepts: Connection, perspective</p> <p>Related concepts: Artistic expressions, expression</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> How we express our feelings Different artistic expressions How different cultures express their feelings 	Pre-Kinder only engages in four units of inquiry during the year. Beginning Kindergarten the students will engage in the six units	Pre-Kinder only engages in four units of inquiry during the year. Beginning Kindergarten the students will engage in the six units	<p>Central Idea: The way we interact with nature affects our environment.</p> <p>Key concepts: Reflection, responsibility</p> <p>Related concepts: Environment, ecology, pollution</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The Earth and its natural treasures Our responsibilities towards planet Earth (reduce, reuse and recycle) What can I do to improve planet Earth
Pre-Kinder Phase I (Rojo and Amarillo)	<p>Central Idea: We are all unique.</p> <p>Key Concepts: Form, perspective, responsibility</p> <p>Related concepts: Identity, hygiene</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> What I am like How can I take care of my body What we like and what we don't 	PK only engages in four units of inquiry during the year. Beginning Kindergarten the students will engage in the six units	<p>Central Idea: People have different ways of understanding and expressing their feelings.</p> <p>Key concepts: Form, causation, reflection</p> <p>Related concepts: feelings, self-management</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Feelings Ways of expressing and managing our feelings Ways of responding to other people's feelings 	Pre-Kinder only engages in four units of inquiry during the year. Beginning Kindergarten the students will engage in the six units	<p>Central Idea: We need each other to build a community.</p> <p>Key concepts: Function, connection</p> <p>Related concepts: Community, community needs</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> We belong to several communities The purpose of rules and routines Different roles in the community 	<p>Central Idea: Living beings need care in order to develop.</p> <p>Key concepts: form, responsibility</p> <p>Related concepts: Living things (plants, animals)</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Characteristics and differences among living beings Life cycles Our responsibility for caring for and preserving life

Escuela Bilingüe Internacional Language Scope and Sequence

