



Escuela Bilingüe Internacional

# Primary Years Programme

Curriculum Guide

## INTRODUCTION

Escuela Bilingüe Internacional (EBI) offers a Spanish English dual language program, extending from Pre-kinder through eighth grade. Students at EBI will become fully literate in Spanish and English, and will develop conversational skills in a third language (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 an International Baccalaureate World School offering the Primary Years Programme (PYP) for Pre-kinder to Fifth grade and is currently a candidate<sup>1</sup> school for the IB Middle Years Programme (MYP) for 6th to 8th Grade.

The International Baccalaureate Organization (IB) is a nonprofit educational foundation founded in 1968 with headquarters in Geneva, Switzerland. The IBO offers four coordinated programs to 4,000 approved schools (in 149 countries), including:

- The Primary Years Programme (PYP). For students aged 3 – 12
- The Middle Years Programme (MYP). For students aged 11 – 16
- The Diploma Programme (DP). For students aged 16 – 18
- The Career-Related Programme (CP). For students aged 16 – 19

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

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

### Primary Years Programme (PYP)

Escuela Bilingüe Internacional is committed to follow and further develop the International Baccalaureate (IB) Programmes. The Primary Years Programme (PYP) is followed from Pre-Kinder to Grade 5. The IB officially authorized EBI in January 2011. Our last IB evaluation visit was in 2021, the next one will be in 2021.

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<sup>1</sup> EBI is an authorized IB World School for the International Baccalaureate Primary and Middle Years. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.\*\*\*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme

(PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

EBI follows a transdisciplinary model whereby themes of global significance frame the learning throughout the primary years, including early childhood. This means that students are encouraged to make connections between subject areas, and that traditional curriculum areas are used as lenses to help students inquire into big ideas. The PYP is both a curriculum framework and a philosophy that facilitates structured inquiry. Through inquiry, the students are encouraged to question, wonder, doubt, speculate and generalize as part of their learning journey to construct meaning about the world around them. Students are also encouraged to consider situations from multiple viewpoints and have the opportunity to explore significant local and global issues.

At Escuela Bilingüe Internacional, opportunities to share experiences between students, parents and teachers are a critical element in developing a sense of international mindedness. This begins with each student's ability to develop a better sense of identity. We encourage all members of our community to share their personal histories as well as their cultural identities.

The PYP encourages students to become independent learners, and EBI encourages them to make connections between life in school, life at home, and life in the world. By helping students to see that learning is connected to life, a strong foundation for future learning is established.

The Primary Year Programme encourages students to:

- Develop a strong set of problem-solving strategies
- Think critically
- Develop knowledge and skills to apply to new situations or tasks
- Continue to question throughout their lives
- Develop a sense of international mindedness
- Take action as a result of the learning process

Students will:

- Learn through inquiry
- Build on prior knowledge
- Work individually, with a partner, and in groups
- Be listened to
- Curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually
- Be supported in their journey to become independent, autonomous learners
- Learn through differentiated experiences which accommodate for the range of abilities and learning styles in a group

## The International Baccalaureate 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. As IB learners, we strive to be:



**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



*The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them; can help people become responsible members of local, national and global communities.*

## Curriculum Framework

The aim of the PYP (to create a curriculum that is engaging, relevant, challenging and significant) is achieved through structured inquiry and the development of five essential elements: **knowledge, concepts, skills, attitudes and action.**

### Knowledge: What do we want students to know?

While the PYP acknowledges the importance of traditional subject areas (language, mathematics, social studies, science, personal, social and physical education, and arts), it also recognizes the importance of acquiring a set of skills in context and of exploring content, which transcends the boundaries of the traditional subjects and is relevant to students.

The PYP has six transdisciplinary themes that provide the framework for learning. These themes are globally significant and support the acquisition of knowledge, concepts and skills of the traditional subjects. They are revisited throughout the students' time in the PYP.

The Six PYP Transdisciplinary Themes are:

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.
Where we are in place and time	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.
How we express ourselves	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.
How the world works	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.
How we organize ourselves	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 of humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Students inquire into, and learn about, these globally significant issues through units of inquiry, each of which address a central idea relevant to a particular transdisciplinary theme. Please refer to the annex for EBI's programme of inquiry for more information.

### Concepts: What do we want students to understand?

The following key concepts are used to support and structure the inquiries. The exploration of concepts leads to a deeper understanding and allows students to transfer knowledge learned in one area of the curriculum to another.

Form	What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it like it is? The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.
Change	How is it changing? The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection	How is it connected to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	What are the points of view? The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
Responsibility	What is our responsibility? The understanding that people make choices based on their understandings, and the action they take as a result do make a difference.
Reflection	How do we know? The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider other methods of reasoning, and the quality and the reliability of the evidence we have considered.

In addition to the above key concepts, children will inquire into related concepts in all curriculum areas. Instead of simply gaining knowledge and skills in mathematics, for example, they will deepen their understanding of concepts such as pattern, multiplication, and place value.



### Skills: What do we want students to be able to do?

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 (PYP) 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.

## Actions

An explicit expectation of the Primary Years Programme (PYP) is that successfully 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 of inquiry where they explore the concepts of diversity, differences and similarities.

Over the course of six weeks, students develop an understanding of the central idea "Human beings have similarities and differences that we can perceive and from which we can learn." Teachers plan learning experiences that allow students to construct meaning about how we are similar to yet different to 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 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 learned stories about similarities and differences and use information books to explore 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 and understanding of their similarities and differences by using none standards measurement in mathematics to explore the concepts of height and weight and graphing their results. In addition to their work in the disciplines, the child and/or teachers may invite guest speakers to share what they know about differences and similarities or take field trips to places that support their learning in a way that classroom learning experiences cannot. Along the way, the teachers guide students' inquiry, recording observations about the children's learning as the students' knowledge grows.

## The Grade 5 Exhibition

At EBI, students in their final year of the PYP (Grade 5), participate in a culminating project, the Grade 5 PYP Exhibition. It is not only a celebration as students move from the Primary Years Programme into the Middle Years Programme, but it is also a final assessment where each student is required to demonstrate engagement with the essential elements of the PYP: **knowledge, concepts, skills, attitudes and action**. Students engage in a collaborative, transdisciplinary inquiry that involves them in identifying, investigating and offering solutions to real-life issues or problems.

All the community is invited to the Grade 5 Exhibition to celebrate the students' learning.



## Assessment

At Escuela Bilingüe Internacional (EBI) assessment is integral to all planning, teaching, and learning. Assessment identifies what students know, understand, do, and feel in different stages of the learning process. The goal of assessment is to provide information about both the process of learning and the individual needs of students to parents, teachers, and administration.

To determine what students know, understand, do, and feel we determine:

- Prior knowledge (at the beginning of the process)
- Formative assessment (throughout the process)
- Summative assessment (at the end of the process)

Assessment is the ongoing objective evaluation of the process and progress made by students based on a variety of methods in various learning situations. It involves the gathering and analysis of information about student skill and performance and is designed to guide planning and instruction. Students and teachers are actively engaged in assessing the progress in order to develop self-evaluation and critical thinking skills.

Escuela Bilingüe Internacional uses the following assessment tools: rubrics, exemplars, checklists, anecdotal records, continuums, and standardized exams/ERB (beginning in third grade). The assessment strategies that are used in the school are: observation, performance assessment, process focused assessment, selected responses, and open ended tasks.



The school communicates assessment results in conferences with parents, the three-way conferences, portfolio, progress reports and written reports that indicate the students' progress with reference to the IB learner profile, attitudes and transdisciplinary skills. Please refer to the annex for EBI's assessment policy for more information.

## Subject Areas

### Language

Escuela Bilingüe Internacional is a Spanish-English dual language school. We teach language in the context of regular classroom subject matter. Students begin in Pre-Kinder with 100% Spanish immersion and gradually transition to a 50/50 Spanish/English model by third grade. All specialist classes (Art, Music, PE) are taught in Spanish. Starting in third grade, students take Mandarin as well. Our goal is that students graduate our program with high levels of academic and social proficiency in both English and Spanish as well as functional conversational skills in Mandarin.



Language is fundamental to learning, thinking and communicating. Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP although other teaching strategies and styles may also be used. Language is developed across the whole curriculum and as a result all teachers at EBI are language teachers, who model and teach the use of language. Learning takes place in authentic contexts, and literature plays a special role in enabling this to happen.

Students learn language when they are using it through speaking, listening, reading and writing in order to understand and express ideas. Teachers provide opportunities for this to happen in a safe and stimulating environment in order to encourage risk-taking and learning.

Our aim is to develop students' ability to express themselves fluently, confidently and accurately in oral, written and visual communication systems.

The language curriculum is arranged into three main strands:

- **Oral language:** listening and speaking
- **Written language:** reading and writing
- **Visual language:** viewing and presenting

**Oral Communication: listening and speaking** (PYP 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** (PYP 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** (PYP 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 to have instant access to data. Learning to interpret this data and to understand and use different media are invaluable skills.

## Literacy

EBI teachers support and facilitate the literacy growth of their students by creating a balanced literacy environment in each of their classrooms. The major components are as follows.

**Reading Aloud:** The teacher reads aloud to the whole class. Teacher asks questions and facilitates whole class or partner discussions about each book, either during and/or after the reading. The discussions focus on some element of reading comprehension.

**Shared Reading:** The teacher uses a text that all the children can see, and involves students in reading together.

**Guided Reading:** The teacher works with a small group of students who have similar reading processes. The teacher selects and introduces new books and supports children reading the whole text themselves, making teaching points during and after the reading.



**Literature Circles:** As students become more independent in their reading (2<sup>nd</sup> grade on up) the teacher will transition groups of students from Guided Reading to a Literature Circle format. During Literature Circles, the students discuss and analyze a text (fiction or nonfiction) that they have read on their own at another time.

**Independent Reading:** Students read on their own or with partners from a wide range of materials. Some reading may be from a special collection at their reading level.

**Interactive Writing:** Teacher and children compose messages and stories that are written using a “shared pen” technique that involves children in the writing. Students contribute at whatever level their writing proficiency allows.

**Writer’s Workshop:** Teacher guides the writing process and provides instruction through modeling, mini-lessons, and individual conferences. The mini-lessons often focus on one of the Six Traits of powerful writing (Ideas, Organization, Word Choice, Voice, Sentence Fluency, and Conventions). Students write their own pieces at their own pace, eventually going through the steps of the writing process from prewriting through publication.

**Word Study:** Word study includes awareness of sounds in words, phonics, parts of speech, vocabulary development, and word comprehension. While word study is occasionally taught in isolated lessons using a six-session routine, much of the time it is woven into the other literacy routines.

The understanding that making meaning is central to the process drives our approach in all of these components. Our students are always encouraged to ask questions, offer alternative interpretations, make their own connections, and think critically about what they say, hear, read and write.

Please see the appendix for a detailed overview of the curriculum for language in each grade level.

## Mandarin

Mandarin is taught starting in third grade. Using a combination of English and Mandarin, the teacher structures the course around three basic areas:

**Conversation:** Students are introduced to everyday vocabulary, basic grammar, and tonal accuracy. They learn to have simple conversations that include basic greetings and topics such as feelings and likes, family members, numbers (dates, age), color, clothes, sports, weather, shopping, school supplies, foods, and pets.

**Basic literacy:** Using the Pinyin system, students learn to read new words and even short stories. Students follow correct stroke order to write and type simple stories.

**Cultural appreciation:** Students are exposed to Chinese culture through singing songs, playing games, practicing elements of martial arts, and doing art projects such as paper-folding, paper-cuts, and making Beijing Opera masks and lanterns.

## Mathematics

At EBI we view mathematics as instrumental to the inquiry process. Wherever possible we teach math within the context of the classroom inquiry, rather than in isolated math lessons. Thus, we encourage students to use their mathematical knowledge and skills to inquire and investigate within the unit of inquiry. We strive to build mathematical communities that approach mathematics with a sense of curiosity, an interest in problem solving, and an open mindedness about multiple strategies.

EBI teachers support and facilitate the growth of their students as mathematicians by exploring the five strands described by the Primary Years Programme curriculum: data handling, measurement, shape and space, pattern and function, and number.

### **Data handling** (PYP 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". It can be expressed quantitatively on a numerical scale.

### **Measurement** (PYP Mathematics Scope and Sequence)

To measure is to attach a number to 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** (PYP 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** (PYP 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 describes as generalized rules called “functions”. This builds a foundation for the later study of algebra.

### **Number** (PYP Mathematics Scope and Sequence)

Our number system is a language for describing quantities and the relationships between quantities. For example, the value attributed to a digit depends on its place within a base system. Numbers are used to interpret information, make decisions, and solve problems.



EBI teachers strive to create dynamic and diverse experiences in an effort to meet all learning modalities. These experiences include:

**Computational fluency routines:** Teachers have developed routines in which students exercise computational fluency and teachers and/or students record their strategies for finding relationships between numbers in an accurate and efficient manner.

**Math investigations and inquiry:** Teachers and students inquire within the overall unit of inquiry (or mathematical unit of inquiry) using the mathematical concepts, skills, and tools acquired throughout the year. Students work in cooperative groups and develop skills as members of a mathematical community.

**Math talks:** Teachers and students have conversations about the relationships between quantities, numbers, and operations using number strings.

**Math journaling:** Students journal about mathematical ideas and concepts, and share their ideas with the teacher or the class.

**Math centers:** Teachers develop engaging contexts (such as games, inquiry, or practice routines) in which students practice and develop their mathematical skills, as well interacting with the mathematical community when working in groups.

**Guided math:** Teachers guide students in small group in a differentiated manner, with the purpose of targeting student’s needs.

**Independent practice:** Students work independently to practice and develop mathematical skills and concepts.

Our approach in all of these experiences is driven by the understanding that mathematizing our world is central to the process. Our students are always encouraged to ask questions, develop efficient strategies

to solve problems, make their own connections, and think critically about their world in a mathematical manner.

Please see the appendix for a detailed overview of the curriculum for mathematics in each grade level.

## Science

Science is integrated into transdisciplinary units of inquiry with a focus on building conceptual understanding, critical thinking and research skills. Overarching concepts span the entire primary years curriculum, with each grade level addressing them in developmentally appropriate inquiry. During the course of the scientific inquiry, students are encouraged to identify, reflect on, and ask questions about the major concepts that drive the inquiry. They are taught to handle tools, record and compare data, make accurate and detailed observations, and use those observations to formulate explanations.



Our science scope and sequence is divided into four strands that were developed using a combination of the PYP Science Scope and Sequence documents and other national and international 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** (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 the environment.

### **Earth and Space** (PYP Science Scope and Sequence):

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

### **Materials and Matters** (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:**

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



## Social Studies

As with science, social studies are integrated into the transdisciplinary units of inquiry with a focus on building conceptual understanding and critical thinking and research skills. Overarching concepts span the entire primary years curriculum, with each grade level addressing them in developmentally appropriate ways. During the course of the social studies units of inquiry, students are encouraged to formulate questions about the past, the future, places, and society. They are taught to orient themselves in time and place, identify roles, rights, and responsibilities in society, use and analyze evidence from a variety of historical, geographical, and societal sources, and assess the accuracy, validity, and possible biases of those sources.

Our social studies scope and sequence is divided into five strands that were developed using a combination of the PYP scope and sequence and other national and international standards.

### **Human systems and economic activities** (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** (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** (PYP Social Studies Scope and Sequence):

The study of the relationships between people and events through time; the past, its influence on the present, and its implications for the future; people who have shaped the future through their actions.



### **Human and natural environments** (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** (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.

Our approach to social studies aligns perfectly with our overall mission in that it encourages students to find connections between peoples, events, and experiences, and explore the multiple perspectives and realities of our global community.

## Personal, Social and Physical Education (PSPE)

PSPE in the PYP is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being.

Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

PSPE is actually the combination of two curriculum areas – PE and PSE – which are described below.

### Physical Education (PE)

Through Physical Education in the PYP, students are learning the “language” of physical movement, exploring the skills associated with the different areas of PE. Students learn to understand what they can and cannot do physically. They become aware of their own strengths and areas to develop in this discipline. Physical activity is an essential aspect of a balanced, healthy lifestyle and learning through PE helps build self-esteem, confidence, cooperation and fitness. Our aim is to stimulate students' awareness of their own physical fitness and to simultaneously develop an interest and appreciation of sport and physical activity.

Guided by the PYP framework, our PE program is divided into five strands: individual pursuits, movement composition, games, adventure challenge, and health-related fitness.

Students develop skills in these areas through a wide variety of cooperative and competitive games, sports, and physical challenges designed to ensure maximum participation by all, with an emphasis on cooperation rather than winning. During PE students also explore the central idea and concepts of their current unit of inquiry.



## Personal and Social Education (PSE)

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 three strands of identity, active living and interactions.



## Arts

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

In the Primary Years Programme (PYP) 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

The music program introduces students to a sequence of concepts and techniques intrinsic to music. Students are encouraged to develop their imagination and musical experience organizing sounds – natural and technological – into various forms that communicate specific ideas or moods. Students have the opportunity to respond to different styles of music, as well as to music of different times and cultures, individually and collaboratively, and create and respond to music ideas. Additionally, students



have the opportunity to participate in live performances – informal as well as formal – that allow students to work collaboratively and gain awareness of the audience.

Beginning in preschool, EBI students attend music classes. In the early grades the students are taught through the Orff Method of music instruction. The Orff Method uses a mixture of singing, dancing, acting and the use of percussion instruments (i.e. xylophones, metallophones, glockenspiels). Lessons are presented with an element of play, helping the children learn in a developmentally appropriate way.



Throughout the grades, our music program gives the students the opportunity to engage in a broad range of musical experiences including classifying and analyzing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notation, reading music, songwriting, and recording. They also have the opportunity to listen and respond to music from various styles, time periods, and cultures. The program develops creative skills, critical thinking, research and social skills, a multi cultural and historical perspective of the music, and expression in a variety of media.

## Visual Arts



Visual arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. The PYP recognizes that not all learning can be supported solely through language and that arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

The visual arts program introduces students to a sequence of concepts and techniques intrinsic to the study of the arts. The program develops creative skills, critical thinking, aesthetic critique, problem-solving skills, a multi-cultural and historical perspective of the arts and expression in

a variety of media, including, architecture, bookmaking, collage, drawing, graphic design, film, hand-building, illustration, mask making, mural and other painting, photography, printmaking and sculpture.

Students also experience visual arts beyond their own initial environment, inviting artists into the school and visiting art galleries and museums. In Pre-Kinder lead teachers are in charge of planning learning experiences in visual arts for their students, integrating the arts in all subjects. In the Lower School we have a visual arts teacher who conducts classes with each group.

## Information Communication Technology (ICT)

In the PYP, the ever-increasing impact of Information and Communication Technologies (ICT) on teaching and learning is recognized. The use of technologies is integrated as much as possible into student inquiries. ICT provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. At EBI, technology is considered as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area.

### Use of ICT:

- Documents the learning, making it available to all parties
- Provides opportunities for rapid feedback and reflection
- Provides opportunities to enhance authentic learning
- Provides access to a broad range of sources of information
- Provides students with a range of tools to store, organize and present their learning
- Encourages and allows for communication with a wide-ranging audience.



## Library

The primary function of the two libraries serving Escuela Bilingüe Internacional is to support the overall goals of the International Baccalaureate (IB) programs within a fully bilingual English /Spanish speaking and learning environment. This is done by providing access to print materials to explore units of inquiry and reading activities, working with staff to evaluate and track online resources, and instructing students and faculty to become effective users of information. The libraries host classes on a weekly basis, for a combination of research time linked to individual units of inquiry, and to take out books in English and Spanish in support of leisure and homework related reading assignments. The libraries are also host to targeted print information to faculty for classroom use and professional development and have a growing collection of parent resources.



## **Appendices**

### **Programme of Inquiry**

Grade Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<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>	<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>	<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>	<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>	<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>	<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>
5 <sup>th</sup> 10-11	<p><b>Central Idea:</b> The growth of human beings involves physical, emotional social, and intellectual transformations that prepare us for life. <b>Key concepts:</b> Function, change, responsibility <b>Related concepts:</b> Growth, reproduction, well --- being</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Physical, social, emotional and intellectual changes that occur throughout life</li> <li>The influence of the social environment in adolescence</li> <li>Factors that contribute to well-being during adolescence</li> </ul>	<p><b>Central Idea:</b> Some social and historical events change people's lives.</p> <p><b>Key concepts:</b> Causation, change, perspective <b>Related concepts:</b> Revolution, social movement</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Causes that provoked social changes in history</li> <li>Events that transformed the lives of some human groups</li> <li>Revolution as a means for change</li> </ul>	<p><b>Central Idea:</b> Different artistic forms help develop the skills to think and create.</p> <p><b>Key concepts:</b> Form, function, perspective <b>Related concepts:</b> Aesthetics, artistic genres</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Different artistic forms and their genres</li> <li>The creative process artists go through to create a piece of work</li> <li>Expression and appreciation of different artistic forms</li> </ul>	<p><b>Central Idea:</b> Natural disasters connect the interactions between the natural world and human societies.</p> <p><b>Key concepts:</b> Change, causation, connection <b>Related concepts:</b> Force, motion, effect</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Types of natural disasters</li> <li>Natural disasters in history</li> <li>Why these events were important and intense</li> </ul>	<p>To be determined by the students (Exhibition)</p>	<p><b>Central Idea:</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Key concepts:</b> Causation, connection, reflection <b>Related concepts:</b> Balance, biodiversity, interdependence</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Ways in which ecosystems, biomes and environments are interdependent</li> <li>How our interaction with the environment can affect the balance of systems</li> <li>The consequences of imbalance within ecosystems</li> </ul>

4 <sup>th</sup> 9-10	<p><b>Central Idea:</b> Beliefs and convictions are part of us.</p> <p><b>Key concepts:</b> Connection, responsibility, reflection <b>Related concepts:</b> Beliefs, convictions, diversity</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Our beliefs and convictions</li> <li>• How our beliefs and convictions influence our behavior</li> <li>• How religions and spiritual traditions influence our society</li> </ul>	<p><b>Central idea:</b> Exploration can lead to discovery and develop new knowledge.</p> <p><b>Key concepts:</b> Causation, change, perspective, <b>Related concepts:</b> Explorations, discoveries</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The purpose of exploration in the past</li> <li>• Feelings and attitudes linked with exploration</li> <li>• What we learn when we explore</li> </ul>	<p><b>Central Idea:</b> Human beings can express themselves through their external appearance generating different impressions.</p> <p><b>Key concepts:</b> Connection, perspective, reflection <b>Related concepts:</b> Stereotypes, identity, perception</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The impact of first impressions</li> <li>• Different ways to know people and their own individuality</li> <li>• Personal accessories, clothing and identity</li> </ul>	<p><b>Central Idea:</b> It is possible to transform energy and to store it in different ways.</p> <p><b>Key concepts:</b> Form, function, change <b>Related concepts:</b> Conservation, transformation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Forms of energy</li> <li>• Storage and energy transformation</li> <li>• Energy conservation</li> </ul>	<p><b>Central Idea:</b> Marketplaces depend on the ability to produce goods and supply services that can be exchanged.</p> <p><b>Key concepts:</b> Function, change, connection <b>Related concepts:</b> Interdependence, supply and demand</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Medium of exchange in various marketplaces</li> <li>• How and in what ways we depend on people in other places</li> <li>• How global movement and communication affect the availability of goods and services</li> </ul>	<p><b>Central idea:</b> Finding solutions to global conflicts involves the preservation of our planet.</p> <p><b>Key concepts:</b> Causation, connection, responsibility <b>Related concepts:</b> Conflict, globalization</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• National and local conflicts</li> <li>• The origin of global conflicts</li> <li>• Solutions to the conflicts that have an impact on the conservation of our planet</li> </ul>
3 <sup>rd</sup> 8-9	<p><b>Central Idea:</b> The human body is a complex machine in which many systems work together to contribute to our well-being.</p> <p><b>Key concepts:</b> Function, connection, responsibility <b>Related concepts:</b> Systems, interdependence, well-being</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How body systems work</li> <li>• Interdependence of body systems</li> <li>• How different factors affect human body systems</li> </ul>	<p><b>Central idea</b> Ancient cultures have influenced modern society.</p> <p><b>Key concepts:</b> Change, perspective, reflection <b>Related concepts:</b> Civilizations, continuity, progress</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Ways of life in different societies</li> <li>• What modern societies have adapted/adopted from ancient cultures</li> <li>• How globalization has sped up cultural diffusion</li> </ul>	<p><b>Central idea</b> Imagination allows us to expand our ability to think, create, experiment and solve problems.</p> <p><b>Key concepts:</b> Form, connection, perspective <b>Related concepts:</b> Inventions, creativity, perspective</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The value of imagination</li> <li>• How imagination helps us take other perspectives into account</li> <li>• The use of experimentation and creativity to solve problems</li> </ul>	<p><b>Central Idea</b> Planet Earth is part of the universe in which human beings continue to make discoveries.</p> <p><b>Key concepts:</b> Function, causation, connection <b>Related concepts:</b> Systems, space, movement</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The universe and its influence on our lives</li> <li>• The connection between Planet Earth and the universe</li> <li>• How the knowledge about the universe has evolved</li> </ul>	<p><b>Central Idea:</b> There is a relationship between governments and their citizens that promotes organization in society</p> <p><b>Key concepts:</b> Form, function, causation <b>Related concepts:</b> Governments, social welfare</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Why do governments exist</li> <li>• Different government systems</li> </ul> <p>Connections established between governments and citizens</p>	<p><b>Central Idea</b> In different parts of the world human beings face a variety of challenges and risks.</p> <p><b>Key concepts:</b> Function, responsibility, reflection <b>Related concepts:</b> Equality, rights, resilience</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Challenges and risk that human beings face</li> <li>• How human beings respond to challenges and risks</li> <li>• How people, organizations and nations try to protect people from risks</li> </ul>

<p>2<sup>nd</sup> 7-8</p>	<p><b>Central Idea</b> Self-knowledge can help me establish better interpersonal relationships <b>Key Concepts:</b> Connection, responsibility, reflection <b>Related Concepts:</b> Identity, interpersonal relationships, diversity</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Self-knowledge and self-esteem</li> <li>• Importance of interpersonal relationships</li> <li>• Appreciation of diversity</li> </ul>	<p><b>Central Idea</b> Migration modifies the lives of living beings. <b>Key Concepts:</b> Change, causation, perspective <b>Related Concepts:</b> Migration, culture</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Why living beings migrate</li> <li>• Migration through history</li> <li>• The effects of migration on the environment, cultures, and individuals</li> </ul>	<p><b>Central idea:</b> There is a wide range of signs, symbols, and systems that we can use to express ourselves. <b>Key Concepts:</b> Form, function, connection <b>Related Concepts:</b> Means, patterns, signs and symbols</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Use of signs and symbols to express ourselves</li> <li>• How the development of communication systems has helped us to express ourselves</li> <li>• How technology has influenced the way we express ourselves</li> </ul>	<p><b>Central idea:</b> Natural phenomena cause changes in our environment. <b>Key Concepts:</b> Causation, change, connection <b>Related Concepts:</b> Cause---effect, forces</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Natural phenomena and how they occur</li> <li>• How natural phenomena affect the environment</li> <li>• How we can protect ourselves from natural phenomena</li> </ul>	<p><b>Central Idea</b> Leaders have traits that impact society. <b>Key concepts:</b> Change, perspective, responsibility <b>Related concepts:</b> Values, civil responsibility</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Characteristics of leaders</li> <li>• Leaders who have influenced society</li> <li>• How leaders influence change</li> </ul>	<p><b>Central idea:</b> Over time, living beings adapt to be able to survive. <b>Key Concepts:</b> Function, change, connection <b>Related Concepts:</b> Adaptation, evolution</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Concept of adaptation</li> <li>• Circumstances that lead to adaptation</li> <li>• How living beings adapt or respond to environmental conditions</li> </ul>
<p>1<sup>st</sup> 6-7</p>	<p><b>Central Idea</b> Making balanced decisions about our daily routines allows us to have healthy lives. <b>Key concepts:</b> Function, causation, reflection <b>Related concepts:</b> Health, balance, access</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Habits and daily routines (hygiene, rest, play and diet)</li> <li>• Well balanced choices</li> <li>• The consequences of our choices</li> </ul>	<p><b>Central idea:</b> Over time some traditions and customs have been preserved, contributing to our personal history. <b>Key concepts:</b> Form, connection, reflection <b>Related concepts:</b> Traditions, customs, identity</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How traditions and customs contribute to our personal history</li> <li>• Family traditions</li> <li>• Why some traditions are celebrated in different cultures</li> </ul>	<p><b>Central Idea:</b> Literature expresses values, feelings and emotions that stretch our imagination. <b>Key concepts:</b> Form, connection, perspective <b>Related concepts:</b> Differences and similarities, imagination</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences between literature genres</li> <li>• How cultures express themselves through oral and written literature</li> <li>• How imagination enriches literature</li> </ul>	<p><b>Central idea:</b> Weather conditions affect our daily lives in different ways. <b>Key concepts:</b> Function, change, causation <b>Related concepts:</b> Climate, adaptation, cause---effect</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How different elements affect climate</li> <li>• Why climate has changed and continues changing</li> <li>• How climate changes affect our daily life</li> </ul>	<p><b>Central Idea:</b> Communities offer services designed to satisfy the needs of people. <b>Key concepts:</b> Connection, perspective, responsibility <b>Related concepts:</b> Dependence, cooperation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Reasons people live in communities</li> <li>• Necessary services and economic exchanges in a community</li> <li>• My responsibility as a member of a community</li> </ul>	<p><b>Central Idea:</b> Water is essential for life, and it is a limited resource we need to care. <b>Key concepts:</b> Change, responsibility reflection, <b>Related concepts:</b> Preservation, conservation, pollution</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Uses for and sources of water</li> <li>• What happens to water after we use it</li> <li>• Our responsibilities in relation to water</li> </ul>



K 5-6	<p><b>Central Idea:</b> Human beings have similarities and differences that we can perceive and from which we can learn.</p> <p><b>Key concepts:</b> Form, function, perspective <b>Related concepts:</b> Diversity, differences, similarities</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How we perceive what surrounds us</li> <li>• What I can learn from the differences and similarities I have with others</li> <li>• Ways relationships benefit from understanding and appreciating the differences and similarities we have with others</li> </ul>	<p><b>Central Idea:</b> Human beings experience changes and transformations that let them adapt and survive in the environment where they belong.</p> <p><b>Key concepts:</b> Form, causation, change <b>Related concepts:</b> Evolution, adaptation, change</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Human evolution</li> <li>• Changes and adaptations human beings have had through time and place</li> <li>• How human beings have been able to adapt to change</li> </ul>	<p><b>Central Idea:</b> Narratives allow us to express ourselves and make us feel emotions.</p> <p><b>Key concepts:</b> Form, perspective reflection <b>Related concepts:</b> Communication, imagination</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How narratives help us express ourselves</li> <li>• What narratives communicate</li> <li>• How narratives are created and shared</li> </ul>	<p><b>Central Idea:</b> The materials in our surroundings have characteristics and properties that can change.</p> <p><b>Key concepts:</b> Function, causation, change <b>Related concepts:</b> Physical states, properties, changes</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How can materials be</li> <li>• Why materials change</li> <li>• How human beings use materials according to their properties and physical states</li> </ul>	<p><b>Central Idea:</b> Through play we can learn to organize ourselves and take responsibility in relating to others.</p> <p><b>Key concepts:</b> Function, connection, responsibility <b>Related concepts:</b> Cooperation, organization</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The purpose of games</li> <li>• The need to organize ourselves while playing</li> <li>• Responsibilities when playing</li> </ul>	<p><b>Central Idea:</b> Human beings should recognize the importance of plants and animals in our lives.</p> <p><b>Key concepts:</b> Connection, responsibility, reflection, <b>Related concepts:</b> System, conservation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Elements of an ecosystem and the relationship between them</li> <li>• The needs of living beings</li> <li>• How human beings can demonstrate our appreciation for nature</li> </ul>
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## Escuela Bilingüe Internacional

## Programme of Inquiry

Pre-kinder Verde and Azul 4-5	<p><b>Central Idea:</b> Our family stories make each family unique.</p> <p><b>Key concepts:</b> Form, function, perspective <b>Related concepts:</b> Family, stereotypes</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The purpose of the family</li> <li>• Families can have different configurations</li> <li>• Culture affects families</li> </ul>	<p><b>Central Idea:</b> Traveling leads to change and can open new horizons.</p> <p><b>Key concepts:</b> Causation, change <b>Related concepts:</b> Choices</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of traveling</li> <li>• How we travel from one place to another</li> <li>• Choices and decisions related to traveling</li> </ul>	<p><b>Central Idea:</b> Visual arts help us to express our thoughts and ideas in a different form.</p> <p><b>Key concepts:</b> Connection, perspective <b>Related concepts:</b> Communication, interpretation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How visual arts help us to express ourselves</li> <li>• What can I communicate through visual arts</li> <li>• How different cultures have used visual arts to express themselves</li> </ul>	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><b>Central Idea:</b> The way we interact with nature impacts our environment.</p> <p><b>Key concepts:</b> Connection, responsibility, reflection <b>Related concepts:</b> Sustainability, pollution, action</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The Earth and its natural treasures</li> <li>• Reduce, recycle and reuse</li> <li>• What can I do to improve planet Earth</li> </ul>
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Pre-kinder Rojo 3-5	<p><b>Central Idea:</b> Building and strengthening friendships helps us to understand relationships.</p> <p><b>Key concepts:</b> Causation, connection, perspective <b>Related concepts:</b> Friendship, conflict, cooperation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How to build and maintain friendships</li> <li>• Why we need to have friends</li> <li>• Characteristics that help us develop friendships</li> </ul>	Pre-Kinder only engages in four units of inquiry during the year. Beginning Kindergarten the students will engage in the six units.	<p><b>Central Idea:</b> Through music people can communicate in forms that transcend language barriers.</p> <p><b>Key concepts:</b> Form, function, connection <b>Related concepts:</b> Rhythm, melody, movement</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How music and rhythm helps us communicate</li> <li>• Music, melodies, and rhythms enrich cultures</li> <li>• The relationship between music and movement</li> </ul>	<p><b>Central Idea:</b> Knowing that light comes from different sources and has different properties helps us to understand that it is an essential resource.</p> <p><b>Key concepts:</b> Function, change, responsibility <b>Related concepts:</b> Properties, energy</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Different sources of light</li> <li>• What light can do and how we use it</li> <li>• Light as a resource</li> </ul>	<p><b>Central Idea:</b> Organizing ourselves helps us to work collaboratively.</p> <p><b>Key concepts:</b> Function, causation, reflection <b>Related concepts:</b> Cooperation, organization</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How a group works</li> <li>• Classroom organization</li> <li>• How spaces could help us to work collaboratively</li> </ul>	Pre-kinder only engages in four units of inquiry during the year. Beginning Kindergarten the students will engage in the six units.
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Escuela Bilingüe Internacional

Programme of Inquiry

Pre-kinder Amarillo 3-5	<p><b>Central Idea:</b> We have physical characteristics that make us unique.</p> <p><b>Key concepts:</b> Form, causation, connection <b>Related concepts:</b> Identity, diversity</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How is my body</li> <li>• Why my physical characteristics make me unique</li> <li>• Why it is important to appreciate my body and the body of others</li> </ul>	Pre-kinder only engages in four units of inquiry during the year. Beginning Kindergarten the students will engage in the six units	<p><b>Central Idea:</b> The way we express our feelings and emotions influences ourselves and others.</p> <p><b>Key concepts:</b> Form, causation, reflection <b>Related concepts:</b> Feelings, emotions, communication</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Our feelings and emotions</li> <li>• Ways of expressing and managing our feelings and emotions</li> <li>• Ways of responding to other people's feelings and emotions</li> </ul>	Pre-kinder only engages in four units of inquiry during the year. Beginning Kindergarten the students will engage in the six units	<p><b>Central Idea:</b> We need each other to build a community.</p> <p><b>Key concepts:</b> Function, connection, perspective <b>Related concepts:</b> Community, rights and responsibilities, roles</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• We belong to several communities</li> <li>• The purpose of rules and routines</li> <li>• Different roles in the community</li> </ul>	<p><b>Central Idea:</b> Living beings need care in order to develop.</p> <p><b>Key concepts:</b> Form, change, responsibility <b>Related concepts:</b> Plants, animals, cycles</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Characteristics and differences among living beings</li> <li>• The life cycle</li> <li>• Our responsibility for caring for and preserving life</li> </ul>
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## Language Scope and Sequence

ESCUELA BILINGÜE INTERNACIONAL  
LANGUAGE SCOPE AND SEQUENCE  
PRE-KINDER

**Writing**

	Age 3	Age 3---4	Age 4	Age 4---5
Conceptual Understanding	We draw and write to communicate with others, record our thinking, and express ourselves			
Learning Outcomes	Experiment with writing using different writing implements and media			
	Show curiosity, ask questions, and/or makes comments about written language			
	Use their own experience as a stimulus when drawing and “writing”			
	Attempt to convey meaning through drawing (even if unrecognizable to adults)			
	Share drawing and “writing” with others by telling about what is happening and/or <i>acting it out</i> with the class			
		Choose to write as play, or informal situations (e.g. pretending to write down an order at a restaurant)		
		Use “writing” and drawing to record own thinking (plans, observations, ideas)		
		Participate in shared writing, observing the teacher’s writing and making suggestions		
		Message includes approximations of writing, moving towards conventional letter formation		
		Some beginning sounds <i>may</i> be written accurately		
	Write first initial correctly		Write first name independently	
Ongoing Learning Experiences Include:				
<ul style="list-style-type: none"><li>Shared Writing (students observe the teacher’s model, asking questions, offering suggestions)</li><li>Writer’s Workshop (students draw and “write”; teacher takes dictation about their drawing and/or supports the student in adding print as their skills allow)</li><li>Author’s Chair (Sharing finished work with the class by telling about it, and/or acting it out)</li><li>Literacy Centers (independent activities that involve drawing and writing for a variety of purposes – in dramatic play, personal journals, observations, felt board stories, fine motor activities, letter formation practice, etc)</li><li>Writing for classroom routines (e.g. labeling work with own name, taking attendance, listing friends who want a turn, etc)</li></ul>				
Assessment (ongoing):				
Anecdotal records				
Observational notes				
Work samples				

ESCUELA BILINGÜE INTERNACIONAL  
LANGUAGE SCOPE AND SEQUENCE  
PRE-KINDER

## Reading

	Age 3	Age 3---4	Age 4	Age 4---5
Conceptual Understanding	We read for enjoyment and to learn about ourselves, others, and the world			
Learning Outcomes	Enjoy listening to stories			
	Choose and “read” picture books for pleasure			
	Show curiosity, ask questions, and/or make comments about pictures or text			
	Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)			
	Listen attentively and respond to texts read aloud			
	Join in chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction			
	Make connections to their own experience when listening to or “reading” a text			
		Express opinions about the meaning of a text		
		Show empathy for characters in a story		
	Recognize first initial	Recognize first name		
		Recognize some letters and letter sounds		
		Understand correct book orientation and handling (front cover, beginning, directional movement, end)		
		Differentiate between print and illustrations		
		Participate in shared reading joining in the refrains and repeated text as they gain familiarity		
	Can talk about what they see in an illustration	Can talk about what is happening in an illustration	Respond to questions about what happened in a story by listing one or two characters and events from the story	
Ongoing Learning Experiences Include:				
<ul style="list-style-type: none"><li>Read-Alouds (teacher reads a story, students participate in discussions before, during, and/or after the story; <b>follow the 3-day routine</b>)</li><li>Shared reading (following the text with the teacher, posing and responding to questions, and joining in when able)</li><li>Independent Reading (exploring/“reading” books of their own choosing either independently or with a partner)</li><li>Literacy Centers (independent activities that involve exploring print and story – looking at books, playing games that involve matching, sequencing, letter and sound recognition, listening to stories)</li><li>Reading for classroom routines (e.g. Reading: attendance, the daily schedule, labels during clean-up, lists of friends who want a turn, classroom signs/symbols)</li></ul>				
Assessment (ongoing):				
Anecdotal records				
Observational notes				

## Listening and Speaking

	Age 3	Age 3---4	Age 4	Age 4---5
<b>Conceptual Understanding</b>	<b>We speak and listen to each other to learn about ourselves, others, and the world</b>			
<b>Learning Outcomes</b>	Use of Oral Information			
	<ul style="list-style-type: none"> <li>Respond to oral information in own, personal way (in primary language – L1)</li> <li>Use oral language in imaginative play with support (in L1/L2)</li> <li>Respond to simple and familiar questions</li> <li>Respond to language games based on rhyme and repetition</li> <li>Follow simple directions</li> </ul>			
	Contextual Understanding			
	<ul style="list-style-type: none"> <li>Show understanding of familiar phrases, sentences and tones (L1/L2)</li> <li>Show understanding of verbal and non-verbal behaviors in familiar contexts</li> </ul>			
	Mechanics of Oral Language			
	<ul style="list-style-type: none"> <li>Use favorite words (L1/L2)</li> <li>Develop the ability to follow rules of conversation</li> <li>Develop the ability to use appropriate word order in simple sentences with guidance</li> </ul>			
	Strategies for Oral Language			
	<ul style="list-style-type: none"> <li>Rely on copying to compose oral information (L2)</li> <li>Support oral language with non-verbal behaviors</li> <li>Convey lack of understanding through facial expression or body language</li> </ul>			
	<b>Ongoing Learning Experiences Include:</b> <ul style="list-style-type: none"> <li>whole-class, small-group, and partner discussion (about texts, peer work, research, lines of inquiry, classroom life, etc)</li> <li>informal conversations with peers during facilitated inquiry, independent exploration, and unstructured play</li> <li>dramatizations (acting out published and/or student stories)</li> </ul>			

## Throughout the Year

<p><b>Writing</b> <b>Strong kindergarten writers:</b></p> <ul style="list-style-type: none"> <li>• Enjoy writing and value their own efforts</li> <li>• Write about their own ideas, experiences, and feelings</li> <li>• Write to communicate a message to a particular audience, for example instructions, a fantasy story, a personal narrative</li> <li>• Recall information from experiences or gather information from provided sources to answer a question (with guidance and support from adults)</li> <li>• Study published works to glean information about conventions and style</li> <li>• Share pieces with the peers by reading or telling about their work and/or acting it out</li> <li>• Respond to questions and suggestions from peers and add details to strengthen writing as needed (with support and guidance from adults)</li> </ul>	<p><b>Reading</b> <b>Strong kindergarten readers:</b></p> <ul style="list-style-type: none"> <li>☑ Select and reread favorite texts for enjoyment</li> <li>☑ Actively read for meaning and with purpose</li> <li>• Listen attentively and respond actively to read-aloud situations</li> <li>☑ Share ideas, observations, learning, and questions about a known text</li> </ul>	<p><b>Oral Language</b> <b>Strong kindergarten speakers and listeners:</b></p> <ul style="list-style-type: none"> <li>• Respond to oral information in own personal way</li> <li>• Use oral language in brief, unplanned situations with guidance</li> <li>• Respond to verbal and non-verbal language in ways that are appropriate to the language</li> <li>• Use personal experiences as a stimulus for speaking and listening</li> <li>• Confirm understanding of text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ul>
<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Shared Writing (students observe the teacher's model, asking questions, offering suggestions)</li> <li>• Interactive Writing (students collaborate with peers and teacher to decide on the message, then "share the pen" to write the text)</li> <li>• Writer's Workshop (skills and strategies minilesson, writing time/confer with peers and/or teacher, ending feedback and reflection)</li> <li>• Author's Chair (Sharing finished work with the class by reading or telling about it, and/or acting it out)</li> <li>• Literacy Centers (independent activities that involve writing in a variety of ways for a variety of purposes – notes, journals, observations, etc)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Read-Alouds (teacher reads a story, students participate in discussions before, during, and/or after the story)</li> <li>• Shared reading (following the text with the teacher, posing and responding to questions, and joining in when able)</li> <li>• Guided Reading (small group leveled reading instruction, students observe and apply reading behaviors, skills, and strategies)</li> <li>• Literature Circles (discuss a known text with peers)</li> <li>• Independent Reading (reading books of their own choosing either independently or with a partner)</li> <li>• Literacy Centers (independent activities that involve reading for a variety of purposes – pleasure, research, instruction, etc. )</li> <li>• Word Study (explicit phonics instruction)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• whole-class, small-group, and partner discussion (about texts, peer work, research, lines of inquiry, classroom life, etc)</li> <li>• informal conversations with peers</li> <li>• dramatizations (reader's theater or acting out student stories)</li> <li>• oral presentations</li> </ul>

## Writing

Unit	Who We Are	How We Express Ourselves	How We Organize Ourselves	How the World Works	Where We are in Place and Time	Sharing the Planet
Writing Genre	fiction and personal narrative	fiction and personal narrative	non-fiction: instructions	scientific method Poetry (Eng)	personal narrative poetry (Sp)	non-fiction: informative
Writing Trait	Ideas	Ideas and Organization	Organization	Word Choice		Review
Conceptual Understanding	Strong writers often start with an idea from their own life or imagination.	Strong writers add to their writing to make the ideas more interesting  Strong writers organize their writing to make it easier to understand	Strong writers organize their writing to make it easier to understand	Strong writers choose their words carefully so that the writing makes sense and/or is fun to read		Continue to develop/review the concepts from previous units
Learning Outcomes	<b>Both Languages:</b> <ul style="list-style-type: none"><li>• Generate writing ideas</li><li>• Choose own topics</li><li>• Create illustrations that communicate the idea</li><li>• Use letters or words as captions or labels</li><li>• Form identifiable letters</li><li>• Use knowledge of letter-sound relationships to spell simple words phonetically</li></ul> <b>English spelling:</b> <ul style="list-style-type: none"><li>• initial and/or ending consonant, some middle vowels.</li></ul> <b>Spanish spelling:</b> <ul style="list-style-type: none"><li>• Uso de las vocales, palabras que comienzan con: “a, “e”, “i”, “o”, “u”.</li></ul>	<b>Both Languages:</b> <ul style="list-style-type: none"><li>• Begin to write complete thought beyond simple labels</li><li>• Extend their writing to “tell more” by adding one or two words or details to the illustration</li><li>• Use some basic conventions of print (top-to-bottom, left-to-right)</li><li>• Use some spacing between words</li><li>• Attempt a sequence (first, next, last)</li><li>• Continue to develop phonetic spelling and letter formation</li></ul> <b>English spelling:</b> <ul style="list-style-type: none"><li>• initial and/or ending consonant, some middle vowels.</li></ul> <b>Spanish spelling:</b> <ul style="list-style-type: none"><li>• Sonidos y letras juntos: la sílaba.</li><li>• Consonantes, palabras que comienzan con: m, p, s, t, n.</li><li>• Diferencia entre sílaba y palabra.</li></ul>	<b>Both Languages:</b> <ul style="list-style-type: none"><li>• Use some basic conventions of print (top-to-bottom, left-to-right)</li><li>• Use some spacing between words</li><li>• Attempt a sequence (first, next, last)</li><li>• Begin to use high frequency words in writing (e.g. from word wall)</li><li>• Begin to capitalize first letter in the sentence and add final period.</li><li>• Continue to develop phonetic spelling and letter formation</li></ul> <b>English spelling:</b> <ul style="list-style-type: none"><li>• CVC word families</li></ul> <b>Spanish spelling:</b> <ul style="list-style-type: none"><li>• Consonantes, palabras que comienzan con: l, f, ñ, k, d.</li></ul>	<b>Both Languages:</b> <ul style="list-style-type: none"><li>• Words make the ideas and/or events clear to the reader</li><li>• Use verbs, nouns, and adjectives to describe something accurately</li><li>• Occasionally use new, fun, or interesting words</li><li>• Continue to use high frequency words in writing</li><li>• Continue to capitalize first letter in the sentence and add final period.</li><li>• Continue phonetic spelling and letter formation</li></ul> <b>English spelling:</b> <ul style="list-style-type: none"><li>• CVC word families</li></ul> <b>Spanish spelling:</b> <ul style="list-style-type: none"><li>• Consonantes, palabras que comienzan con: r (una letra), j, b, y, h.</li><li>• Consonantes, palabras que comienzan con: w, c, g (suave), q (que, qui), z,</li></ul>	<b>Both Languages:</b> <ul style="list-style-type: none"><li>• Continue to use high frequency words in writing</li><li>• Continue to capitalize first letter in the sentence and add final period.</li><li>• Continue developing phonetic spelling and letter formation</li></ul> <b>English spelling:</b> <ul style="list-style-type: none"><li>• CVC word families</li></ul> <b>Spanish:</b> <ul style="list-style-type: none"><li>• Consonantes: palabras con “rr” y que comienzan con “ll”, “ch”.</li></ul>	



## ***Reading***

Unit	Who We Are	How We Express Ourselves	How We Organize Ourselves	How the World Works	Where We are in Place and Time	Sharing the Planet
<b>Reading Genre</b>	Personal narrative, Fiction (fantasy and realistic), Poetry	Fiction (story books)	Non-Fiction: How-To	Non-fiction: informative Poetry	Personal Narrative Poetry	Non-fiction: Informative
<b>Conceptual Understanding</b>	<b>What we know helps us understand what we read</b>  <b>Reading adds to what we know</b>	<b>Talking and thinking about the <i>parts of a story</i> helps us understand and enjoy them.</b>	<b>Talking and thinking about <i>how books are organized</i> helps us understand, enjoy, and learn from them.</b>	<b>Talking, thinking, and asking questions about the ideas in books helps us learn more from our reading</b>	<b>Strong readers use many different strategies.</b>  <b>Strong readers make connections.</b>	<b>Strong readers use many different strategies.</b>  <b>Strong readers compare ideas and information.</b>
<b>Learning Outcomes</b>	Make connections between a text and their own life  Identify letters and letter sounds	Retell a story by listing most characters, settings and events in sequence  With guidance, name the author and illustrator of a story and define the role of each in telling the story  With guidance compare and contrast the adventures and experiences of characters in familiar stories  Begin to read simple high frequency words (e.g. the, and, you, was...)  Continue to identify letters and letter sounds	Distinguish letters from words  Follow words from left to right and top-to-bottom on the printed page (directionality)  Track words as they are read aloud (one-to-one correspondence)  Identify the front cover, back cover, title, and title page of the book  Make predictions about what might happen next  Continue to read simple high frequency words  Continue to identify letters and letter sounds	Self-monitor understanding and ask questions to clarify unfamiliar events and/or vocabulary  With guidance, identify main topic and retell key details of text  Use knowledge of letter sounds to read simple unknown words (Eng: cvc words, Sp: cvcv words)  Continue to read simple high frequency words  Continue to identify letters and letter sounds  Continue to work on directionality and one-to-one correspondence  Begin to read emergent reader texts (Levels A-D) with purpose and understanding	With guidance, describe the connection between two individuals, events, ideas, or pieces of information in a text  Use a variety of sources of information (meaning, structure, visual) to confirm, try again, or self-correct  Continue to self-monitor understanding  Continue to use knowledge of letter sounds to read simple unknown words  Continue to read simple high frequency words  Continue to identify letters and letter sounds  Continue to read emergent reader texts (Levels A-D)	Identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions, or procedures)  Reread to problem solve or confirm  Recognize and name ending punctuation  Continue to use a variety of sources of information while reading  Continue to self-monitor understanding  Continue to read simple high frequency words  Continue to use knowledge of letter sounds to read simple unknown words  Identify all letters and letter sounds  Continue to read emergent reader texts <b>Guided Reading level goal: B-D, (level A may still be considered on grade level)</b>



### Assessment

Who We Are (1)	How We Express Ourselves (2)	How We Organize Ourselves (3)	How The World Works (4)	Where We Are in Place and Time (5)	Sharing the Planet (6)
<p>Collect one writing sample as soon as possible (preferably week 1). Score it on the full Six Traits continuum when you have time, using the pen color for your grade level.</p> <p>Complete a letter identification sheet for each child (Pilar will help with this)</p> <p><b>Note: 8/4/14</b> <b>K team needs to discuss the letter ID/sight word assessment schedule (when to do what)</b> <b>Pilar proposes: full letter ID during first weeks. Repeat eval in time for Fall and Spring progress reports (units 2 and 5/6), testing only the letters students missed in previous evals</b> <b>sight word ID along with last letter ID</b></p>	<p>Collect a writing sample for each student (no scoring needed, but note skills for progress report)</p> <p>Complete one running record for each child using EDL2 (Spanish) or the Benchmark Binder (English)</p> <p>Complete letter ID for progress report (test only letters taught so far)</p>	<p>Collect a writing sample (no need to score this one, but note progress for parent conferences)</p> <p>Use observational notes from guided reading groups to inform parent conferences.</p>	<p>Collect a writing sample (no score needed)</p>	<p>Collect a writing sample (no need to score this one, but note growth for progress reports)</p> <p>Letter ID test in this or next unit in time for year-end progress reports (<b>maybe sight word ID in addition</b>)</p>	<p>Collect a writing sample and fill out every section of the Six Traits continuum.</p> <p>Letter ID test in this or previous unit</p> <p>Complete one running record for each child using EDL2 (Spanish) or the Benchmark Binder (English)</p> <p>Place in portfolio: -the final running record -the <i>first and last</i> writing sample along with the Six Traits continuum</p> <p>Fill out the “Literacy Data Sheet” for your class in Google Docs and share it with Pilar</p>

## Throughout the Year

<p><b>Writing</b> <b>Strong first grade writers:</b></p> <ul style="list-style-type: none"> <li>• Enjoy writing and value their own efforts</li> <li>• Participate in studying published works to glean information about conventions and style</li> <li>• Use ideas from their reading as a basis for writing.</li> <li>• Write to communicate a message to a particular audience, for example instructions, a fantasy story, a personal narrative</li> <li>• Write about their own ideas, experiences, and feelings</li> <li>• Respond to questions and suggestions from peers and add details to strengthen writing as needed (with guidance)</li> <li>• Explore a variety of digital tools to produce and publish writing (with guidance)</li> <li>• Recall information from experiences or gather information from provided sources to answer a question (with guidance)</li> </ul>	<p><b>Reading</b> <b>Strong first grade readers:</b></p> <ul style="list-style-type: none"> <li>☑ Select and reread favorite texts for enjoyment</li> <li>☑ Actively read for meaning and with purpose</li> <li>• Listen attentively and respond actively to read-aloud situations</li> <li>☑ Share ideas, observations, learning, and questions about a known text</li> </ul>	<p><b>Oral Language</b> <b>Strong first grade speakers and listeners:</b></p> <ul style="list-style-type: none"> <li>• Understand and communicate oral information with others</li> <li>• Use oral information in a range of brief unplanned situations independently</li> <li>• Participate with support in some planned talks for school purposes</li> <li>• Show an awareness that people talk about their ideas</li> <li>• Use everyday vocabulary related to their experiences and some subject-specific words</li> <li>• Talk about thinking with others (e.g. I think)</li> <li>• Use personal experiences as a stimulus for speaking and listening</li> <li>• Confirm understanding of text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> </ul>
<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Shared Writing (students observe the teacher's model, asking questions, offering suggestions)</li> <li>• Interactive Writing (students collaborate with peers and teacher to decide on the message, then "share the pen" to write the text)</li> <li>• Writer's Workshop (skills and strategies minilesson, writing time/confer with peers and/or teacher, ending feedback and reflection)</li> <li>• Author's Chair (Sharing finished work with the class by reading or telling about it, and/or acting it out)</li> <li>• Literacy Centers (independent activities that involve writing in a variety of ways for a variety of purposes – notes, journals, observations, etc)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Read-Alouds (teacher reads a story, students participate in discussions before, during, and/or after the story)</li> <li>• Shared reading (following the text with the teacher, posing and responding to questions, and joining in when able)</li> <li>• Guided Reading (small group leveled reading instruction, students observe and apply reading behaviors, skills, and strategies)</li> <li>• Literature Circles (discuss a known text with peers)</li> <li>• Independent Reading (reading books of their own choosing either independently or with a partner)</li> <li>• Literacy Centers (independent activities that involve reading for a variety of purposes – pleasure, research, instruction, etc. )</li> <li>• Word Study (explicit phonics instruction)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• whole-class, small-group, and partner discussion (about texts, peer work, research, lines of inquiry, classroom life, etc)</li> <li>• informal conversations with peers</li> <li>• dramatizations (reader's theater or acting out student stories)</li> <li>• oral presentations</li> </ul>

**ESCUELA BILINGÜE INTERNACIONAL**  
**LANGUAGE SCOPE AND SEQUENCE**  
**FIRST GRADE**

**Writing**

Unit	Who We Are	Where We are in Place and Time	How the World Works	How We Express Ourselves	How We Organize Ourselves	Sharing the Planet
<b>Writing Genre</b>	Personal Narrative	Non-Fiction: informative Personal Narrative	Non-Fiction: report	Fiction	Informational Article	Poetry Non-Fiction
<b>Writing Trait</b>	Ideas	Ideas	Organization	Voice and Organization	Sentence Fluency	Word Choice
<b>Conceptual Understanding</b>	<b>Strong writers add to their writing to make the ideas more interesting.</b>	<b>Strong writers add to their writing to make the ideas more interesting.</b>	<b>Strong writers organize their ideas to make them easier to understand</b>	<b>Strong writers include emotion in their stories to connect with the reader. Stories have a structure.</b>	<b>Strong writers pay attention to the way their writing sounds.</b>	<b>Strong writers choose their words carefully so that the writing is clear and/or fun to read.</b>
<b>Learning Outcomes</b>	<p><b>Both Languages:</b></p> <ul style="list-style-type: none"> <li>• Write several sentences on one topic.</li> <li>• Extend writing to “tell more” by adding details</li> <li>• Illustrate writing</li> <li>• Use word wall and memory to spell a growing number of high-frequency words</li> <li>• Spell unknown words phonetically</li> <li>• Capitalize first letter in the sentence.</li> <li>• Add final period</li> <li>• Use correct letter formation and case</li> </ul> <p><b>English spelling:</b></p> <ul style="list-style-type: none"> <li>• short vowels (CVC)</li> </ul> <p><b>Spanish spelling:</b></p> <ul style="list-style-type: none"> <li>• Sílabas y división silábica, vocales y consonantes</li> </ul>	<p><b>Both Languages:</b></p> <ul style="list-style-type: none"> <li>• Write complete thoughts that make sense.</li> <li>• Include a simple title.</li> <li>• Extend writing to “tell more” by adding details</li> <li>• Continue correct spelling of high-frequency words and phonetic spelling of unknown words</li> <li>• Capitalize proper nouns (and pronoun "I" in English).</li> <li>• Add final period</li> </ul> <p><b>English spelling:</b></p> <ul style="list-style-type: none"> <li>• silent "e", consonant blends (st, pl, etc)</li> </ul> <p><b>Spanish spelling:</b></p> <ul style="list-style-type: none"> <li>• Sílabas y división silábica, vocales y consonantes</li> </ul>	<p><b>Both Languages:</b></p> <ul style="list-style-type: none"> <li>• Include a title that indicates the topic</li> <li>• Supply facts and information about a central topic</li> <li>• Provide some sense of closure</li> <li>• Continue correct spelling of high-frequency words and phonetic spelling of unknown words</li> <li>• Use question marks.</li> </ul> <p><b>English spelling:</b></p> <ul style="list-style-type: none"> <li>• silent "e", consonant blends (st, pl, etc)</li> </ul> <p><b>Spanish spelling:</b></p> <ul style="list-style-type: none"> <li>• Uso de ce/ci/ca/co/cu que-qui, ga/go/gu/gue/gui</li> </ul>	<p><b>Both Languages:</b></p> <ul style="list-style-type: none"> <li>• Express emotion in writing through use of: emotion words, big letters, exclamation points, underlining, rich illustration</li> <li>• Begin to develop a clear beginning, middle, and end to a story.</li> <li>• Continue correct spelling of high-frequency words and phonetic spelling of unknown words</li> </ul> <p><b>English spelling:</b></p> <ul style="list-style-type: none"> <li>• digraphs (sh, ch, th)</li> </ul> <p><b>Spanish spelling:</b></p> <ul style="list-style-type: none"> <li>• Uso de sílabas compuestas (CCV o CVC): bl, br, cl, cr, c_l, dr, d_r, d_l, c_r, fl, fr, f_l, f_r, gl, g_l, pl, pr, p_l, p_r, tl, tr</li> </ul>	<p><b>Both Languages:</b></p> <ul style="list-style-type: none"> <li>• Use varied sentence structures.</li> <li>• Use basic conjunctions to link sentence parts (and, but, or)</li> <li>• Begin to use commas in a series</li> <li>• write pieces that are fairly easy to read aloud.</li> </ul> <p><b>English spelling:</b></p> <ul style="list-style-type: none"> <li>• long vowel teams (ai,ay,ea,ee,oa,ow)</li> </ul> <p><b>Spanish spelling:</b></p> <ul style="list-style-type: none"> <li>• Uso de y/ll, ch, ñ</li> </ul>	<p><b>Both Languages:</b></p> <ul style="list-style-type: none"> <li>• Use descriptive adjectives to paint a clear picture.</li> <li>• Use active verbs.</li> <li>• Use a new or interesting word</li> <li>• Continue correct spelling of high-frequency words and phonetic spelling of unknown words</li> </ul> <p><b>English spelling:</b></p> <ul style="list-style-type: none"> <li>• long vowel teams (ai,ay,ea,ee,oa,ow)</li> <li>• Begin to use correct verb endings (-ing, -s, -ed)</li> </ul> <p><b>Spanish spelling:</b></p> <ul style="list-style-type: none"> <li>• Uso de r/r</li> </ul>

ESCUELA BILINGÜE INTERNACIONAL  
LANGUAGE SCOPE AND SEQUENCE  
FIRST GRADE

**Reading**

Unit	Who We Are	Where We are in Place and Time	How the World Works	How We Express Ourselves	How We Organize Ourselves	Sharing the Planet
<b>Reading Genre</b>	Personal narrative Realistic Fiction	Non-Fiction Realistic Fiction	Non-Fiction	Fiction	Fiction and Non-Fiction Poetry (exposure in prep for next unit)	Non-fiction Poetry
<b>Conceptual Understanding</b>	<p>Reading adds to what we know</p> <p>Making connections helps us understand what we read</p> <p>Understanding how letters work together helps us read new words</p>	<p>Discussing the important ideas in books helps us learn more from our reading</p>	<p>Discussing how non-fiction books are organized helps us understand, enjoy, and learn from them</p> <p>Strong readers ask themselves "Does this make sense to me?"</p>	<p>Discussing the parts of a story helps us understand, enjoy, and learn from them.</p>	<p>Making predictions helps us understand what we read.</p> <p>Making connections helps us build new ideas from our reading.</p>	<p>Imagining as we read helps us understand and connect with the text.</p>
<b>Learning Outcomes</b>	<p><b>Both Languages:</b> Actively read for meaning</p> <p>Make connections: text-to-self, text-to-text, text-to-world</p> <p>Identify letters, words, and sentences</p> <p>Read many high frequency words</p> <p>Use knowledge of letter patterns to read unknown words: see "spelling" section</p>	<p><b>Both Languages:</b> Retell the central ideas of a simple expository text</p> <p>Make connections: text-to-world</p> <p>Identify basic similarities/differences between two texts on the same topic</p> <p>Read many high frequency words</p> <p>Use knowledge of letter patterns to read unknown words: see "spelling" section</p>	<p><b>Both Languages:</b> Retell the central ideas of a simple expository text</p> <p>Identify the title, table of contents, chapter headings, and sub-headings of non-fiction texts</p> <p>Self-monitor their understanding and ask questions to clarify unfamiliar events and/or vocabulary</p> <p>Self-correct when necessary by: rereading, reading on, and cross checking</p> <p>Use knowledge of letter patterns to read unknown words: see "spelling" section</p>	<p><b>Both Languages:</b> Describe most characters, setting and events in sequence including some details</p> <p>Compare and contrast the adventures and experiences of characters in stories.</p> <p>Explain the central message or lesson of a story</p> <p>Identify words and phrases stories that suggest feeling</p> <p>Use knowledge of letter patterns to read unknown words: see "spelling" section</p>	<p><b>Both Languages:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>Make predictions about what might happen next, using text to support ideas.</p> <p>Use knowledge of letter patterns to read unknown words: see "spelling" section</p>	<p><b>Both Languages:</b> Visualize scenes from the text</p> <p>Identify words and phrases in a poem or story that appeal to the senses</p> <p>Recognize compound words</p> <p>Use knowledge of letter patterns to read unknown words: see "spelling" section</p> <p><b>Guided Reading Level Goal: I</b></p>



### *Oral Language*

Unit	Who We Are	Where We Are in Place and Time	How the World Works	How We Express Ourselves	How We Organize Ourselves	Sharing the Planet
Conceptual Understanding	Talking and listening to one another helps us learn	"Telling more" helps others understand what we mean	Questions help us communicate effectively.	We can speak in different ways to communicate different feelings and ideas.	Good communicators pay attention to the way their words are put together	Discussing and expanding our vocabulary helps us communicate clearly and in interesting ways
Learning Outcomes	<p><b>Both Languages:</b> Follow agreed upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)</p> <p>Build on others' talk in conversations by responding to the comments of others</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Give, restate, and follow two-step oral directions</p>	<p><b>Both Languages:</b> Describe familiar people, places, things, and events, and provide additional detail</p>	<p><b>Both Languages:</b> Ask and answer questions about what a speaker says in order to clarify or gather additional information</p> <p>Understand and use questions words (who, what, where, when, why how)</p>	<p><b>Both Languages:</b> Produce a variety of sentence types: declarative, interrogative, imperative, and exclamatory</p>	<p><b>Both Languages:</b> Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)</p> <p>Use frequently occurring conjunctions</p> <p>Use possessive pronouns</p> <p>Produce a variety of sentence types: declarative, interrogative, imperative, and exclamatory</p>	<p><b>Both Languages:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p>memorize and recite poems, rhymes and/or songs with expression</p> <p>Use frequently occurring adjectives</p> <p>Distinguish between shades of meaning among verbs describing the same general action (walk, march, strut, prance) by acting out meanings.</p>
	<p><b>Spanish Grammar (taught through the "form focused instruction" process and applied to oral and/or written language as readiness develops)</b></p> <p>Empezando en unidad 1: Concordancia de género y número (patrones regulares)</p> <p>Empezando en unidad 4: Verbos --- conjugaciones regulares, personas del singular, en el pasado/presente/futuro</p> <p>Durante el año, prestar atención a varios errores comunes:</p> <p>"yo gusto"</p> <p>"estoy terminado"</p> <p>"Que es esto para?"</p> <p>"se mira como" o "se ve como"</p>					

### Assessment

Who We Are (1)	Where We Are in Place and Time (2)	How The World Works (3)	How We Express Ourselves (4)	How We Organize Ourselves (5)	Sharing the Planet (6)
<p>Collect one writing sample for each student (no need to score this one yet)</p> <p>Complete initial high-frequency words spelling assessment (within the first two weeks of school)</p>	<p>Collect a writing sample for each student and fill out the Six Traits continuum (from Kindergarten) using the pen color for your grade level.</p> <p>Complete one running record for each child sometime during this unit using whichever guided reading book s/he is currently reading</p> <p>Use the information from these assessments for your progress reports.</p>	<p>Collect a writing sample for each student (no need to score this one, but note progress for parent conferences)</p> <p>Use observational notes from guided reading groups to inform parent conferences.</p>	<p>Collect a writing sample for each student (no need to score this one)</p> <p>Complete one running record for each child using whichever guided reading book s/he is currently reading</p>	<p>Collect a writing sample for each student (no need to score it, but note growth for progress reports)</p>	<p>Collect a writing sample for each student and fill out every section of the Six Traits continuum.</p> <p>Complete one running record for each child using EDL2 (Spanish) and the Benchmark Binder (English)</p> <p>Place in portfolio: -the final running record -the final writing sample along with the Six Traits continuum</p> <p>Fill out the “Literacy Data Sheet” for your class in Google Docs</p>

## Throughout the Year

<p><b>Writing</b> <b>Strong second grade writers:</b></p> <ul style="list-style-type: none"> <li>Engage confidently with the process of writing</li> <li>Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading</li> <li>Begin to use simple graphic organizers to plan writing (e.g. idea webs, storyboards)</li> <li>Keep a log of ideas to write about.</li> <li>Begin to use feedback from teachers and peers to improve their writing.</li> <li>Begin to use reference materials (dictionary, thesaurus, word banks) to extend their use of language</li> <li>With teacher guidance, proofread their own writing and make some corrections</li> <li>With teacher guidance, publish written work, in handwritten or digital format</li> <li>Participate in teacher conferences to jointly reflect on progress and develop new learning goals</li> </ul>	<p><b>Reading</b> <b>Strong second grade readers:</b></p> <ul style="list-style-type: none"> <li>Develop personal preferences, selecting books for pleasure and information</li> <li>Read a wide variety of texts that contain complex language structures, sophisticated vocabulary, lots of text per page, and smaller print</li> <li>Read level-appropriate texts independently, confidently and with good understanding.</li> <li>Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to their point of view</li> <li>Realize that different books lend themselves to different purposes (e.g. fiction vs. non-fiction) and begin to use books for particular purposes, with teacher guidance.</li> <li>Search for and find information in texts</li> <li>Compare information from several sources</li> </ul>	<p><b>Oral Language</b> <b>Strong second grade speakers and listeners:</b></p> <ul style="list-style-type: none"> <li>Use oral information in a range of unplanned situations with connected ideas</li> <li>Present simple oral information using basic language structures in logical sequence (e.g. description, instruction, recount)</li> <li>Obtain specific information from short informational and expressive oral information</li> <li>Show awareness of audience and purpose when using oral language</li> <li>Respond to spoken language using common social conventions (e.g. takes turns in conversations)</li> </ul>
<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>Shared Writing (students observe the teacher's model, asking questions, offering suggestions)</li> <li>Interactive Writing (students collaborate with peers and teacher to decide on the message, then "share the pen" to write the text)</li> <li>Writer's Workshop (skills and strategies minilesson, writing time/confer with peers and/or teacher, ending feedback and reflection)</li> <li>Author's Chair (Sharing finished work with the class by reading or telling about it, and/or acting it out)</li> <li>Literacy Centers (independent activities that involve writing in a variety of ways for a variety of purposes – notes, journals, observations, etc)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>Read-Alouds (teacher reads a story, students participate in discussions before, during, and/or after the story)</li> <li>Shared reading (following the text with the teacher, posing and responding to questions, and joining in when able)</li> <li>Guided Reading (small group leveled reading instruction, students observe and apply reading behaviors, skills, and strategies)</li> <li>Literature Circles (discuss a known text with peers)</li> <li>Independent Reading (reading books of their own choosing either independently or with a partner)</li> <li>Literacy Centers (independent activities that involve reading for a variety of purposes – pleasure, research, instruction, etc. )</li> <li>Word Study (explicit phonics instruction)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>whole-class, small-group, and partner discussion (about texts, peer work, research, lines of inquiry, classroom life, etc)</li> <li>informal conversations with peers</li> <li>dramatizations (reader's theater or acting out student stories)</li> <li>oral presentations</li> </ul>

## Writing

Unit	Who We Are	Where We are in Place and Time	How We Express Ourselves	How the World Works	Sharing the Planet	How We Organize Ourselves
<b>Writing Genre</b>	Autobiography	Fiction (Sp) Friendly Letters (Eng)	Science Report (Eng) Comic Strip (Sp)	Non-Fiction: report, science writing (Sp)	Poetry Fiction (optional)	Non-Fiction: Report Friendly letter (Sp)
<b>Writing Trait</b>	Ideas	Organization	Organization	Word Choice	Voice	Sentence Fluency
<b>Conceptual Understanding</b>	<b>Strong writers write clearly about what they know well.</b>	<b>Strong writers organize their ideas to make them easier to understand.</b>	<b>Strong writers organize their ideas to make them easier to understand.</b>	<b>Strong writers choose their words carefully so that the writing is clear and/or fun to read</b>	<b>Strong writers pay attention to the way their writing makes the reader feel.</b>	<b>Strong writers pay attention to the way their writing sounds.</b>
<b>Learning Outcomes</b>	<p><b>Both Languages</b> Make topic clear.</p> <p>Show understanding of topic through personal experience or research.</p> <p>Organize a story by sequence of events</p> <p>Use word wall and memory to spell many high-frequency words correctly</p> <p>Capitalize first letter in the sentence, pronoun "I" (Eng),</p> <p>Add final period</p> <p><b>English spelling:</b> short vowel and silent "e" words.</p> <p><b>Spanish spelling:</b> Sílabas y división silábica; sílabas compuestas (br,cr,pr,dr,fr,tr,gr,bl,gl,pl,fl,cl)</p>	<p><b>Both Languages</b> Establish the characters and setting in a story</p> <p>Organize a story by sequence of events; include a beginning, middle, and end</p> <p>Include a title that captures the central idea or theme</p> <p>Correctly format a friendly letter</p> <p>Spell many high-frequency words</p> <p>Capitalize proper nouns</p> <p>Use ending punctuation</p> <p><b>English spelling:</b> consonant digraphs (sh, ch, th)</p> <p><b>Spanish spelling:</b> ch, ll, rr</p>	<p><b>Both Languages</b> State main ideas plus details. (One paragraph)</p> <p>Include a title that indicates the topic.</p> <p>Organize a story by sequence of events [comics]</p> <p>Spell many high-frequency words correctly</p> <p>Some use of other punctuation marks: commas, quotation marks, apostrophes</p> <p><b>English spelling:</b> long vowel teams (ai, ay, ea, ee, oa, ow)</p> <p><b>Spanish:</b> Uso de m: mp, mb. Uso de n: nv, nf Uso de que-qui.</p>	<p><b>Both Languages</b> Include a title that indicates the topic</p> <p>State main ideas plus details. (One paragraph)</p> <p>Use descriptive adjectives that paint a clear picture for the reader</p> <p>Uses some active verbs</p> <p>Spell many high-frequency words correctly</p> <p><b>English spelling:</b> other vowel sounds (oo, oi, oy, ou, ow, aw)</p> <p><b>Spanish spelling:</b> gue, gui / güe, güi ge, gi / je, ji</p>	<p><b>Both Languages</b> Experiment with voice by: unusual treatment of the topic, using an interesting image or unusual detail, creating an emotional tone, communicating passion for the topic, or attempting figurative language</p> <p>Spell many high-frequency words correctly</p> <p><b>English spelling:</b> words with r-controlled vowels</p> <p><b>Spanish spelling:</b> letras difíciles b/v palabras con "h"</p>	<p><b>Both Languages</b> Use varied and complete sentences.</p> <p>Sentences generally read smoothly.</p> <p>Use transitions words to link one idea to another (In addition, however, first, finally, etc)</p> <p>Use basic conjunctions to link sentence parts (and, but, or)</p> <p>Spell many high-frequency words correctly</p> <p><b>English spelling:</b> words with silent letters (k<u>no</u>w, clim<u>b</u>, listen, gh<u>ost</u>), -igh<u>t</u>, -ough</p> <p><b>Spanish:</b> letras difíciles c/s/z</p>

**ESCUELA BILINGÜE INTERNACIONAL**  
**LANGUAGE SCOPE AND SEQUENCE**  
**SECOND GRADE**

**Reading**

Unit	Who We Are	Where We are in Place and Time	How We Express Ourselves	How the World Works	Sharing the Planet	How We Organize Ourselves
<b>Reading Genre</b>	Personal narrative Autobiographies	Fiction Friendly Letters	Science Reports	Non-Fiction (NF) (some poetry)	NF and Fiction Poetry	Non-Fiction
<b>Conceptual Understanding</b>	<b>Wondering and making predictions about texts helps us understand what we read.</b>	<b>Discussing the elements and organization of stories helps us understand, enjoy, and learn from them.</b>	<b>Discussing how non-fiction books are organized helps us learn from them</b>	<b>Strong readers ask themselves “Does this make sense to me?”</b>	<b>Imagining as we read helps us understand and connect with the text.</b>	<b>Making connections helps us build new ideas from our reading.</b>
<b>Learning Outcomes</b>	<p><b>Both Languages</b> Actively read for meaning</p> <p>Wonder about texts and ask questions to try to understand what the author is saying to the reader</p> <p>Make predictions based on own knowledge and experience; revise or confirm predictions as the story progresses.</p> <p>Understand alphabetical order</p> <p>Recognize synonyms and antonyms</p> <p>Read most high frequency words and use knowledge of letter patterns taught this unit to read unknown words</p>	<p><b>Both Languages</b> Identify and discuss plot, setting, and character in stories</p> <p>Identify and explain the basic structure of a story (beginning, middle, end)</p> <p>Discuss personality, behavior, reactions, and motivations of storybook characters</p> <p>Ask and answer <i>who, what, when, where, why, and how</i> questions to deepen understanding</p> <p>Recognize common abbreviations</p> <p>Read most high frequency words and use knowledge of letter patterns taught this unit to read unknown words</p>	<p><b>Both Languages</b> Retell the central ideas and/or main purpose of a simple expository text</p> <p>Identify the title, table of contents, chapter headings, and sub-headings of non-fiction texts</p> <p>Identify simple multiple-meaning words</p> <p>Read most high frequency words and use knowledge of letter patterns taught this unit to read unknown words</p>	<p><b>Both Languages</b> Retell the central ideas and/or main purpose of a simple expository text</p> <p>Self-monitor own understanding and ask questions to clarify unfamiliar events and/or vocabulary</p> <p>Self-correct when necessary by: rereading, reading on, and cross checking</p> <p>Read aloud with appropriate intonation and expression</p> <p>Know the meaning of simple prefixes and suffixes</p> <p>Use meaning of individual words to predict the meaning of compound words</p> <p>Read most high frequency words and use knowledge of letter patterns taught this unit to read unknown words</p>	<p><b>Both Languages</b> Visualize scenes from the text</p> <p>Identify words and phrases in a poem or story that appeal to the senses</p> <p>Identify rhythm, rhyme, and alliteration in poetry</p> <p>Read most high frequency words and use knowledge of letter patterns to read unknown words (focus on same letter patterns taught in writing)</p>	<p><b>Both Languages</b> Describe the connection between historical events, scientific ideas, or steps in a procedure.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Read most high frequency words and use knowledge of letter patterns to read unknown words (focus on same letter patterns taught in writing)</p> <p><b>Guided Reading Level Goal: M</b></p>



### Assessment

Who We Are (1)	Where We Are in Place and Time (2)	How We Express Ourselves (3)	How the World Works (4)	How We Organize Ourselves (5)	Sharing the Planet (6)
<p>Collect a writing sample for each student (no scoring needed)</p> <p>Complete initial high-frequency words spelling assessment (within the first two weeks of school)</p>	<p>Collect a writing sample for each student and fill out the Six Traits continuum (from first grade) using the pen color for your grade level. Note progress for conferences and progress reports.</p> <p>Complete one running record for each child sometime during this unit using whichever guided reading book s/he is currently reading, OR the EDL2 and English Benchmark Reading Binder. Note progress for conferences and progress reports.</p>	<p>Collect a writing sample for each student (no need to score this one but note progress for parent conferences)</p> <p>Use observational notes from guided reading groups to inform parent conferences.</p>	<p>Collect a writing sample for each student (no need to score this one)</p> <p>Use observations from guided reading and writer's workshop to inform March parent conferences.</p>	<p>During this <b>or</b> next unit, collect a writing sample for each student and fill out the Six Traits continuum using the pen color for your grade level.</p>	<p>In this <b>or</b> previous unit collect a writing sample for each student and fill out every section of the Six Traits continuum.</p> <p>Complete one running record for each child using EDL2 (Spanish) or the Benchmark Binder (English)</p> <p>Place in portfolio: -the final running record -the final writing sample along with the Six Traits continuum</p> <p>Fill out the "Literacy Data Sheet" for your class on Google Docs</p>



## Throughout the Year

<p><b>Writing</b> <b>Strong third grade writers:</b></p> <ul style="list-style-type: none"> <li>Engage confidently with the process of writing</li> <li>Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading</li> <li>Use graphic organizers to plan writing (e.g. idea webs, storyboards)</li> <li>Keep a log of ideas to write about.</li> <li>Use feedback from teachers and peers (during peer conferencing) to improve their writing.</li> <li>Use reference materials (dictionary, thesaurus, word banks) to extend their use of language</li> <li>Proofread their own writing and make some corrections or improvements</li> <li>With teacher guidance, publish written work in handwritten or digital format</li> <li>Participate in teacher conferences to jointly reflect on progress and develop new learning goals</li> <li>Self monitor and take responsibility for improvement</li> </ul>	<p><b>Reading</b> <b>Strong third grade readers:</b></p> <ul style="list-style-type: none"> <li>Develop personal preferences, selecting books for pleasure and information</li> <li>Read level-appropriate texts independently, confidently and with good understanding.</li> <li>Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to their point of view</li> <li>Realize that different books lend themselves to different purposes (e.g. fiction vs. non-fiction) and use books for particular purposes, with teacher guidance.</li> <li>Search for and find information in texts</li> <li>Compare information from several sources</li> <li>Can read a wide variety of texts that contain complex language structures, sophisticated vocabulary, lots of text per page, and smaller print</li> </ul>	<p><b>Oral Language</b> <b>Strong third grade speakers and listeners:</b></p> <ul style="list-style-type: none"> <li>Listen effectively to obtain specific information from informational and expressive oral language sources</li> <li>Compose oral language using a variety of language structures and features appropriately in planned situations</li> <li>Use a range of unplanned oral language sources effectively as ideas are being developed</li> <li>Ask and answer questions about information from a speaker</li> <li>Show awareness that certain forms of oral language are associated with particular contexts and purposes</li> <li>Reflect on speaking and listening activities and use this knowledge in an attempt to improve communication</li> <li>Select and adjust verbal and non-verbal behaviors for particular groups (e.g. younger children)</li> </ul>
<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>Shared Writing (students observe the teacher's model, asking questions, offering suggestions)</li> <li>Interactive Writing (students collaborate with peers and teacher to decide on the message, then "share the pen" to write the text)</li> <li>Writer's Workshop (skills and strategies minilesson, writing time/confer with peers and/or teacher, ending feedback and reflection)</li> <li>Author's Chair (Sharing finished work with the class by reading or telling about it, and/or acting it out)</li> <li>Literacy Centers (independent activities that involve writing in a variety of ways for a variety of purposes – notes, journals, observations, etc)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>Read-Alouds (teacher reads a story, students participate in discussions before, during, and/or after the story)</li> <li>Guided Reading (small group leveled reading instruction, students observe and apply reading behaviors, skills, and strategies)</li> <li>Literature Circles (discuss a known text with peers)</li> <li>Independent Reading (reading books of their own choosing either independently or with a partner)</li> <li>Literacy Centers (independent activities that involve reading for a variety of purposes – pleasure, research, instruction, etc. )</li> <li>Word Study (explicit phonics instruction)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>whole-class, small-group, and partner discussion (about texts, peer work, research, lines of inquiry, classroom life, etc)</li> <li>informal conversations with peers</li> <li>dramatizations (reader's theater or acting out student stories)</li> <li>oral presentations</li> </ul>

## Writing

Unit	Who We Are	Where We are in Place and Time	How the World Works	How We Express Ourselves	How We Organize Ourselves	Sharing the Planet
<b>Writing Genre</b>	"All About" brochure	Legends (Eng) Report (Sp)	Non-Fiction (Eng) Story (Sp)	Poetry Scientific Method	Comics (Sp) Persuasive (Eng)	Research Report (Eng) Formal letter (Sp)
<b>Writing Trait</b>	Word Choice	Organization	Sentence Fluency	Ideas	Organization	Voice
<b>Conceptual Understanding</b>	<b>Strong writers choose their words carefully so that the writing is accurate and engaging.</b>	<b>Each kind of writing has its own organizational structure.</b>	<b>Strong writers examine the way their writing sounds.</b>	<b>Strong writers express their ideas clearly and in interesting ways.</b>	<b>Each kind of writing has its own organizational structure.</b>	<b>Strong writers pay attention to connecting with their audience.</b>
<b>Learning Outcomes</b>	<b>Both Languages</b> <ul style="list-style-type: none"> <li>• Use precise vocabulary, and powerful verbs and adjectives.</li> <li>• Explore synonyms, antonyms, and homonyms.</li> <li>• Understand and use nouns, pronouns, verbs, and adjectives</li> <li>• Use correct capitalization and ending punctuation (all units)</li> <li>• Spell many high-frequency and unit vocabulary words correctly (in all units)</li> </ul> <b>English spelling:</b> consonant blends and clusters	<b>Both Languages</b> <p>For Legend:</p> <ul style="list-style-type: none"> <li>• Establish the characters, setting, and basic plot.</li> <li>• Plan and write a simple beginning, middle, and end</li> <li>• Use dialogue and descriptions of thoughts and emotions to show a character's response</li> <li>• Use punctuation for dialogue.</li> </ul> <p>For Report:</p> <ul style="list-style-type: none"> <li>• Write one or more paragraphs with a topic sentence and simple supporting facts and details.</li> </ul> <p>For Both:</p> <ul style="list-style-type: none"> <li>• Include a title that captures the central theme.</li> </ul> <b>English spelling:</b> long vowel combos, silent e	<b>Both Languages</b> <p>For Story:</p> <ul style="list-style-type: none"> <li>• Establish the characters, setting, and basic plot.</li> <li>• Plan and write a simple beginning, middle, and end</li> <li>• Use dialogue and punctuation for dialogue</li> </ul> <p>For Non-Fiction:</p> <ul style="list-style-type: none"> <li>• Write several paragraphs</li> </ul> <p>For Both:</p> <ul style="list-style-type: none"> <li>• Include a title that captures the central theme.</li> <li>• Write sentences that are complete and varied in structure and length.</li> <li>• Write sentences that are smooth, and easy to read.</li> <li>• Use commas</li> </ul> <b>English spelling:</b> r-controlled vowels, y as a vowel	<b>Both Languages</b> <p>For Poetry:</p> <ul style="list-style-type: none"> <li>• Write about a topic in an original, unusual, or interesting way.</li> <li>• Choose words and phrases for effect</li> <li>• Use sensory language.</li> </ul> <p>For Scientific Method:</p> <ul style="list-style-type: none"> <li>• State ideas clearly</li> <li>• Show insight and understanding of the topic.</li> <li>• Use prepositions</li> <li>• Use adverbs</li> </ul> <b>English spelling:</b> contractions, plurals (-ies), common homophones	<b>Both Languages</b> <p>For Persuasive:</p> <ul style="list-style-type: none"> <li>• Write a paragraph with a topic sentence that makes a claim</li> <li>• Provide simple supporting evidence, facts, and details</li> <li>• Provide a conclusion</li> <li>• Use transition words between ideas (because, since, for example)</li> </ul> <p>For Comics:</p> <ul style="list-style-type: none"> <li>• Plan and write a beginning, middle, and end</li> </ul> <b>English spelling:</b> -ough, -augh, -ould	<b>Both Languages</b> <p>For Research Report:</p> <ul style="list-style-type: none"> <li>• Write an introductory paragraph that establishes the topic and main ideas.</li> <li>• Follow with supporting paragraphs that explain each idea in the first paragraph.</li> <li>• Connect with the reader with compelling and engaging wording and interesting and well-selected details.</li> <li>• Communicate a passion for the topic</li> </ul> <p>For Formal letter:</p> <ul style="list-style-type: none"> <li>• Correctly format a formal letter</li> <li>• Use abbreviations and acronyms</li> <li>• Use a tone appropriate to the audience and purpose.</li> </ul> <b>English Spelling:</b> silent letters (k,t,b, h, ), -ight

**Español --- deletreo durante el año (dividido según las necesidades de los estudiantes):** Homófonas b/v, c/s/z, g/j, y/ll, x/cc; Uso de r/rr; Uso de la "h" --- hie, hue, hum; terminaciones -illo, -lla, -cito, -zote, azo, -aza, -ez, -eza, aje, -eje; Uso de g sonido fuerte (gue/gui) y güe, güi;

**ESCUELA BILINGÜE INTERNACIONAL**  
**LANGUAGE SCOPE AND SEQUENCE**  
**THIRD GRADE**

***Reading***

Unit	Who We Are	Where We are in Place and Time	How the World Works	How We Express Ourselves	How We Organize Ourselves	Sharing the Planet
<b>Reading Genre</b>	Non-fiction	Myths and Legends, folktales, fables Non-fiction	Non-Fiction Fiction	Poetry Non-fiction (scientific writing)	Speeches Fiction (incl. comics)	Non-fiction (personal accounts, biographies, reports, articles)
<b>Conceptual Understanding</b>	<b>Examining the language in texts helps us understand, enjoy, and learn from them.</b>	<b>Discussing how texts are organized helps us learn from them.</b>	<b>Discussing how texts are organized helps us learn from them.</b>	<b>Reflecting on the ideas in a text deepens our understanding</b>	<b>Reading critically helps us stay informed and form our own opinions</b>	<b>Gathering information from a variety of sources deepens our understanding.</b>
<b>Learning Outcomes</b>	<p>Distinguish the literal and non-literal meanings of words and phrases</p> <p>Distinguish the shades of meaning of related words</p> <p>Use knowledge of prefixes and suffixes to determine the meaning of words</p> <p>Use dictionary to learn the meaning and other features of unknown words</p> <p>Understand alphabetical order</p> <p>Read aloud with appropriate intonation, expression, and pacing</p>	<p>Identify and discuss basic plot structure, setting, and character in stories.</p> <p>Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events</p> <p>Extract significant information from the text including main idea, supporting details, problems, solutions, and answers to questions.</p> <p>Use text features (title, table of contents, chapter headings, glossaries, and indexes) and search tools (keywords, hyperlinks) to locate information efficiently</p>	<p>Identify and discuss basic plot structure, setting, and character in stories.</p> <p>Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events</p> <p>Extract significant information from the text including main idea, supporting details, problems, solutions, and answers to questions.</p> <p>Use text features (title, table of contents, chapter headings, glossaries, and indexes) and search tools (keywords, hyperlinks) to locate information efficiently</p>	<p>Reflect on personal response in relation to how others see the text.</p> <p>Determine the underlying theme or author's message</p> <p>Identify rhythm, rhyme, alliteration, and onomatopoeia in poetry</p> <p>Ask questions and support answers by connecting prior knowledge with information found in, and inferred from, the text.</p> <p>Describe the connection between scientific ideas, or steps in a procedure.</p>	<p>Determine the underlying theme or author's message</p> <p>Distinguish own point of view from that of the author</p> <p>Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>Describe logical connection between particular sentences and paragraphs (comparison, cause/effect, sequence)</p> <p>Compare and contrast themes, settings, plots, and ideas of texts written by the same author.</p>	<p>Use information gained from illustrations (maps, photos) and words to demonstrate understanding (when, where, why, how key events occur)</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Guided Reading Level Goal: P</b></p>

### Oral Language

Unit	Who We Are	Where We Are in Place and Time	How the World Works	How We Express Ourselves	How We Organize Ourselves	Sharing the Planet
<b>Conceptual Understanding</b>	Discussing and expanding our vocabulary helps us communicate clearly and in interesting ways	We build a productive learning community by communicating effectively with others	Good communicators pay attention to the way their words are put together	Giving full and clear explanations helps others understand and enjoy what we are saying	We can speak to express our opinion and persuade others	We can speak to entertain, inform, and connect with our audience
<b>Learning Outcomes</b>	Vary vocabulary to add interest or to describe with greater accuracy  Experiment with vocabulary drawn from a variety of sources (e.g. literature, media, Units of Inquiry)  Explain the function of nouns, verbs, adjectives, and pronouns,	Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking in turns about the topic and texts under discussion)  Come to discussions prepared, having read or studied the required material;	Use more complex sentence structures and features to express ideas and information	Provide background information to enhance meaning (e.g. give examples)  Explain the function of adverbs	Show understanding that people may represent their own points of view through oral language	Choose words and phrases for effect
	<b>Provide opportunities for students to:</b> Plan and deliver an explanatory/informative presentation on a topic that: organizes ideas around major points, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion					
	<b>Spanish Grammar (taught through the "form focused instruction" process and applied to oral and/or written language as appropriate)</b> Empezando en unidad 1: El uso de "ser" y "estar" Empezando en unidad 3: Verbos irregulares pasado/presente/futuro Empezando en unidad 5: Uso de la forma formal (Usted)  Durante el año, prestar atención a varios errores comunes: "yo gusto"/"estoy terminado"/"Que es esto para?" /"se mira como" o "se ve como"					

### Assessment

Who We Are (1)	Where We Are in Place and Time (2)	How The World Works (3)	How We Express Ourselves (4)	How We Organize Ourselves (5)	Sharing the Planet (6)
<p>Collect a writing sample for each student (no need to score this one)</p> <p>Complete initial high-frequency words spelling assessment to begin to build individual "words to learn" lists (within the first two weeks of school)</p>	<p>Collect a writing sample for each student and fill out the Six Traits Rubric (note stage for parent conferences and progress reports)</p> <p>Complete one running record for each child sometime during this unit using whichever guided reading book s/he is currently reading, OR the EDL2 and English Benchmark Reading Binder (note information for parent conferences and progress reports)</p>	<p>Collect a writing sample for each student (no need to score this one, but note progress for March conferences)</p> <p>Use observational notes from Literature Circles and/or Guided Reading sessions to inform parent conferences</p>	<p>Collect a writing sample for each student (no need to score this one, but note progress for March conferences)</p> <p>Use observational notes from Literature Circles and/or Guided Reading sessions to inform parent conferences</p>	<p>Collect a writing sample for each student (no need to score this one)</p>	<p>Collect a writing sample for each student and fill out every section of the Six Traits Rubric (the same copy from unit 2, to observe progress).</p> <p>Complete one running record for each child using EDL2 (Spanish) or the Benchmark Binder (English)</p> <p>Place in portfolio: -the final running record -the final writing sample along with the Six Traits Rubric</p> <p>Fill out the "Literacy Data Sheet" for your class on Google Docs</p>

## **Throughout the Year**

<p><b>Writing</b> <b>Strong fourth grade writers:</b></p> <ul style="list-style-type: none"> <li>• Write independently and with confidence</li> <li>• Write for a range of purposes, both creative and informative, using different types of structures and styles</li> <li>• Show an awareness of different audiences and adapt writing appropriately</li> <li>• Use a dictionary and thesaurus to correct, clarify, broaden, and enrich their writing</li> <li>• Respond sensitively to the writing of others.</li> <li>• Work independently and with a partner to discuss and improve each other's work, taking the roles of authors and editors</li> <li>• Work independently to produce written work that is legible and well presented, written either in print, cursive, or digital format</li> <li>• Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others;</li> <li>• Generally use correct spelling (nearly 500 high-use and unit vocabulary), punctuation, and capitalization</li> </ul>	<p><b>Reading</b> <b>Strong fourth grade readers:</b></p> <ul style="list-style-type: none"> <li>• Read a variety of books for pleasure, instruction, and information; reflect regularly on reading and set future goals</li> <li>• As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials both in print and online</li> <li>• Fluently read most words in the language of instruction.</li> <li>• Identify relevant, reliable and useful information and decide on appropriate ways to use it, with teacher guidance</li> <li>• Know how to skim and scan texts to decide whether they will be useful before attempting to read in detail</li> <li>• Use reference books, dictionaries, thesaurus, and web-based applications with increasing independence and responsibility</li> <li>• Know how and when to use the internet as a resource for research; understand that approval and supervision is required in accordance with the school's cyber-safety policy</li> </ul>	<p><b>Oral Language</b> <b>Strong third grade speakers and listeners:</b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• Listen to a range of sustained oral language sources on challenging ideas, noting key ideas and information</li> <li>• Plan and select appropriate strategies when listening (e.g. records important ideas)</li> <li>• Use strategies to improve listening in challenging contexts</li> </ul>
<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Writer's Workshop (skills and strategies minilesson, writing time/confer with peers and/or teacher, ending feedback and reflection)</li> <li>• Author's Chair (Sharing finished work with the class by reading it and getting feedback)</li> <li>• Literacy Centers (independent activities that involve writing in a variety of ways for a variety of purposes – notes, journals, observations, research, etc)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Literature Circles (discuss a known text with peers)</li> <li>• Independent Reading (reading books of their own choosing, filling out a log and/or response sheet)</li> <li>• Literacy Centers (independent activities that involve reading for a variety of purposes – pleasure, research, instruction, etc. )</li> <li>• Word Study (explicit phonics instruction)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Whole-class, small-group, and partner discussion (about texts, peer work, research, lines of inquiry, classroom life, etc)</li> <li>• Informal conversations with peers</li> <li>• Dramatizations (reader's theater or acting out student stories)</li> <li>• Interviews</li> <li>• Oral presentations</li> </ul>

## Writing

Unit	Where We are in Place and Time	How We Express Ourselves	How the World Works	Sharing the Planet	How We Organize Ourselves	Who We Are
<b>Writing Genre</b>	Nonfiction: research report	Poetry Responses to literature	Scientific Method	Fiction Journalism	Comics Summaries	Myths. Legends, fables Position Papers
<b>Writing Trait</b>	Organization	Word Choice	Organization	Sentence Fluency	Ideas	Voice
<b>Conceptual Understanding</b>	<b>Different text types have different organizational structures.</b>	<b>Strong writers choose their words carefully so that the writing is clear, original, and/or fun to read</b>	<b>Different text types have different organizational structures.</b>	<b>Strong writers pay attention to the ways their language flows.</b>	<b>Strong writers start with a clear, original, and interesting idea</b>	<b>Strong writers pay attention to connecting with their readers.</b>
<b>Learning Outcomes</b>	<p><b>Both Languages</b></p> <ul style="list-style-type: none"> <li>Establish a controlling idea or topic (thesis statement)</li> <li>Include introductory, supporting, and concluding paragraphs that contain topic sentences and relevant facts, details, and explanations</li> <li>Organize ideas using strategies such as chronological order, similarity and difference, posing and answering a question</li> <li>Include some use of more complex punctuation if needed (commas, parenthesis, colons, quotations) [all units]</li> </ul> <p><b>English Spelling:</b> Review long vowel teams</p>	<p><b>Both Languages</b></p> <ul style="list-style-type: none"> <li>Choose words that are clear and precise.</li> <li>Use powerful verbs and adverbs</li> <li>Use sensory and figurative language.</li> <li>Recognize and use synonyms, antonyms, and homonyms.</li> <li>Recognize and use idioms.</li> <li>Explore riddles</li> <li>begin note taking skills and literature response journals</li> <li>Responses to literature include judgments supported by clear references to the text and prior knowledge</li> </ul> <p><b>English spelling:</b> double consonant words and r-controlled vowels.</p>	<p><b>Both Languages</b></p> <ul style="list-style-type: none"> <li>Organize information using strategies such as: definition, classification, compare and contrast, and cause and effect</li> <li>Descriptions of the scientific experiments include: hypothesis, procedure, findings and analysis, and further questions</li> <li>Include formatting (e.g. headings), graphics (e.g. charts, tables) when useful to aiding comprehension.</li> </ul> <p><b>English spelling:</b> words with -ly, -ally, -tion, -ture, -ible, -able</p>	<p><b>Both Languages</b></p> <ul style="list-style-type: none"> <li>Write smooth, natural and complete sentences that vary in length and structure.</li> <li>Write a story that includes: title, developed characters, setting, plot, sensory detail, dialogue, and descriptions of thoughts and emotions</li> <li>Use prepositions</li> <li>Use conjunctions: for, and, nor, but, or, yet</li> </ul> <p><b>English spelling:</b> irregular plurals (e.g. <u>feet</u>, <u>children</u>, <u>heroes</u>)</p>	<p><b>Both Languages</b></p> <ul style="list-style-type: none"> <li>Write summaries that include main ideas and most significant details</li> <li>Writing includes a main idea that is obvious and clear, interesting and well-selected details, and evidence of insight and understanding of the topic.</li> </ul> <p><b>English spelling:</b> contractions, and silent letters (k,t,b,l,h,)</p>	<p><b>Both Languages</b></p> <ul style="list-style-type: none"> <li>Introduce claim(s), organize the reasons and evidence, provide a concluding statement or section that follows from the argument presented</li> <li>Communicate a passion for the topic.</li> <li>Connect with the reader with compelling and engaging wording.</li> <li>Choose words and phrases for effect</li> <li>Writing is well suited to the audience and purpose.</li> <li>Write a fable that includes: short narrative, symbolic characters (e.g. fox=trickster), a moral or lesson.</li> </ul> <p><b>English spelling:</b> multiple-sound consonants (ch: choice, school, machine, yacht; gh: ghost, cough, though)</p>

**Español --- deletreo durante el año (dividido según las necesidades de los estudiantes):** Homófonas b/v, c/s/z, g/j, y/ll; Usos de la "x" (cs/j/s); Uso de r/rr; Uso de g sonido fuerte (gue/gui) y güe, güi, Usos de la "h"; terminaciones -ísimo, -sión, -ción, -oso, -osa;;



## ***Reading***

<b>Unit</b>	<b>Where We are in Place and Time</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>Sharing the Planet</b>	<b>How We Organize Ourselves</b>	<b>Who We Are</b>
<b>Reading Genre</b>	Non-fiction Reports and articles	Poetry Fiction	Non-fiction (science writing)	Fiction Journal/newspaper	Comics Non-fiction (for unit inquiry)	Myths and Legends Essays/Opinion pieces
<b>Conceptual Understanding</b>	<b>Discussing how non-fiction texts are organized helps us learn from them</b>	<b>Examining the language, events, and emotions in texts deepens our understanding</b>	<b>Discussing how non-fiction texts are organized helps us learn from them</b>	<b>We deepen our understanding by gathering information from a variety of sources</b>	<b>Examining the themes, ideas, and situations in texts deepens our understanding</b>	<b>Reading critically helps us stay informed and form our own opinions</b>
<b>Learning Outcomes</b>	<p>Identify the structural patterns found in informational text (e.g. compare and contrast, cause and effect, chronological order, proposition and support)</p> <p>Extract significant information from the text including main idea, supporting details, problems, solutions, and answers to questions.</p> <p>Make and confirm predictions about the text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, and important words</p> <p>Use text features (title, table of contents, chapter headings, glossaries, and indexes) and search tools (keywords, hyperlinks) to locate information efficiently</p>	<p>Use a thesaurus to determine and distinguish related words and concepts</p> <p>Distinguish and interpret words with multiple meanings</p> <p>Use knowledge of prefixes (common and numerical) and suffixes (that change nouns and verbs) to determine the meaning of words</p> <p>Define figurative language (e.g. simile, metaphor, hyperbole, personification) and identify its use in literary works</p> <p>Understand and respond to the ideas, feelings, and attitudes expressed in various texts, showing empathy for characters</p> <p>Discuss and outline the plot</p>	<p>Describe the connection between scientific ideas, or steps in a procedure.</p> <p>Identify the structural patterns found in informational text (e.g. compare and contrast, cause and effect, chronological order, proposition and support)</p> <p>Extract significant information from the text including main idea, supporting details, problems, solutions, and answers to questions.</p> <p>Use knowledge of common roots and affixes derived from Latin and Greek to analyze the meaning of complex words</p>	<p>Read aloud with appropriate intonation, expression, and pacing</p> <p>Recognize the author's purpose (to inform, entertain, persuade, instruct)</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p>Distinguish between fact and opinion in expository text.</p> <p>Use information gained from illustrations (maps, photos) and words to demonstrate understanding (when, where, why, how key events occur)</p>	<p>Determine the underlying theme or author's message in a text.</p> <p>Refer to parts of texts (chapter, scene, stanza) and describe how each part builds on earlier sections.</p> <p>Use knowledge of the situation and setting and of character's traits and motivations to determine the causes for that character's actions.</p> <p>Explore the element of comics (mood and characters communicated visually, narration vs. speech)</p>	<p>Recognize the author's purpose (to inform, entertain, persuade, instruct)</p> <p>Distinguish own point of view from that of the author</p> <p>Distinguish between fact and opinion in expository text</p> <p>Describe logical connection between particular sentences and paragraphs (comparison, cause/effect, sequence)</p> <p>Describe the structural features of myths, legends, and fables</p> <p><b>Guided Reading Level Goal: S</b></p>

### *Oral Language*

Unit	Where We are in Place and Time	How We Express Ourselves	How the World Works	Sharing the Planet	How We Organize Ourselves	Who We Are
<b>Conceptual Understanding</b>	<b>Discussing ideas with others helps us deepen our own understanding</b>	<b>Discussing and expanding our vocabulary helps us communicate clearly and in interesting ways</b>	<b>Giving full and clear explanations helps others understand and enjoy what we are saying</b>	<b>Good communicators pay attention to the way their words are put together</b>	<b>Paraphrasing allows us to remember and understand key ideas and information</b>	<b>We can speak to express our opinion, persuade others, and connect with our audience</b>
<b>Learning Outcomes</b>	<p>Begin to develop literature discussion skills by following agreed upon rules for discussion, establishing and reflecting on the elements of a productive discussion.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</p>	<p>Vary vocabulary to add interest or to describe with greater accuracy</p> <p>Experiment with vocabulary drawn from a variety of sources (e.g. literature, media, Units of Inquiry)</p> <p>Explain the function of nouns, verbs, adjectives, pronouns, and adverbs</p>	Provide background information to enhance meaning (e.g. give examples)	Use more complex sentence structures and features to express ideas and information	Paraphrase information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Choose words and phrases for effect</p> <p>Identify reasons and evidence a speaker or media source provides to support particular points</p> <p>Differentiate between contexts that call for formal and informal language</p> <p>Show understanding that people may represent their own points of view through oral language</p>
	<p><b>During this year:</b> Plan and deliver narrative presentation that relates ideas, observations, or recollections; provides a clear context; includes clear insight into why the event or experience is memorable. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>					
	<p><b>Spanish Grammar (taught through the "form focused instruction" process and applied to oral and/or written language as appropriate)</b></p> <p>Empezando en unidad 1: Verbos irregulares pasado/presente/futuro</p> <p>Empezando en unidad 3: pronombres y adjetivos (mío, tuyo, suyo, este, aquello, etc.)</p> <p>Empezando en unidad 4: Acentuación; reglas básicas, en expresiones interrogativas y exclamativas</p> <p>Empezando en unidad 5: Tiempo verbal: el condicional</p> <p>Durante el año, prestar atención a varios errores comunes:</p> <p>"yo gusto"/"estoy terminado"/"Que es esto para?" /"se mira como" o "se ve como"</p>					

### ***Assessment***

<b>Where We Are in Place and Time (1)</b>	<b>How We Express Ourselves (2)</b>	<b>How The World Works (3)</b>	<b>Sharing the Planet (4)</b>	<b>How We Organize Ourselves (5)</b>	<b>Who We Are (6)</b>
<p>Collect a writing sample for each student (no need to score this one)</p> <p>Complete initial high-frequency words spelling assessment to establish individual "words to learn" lists (within the first two weeks of school)</p>	<p>Collect a writing sample for each student and fill out the Six Traits Rubric (note stage for parent conferences and progress reports)</p> <p>Complete one running record for each child sometime during this unit using whichever literature circle book s/he is currently reading, OR the EDL2 and English Benchmark Reading Binder (note information for parent conferences and progress reports)</p>	<p>Collect a writing sample for each student (no need to score this one, but note progress for March conferences)</p> <p>Use observational notes from Literature Circles to inform parent conferences</p>	<p>Collect a writing sample for each student (no need to score this one, but note progress for March conferences)</p> <p>Use observational notes from Literature Circles to inform parent conferences</p>	<p>Collect a writing sample for each student (no need to score this one)</p>	<p>Collect a writing sample for each student and fill out every section of the Six Traits Rubric (the same copy from unit 2, to observe progress).</p> <p>Complete one running record for each child using EDL2 (Spanish) or the Benchmark Binder (English)</p> <p>Place in portfolio: -the final running record -the final writing sample along with the Six Traits Rubric</p> <p>Fill out the "Literacy Data Sheet" for your class on Google Docs</p>

**ESCUELA BILINGÜE INTERNACIONAL  
LANGUAGE SCOPE AND SEQUENCE  
FIFTH GRADE**

**Throughout the Year**

<p><b>Writing</b> <b>Strong fifth grade writers:</b></p> <ul style="list-style-type: none"> <li>• Write independently and with confidence</li> <li>• Write for a range of purposes, both creative and informative, using different types of structures and styles</li> <li>• Show an awareness of different audiences and adapt writing appropriately</li> <li>• Use a dictionary and thesaurus to correct, clarify, broaden, and enrich their writing</li> <li>• Respond sensitively to the writing of others.</li> <li>• Work independently and with a partner to discuss and improve each other's work, taking the roles of authors and editors</li> <li>• Work independently to produce written work that is legible and well presented, written either in print, cursive, or digital format</li> <li>• Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others;</li> <li>• Generally use correct spelling (500 high use and unit words), punctuation, and capitalization</li> </ul>	<p><b>Reading</b> <b>Strong fifth grade readers:</b></p> <ul style="list-style-type: none"> <li>• Read a variety of books for pleasure, instruction, and information; reflect regularly on reading and set future goals</li> <li>• As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials both in print and online</li> <li>• Fluently read most words in the language of instruction.</li> <li>• Identify relevant, reliable and useful information and decide on appropriate ways to use it, with teacher guidance</li> <li>• Know how to skim and scan texts to decide whether they will be useful before attempting to read in detail</li> <li>• Use reference books, dictionaries, thesaurus, and web-based applications with increasing independence and responsibility</li> <li>• Know how and when to use the internet as a resource for research; understand that approval and supervision is required in accordance with the school's cyber-safety policy</li> </ul>	<p><b>Oral Language</b> <b>Strong fifth grade speakers and listeners:</b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>• Listen to a range of sustained oral language sources on challenging ideas, noting key ideas and information</li> <li>• Plan and select appropriate strategies when listening (e.g. records important ideas)</li> <li>• Use strategies to improve listening in challenging contexts</li> </ul>
<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Writer's Workshop (skills and strategies minilesson, writing time/confer with peers and/or teacher, ending feedback and reflection)</li> <li>• Author's Chair (Sharing finished work with the class by reading it and getting feedback)</li> <li>• Literacy Centers (independent activities that involve writing in a variety of ways for a variety of purposes – notes, journals, observations, research, etc)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Literature Circles (discuss a known text with peers)</li> <li>• Independent Reading (reading books of their own choosing, filling out a log and/or response sheet)</li> <li>• Literacy Centers (independent activities that involve reading for a variety of purposes – pleasure, research, instruction, etc. )</li> <li>• Word Study (explicit phonics instruction)</li> </ul>	<p><b>Ongoing learning experiences include:</b></p> <ul style="list-style-type: none"> <li>• Whole-class, small-group, and partner discussion (about texts, peer work, research, lines of inquiry, classroom life, etc)</li> <li>• Informal conversations with peers</li> <li>• Dramatizations (reader's theater or acting out student stories)</li> <li>• Interviews</li> <li>• Oral presentations</li> </ul>

**ESCUELA BILINGÜE INTERNACIONAL**  
**LANGUAGE SCOPE AND SEQUENCE**  
**FIFTH GRADE**

**Writing**

Unit	Where We are in Place and Time	How the World Works	How We Organize Ourselves	How We Express Ourselves	Sharing the Planet	Who We Are
Writing Genre	Narrative	Pamphlet (Sp) Scientific method (Eng)	Research Report Referencing/Bibliography	Responses to literature Informative Essay		Poetry Letters
Writing Trait	Organization	Word Choice	Organization	Sentence Fluency Ideas/organization		Voice
Conceptual Understanding	Different text types have different organizational structures.	Strong writers choose their words carefully for clarity and accuracy.	Different text types have different organizational structures.	Strong writers pay attention to the way their writing sounds and flows from one idea to the next.  Different text types have different organizational structures.		Strong writers connect with the reader by creating an emotional tone.
Learning Outcomes	<p><b>Both Languages</b></p> <p>For Narrative:</p> <ul style="list-style-type: none"><li>Engage and orient the reader by establishing a context and introducing a narrator and/or characters</li><li>Organize an event sequence that unfolds naturally and logically</li><li>Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.</li></ul> <p>For Research Report: Continue with all items from unit 1</p> <p><b>English spelling:</b> long vowel patterns: -e/-ea/-ee,-ide,-ire,-ise/-ize, -ive, -ade/-aid, -ail/-ale, -ain/-ate, -ope, -one, -ure as in merely/truly)</p>	<p><b>Both Languages</b></p> <ul style="list-style-type: none"><li>Use precise language and domain-specific vocabulary to inform about or explain a topic.</li><li>Descriptions of scientific experiments include: clear hypothesis, procedure, findings and analysis, and further questions</li><li>Identify and use synonyms and antonyms</li></ul> <p><b>English spelling:</b> vowel patterns: -al,-au/-aw, -oi/-oy, -ou/-ow, -ook, -oot, -ood, ul(l)</p>	<p><b>Both Languages</b></p> <ul style="list-style-type: none"><li>Frame central question</li><li>Establish a controlling idea or topic (thesis)</li><li>Develop the topic with multiple paragraphs that contain topic sentences and relevant facts, details, examples, explanations</li><li>Organizes ideas using strategies such as definition, classification, compare and contrast, and cause and effect</li><li>Includes formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.</li><li>Begin to include references and bibliographic information.</li></ul> <p><b>English spelling:</b> adverb endings -ally, -ly (keep or drop final e</p>	<p><b>Both Languages</b></p> <p>For responses to literature:</p> <ul style="list-style-type: none"><li>Support judgments and interpretations of text through references to text and prior knowledge</li></ul> <p>For Informative Essay: Continue with all items from unit 1</p> <p>For both genre:</p> <ul style="list-style-type: none"><li>Use complex punctuation: commas, parenthesis, colons, and quotations</li><li>Use all pronouns, correctly, clearly, and in the proper case</li><li>Begin every sentence differently and vary the length.</li><li>Use appropriate transitions to clarify the relationships among ideas and concepts, to convey sequence, and to signal shifts from one time frame to another.</li><li>Attend to whether to writing is smooth, natural and easy to read expressively</li></ul> <p><b>English spelling:</b> noun endings (-ic, -al, -ian, -ial, -cial, -er, -or, -ment, -tion, -ion, -sion)</p> <p><b>(These two units are combined to accommodate extended work towards the final Exhibition.)</b></p>		<p><b>Both Languages</b></p> <ul style="list-style-type: none"><li>Develop sense of voice by attending to the emotional tone of the writing.</li><li>Use precise words and phrases, powerful descriptive details, and sensory language to convey experience, ideas, and images in striking and original ways</li><li>Connect with the reader with compelling and engaging wording.</li><li>Adjust tone to suit audience (formal, informal)</li></ul> <p><b>English spelling:</b> suffixes -ous, -cious, -tious</p>

**Spanish spelling: (to be divided throughout the year according to the needs of the students):** Homófonas b/v, c/s/z, g/j, y/ll; Usos de la "x" (cs/j/s); Uso de r/rr; Uso de g sonido fuerte (gue/gui) y güe, güi, Uso de la h: hiper-, hipo-, hidr-, hidro; hexa, hepta, hecto; homo, hetero, hemi; Homófonos con y sin h. Terminaciones -ción, -sión, -cción; -oso, -osa, -ísimo, -ista, -ismo, -sible.

**ESCUELA BILINGÜE INTERNACIONAL**  
**LANGUAGE SCOPE AND SEQUENCE**  
**FIFTH GRADE**

**Reading**

Unit	Where We are in Place and Time	How the World Works	How We Organize Ourselves	How We Express Ourselves	Sharing the Planet	Who We Are
<b>Reading Genre</b>	Non- and realistic fiction: memoir, biographies, historical accounts, personal narrative	Non-fiction	Non-Fiction: exposition, journalism, research reports	Fiction: adventure, mysteries, science fiction, myths, historical, drama, etc  Non-fiction: speeches, opinion pieces, persuasive and informative essays, articles		Poetry Letters
<b>Conceptual Understanding</b>	<b>We deepen our understanding by examining the structure of narrative literature</b>	<b>We deepen our understanding by examining the language in texts</b>	<b>We deepen our understanding by examining the structure of non-fiction texts</b>	<b>We deepen our understanding by examining our responses to literature</b>  <b>Critical reading helps us stay informed and form opinions</b>		<b>We deepen our understanding by exploring the emotional tone in texts.</b>
<b>Learning Outcomes</b>	Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (i.e. through examples or anecdotes)  Explain how an author develops the point of view of the narrator or speaker in a text.  Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Identify thesis statement  Consult reference materials to find the pronunciation, precise meaning, or part of speech of a word.  Distinguish among the connotation of words with similar definitions (e.g. stingy, economical)  Use knowledge of derived roots and affixes derived from Latin and Greek to analyze the meaning of complex words.  Analyze the impact of a specific word choice on meaning and tone.	Determine the central idea of a text and how it is conveyed through particular details  Understand how text features (format, sequence, graphics, diagrams, charts) make information more accessible  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  .	Develop interpretations that exhibit careful reading and understanding  Provide a summary of the text distinct from personal opinions or judgments.  Identify the main problem or conflict of the plot and how it is resolved  Describe how the characters respond or change as the plot moves toward a resolution.  Read aloud narrative and expository text with appropriate intonation, expression, and pacing  Determine the author's point of view or purpose in a text and explain how it is conveyed in the text  Distinguish facts, supported inferences, and opinions in text.  Compare and contrast one author's presentation of events from that of another.  Interpret figures of speech in context.  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of the text and contributes to the development of the ideas.		Identify and analyze the characteristics of poetry  Identify tone in text (formal, informal, specific emotion expressed)  Analyze the impact of a specific word choice on meaning and tone.  Understand and explain the figurative and metaphorical use of words in context.  <b>Guided Reading Level Goal: V</b>

**ESCUELA BILINGÜE INTERNACIONAL**  
**LANGUAGE SCOPE AND SEQUENCE**  
**FIFTH GRADE**

### *Oral Language*

Unit	Where We Are in Place and Time	How the World Works	How We Organize Ourselves	How We Express Ourselves	Sharing the Planet	Who We Are
<b>Conceptual Understanding</b>	<b>When we take responsibility for effective oral communication we build a productive learning community</b>	<b>Good communicators examine the language they use in various situations</b>	<b>We can evaluate and make decisions about the best way to communicate an idea</b>	<b>Summarizing and reflecting back helps us remember and understand what we heard</b>	<b>We can speak to entertain, persuade, inform, and connect with our audience</b>	<b>When we take responsibility for effective oral communication we build a productive learning community</b>
<b>Learning Outcomes</b>	See “Throughout the Year”	Show critical awareness of audience and purpose when using target language in different contexts  Reflect on spoken language drawing on knowledge of differences in nonverbal behaviors (e.g. facial expression, eye contact, proximity)	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Discuss ways in which oral language can include or exclude the values and beliefs of particular audiences  Select techniques, strategies, and vocabulary designed to impact or influence a particular audience (e.g. anecdotes and data)	<b>Both Languages See “Throughout the year”</b>
<p>Sometime during the year:</p> <ul style="list-style-type: none"> <li>Plan and deliver an informative, explanatory, or persuasive oral presentation (argument, narrative, informative report, response to literature) that contains: developed topic, relevant facts, definitions, and details, logical sequence, appropriate transitions, precise language, domain specific vocabulary, and a strong conclusion; uses appropriate eye contact, adequate volume, and clear pronunciation. Presentation can include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</li> <li>Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</li> </ul>						
<p><b>Spanish Grammar (taught through the "form focused instruction" process and applied to oral and/or written language as appropriate)</b></p> <p>Empezando en unidad 1: El condicional (tiempo verbal)</p> <p>Empezando en unidad 2: pronombres y verbos reflexivos</p> <p>Empezando en unidad 3: Acentuación; reglas básicas, en expresiones interrogativas y exclamativas, algunas excepciones</p> <p>Empezando en unidad 4: el preterito vs. el imperfecto</p>						



**ESCUELA BILINGÜE INTERNACIONAL**  
**LANGUAGE SCOPE AND SEQUENCE**  
**FIFTH GRADE**

***Assessment***

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<p>Collect a writing sample for each student (no need to score this one)</p> <p>Complete initial high-frequency words spelling assessment to establish individual "words to learn" lists (within the first two weeks of school)</p>	<p>Collect a writing sample for each student and fill out the Six Traits Rubric (note stage for parent conferences and progress reports)</p> <p>Complete one running record for each child sometime during this unit using whichever literature circle book s/he is currently reading, OR the EDL2 and English Benchmark Reading Binder (note information for parent conferences and progress reports)</p>	<p>Collect a writing sample for each student (no need to score this one, but note progress for March conferences)</p> <p>Use observational notes from Literature Circles to inform parent conferences</p>	<p>Collect a writing sample for each student (no need to score this one, but note progress for March conferences)</p> <p>Use observational notes from Literature Circles to inform parent conferences</p>	<p>Collect a writing sample for each student (no need to score this one)</p>	<p>Collect a writing sample for each student and fill out every section of the Six Traits Rubric (the same copy from unit 2, to observe progress).</p> <p>Complete one running record for each child using EDL2 (Spanish) or the Benchmark Binder (English)</p> <p>Place in portfolio: -the final running record -the final writing sample along with the Six Traits Rubric</p> <p>Fill out the "Literacy Data Sheet" for your class on Google Docs</p>

## Math Scope and Sequence

## Escuela Bilingüe Internacional

### Math Scope and Sequence – Pre-kinder

Prep kinder					
Conceptual understandings				Mathematical reasoning	
<p>Whole numbers can be used to name, count, represent, and order quantity.</p> <p>Composing and decomposing quantity forms the foundation for addition and subtraction.</p> <p>Shapes are described by their characteristics and position and created by composing and decomposing.</p> <p>Measurement is used to compare and order objects.</p>				<p><b>Children use and expand mathematical thinking to solve problems that arise in their everyday environment.</b></p> <p>Begin to apply simple mathematical strategies to solve problems in their environment.</p> <p>Identify and apply a variety of mathematical strategies to solve problems in their environment.</p>	
Unit		Who we are	How we Express Ourselves	Sharing the Planet	Where we are in Place and Time
				How we Organize Ourselves	Sharing the Planet
Strand		Number			
Year-long overview	3-4 years	<p>Children begin to understand numbers and quantities in their everyday environment.</p> <p>Children begin to understand number relationships and operations in their everyday environment.</p>			
	4-5 years	<p>Children expand their understanding of numbers and quantities in their everyday environment.</p> <p>Children expand their understanding of number relation--- ships and operations in their everyday environment.</p>			
Learning outcomes	3-4 years	--- Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”*	--- Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	<p>---Begin to recognize and name a few written numerals.</p> <p>--- Use the number name of the last object counted to answer the question, “How many . . . ?”</p> <p>--- Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p>	<p>--- Recite numbers in order to ten with increasing accuracy.</p> <p>--- Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p> <p>--- Understand that putting two groups of objects together will make a bigger group.</p> <p>--- Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).</p>
	4-5 years	--- Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).*	--- Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	<p>--- Recognize and know the name of some written numerals.</p> <p>--- Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</p>	<p>--- Recite numbers in order to twenty with increasing accuracy.</p> <p>--- Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <p>--- Understand that adding one or taking away one changes the number in a small group of objects by exactly one.</p> <p>--- Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.</p> <p>--- Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.</p>

## Escuela Bilingüe Internacional

### Math Scope and Sequence – Pre-kinder

<b>Strand</b>		Measurement		
<b>Year long overview of goals</b>		<b>Children begin to compare and order objects.</b>		
		<b>Children expand their understanding of comparing, ordering, and measuring objects</b>		
<b>Learning outcomes</b>	<b>3-4 years</b>	-Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger, longer, heavier, or taller</i> , or by placing objects side by side to compare length.	-Order three objects by size.	
	<b>4-5 years</b>	-Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	-Order four or more objects by size.	-Measure length using multiple duplicates of the same-size concrete units laid end to end.
<b>Strand</b>		Data handling		
<b>Year long overview</b>		Create real-life 1:1 graphs. Identify simple probability concepts in events.		
<b>Learning outcomes</b>		--- Create 1:1 graphs using objects or images --- Sort objects into sets by one attribute --- Answer questions to compare data in bar graphs		--- Discusses and identifies event that will happen, won't happen
<b>Strand</b>		Shape and Space		
<b>Year-long overview</b>	<b>3-4 years</b>	Children begin to identify and use common shapes in their everyday environment. Children begin to understand positions in space.		
	<b>4-5 years</b>	Children identify and use a variety of shapes in their everyday environment. Children expand their understanding of positions in space.		
<b>Learning outcomes</b>	<b>3-4 years</b>	Identify simple two-dimensional shapes, such as a circle and square.	Use individual shapes to represent elements of a design.	Identify positions of objects and people in space, such as in/on/ under, up/down, and inside/outside.
	<b>4-5 years</b>	Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	Combine different shapes to create a picture.	Identify positions of objects and people in space, including in/on/ under, up/down, inside/outside, beside/between, and in front/behind.
<b>Strand</b>		Pattern and function		
<b>Year-long overview</b>		<b>Children begin to sort and classify objects in their everyday environment.</b> <b>Children begin to recognize simple, repeating patterns</b> <b>Children expand their understanding of sorting and classifying objects in their everyday environment.</b> <b>Children expand their understanding of simple, repeating patterns.</b>		
<b>Learning outcomes</b>	<b>3-4 years</b>	Sort and classify objects by <i>one</i> attribute into two or more groups, with increasing accuracy.	Begin to identify or recognize a simple repeating pattern.	Attempt to create a simple repeating pattern or participate in making one.
	<b>4-5</b>	Sort and classify objects by <i>one or more</i> attributes, into	Recognize and duplicate simple	Begin to extend and create simple repeating patterns.



## Escuela Bilingüe Internacional Math Scope and Sequence – Pre-kinder

	<b>years</b>	two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	repeating patterns.	
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Kindergarten						
Conceptual understandings				Mathematical practices		
<p>Whole numbers can be used to name, count, represent, and order quantity.</p> <p>Composing and decomposing quantity forms the foundation for addition and subtraction.</p> <p>Shapes are described by their characteristics and position and created by composing and decomposing.</p> <p>Measurement is used to compare and order objects.</p>				<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		
Unit	Who we Are	How we Express Ourselves	How we Organize Ourselves	How the World Works	Where we Are in Place and Time	Sharing the Planet
Strand	Number					
Year-long overview	<p>Know number names and the count sequence to 100.</p> <p>Count to tell the number of objects.</p> <p>Compare numbers.</p> <p>Work with number 11-19 to gain foundation for place value.</p> <p><b>Computational fluency goal: By the end of the year fluently add and subtract within 5.</b></p>					
Learning outcomes	<p><b>Number system focus: 0-5</b></p> <p>--- Decompose numbers up to 5 into pairs in more than one way.</p>	<p><b>Number system focus: 5-12</b></p> <p>--- Decompose numbers up to 10 into pairs in more than one way.</p> <p>--- Count forward beginning from a given number within the known sequence.</p> <p>--- Compare two numbers between 1 and 10 presented as written numerals.</p> <p>--- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p>	<p><b>Number system focus: 0-20</b></p> <p>--- Count to answer “how many” up to 20.</p> <p>- Write numbers from 0-20.</p> <p>--- Represent a number of objects with a written numeral 0-20.</p> <p>--- Represent addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>--- Solve addition word problems, and add and within 10 by using objects or drawings to represent the problem.</p>	<p><b>Number system focus: 0-30</b></p> <p>--- Represent and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>--- Solve subtraction word problems, and subtract within 10, by using objects or drawings to represent the problem.</p>	<p><b>Number system focus: 0-50</b></p> <p>--- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>--- Compose and decompose number from 11-19 into ten and ones, and some further ones by using objects and drawing.</p>	<p><b>Number system focus: 0-100</b></p> <p>---Record each composition or decomposition of a number into one 10 and ones by a drawing or equation.</p> <p>--- Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>

# Escuela Bilingüe Internacional

## Math Scope and Sequence – Kinder

<b>Strand</b>	Measurement				
<b>Year long overview of goals</b>	Describe and compare measurable attributes. Use a calendar to sequence events; school day; days of the week. Choose a specific tool to measure a specific object.				
<b>Learning outcomes</b>	– Estimate, measure, and record in non-standard units of length using a third object for comparison.	–Describe several measurable attributes of object such as length, weight, or capacity. --- Directly compare two object with a measurable attribute in common to see which object “more of/”less of”. --- Compare and order measurable attributes of object such as length, weight, or capacity with non-standard units.	–Demonstrate an understanding of concepts of time (morning, afternoon, evening, today, yesterday, tomorrow, week, and year). --- Identify, describe, and organize the events their daily event routines.		
<b>Strand</b>	Data handling				
<b>Year long overview</b>	Classify objects and count the number of objects in each category. Create real object bar graphs, pictographs, and tally marks. Explore simple probability concepts.				
<b>Learning outcomes</b>	–Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	–Compare quantities in a bar graph made with objects. --- Answer questions to compare data in graph.	--- Display data using pictographs. –Compare quantities in a pictograph. --- Answer questions to compare data in graph.	--- Classify events related to the students’ experience as impossible and possible.	--- Display data through tally marks. –Compare quantities in a tally chart. --- Answer questions to compare data in graph.



# Escuela Bilingüe Internacional

## Math Scope and Sequence – Kinder

Strand	Shape and Space					
Year-long overview	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Analyze, compare, create, and compose shapes.					
Learning outcomes	--- Describe objects in the environment using names of shapes,	--- Correctly name shapes regardless of their orientations or overall size. --- Create, copy, and extend geometric patterns.	-- Identify shapes as two-dimensional (flat) or three-dimensional (solid).	-Analyze and compare two and three-dimensional shapes in different sizes and orientations using informal language. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. --- Compose simple shapes to form larger shapes.	--- Describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .	

Strand	Pattern and function					
Year-long overview	Understand addition and subtraction. Finds patterns in numbers and in everyday objects.					
Learning outcomes	--- Find, describe, and create patterns in everyday context.		--- Understand addition as putting together and adding to.	--- Understand subtraction as taking apart and taking from.	--- Skip counts by 2s	

# Escuela Bilingüe Internacional

## Math Scope and Sequence – First Grade

First grade						
Conceptual understandings				Mathematical practices		
<p>Number relationships can be used to solve addition and subtraction problems.</p> <p>Shapes can be described by defining attributes and created by composing and decomposing.</p> <p>Measurement is used to compare and order objects and events.</p> <p>The whole number system describes place value relationships through 1,000 and forms the foundation for efficient algorithms.</p> <p>Visual displays are used to describe data.</p>				<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		
Unit	Who we are	Where we are in place and time	How the World Works	How we Express Ourselves	How we Organize Ourselves	Sharing the Planet
<b>Strand</b>	Number					
<b>Year-long overview</b>	<p>--- Represent and solve problems using addition and subtraction with up to 2 digit numbers.</p> <p>--- Work with subtraction equations.</p> <p>--- Extend the counting sequence to 120.</p> <p>--- Understand place value.</p> <p>--- Use properties of operations to add and subtract.</p> <p>--- <b>Computational fluency goal: Add and subtract within 10 fluently.</b></p>					
<b>Learning outcomes</b>	<p>--- Read, write, and model addition and subtraction to 10 involving situations of adding to, taking from, putting together, taking apart, and comparing.</p> <p>--- Relate counting to addition and subtraction.</p> <p>--- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p>	<p>--- Write number to 20 in words and numerals.</p>	<p>--- Write number to 50 in words and numerals</p> <p>--- Understand that two digits of a two-digit number represent tens and ones.</p> <p>- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	<p>-Write number to 80 in words and numerals</p> <p>--- Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>-Write number to 100 in words and numerals.</p> <p>-Add a two-digit number and a multiple of 10 using strategies based in place value.</p> <p>-Mentally find 10 more or 10 less of a number.</p> <p>-Add and subtract multiples of 10 in the range of 10-90 using concrete models and strategies based in place value, and explain reasoning used.</p>	<p>-Write number to 120 in words and numerals.</p> <p>--- Understand grouping tens into hundreds.</p>
	<p>-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p>--- Use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p>			<p>-Add and subtract 2 digit plus 1 digit number using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>--- Add and subtract 2 digit plus 2 digit number (up to 99) using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	

## Escuela Bilingüe Internacional

### Math Scope and Sequence – First Grade

Strand	Measurement					
Year long overview of goals	-Measure lengths indirectly and by iterating length units. -Tell and write time. --- Count money to 25 cents. --- Choose an appropriate tool and unit to measure a specific attribute.					
Learning outcomes	--- Estimate, measure, and record in non-standard units of length using a third object for comparison.	--- Sequence and identify the number of days in a week and months in a year; seasons of a year.	--- Understand the need for standard units of measurement. --- Estimate, measure, and record temperature in degrees to the nearest 10 degrees.	--- Find the equivalent value of pennies, nickels, dimes, and quarters.	-Tell and write time in hours and half-hours using analog and digital clocks. --- Identify different combinations of coins equal to 25 cents.	--- Read, write, and represent halves, quarters, and thirds of a region and a set.
Strand	Data handling					
Year long overview	-Represent and interpret data in 1:1 pictographs and bar graphs (vertical and horizontal)					
Learning outcomes	--- Use interviews and surveys to collect data. --- Organize, represent, and interpret data with up to three categories. --- Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.					
Strand	Shape and Space					
Year-long overview	-Reason with shapes and their attributes.					
Learning outcomes	--- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.			-Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. --- Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		
Strand	Pattern and function					
Year-long overview	--- Understand and apply properties of operations and the relationship between addition and subtraction. --- Identify, extend, and create patterns. --- Recognize, describe, and extend number patterns, skip counting by 5s, 10s and 2s.					
Learning outcomes	-Apply properties of operations as strategies to add and subtract. -Understand subtraction as an unknown-addend problem. --- Create, extend, and describe a pattern with shapes, numbers and every day objects.			-Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.		

## Escuela Bilingüe Internacional

### Math Scope and Sequence – Second Grade

Second grade						
Conceptual understandings				Mathematical practices		
<p>Some attributes of objects are measurable and can be quantified using different tools.</p> <p>Mathematicians formulate, represent, and use strategies to add and subtract within 100 with flexibility, accuracy, and efficiency.</p> <p>The whole number system describes place value relationships through 1,000 and forms the foundation for efficient algorithms.</p> <p>Parts of a whole can be modeled and represented in different ways.</p> <p>Visual displays of data can be constructed in a variety of formats to solve problems.</p> <p>Multiplication and division are inverse operations and can be modeled in a variety of ways.</p>				<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		
Unit	Who we are	Where we are in place and time	How we Express Ourselves	How the World Works	Sharing the Planet	How we Organize Ourselves
Strand	Number					
Year-long overview	<p>--- Represent and solve problems involving addition and subtraction up to 1000.</p> <p>-Explain why addition and subtraction strategies work, using place value and the properties of operations. Drawings or objects may support explanations.</p> <p>-Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference.</p> <p>-Use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations.</p> <p>-Work with equal groups of objects to gain foundations for multiplication.</p> <p>--- <b>Computational fluency goal: Add and subtract fluently within 20.</b></p>					
Learning outcomes	<p>--- Fluently add and subtract within 20 using mental strategies and apply them to real-life situations.</p>	<p>-Determine whether a group of objects (up to 20) has an odd or even number of members.</p> <p>-Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.</p> <p>-Use estimation strategies to make reasonable estimates in problem solving.</p>	<p>-Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>- Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>-Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>-Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc.</p> <p>--- Recognize that equal shares of identical wholes need not have the same shape.</p> <p>--- Model addition and subtraction of fractions with the same denominator.</p> <p>- Use fractions in real-life situations</p> <p>--- Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator.</p>	<p>--- Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p> <p>-Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>-Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p>-Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>-Mentally add or subtract 10 or 100 to any given number to 1,000.</p>

## Escuela Bilingüe Internacional

### Math Scope and Sequence – Second Grade

Strand	Measurement				
Year long overview of goals	--- Measure and estimate length in standard units --- Relate addition and subtraction to length --- Tell time to the nearest five minutes - Solve real-life problems with money -Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.				
Learning outcomes	--- Describe how two units of measurements relate to the size of the unit chosen. -Estimate lengths using units of inches, feet, centimeters, and meters. --- Measure to determine length difference in terms of a standard length unit. --- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).		--- Represent whole number as lengths from 0 on a number line diagram. --- Represent whole number sums and difference within 100 on a number line, solving measurement problems.		--- Solve word problems involving dollar bills, quarters, dimes, nickels and pennies --- Use the \$ and ¢ appropriately. --- Model making change from \$1.00
Strand	Data handling				
Year long overview	--- Represent and interpret data in bar graphs, picture graphs, plots and diagrams --- Understand simple probability concepts				
Learning outcomes	-Collect measurement data and display it on line plot, where the horizontal scale is marked off in whole-number units. -Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.		-Answer questions with data. -Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. -Identify fair and unfair chances in everyday life. -Classify events and possible, impossible, likely, unlikely.		-Use interviews, surveys, and observations to gather data about themselves and their surroundings. -Organize and display data on a Venn Diagram, Tree chart, or Carroll diagram
Strand	Shape and Space				
Year-long overview	-Reason with shapes and their attributes. -Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. -Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.				
Learning outcomes		-Recognize parallel lines and line segments. -Find locations and plot coordinates on a grid using letters and numbers. -Understand and follow simple instructions on a plot.	-Sort, describe, and model regular and irregular polygons Identify side, vertices, and angles.	-Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. -Recognize that equal shares of identical wholes need not have the same shape.	-Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
Strand	Pattern and function				



## Escuela Bilingüe Internacional Math Scope and Sequence – Second Grade

<b>Year-long overview</b>	-Use place value understanding and properties of operations to add and subtract. -Solve simple “mystery number” problems using a known rule.	
<b>Learning outcomes</b>	--- Understand and use the relation between addition and subtraction. --- Understand the commutative and associative properties of addition. - Count within 1000; skip-count by 2s, 5s, 10s, and 100s	-Identify the rule/function for given geometric and numeric patterns and use this information to solve problems.

# Escuela Bilingüe Internacional

## Math Scope and Sequence – Third Grade

Third grade						
Conceptual understandings				Mathematical practices		
<p>Multiplication and division are inverse operations and can be modeled in a variety of ways.</p> <p>Parts of a whole can be modeled and represented in different ways.</p> <p>The whole number system describes place value relationships through 1,000 and forms the foundation for efficient algorithms.</p> <p>Geometric figures are described by their attributes.</p> <p>Linear and area measurement are fundamentally different and require different units of measure.</p> <p>Visual displays are used to describe data.</p>				<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		
Unit	Who we are	Where we are in place and time	How the World Works	How we Express Ourselves	How we Organize Ourselves	Sharing the Planet
Strand	Number					
Year-long overview	<p>--- Represent and solve problems involving multiplication and division</p> <p>--- Understand properties of multiplication and the relationship between them.</p> <p>--- Fluently multiply and divide within 100.</p> <p>--- Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>- Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>--- Develop understanding of fractions as numbers.</p> <p><b>Computational fluency goal:</b> Fluently calculate all products of two one-digit numbers.</p>					
Learning outcomes	<p>-Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>-Interpret products of whole numbers in numbers within 100.</p> <p>--- Apply properties of operations (commutative, associative, distributive) to <b>multiply</b>.</p> <p>-Use <b>multiplication</b> within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>-Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>- Solve two-step word problems using <b>addition, subtraction, and multiplication</b>.</p> <p>--- Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>-Understand division as an unknown-factor problem.</p> <p>-Apply properties of operations as strategies to multiply and <b>divide</b>.</p> <p>-Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>--- Use multiplication and <b>division</b> within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>-Understand and represent unit fractions on a number line.</p> <p>--- Understand, represent, and compare fractions using symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>-Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>-Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>.</p> <p>-Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>-Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>	<p>--- Add and subtract fractions with like denominators.</p> <p>-Solve two-step word problems using the <b>four operations</b>.</p> <p>-Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>-Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</p>
Strand	Measurement					



## Escuela Bilingüe Internacional

### Math Scope and Sequence – Third Grade

<b>Year long overview of goals</b>	-Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. -Geometric measurement: understand concepts of area and relate area to multiplication and to addition. -Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures --- Choose an appropriate tool and unit to measure a specific attribute.					
<b>Learning outcomes</b>		-Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	-Recognize area as an attribute of plane figures and understand concepts of area measurement. -Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). -Relate area to the operations of multiplication and addition.	-Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). -Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.		-Tell and write time to the nearest minute and measure time intervals in minutes.  -Solve word problems involving addition and subtraction of time intervals in minutes.
<b>Strand</b>	Data handling					
<b>Year long overview</b>	-Represent and interpret data in scaled bar graphs, line plots, and scaled picture graphs. --- Understand simple probability concepts.					
<b>Learning outcomes</b>	--- Answer questions with data - Solve simple put-together, take-apart, and compare problems using information presented in a scaled bar graph. --- Find the mode and mean in this set of data. --- Make predictions and draw conclusions based on given data.			-Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. -Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.		
<b>Strand</b>	Shape and Space					
<b>Year-long overview</b>	-Reason with shapes and their attributes. --- Explore, classify, analyze, and compare quadrilaterals.					
<b>Learning outcomes</b>		--- Identify, describe, and analyze the characteristics of polygons. --- Classify polygons as regular and irregular. --- Understand, analyze, and compare quadrilaterals.	--- Identify congruency of polygons through slides, flips, and turns. --- Apply slides, flips, and turns to objects. --- Predict the results of sliding, flipping, and turning.	--- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.		
<b>Strand</b>	Pattern and function					
<b>Year-long overview</b>	-Use place value understanding and properties of operations to multiply and divide. -Use a letter to represent an unknown quantity in an equation.					
<b>Learning outcomes</b>	--- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.			-Represent problems using equations with a letter standing for the unknown quantity.		

# Escuela Bilingüe Internacional

## Math Scope and Sequence – Fourth Grade

Fourth grade						
Conceptual understanding				Mathematical practices		
<p>The decimal number system describes place value patterns and relationships that are repeated in large and small numbers and forms the foundation for efficient algorithms.</p> <p>Formulate, represent, and use algorithms to compute with flexibility, accuracy, and efficiency.</p> <p>Appropriate measurement tools, units, and systems are used to measure different attributes of objects and time.</p> <p>Geometric figures in the plane and in space are described and analyzed by their attributes.</p> <p>Visual displays are used to represent data.</p> <p>Different models and representations can be used to compare fractional parts.</p> <p>Number patterns and relationships can be represented by symbols.</p>				<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		
Unit	Where we are in place and time	How we Express Ourselves	How the World Works	Sharing the Planet	How we Organize Ourselves	Who we are
Strand	Number					
Year-long overview	<ul style="list-style-type: none"> <li>-Use the four operations with whole numbers to solve problems.</li> <li>-Generalize place value understanding for multi-digit whole numbers.</li> <li>-Extend understanding of fraction equivalence and ordering.</li> <li>-Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</li> <li>-Understand decimal notation for fractions, and compare decimal fractions.</li> </ul> <p><b>--- Computational fluency goal: Fluently multiply and divide numbers up to 100.</b></p>					
Learning outcomes	<ul style="list-style-type: none"> <li>--- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</li> <li>- Compare two multi-digit numbers using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> <li>- Round multi-digit whole numbers to any place.</li> <li>--- Add and subtract four and five digit numbers using the standard algorithm.</li> <li>- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</li> </ul>	<ul style="list-style-type: none"> <li>--- Multiply or divide to solve word problems involving multiplicative comparison to find the unknown number.</li> <li>--- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> <li>- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</li> <li>-Illustrate and explain calculations by using equations, rectangular arrays, and/or area models</li> </ul>		<ul style="list-style-type: none"> <li>--- Explain, recognize, and generate equivalent fractions.</li> <li>-Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math>.</li> <li>-Use decimal notation for fractions with denominators 10 or 100.</li> <li>-Compare two decimals to hundredths by reasoning about their size.</li> <li>-Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model, number line, or other visual model.</li> <li>--- Add and subtract decimals using the algorithm and visual models.</li> </ul>		<ul style="list-style-type: none"> <li>--- Add and subtract mixed numbers with like denominators.</li> <li>-Solve word problems involving addition and subtraction of fractions with like denominator, using visual models.</li> <li>-Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem.</li> </ul>

## Escuela Bilingüe Internacional

### Math Scope and Sequence – Fourth Grade

	- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. --- Assess the reasonableness of answers using mental computation and estimation strategies including rounding. -Represent these problems using equations with a letter standing for the unknown quantity.			
<b>Strand</b>	<i>Measurement</i>			
<b>Year long overview of goals</b>	-Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. -Geometric measurement: understand concepts of angle and measure angles.			
<b>Learning outcomes</b>	-N/A	-Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. -Record measurement equivalents in a two-column table.	-Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. --- Understand concepts of angle measurement as a measure of rotation. -Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. -Recognize angle measure as additive.	-Calculate perimeter and area of quadrilaterals and polygons and determine the relationship between the two within a scale. -Apply the area and perimeter formulas for rectangles in real-world and mathematical problems.
	-Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.			
<b>Strand</b>	<i>Data handling and probability</i>			
<b>Year long overview</b>	--- Represent and interpret data in line plots, tables, charts, bar graphs. --- Analyze graphs and data to determine outcomes. --- Represent probability with simple fractions and tree charts.			
<b>Learning outcomes</b>	-N/A	--- Use a variety of sources to collect data. --- Design a survey and systematically collect, organize, record, and interpret data. -Organize and display data using tables, charts, bar graphs, line graphs.	--- Describe and compare data from tables, charts, and graphs. --- Find, describe, and explain the range, mode, median, and mean. --- Propose and justify conclusions based on the range, mean, media and mode. --- Select an appropriate type of graph for a given data set. --- Predict the probability of outcomes of simple experiments and test predictions. --- Use simple fractions to express probability. --- Use tree diagrams to express probability.	--- Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ ,

# Escuela Bilingüe Internacional

## Math Scope and Sequence – Fourth Grade

			1/8). --- Use operations on fractions to solve problems involving information presented in line plots.
<b>Strand</b>	<i>Shape and Space</i>		
<b>Year-long overview</b>	-Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
<b>Learning outcomes</b>	--- Find locations, plot coordinates and describe distance in the first quadrant using ordered pairs.	-Identify lines and angles in regular and irregular polygons. -Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. -Recognize right triangles as a category, and identify right triangles.	-Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. - Identify line-symmetric figures and draw lines of symmetry.
<b>Strand</b>	<i>Pattern and function</i>		
<b>Year-long overview</b>	--- Gain familiarity with factors and multiples. --- Identify patterns, it's rules, and describes them using words, equations, or pictures. --- Uses the distributive and associative properties of operations.		
<b>Learning outcomes</b>	--- N/A	-Determine and classify whether a whole given number between 1-100 is prime, composite, or square. -Find all factor pairs for a whole number in the range 1-100. -Determine whether a given whole number in the range of 1-100 is a multiple of a given number.	--- Use distributive, commutative and associative properties of addition and multiplication. --- Find unknown quantities in factors, products, divisors, and quotients. --- Model, explain, extend, and predict number patterns. --- Completes and input/output table. --- Find the unknown in a simple equation.

# Escuela Bilingüe Internacional

## Math Scope and Sequence – Fifth Grade

Fifth grade						
Conceptual understandings				Mathematical practices		
The decimal number system describes place value patterns and relationships that are repeated in large and small numbers and forms the foundation for efficient algorithms Formulate, represent, and use algorithms to add and subtract fractions with flexibility, accuracy, and efficiency The concepts of multiplication and division can be applied to multiply and divide fractions Properties of multiplication and addition provide the foundation for volume an attribute of solids. Geometric figures can be described by their attributes and by their specific locations in the plane. Formulate, represent, and use algorithms with multi-digit whole numbers and decimals with flexibility, accuracy, and efficiency. Number patterns are based on operations and relationships. Visual displays are used to interpret data				1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.		
Unit	Where we are in place and time	How the world works	How we organize ourselves	Sharing the planet	How we express ourselves	Who we are
Strand	Number					
Year-long overview	-Write and interpret numerical expressions. -Understand the place value system. -Perform operations with multi-digit whole numbers and with decimals to the hundredths with fluency. -Use equivalent fractions as a strategy to add and subtract fractions. -Apply previous understanding of multiplication and division to multiply and divide fractions. -Interpret multiplication of fractions as scaling. <b>Computational fluency goal: Add and subtract fractions fluently.</b>					
Learning outcomes	-Compare two or more decimals. --- Read, write, and model addition and subtraction of decimals to thousandths. --- Round decimals to the nearest whole and tenth. --- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	-Fluently multiply multi-digit whole numbers using the standard algorithm. -Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. -Illustrate and explain calculations by using equations, rectangular arrays, and/or area models.	--- Interpret a fraction as a division of the numerator by the denominator. --- Read, write, and model improper fractions and mixed numbers. --- Read, write, compare, and order percentages. --- Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions. -Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. -Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. --- Reduce fraction sums and differences to lowest terms. -Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		--- Multiply fractions, interpreting it as scaling (resizing). --- Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. --- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. -Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. -Interpret division of a whole number by a unit fraction, and compute such quotients. - Solve real-world problems involving multiplication and division of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. --- Multiply and divide decimals.	
	--- Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. --- Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.					

## Escuela Bilingüe Internacional

### Math Scope and Sequence – Fifth Grade

Strand	Measurement				
Year long overview of goals	<ul style="list-style-type: none"><li>--- Convert like measurement units within a given measurement system.</li><li>--- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</li><li>--- Solve a variety of problems using measurement skills.</li><li>--- Choose and appropriate tool and unit to measure a specific attribute.</li></ul>				
Learning outcomes	<ul style="list-style-type: none"><li>--- Use and construct timetables and time lines.</li><li>--- Determine times worldwide.</li><li>-Use decimals and fractions to represent the measurement of objects.</li></ul>	<ul style="list-style-type: none"><li>--- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.</li></ul>	<ul style="list-style-type: none"><li>--- Solve problems using different currency of different countries.</li></ul>	<ul style="list-style-type: none"><li>-Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</li><li>-Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</li><li>-Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</li></ul>	<ul style="list-style-type: none"><li>-Choose and appropriate formula to calculate perimeters and areas of quadrilaterals and polygons.</li><li>-Calculate volume of prisms and the area of corresponding surface nets.</li></ul>
Strand	Data handling and probability				
Year long overview	<ul style="list-style-type: none"><li>-Represent and interpret data in line plots, tables, charts, bar graphs, and circle graphs</li><li>--- Analyze graphs and data to determine outcomes.</li><li>--- Represent probability with decimals, percents, ratios</li></ul>				
Learning outcomes	<ul style="list-style-type: none"><li>--- Use a variety of sources to collect data.</li><li>--- Design a survey and systematically collect, organize, record, and interpret data.</li><li>--- Create an electronic database to collect data.</li><li>--- Organize and display data using tables, charts, bar graphs, lines graphs, and circle graphs.</li><li>--- Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).</li><li>--- Use operations on fractions to solve problems involving information presented in line plots.</li></ul>			<ul style="list-style-type: none"><li>--- Describe and compare data from tables, charts, and graphs.</li><li>--- Find, describe, and explain the range, mode, median, and mean.</li><li>--- Propose and justify conclusions based on the range, mean, media and mode.</li><li>--- Select an appropriate type of graph for a given data set.</li><li>--- Predict the probability of outcomes of simple experiments and test predictions.</li><li>--- Use appropriate ratios between 0 and 1 to represent the probability of an outcome.</li><li>--- Use percents and decimals to represent probability.</li></ul>	
Strand	Shape and Space				
Year-long overview	<ul style="list-style-type: none"><li>- Graph points on the coordinate plane to solve real-world and mathematical problems.</li><li>- Classify two-dimensional figures into categories based on their properties.</li></ul>				
Learning outcomes	<ul style="list-style-type: none"><li>--- Identify polygons based on their properties.</li><li>--- Analyze properties of 2 dimensional shapes.</li><li>- Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</li><li>- Classify two-dimensional figures in a hierarchy based on properties.</li></ul>			<ul style="list-style-type: none"><li>--- Understand that the use of perpendicular lines that intersect to coincide on 0 defines a coordinate plane.</li><li>--- Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.</li><li>- Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the</li></ul>	

## Escuela Bilingüe Internacional

### Math Scope and Sequence – Fifth Grade

		context of the situation.
<b>Strand</b>	<i>Pattern and function</i>	
<b>Year-long overview</b>	--- Understand and apply the properties of operations. --- Generate simple functions.	
<b>Learning outcomes</b>	- Express a whole number in the range of 2-50 as a product of its prime factors. --- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. --- Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. - Use whole-number exponents to denote powers of 10. --- Select, use, and explain the commutative and associative properties of operations.	--- Generate two numerical patterns using two given rules and identify the relationships between corresponding terms.



## Language Policy

## **Escuela Bilingüe Internacional Language Policy Primary Years Programme**

### **Language Philosophy**

The philosophy that guides us in our work with children in the development of language at Escuela Bilingüe Internacional (EBI) is based on the following principles:

- Language is a form of cultural expression that transmits information about the communities that use it and forms part of the community identity;
- Language is a tool by which human beings construct knowledge, create meaning, communicate ideas and feelings and develop relationships with other people.
- The acquisition of multiple languages permits people to develop knowledge about others and increases our chances of understanding the world from different perspectives and cultural paradigms, taking into account other value systems and ways of thinking and feeling.

### **Context for Escuela Bilingüe Internacional**

Escuela Bilingüe Internacional is an independent school for children situated in the neighborhood of Rockridge, in the city of Oakland, California. EBI offers a Spanish-English bilingual curriculum beginning at the Preschool level and culminates in Eighth grade. EBI is a non-profit institution. EBI opened its doors in September 2006 with Preschool and Kindergarten classes.

### **Escuela Bilingüe Internacional Mission**

The mission of Escuela Bilingüe Internacional is to provide an excellent Spanish-English bilingual education based on the highest international academic standards in an environment that thrives on diversity, fosters global citizenship, and develops the character necessary to recognize that cultural uniqueness is the touchstone of our common humanity.

### **Escuela Bilingüe Internacional Values**

EBI's values are an essential part of the instruction at the school, especially with regard to languages. As language is a vehicle for communicating these values, children are given the tools to acquire and use the languages at all times in a way that reflects EBI's values:

#### *Bilingualism*

At EBI we recognize that the benefits of being bilingual are profound and multifaceted. We live in an era when facility in multiple languages is an asset in the global environment. We believe that we are all capable of becoming multilingual and that each language opens new worlds for its speakers. Students at EBI will become literate in Spanish and English, and will develop conversational skills in a third language.

#### *Educational Excellence*

EBI is a community of learners committed to the highest standards in each and every area of education. We promote the active construction of knowledge, incorporating traditional disciplines into our IB programs of inquiry (PYP and MYP). We strive to instill in all students a joy of learning and the motivation to be self-directed, lifelong inquirers who are agents of change.

### *Diversity*

At the heart of EBI is the conviction that diversity in all its forms engenders deeper understanding and compassion for all humanity. EBI strives to create a community that reflects the rich and vibrant diversity of the world in which we live, a culture that honors and celebrates myriad experiences and perspectives, and an environment where all are welcome as their true selves. We are committed to an educational philosophy that embraces each individual and affirmatively rejects prejudice and discrimination.

### *International Mindedness*

EBI believes that international mindedness helps individuals be both their best selves and responsible members of the local and global community. International minded individuals have a strong sense of their own identity and culture and, at the same time, awareness of other people, countries and customs. They have empathy, compassion and an understanding of the complexity and value of diversity. They actively seek to learn about others and appreciate that we are all connected. At EBI we see the world as our broadest community and therefore as a context for learning.

### *Character*

EBI believes that at the heart of education is the cultivation of character. We strive to promote certain qualities of character explicitly, through constructivist methods of inquiry, as well as implicitly, through our everyday actions. Among other qualities, we instill respect for self, others, and the planet, integrity, compassion, cooperation, curiosity, empathy, enthusiasm, open-mindedness, confidence, commitment, and responsibility, with an awareness of our respective positions of privilege.

## **Intercultural Competence and International Mindedness**

At EBI we believe that in order to achieve intercultural competence and international mindedness, learning languages is essential. EBI students understand that being good communicators means to communicate according to the cultural norms of the language in which they are communicating. They also understand that languages are a form of cultural expression that consist of and carry cultural information that goes beyond the explicit meaning of words.

## **Language Profile**

### *Profile of Language Learners*

Currently most students at EBI are from the United States and speak English as their first language, but the school has set a goal to enroll at least 50% of Spanish-speakers. There is a significant minority of Spanish-speakers or bilingual children (Spanish/English). Also, there are children who speak other languages.

### *Language Profile of the School Community*

The school staff is recruited and hired the following goals in mind with respect to the community's language profile:

- Staff is diverse in every sense of the word (with respect to family structure, culture, language, socioeconomic level, race, etc.).
- Spanish speaking teachers come from different countries and not all from the same country, as the school strives for diversity with respect to countries of origin.
- Teachers will speak their language of instruction at a native level. Reading and writing teachers' skills will be at a level congruent with that necessary for professional studies corresponding to a teacher (spelling, knowledge of grammar, vocabulary, etc.).
- Students must understand what is needed to learn, improve and maintain a language, and must make an effort to read books, engage with multimedia and speak to people in the different languages.

## **Educational Program**

### *Model*

The dual immersion model develops students who are truly bilingual in English and Spanish with a high academic level in both languages.

Preschool	100% immersion in Spanish every day
Kindergarten and First Grade	1 hour of instruction in English each day; the rest in Spanish
Second Grade Onwards	50% in English, 50% in Spanish each day

Special classes will be in Spanish.

Also, EBI teachers agree to support and facilitate the growth of our students' literacy by creating a balanced literacy environment in each classroom. This framework surrounds our students with powerful, flexible and authentic literacy experiences, including: out-loud reading, shared reading, guided reading, independent reading, interactive writing, writer's workshop, and word study.

### *Expectations:*

Teachers use strategies that permit/help students see that:

- We use reading and writing as tools for inquiry
- We use reading to learn more about ourselves and to enrich our lives
- We read a great variety of texts and make personal connections with them
- We see writing as a powerful form of communication and expression
- We approach reading and writing with enthusiasm, perseverance, and a willingness to challenge ourselves and take risks
- We are aware of the intimate connection between reading and writing, and that there is a symbiotic learning relationship between them
- We respond to reading with writing, and to writing with reading
- We are producers and consumers of text
- Our writing and reading shows an excellent use of language, genre, style and mechanics
- We are aware of being members of a literate community
- We search for and value connections between us, other readers and authors to share information, create meaning and support each other's growth

## **Languages**

### *Language of instruction*

Teachers are models for language and as such avoid mixing different languages when they speak. Since EBI is an International school, we recognize the richness of the languages from different regions and different countries. We also appreciate the potential of this diversity to help students understand different cultures. Therefore, for academic work we accept the whole gamut of variation that exists within a language, both spoken and written, that is culturally accepted for an academic environment in any country or region.

In EBI we look for equity in all its forms. Therefore, we are constantly reviewing how we can reflect equity of gender through language. Given that in several cultures these norms are currently in flux, we are in the process of defining as an educational community how we can guarantee through language that all students feel included and valued.

### *Spanish*

Given that most EBI students' mother tongue is English and they are learning Spanish, we believe that they ought to be exposed to their second language as often as possible. Therefore extracurricular classes, enrichment classes, assemblies, and extended care (EBI Aventura) are in Spanish.

## *Mandarin*

Mandarin is taught as a second language, through the use of English.

### *Expectations for the use of language during the different school years*

Pre-Kinder: The language of instruction will always be Spanish. Teachers always try to speak Spanish, using signs, gestures, facial expressions, drawings or whatever is necessary before having to speak another language. They seldom speak another language unless something of vital importance needs to be explained to the children – an urgent matter or related to physical or emotional safety. In such cases these things are explained to the children in the manner or language that each child understands best. Children are always able to respond in their mother tongue while the teachers continue to promote the acquisition of Spanish.

K: The language of instruction will be Spanish during the hours scheduled for Spanish and in English during the hours scheduled for English. The teacher can speak to them in their mother tongue individually only if they are children who just began to learn Spanish in Kindergarten, and if they think that it is of vital importance with respect to physical or emotional safety. Children will be asked to make an effort to address the teacher in the language of instruction. They can speak with their classmates in their mother tongue until half way through the school year. In January they will begin to be encouraged to speak amongst themselves in the language of instruction in the classroom and during recess.

1st Grade Onwards: The language of instruction will be in Spanish during the hours scheduled for Spanish, in English during the hours scheduled for English, and in Mandarin during the hours scheduled for Mandarin, whenever possible. Students should address both their teachers and classmates in the language of instruction inside the classroom.

At all grade levels, the children will have the opportunity to speak the language they choose during their free time (recess).

### *Preservation and Development of the Mother Tongue*

- In most cases, EBI students' mother tongue is English. For these children, the English instruction schedule at EBI encourages the preservation and development of their mother tongue.
- For children whose mother tongue is Spanish, the Spanish instruction schedule at EBI encourages the preservation and development of their mother tongue.
- For all children (including those who have a mother tongue not included above):
  - Parents are encouraged to continue teaching them their mother tongue.
  - There are books in the school library in the mother tongue of each student.
  - Opportunities are included in the curriculum for children to share information about their mother tongue with their classmates, as valuing the language will help them want to preserve and develop it.

### *Reading and Writing throughout the Curriculum*

Language is taught in an integrated way in the inquiry program using different subject matters.

***(See "Scope and Sequence" documents and PYP Planners)***

### *Teaching Languages to Students with Special Educational Needs (Acronym used: NES)*

EBI is a community that, because of its members and the program taught, automatically facilitates all student learning but especially that of students with NES. It is important that EBI continue to value its community as outlined below:

- Since EBI is a school where teaching happens in more than one language, the curriculum is taught taking into account that there will always be students with different prior knowledge with respect to the various languages. Therefore, the teaching method involves a lot of participation, is diverse and allows students, at different levels and who learn in different ways, to understand the same concepts.

- Since PYP is a transdisciplinary program, teachers take advantage of the opportunities to teach children with different learning styles, exposing them to concrete, sensorial and other types of experiences, as they work with each concept.
- The community is very diverse, which ensures that, as they teach, the teachers are careful to ensure that each child feels included and secure, which is essential to learning.
- The development of the IB Learner Profile and PYP attitudes helps children learn within a supportive community, where they are not criticized and where there is openness to the differences among people and their ways of learning.
- PYP also encourages each student to understand his/her own way of learning. This is very useful for children with NES.
- Group sizes between 18 and 20 students per class promote more personalized attention for students with NES.

Teachers meet with the Principal at strategic points throughout the year to conference about each child. This, along with the regular student evaluations carried out by teachers, helps with the identification of specific children which may need additional support. EBI also has a learning specialist to support in the identification of learning needs. This professional may make recommendations to parents regarding specific supports for children.

Despite the fact that we try to support all children and their different ways of learning, as a small school, EBI cannot always provide all services. If EBI should not be able to provide services to a specific child, the school guides the family as they look for additional support services or a school that could better meet the needs of their child.

## **Planning and Professional Development**

At EBI we recognize that some of the best ways for teachers to develop professionally are collaboration, sharing professional strategies and experiences and having experts available who can provide ongoing support, guidance and feedback.

EBI recruits and hires individuals interested in their own professional development, who have a desire to grow professionally and wish to continue learning throughout their careers.

At EBI teachers seek out, recommend and share opportunities for their own professional development and that of their colleagues.

It is a priority for EBI to support the professional growth of all employees, in terms of resources, time, recognition and opportunities to explore and experience new areas.

### **Infrastructure**

#### ***Library***

The library will reflect the diversity at the school, and will include material from different cultures and different authors. Library materials will also be available in the native language of the students who attend the school.

The library aims to reflect the diversity of the community in which we live. Our collection is in constant growth, thanks to the contributions of community members who make thoughtful suggestions about acquisition of additional materials.

### **Evaluation**

(See document "Policy Evaluation")

### **Communications**

At EBI we are committed to being good communicators

As good communicators, at EBI we try to do the following:

- Be aware of our audience and adapt our communication to be understood by the listener.
- Make the effort to be faithful to each language and not mix different languages.
- Use vocabulary, grammar and expressions to communicate the meaning of the message in the best way.
- Appreciate cultural differences and recognize that the spoken and written language may vary according to the context, while, at the same time, aligning our language to the formal expectations to academic work.



**Language use at school**

We make the effort to maintain communication in the language best understood by and accessible to the intended audience.

School activities that take place outside the classroom are conducted in Spanish, and when necessary, in English and in Spanish.

## **Assessment Policy**



## **Escuela Bilingüe Internacional (EBI) PYP Assessment Policy**

### **Purpose for Assessment**

Assessment is integral to planning, teaching, and learning at Escuela Bilingüe Internacional (EBI). We utilize assessment of, as, and for learning, planning backward from essential performance tasks to devise lessons that scaffold interdisciplinary student mastery of core subject matter and cultivate our students' growth mindsets.

Our assessments are devised to determine prior knowledge (diagnostic assessments at the beginning of each unit), as well as capture what students understand and are able to do at different stages of the learning process (formative assessments) and at the conclusion of our learning engagements (summative assessments).

We analyze assessment outcomes to provide individualized feedback about each student's learning process, strengths and areas for improvement, as well as learning needs to our students, parents, teachers, learning specialists, and administrators. This allows us to craft and revise personalized learning plans in service of the unique educational needs of each of our students.

Gathering and analyzing information related to student assessment outcomes also drives subsequent planning and instruction. Our teachers are lifelong learners who are actively engaged in assessing student progress to evaluate their own strengths as well as areas for improvement. Like our students, EBI faculty are actively engaged in self-reflection and assessment of progress to become meaningful agents of learning.

### **Principles of Assessment**

Effective assessments allow students, parents, teachers, and administrators to develop an understanding of the students' progress.

Assessment should:

- Reflect the learning objectives, the curriculum, and planning.
- Inform the students of expected results and the criteria for assessment.
- Allow students to demonstrate the knowledge, concepts, skills and attitudes they have gained, and to share that knowledge with others.
- Have as a principle goal to demonstrate and develop what students know, understand, and are able to do, in order to guide the planning of subsequent learning experiences.
- Be diagnostic, formative, summative, and demonstrate what students know, understand, and are able to do.
- Promote students self-evaluation, the evaluation of classmates, and to allow them to reflect on both processes.
- Encourage students to analyze their learning and to understand what they must do to improve.
- Show awareness of different learning styles, multiple intelligences, different aptitudes, and cultural contexts.
- Use reports which are analytical (provide information about different aspects of work) and holistic (more global in scope).

### **Tools and Strategies of Assessment**

Escuela Bilingüe Internacional (EBI) uses the following assessment tools: rubrics; exemplars; checklists; anecdotal records; continuums. The assessment strategies that are used in the school are: observation; performance assessment; process-focused assessment; selected responses; and open-ended tasks. Starting in third grade, students engage in standardized assessment (ERB).

## Purpose for Using Portfolios

Escuela Bilingüe Internacional (EBI) uses portfolios in order to compile and save information that documents and assesses student progress in order to develop metacognition and self-evaluation skills. The portfolio provides evidence of what the students understand (concepts), what they know (knowledge), and what they are able to do (skills).

This permits us to recognize precisely each student's needs and progress for the purpose of fostering their growth and learning, to identify the efficacy of educational practices in order to carry out any necessary adaptations, as feedback to the student, and to inform parents about the student's progress in the learning process.

## Objectives of Using Portfolios

1. To guide students through their process of learning, and their perception of their own progress.
2. To develop self-assessment and metacognitive skills in students.
3. To highlight the importance of individual development, and integrate prior knowledge into every learning setting.
4. To give individual feedback about students' progress.

## Development Process by Level

### Pre-kinder

- The last week of each unit of inquiry, each student will choose two pieces of work to keep in their portfolio. Students will be able to choose pieces of work from any of the disciplines worked on during this period of time.
  - Throughout the unit, teachers will collect samples of work developed by each student in each one of the disciplines. The last week of the unit, they will work with each student, guiding them in their choice and reflection of the work to be included in the portfolio.
  - Students will use a form to help guide their reflection which will include the following indicators: why they chose that piece of work, what they learned through it, and what they would like to improve for future works. Each piece of work will include the following information: name of the work and date.
  - A paper folder with plastic coating and a photograph of each of the students will be used as the portfolio, so they can identify it easily, and it will be located in a place accessible to students.
- 
- The students will show the work included in their portfolios to their parents during three-way conferences that will take place in June. After observing the work included in the students portfolio, the parents will write a message to their child.
  - Teachers will participate in the process through discussions with the following year's teachers, in meetings scheduled the week before the new school cycle. In these meetings, teachers will look through the work included in the portfolios completed by each of the students, to diagnose where they are at that moment in order to plan the learning experiences that will allow them to build knowledge and develop skills.
  - Throughout the entire school cycle, the teachers will use the students' portfolios as an assessment tool, making use of continuums, in the form of evidence collected in the portfolios, to locate a student's level.
  - The pieces of work chosen for the portfolio will be grouped by unit of inquiry. At the end of the school cycle, the students will choose which pieces of work to leave in the portfolio (according to the unit chosen by them). These pieces of work will stay inside the portfolio. The portfolio will accompany the students to the next grade level as evidence of their growth.

## Primary

- The last week of each unit of inquiry, each student will choose two pieces of work to keep in their portfolio. Students will be able to choose pieces of work from any of the disciplines worked on during this period of time. The summative assessment of the unit of inquiry and the tool used to assess it, and the math summative assessment will be kept in the portfolio.
- Throughout the unit, teachers will collect samples of work developed by each student in each one of the disciplines. The last week of the unit, they will work with each student, guiding them in their choice and reflection of the work to be included in the portfolio.
- Students will use a form to help guide their reflection which will include the following indicators: why they chose that piece of work, what they learned through it, and what they would like to improve for future works. Each piece of work will be identified with a label which will minimally include the following information: name of the work and date completed.
- A folder with each student's name will be used as the portfolio, so they can identify it easily, and it will be located in a place accessible to students.
- The students will show the work included in their portfolios to their parents during three-way conferences that will take place in June. After looking at the work included in the portfolio, parents will write a comment to their child.
- Upon finalizing the school year, students will have the opportunity to look at their work as a whole, making judgements about it and establishing goals (projections) for the following school cycle.
- Teachers will participate in the process through discussions with the following year's teachers, in meetings scheduled the week before the new school cycle. In these meetings, teachers will look through the work included in the portfolios completed by each of the students, to diagnose where they are at that moment in order to plan the learning experiences that will allow them to build knowledge and develop skills.
- Throughout the entire school cycle, the teachers will use the students' portfolios as an assessment tool, making use of continuums, in the form of evidence collected in the portfolios, to locate a student's level.
- The pieces of work chosen for the portfolio will be grouped by unit of inquiry. At the end of the school cycle, the students will choose which pieces of work to leave in the portfolio (two pieces of work in Spanish, two in English, one in a special class, and one in Mandarin from third grade on, from the units of their choice). These pieces of work will stay inside the portfolio. The portfolio will accompany the students to the next grade level as evidence of their growth.

## Agreements Concerning Assessment

The teachers of the school agree to:

- Use assessment to reflect on their teaching and constantly improve.
- Use the grade level scope and sequence standards for assessment for each grade.
- Use assessment to guide the planning of learning experiences.
- Use diagnostic, formative, and summative assessments.
- Use a range of strategies and assessment tools taking into account the different learning styles, multiple intelligences, aptitudes, and needs.
- Develop authentic assessments with the goal of showing the knowledge that the students have constructed and the skills they have developed.
- Involve students in the assessment process.
- Compile evidence of student progress.
- Use collaboration to recognize the development and progress of the students and to reflect upon both.
- Maintain a grade level file of assessment tools and strategies.
- Facilitate the PYP exhibition in 5<sup>th</sup> grade as a summative assessment activity in which students demonstrate comprehension and application of the five essential elements.

The parents of the school agree to:

- Establish direct and open communication with the teachers of the school.
- Share important information about their children with their teachers.
- Support students in their reflection about learning.
- Attend conferences in order to be aware of student development throughout the year.
- Review progress reports and return them within three days.

The leadership team of the school agrees to:

- Use information gained in the assessment process to improve teaching and learning.
- Provide continued assessment training/professional development to teachers.
- Establish assessment systems that promote an authentic and articulated assessment throughout the school.
- Plan sessions for teachers of the school to collaborate and share different assessment tools and strategies.

## **Essential Agreements to Inform about Assessment Results**

The teachers of the school agree to:

- Inform parents as to the needs and progress of students throughout the year via email, progress reports, records, and parent/teacher conferences.
- Send Student Progress Reports twice a year (December and June).
- Have parent/teacher conferences twice a year (October/November and March)
- Have a three-way conference once a year (June).
- Provide a written report once a year (June), to be shared at the three-way conference, about the development of the attributes of the learner profile, attitudes, and transdisciplinary skills.
- Keep written records of what was discussed during the parent-teacher conference in the student file.
- Include anecdotal information about student progress with learner profile attributes in each progress report.
- Keep written records of student conferences in each student's file.

## **Anti-Bullying Policy**

## Anti-Bullying Policy

This policy has been created to support the development of the IB Learner Profile attributes of **Caring, Open-Minded, Principled, Balanced, Reflective, Thinker, and Communicator** and the Primary Years Programme attitudes of **Confidence, Cooperation, Creativity, Empathy, Independence, Integrity, Tolerance and Respect** and to support our students in learning together as one community.

## Our Vision

At Escuela Bilingüe Internacional we support students in becoming their best selves, whatever their background. In our community students feel appreciated, included and safe.

It is well documented that positive interactions lead to individuals feeling valued, confident and secure. Our school is a Bully-Free zone; we are committed to having our school be safe and supportive for all.

## Purpose of this Policy

In any school community, there will be occasions when students do not get along. Sometimes students attempt to hurt, exclude or take power from another student. Sometimes anger, jealousy, insecurity, attention seeking or lack of skill in dealing with conflict motivates these behaviors. This policy is designed to guide Escuela Bilingüe Internacional in how to respond to student aggression, conflict and bullying, so that we move past these behaviors and develop the skills to learn and play together.

## How Our School Responds to Incidents of Conflict

**Conflict is part of life and shows up in communities such as schools, where we work and play with the same group of people during the year. Sometimes conflicts arise between our students that they find too big or persistent to resolve by themselves. Unless we help them resolve such conflicts, students can lose focus in the classroom and divisions occur within the peer group that can travel up the grades and may affect peer dynamics years after the event. At Escuela Bilingüe Internacional we use TALK, a protocol that teachers will follow to facilitate the resolution of persistent or disruptive conflicts between two students. We encourage students to follow this same protocol when talking through a peer conflict without the help of an adult. Here is the protocol for TALKing it through.**

## TALK Protocol

*Agree to talk it through without putdowns and interruptions.*

### **Tell what happened and how you feel.**

Each of the two students takes a turn to say what happened and to name the emotions that they feel, while the other student listens.

**Ask for what you need.** Each student takes a turn to make specific requests for what they need from the other.





**Look for solutions.** The students brainstorm together what might solve the problem for both of them. This is known as looking for a “win-win” solution. Try to find at least three solutions.

**Keep the best solution.** Make an agreement and commit to following that agreement.

It seals the deal if the adult follows up with the two students to check that they have successfully solved the problem. If the problem has not been solved, figure out why the initial solution did not work repeat the TALK process, and look for new solutions.

### **How Our School Responds to Incidents of Bullying**

We see bullying and harassment as obstacles to becoming global citizens. The following part of this policy describes our roles in responding to bullying and in supporting the culture of Escuela Bilingüe Internacional.

### **What We Mean by Bullying**

**Bullying** occurs when a student, or group of students, attempts to take power from another student. Often bullying is repeated, where students fall into the roles of **bully** (the student that is bullying), **bully-follower** (a student that goes along with the bully), **target** (the child being bullied) and **bystander** (a student that sees the bullying but does nothing to stop it). The main ways in which bullying happens are:

#### **Physical Bullying**

When a student uses physical force to hurt another student by hitting, punching, pushing, pantsing, shoving, kicking, spitting, pinching, getting in their way, or holding them down. It is also bullying to interfere with another student’s belongings, to take or break their possessions, and to demand or steal money.

#### **Verbal Bullying**

When a student directs words at another student with the intention of putting them down or humiliating them. This includes threatening, taunting, intimidating, shouting, insulting, sarcasm, name-calling, teasing, put-downs and ridiculing. It is also verbal bullying when a student uses hostile gestures towards another student, such as making faces, staring, giving the evil eye, and eye rolling.

#### **Relational Bullying**

When a student influences another student’s friendships and relationships through deliberately leaving them out, spreading gossip and rumors about them, whispering, giving them the silent treatment, ostracizing or scape-goating. This also includes writing words or creating cartoons, posters or drawings about another student designed to hurt or humiliate that student.

## Cyber Bullying

This refers to the use of cell-phones, text messages, e-mails, instant messaging, chatrooms, web blogs and social networking sites to bully another student in any of the ways described above.

Examples of cyber bullying are sending threatening or insulting messages by phone and e-mail, posting untrue information or embarrassing pictures about another student on message boards, blogs or social networking sites such as MySpace or Facebook, using another student's email address or IM name to send messages that make the student look bad, creating a web page devoted to putting down another student, forwarding a text-message or e-mail that was meant for your eyes only.

## The Action Team

- The Action Team is a permanent committee to ensure the implementation of this policy and to oversee the social and emotional development of our students. The Head of School appoints the team leader(s).
- The team leader will convene meetings regularly throughout the school year.

## Teachers and Staff

- Teachers raise student awareness of harassment and bullying regularly throughout the year and emphasize it in the weekly community meetings.
- All teachers and staff are trained as primary responders to intervene swiftly to stop individual acts of student aggression, harassment and bullying and will give consequences if a school rule has been broken.
- Teachers and staff shall immediately inform the appropriate classroom teacher whenever they suspect or become aware of a pattern of bullying i.e. that a student has been involved in bullying more than once and that without adult intervention this behavior is likely to continue.
- Teachers who have recess duty will notify the classroom teacher.
- Specialists have the same responsibility as classroom teachers to intervene to interrupt and resolve physical aggression, verbal putdowns and bullying, both during practice and games, and to give consequences where appropriate.
- The classroom teacher will meet separately with any of his/her students that have been involved in a pattern of bullying and will attempt to resolve the situation.
  - If a student is bullying, the teacher will check in briefly with the student asking him/her what is happening and helping him/her uncover their underlying motivation. The teacher will make sure to do this in a way that protects the student's dignity. The teacher will give consequences if the student has broken a school rule and explore how the student can act differently in the future.
  - Teachers shall inform the Assistant Head of School if they are aware of a pattern of bullying.
  - If a student is the target of repeated bullying, the Assistant Head of School makes the time to check in with them and covers the following points:
    - §§ Reassure the target that they deserve respect and do not have to put up with bullying. Find out the names of the students involved, the type of bullying or harassment and where it happens.

§§ Give empathy for what the target is going through. Most students experience bullying as deeply upsetting.

§§ Plan for safety. Assess whether the target is safe. If not, make a plan with them to keep them safe.

§§ Refer. Let the student know that a staff member will follow up with them later and support all parties involved to find a solution and a way to regain their power.

- The Assistant Head of School will contact the parents of the target of the bullying as well as the parents of the student who is engaging in bullying to inform them of what occurred and EBI's response, provide guidance on how to support their child at home, and seek their understanding with respect to the student(s) who engaged in the bullying behavior.
- If further action is required, the Assistant Head of School will consult relevant adults and may initiate a Solution Team response on behalf of the target. The Assistant Head of School keeps a record of incidents of bullying and asks relevant staff and parents to track their successful resolution.

### **Solution Team**

- The Solution Team® response to bullying was created by *No Bully* as a non-punitive way of addressing bullying dynamics that may have arisen within a class or group of students. Under the Solution Team response, an adult facilitator pulls together a team of students to solve the bullying of one of their peers. Solution Team offers a six-step procedure that includes an initial meeting and two follow-up meetings.
- Solution Team is an opportunity for students to learn and apply empathy on behalf of their peers. It helps stop bullying dynamics in most cases.
- The Head of School ensures that sufficient faculty members are trained as facilitators in this approach.
- A Facilitator initiates a Solution Team response when requested by the Assistant Head of School or classroom teacher by meeting with the student that is being bullied ("the target").
- The Facilitator explains the Solution Team response to the target and asks the target whether they would like this to be used on their behalf.
- The Facilitator informs the parents of the target if their child has asked for the help of the Solution Team response.

#### **THE SOLUTION TEAM RESPONSE TO BULLYING**

1. A Solution Team facilitator meets with the target and asks if they want help.
2. The facilitator selects the members of the Solution Team.
3. The facilitator convenes the first meeting of the Solution Team.
4. The facilitator checks in with the target.
5. One week later the facilitator convenes the second meeting of the Solution Team.
6. A second week later the facilitator convenes the final meeting of the Solution Team, this time with the target present.

## Students

Our school is a community where students need to get along and be friendly, whether or not they are actually friends. We all show respect for the feelings and needs of others. Here are things that students can do to keep our school bully-free.

- Be caring to all students. Never bother or bully anyone or be a bully-follower.
- Think how other students might view your actions or words. It is not okay to say “only kidding” after you have bullied another student.
- Talk the same as by cell phone or online to others as you would face to face. Remember that talking badly about your friends is a form of bullying. If you wouldn’t say it face to face, don’t say it online, on the phone, or to anyone else.
- If you see harassment or bullying, be a friend to the student that is being bullied. Ask the bully to stop or immediately find an adult if you cannot stop the bullying yourself.
- If you are pestered (annoyed) or bullied by other students, stand up for yourself and speak out! Do not give your power away and become a victim. Remember that you have the right to be treated fairly and well and ask students to stop.
- If the pestering or bullying continues, seek help. Escuela Bilingüe Internacional encourages you to tell any teacher on campus that you trust.
- Our school takes a problem-solving approach to bullying. Sometimes we pull together a solution team of students in your grade and ask them to stop the bullying. Many Solution Teams have successfully stopped the bullying after one or two meetings without punishing anybody.
- Never take revenge or ask someone to strike back against a student that has reported bullying.

## Parents

- In this section, references to parents include guardians and volunteers.
- We ask that parents model the attributes of the IB learner profile and the Primary Years Programme attitudes in all their interactions with other parents, faculty, staff, and students.
- Encourage your child to show respect and care for the dignity and worth of every student, parent and adult that works at the school.
- Establish a peaceful, respectful environment at home. Parents who use physical power and inconsistent consequences create children who rely on power to get their own way.
- Do not allow your children to intimidate or bully each other.
- Have conversations with your children about diversity. Reinforce the message that everyone is different and that diversity brings our school many gifts.
- Monitor how you talk about others in front of your child. If you exclude or put down others, you are teaching your children to do the same.
- Teach your children what happens when friendships go wrong. Tell them that feelings of anger, sadness, jealousy and confusion are normal. Explain that –whatever they might be feeling – bullying, retaliation and revenge are never acceptable responses.
- Have a conversation with your child about the use of technology in your house. Limit your child’s Internet access to computers in the shared areas. Discuss the responsibility to show respect when online and the effect of texting or posting threatening words, rumors and hurtful

images. If your child wants to join a social networking site, ask that they befriend you to give you access to their page and encourage them to limit access to friends only.

#### **What a parent can do if their child engages in bullying**

- Do not close yourself to the possibility that your child is bullying. Empathy, kindness and respect are learned behaviors and it is up to parents to teach these.
- Explore what happened without shaming your child.
- Help your child understand their underlying motivation and what they might be gaining from the bully role (e.g. power, popularity, attention, revenge).
- Empathize with your child's *feelings*, while helping them find alternative ways to *act*.
- The school works diligently to establish consequences that promote positive behavior and are appropriate to what a child has done.

#### **What a parent can do if their child is harassed or bullied**

- Raise the subject of bullying indirectly and give your child space to answer. Thank them for trusting you, empathize with their experience and reassure them of their value.
- Do not intervene behind your child's back or you risk losing your child's trust.
- Frame the problem as how your child can take their power back. Role-play what your child might do or say in the future. Find activities outside school where they are valued and can succeed.
- Do not confront the parents of the student that is bullying. Generally such confrontations are high-conflict and can make your child's situation worse.
- If you know or suspect that your child is being bullied, please contact your child's teacher immediately. If our intervention does not resolve the bullying, please let the teacher know. The school can only help you if you entrust us with the problem and tell us what is happening.



## **Inclusion Policy at EBI**

**I. Introduction** We believe each learner has unique needs to consider as they strive to achieve their potential. By recognizing the diversity of our collective learning community, we support the development of internationally minded people. Within this context, we recognize that students with diverse learning needs may need extra support to reach their full potential.

## **II. Philosophy of inclusion program for diverse learners at EBI**

Diversity is a core value at EBI, and all students receive meaningful and equitable access to the curriculum. The mission of EBI is to provide a Spanish-English bilingual education in an environment that thrives on diversity, fosters global citizenship, and develops students' understanding that cultural uniqueness is also the touchstone of our common humanity. At EBI teachers and staff utilize the attributes of the International Baccalaureate ("IB") learner profile as well as inquiry-based learning to help students understand themselves as learners engaged in their own learning. At EBI our goal is to build collaborative relationships between school, students, and families to ensure that each student acquires and understands the concepts, knowledge, skills, attitudes, and behaviors to reach his or her full potential at EBI and beyond. Open communication, along with appropriate school accommodations, coordination of family and specialist support, differentiated teaching, and the on-going development of individual learning strategies, promotes academic excellence and nurtures all types of learners.

**III. Purpose: The way inclusion guides our practice** The IB has identified four principles of good practice that promote equal access to the curriculum for all learners across the continuum. These are 1) affirming identity and building self-esteem, 2) valuing prior knowledge, 3) scaffolding information, and 4) extending learning. Other approaches include utilizing inclusive teaching strategies, differentiated instruction, formative and summative assessment, and positive classroom climate.

### **A. Inclusive techniques**

Inclusion techniques at EBI may include differentiated instruction, accommodations, and modifications, as well as planning for a variety of learning styles that encourage and support learning outcomes. Teachers and staff utilize inclusive teaching techniques to ensure open access to the IB program for all students.

### **B. Differentiated instruction**

At EBI, differentiation shapes the curriculum and instruction in an inclusive environment. This is a process of identifying the most effective strategies to support each learner in achieving his or her academic and non-academic goals. Differentiation happens through, among other things:

- Dynamic groupings of students in a classroom
- Reflection and goal setting
- Offering multi-leveled lessons

- Multi-sensory lessons and assignments
- Formative assessments
- An array of materials and instructional strategies
- Opportunities to show learning in a variety of ways • Technology

#### C. Assessment

When it comes to understanding a student's learning, ongoing assessment is vital to inform teaching practices and improve learning for both teachers and students. Assessment also allows for self-reflection and peer review, which enhances and supports all learners in gaining independence and becoming advocates for their own learning. Differentiation in assessment ensures that students can communicate their learning in a variety of ways that reflect their interests, understanding, and individual strengths. Likewise, teachers can check for understanding throughout a unit of inquiry and formatively assess in different ways when appropriate prior to a summative assessment.

#### D. Positive Classroom Climate

A positive classroom climate is one that supports the success of all students and ensures that all are appropriately challenged. Expectations are high but realistic, and students belong to a community in which they feel safe and are valued, understood, and included. At EBI, we openly acknowledge that each student's path to success is unique and valid. We support our students to recognize and follow their own paths to promote learning in our community as a whole.

### IV. Support and Services

EBI's integrated approach aligns social-emotional learning, behavior, and academics in a systematic and systemic program that addresses support for all students in education contexts. Support and services are directly provided by the Director of Well Being, SEL & DEI Programs, the Learning Specialists, and the Deans and are overseen by the Student Success Team (SST). The SST collaborates effectively with students, families, teachers, and administrators to ensure the layered continuum of support and services are culturally responsive, matched to needs, and are developmentally appropriate. The layers increase in intensity from universal (whole community) to targeted (some individuals) and intensive (few individuals).

#### A. Support Systems

##### EBI Student Success Team

The Student Success Team is an interprofessional team that includes the Director of Well Being, SEL & DEI Programs, the Learning Specialists, the Principals, and Deans who meet weekly to discuss students of concern and programming. The SST meets to develop an understanding of the student's strengths and problem areas, review resources and strategies available, and formulate a plan of intervention to alleviate those problems. Given the numerous expectations for students, it becomes a challenge to determine whether the problem is associated with an academic, social, emotional, or behavioral demand; often, it is a combination of factors that contribute to the student's challenges. Thus, the SST utilizes a collaborative team approach to help identify appropriate interventions to assist the student in overcoming barriers to academic success.

##### Director of Well-being, Socio-Emotional Learning, and DEI Programs

The Director of Well-being, Socio-Emotional Learning, and DEI Programs directs, designs, and oversees all aspects of well-being, socio-emotional, and DEI programs in alignment with the EBI Mission and IB values. The Director works collaboratively with administration, learning specialists, deans, teachers, support faculty, parents, and community regarding students' academic and emotional needs, as well as provide support services and training to faculty, parents, students, and EBI community. The Director also supports and leads the EBI Student Success Team to ensure students' needs are met and they succeed academically, socially, behaviorally, and emotionally. The Director is responsible for the design, implementation and evaluation of the school's well-being, character and social-emotional curricula in alignment with the EBI Mission, the IB Programmes, IB Learner Profile, CASEL, Responsive Classroom, and RULER.

### Director of Learning Services

The Director of Learning Services (PK-8) oversees the Learning Services programs, supervises learning specialists, and also serves as a learning specialist (4-8). The Director of Learning works collaboratively with teachers and EBI's leadership team to address differentiated learning and provide access to curriculum for all learners. The Learning Specialist observes students, offers academic support services, and provides professional development to teachers and workshops for both students and parents about learning differences, differentiated learning, and executive functioning. The Learning Specialist also coordinates referrals for students with suspected or diagnosed learning challenges as well as participates in SST meetings as well as supports the ongoing development of EBI curriculum and assists the Director of Academics, Innovation & Growth with Standardized testing such as the ERB in providing accommodations and coordinating testing sessions.

### Learning Specialists

Currently, EBI has two Learning Specialists, one for PreKinder through third and another for fourth through eighth grades. Both Learning Specialists provide individual support, small group instruction, or push-in support as needed. The 4th-8th grade Learning Specialist supervises Mandarin pull-out and provides support with study skills, executive functioning, and academic courses when possible. In addition, the Learning Specialist interprets educational testing and creates Individual Academic Plans that may include general classroom and standardized testing accommodations.

## **B. Overview of Support Services**

EBI's integrated paradigm creates a holistic and systematic system that focuses on growth and development across all dimensions of the student. Through an ongoing process of gathering data, monitoring student's individual progress, and designing and implementing strategies and levels of support, students can succeed at EBI and beyond. This dynamic approach allows for students to move between tiers and levels of support as their needs change. Services of the Director of Well Being, SEL & DEI Programs, Learning Specialists, and Deans align with the tier model. Through their collaboration during the SST meetings, their services are synthesized to provide a comprehensive and cohesive plan.

### **Description of Tiers:**

Tier 1 modalities are universal, proactive, and preventive strategies that are provided to all students, faculty. At this layer, teachers may collaborate with learning specialists who may offer resources and suggestions including referrals for extra support. Other activities include student mentoring; supporting teacher relationships with students and parents; providing in-service training and parent/caregiver/guardian presentations and workshops; and developing a resource page for a wide range of services. If there are students of concern, teachers can ask for support from the SST.



Tier 2 modalities are more targeted, moderate in intensity and short-term. At this layer, services supplement Tier 1 supports and may include intervention with students and guardians to discuss possible issues and develop strategies, dialogue and collaborate with teachers, classroom observations. At this level, we support students who already have identified difficulties, coordinate external resources with school, and meet with external service providers such as tutors or other allied professionals. Learning specialists may also provide targeted support through small group instruction for both specific students on the caseload as well as students who are identified by teachers as needing extra support within the classroom setting.

Tier 3 modalities and interventions are more intense and may require further evaluation and screening, ongoing collaboration with students, guardians, teachers, and other support service providers, as well as referral to outside agencies for long-term support. Students who require services at this tier may have an Individual Academic Plan with accommodations or if qualified for a third language exemption, a small grade-level class to support academic support.

### **Description of Department Services (to be added later)**

Well-being and Socio-Emotional Tiered Services

Learning Specialist Tiered Support

Dean / Behavior Management Tiered

#### **C. Support for Families**

Parents, teachers, and SST may meet regularly to discuss interventions and assess their usefulness. The decision to meet regularly will be decided on a case-by-case basis or as needed. Parents may receive feedback on strategies and supports to use at home that will reinforce learning at school through the collaborative process of the Student Success Team. Through family information nights and workshops, families with students who have diverse learning profiles will have an opportunity to connect with others and share perspectives.

#### **D. Support for Teachers**

Teachers can participate in regular grade level meetings to discuss students of concern and refer them to the Student Success Team. Through the tier model, teachers can participate in a dynamic and leveled approach to identifying strategies to support unique student learning profiles as well as participate in the process of requesting additional or more intensive support including referrals for outside evaluations when a learning concern is suspected. Teachers may receive training and feedback on how to differentiate and match teaching approaches to student needs, including knowledge of technology that can facilitate learning. Teachers may participate in professional development opportunities to strengthen their knowledge of learning and attentional challenges and how these might manifest in classroom settings. With ongoing collaboration, teachers and the Student Success Team may identify students with learning differences as early as possible. Teachers may also receive support materials for their classrooms as needed, including but not limited to equipment, learning tools, and classroom items. Additionally, the learning specialists collaborate with teachers on specific lessons and unit design to ensure all students have access to the curriculum. Lastly, the learning specialists are available to discuss instructional strategies and/or specific student concerns with teachers.

#### **E. Support for Students**

Interventions may include classroom accommodations, adjusted classwork and homework, adjusted expectations, varied workloads, and the use of assistive technology or supports such as low-tech graph paper to a speech-to-text apps. The librarians also collaborate with the learning specialists and teachers to provide digital access to text or leveled reading resources as a tier one support to all students. While described in the tiered support model, students with suspected or identified learning and/or attentional challenges can utilize small group push-in support, study halls and office hours with Learning Specialists or the Director of Well-being, Socio-Emotional Learning, and DEI Programs. As a guiding principle, EBI supports students in recognizing their own learning styles, specific tools that support their learning needs as well as their individual strengths and weaknesses, and being advocates for their own learning.

## **F. Accommodations**

As an institution committed to honoring and upholding the diversity of individuals in our community, EBI recognizes both the variety of learning styles and the presence of educational challenges among students. We are aware that some students may have qualified learning or other disabilities, and to succeed to the fullest extent possible at EBI these students may seek accommodations within their educational program. EBI adheres to the requirements of Title III of the Americans with Disabilities Act, which prohibits discrimination against qualified individuals with disabilities in public accommodations. As part of this policy, students with qualified disabilities, or their parents or guardians, may request reasonable accommodations that would permit the student full and equal access to the goods, services, and operations at EBI..

Students with documented learning disabilities and/or other medical conditions can utilize approved accommodations when taking quizzes, tests, or exams. The Learning Specialists and the Director of Well-being, Socio-Emotional Learning, and DEI Programs collaborate to create Individual Academic Plans which incorporate outside assessments through local public schools (i.e., 504 Plans and IEPs) or neuropsychological evaluations. Based on diagnostic criteria, EBI honors documented learning, attentional, and social-emotional learning support and access to curriculum. If a student's needs go beyond services provided through EBI, the student may be referred to outside referral for long-term support.

Based on initial assessments such as neuropsychology or psychoeducational assessments or other diagnostic information, the Learning Specialists and/or Director of Well-being, SEL & DEI may refer to outside therapists or specialists in the community as needed. If the school makes recommendations for external follow up, it will be the family's responsibility to do so in a timely manner. During these processes, it is important that all communications, particularly formal meetings and findings, be documented. Additionally, once a referral has been made, the SST will share appropriate information (both orally and in writing) with the different support team members involved. Communication is key and necessary, thus parents, teachers, administrators, and the SST remain in open dialogue of the student's progress.

All students' individual academic plans are updated at the end of each school year in collaboration with students' families. Additionally, any time the SST receives a new or updated evaluation, an academic plan is either created or revised, depending on whether an existing plan is already in place.

## **V. Process of referral**

At EBI, collaboration between teachers and the Student Support Team is ongoing. Concerns about student learning or social-emotional welfare are documented on ManageBac, an online planning, assessment, and reporting platform. Logging concerns creates a historical record of teachers' observations and concerns so that the Dean, Learning Specialists, Director of Well-being, SEL & DEI, and Principals can support the steps of pre-referral to referral that are embedded in the tiers of support.

The Student Support Team supports teachers and families throughout the process of identifying children's challenges that impact their academic progress and may require more specialized attention. Through the tier process, early intervention takes place which increases the positive impact on the student's progress. The SST's focus is to gather data, monitor the progress of students of concern, and to design and implement strategies and levels of support following EBI's tier support.

SST Referral Process: There are four ways a student can be referred to the school's collaborative team:

- Teacher referral
- Parent referral
- Student/Self referral
- SST Observation

#### A. Teacher Referral

If a teacher is concerned about a student's academic progress he/she enters observations into ManageBac, as well as communicates via email or verbal to the SST to initiate discussion about support strategies. The SST will coordinate with the teacher to collect additional information and observational data.

#### B. Parent Referral

When parents have questions or concerns about their child's academic progress, they may consult with their child's teachers about their observations or reach out to a member of the Student Support Team with questions. EBI encourages timely responses to parent requests for information regarding their child's learning and open communication about how their child is served within the tiers of support. Likewise, the Learning Specialists and the Director of Well-being, SEL & DEI serve not only the parents but the teachers by providing consultation services when parents provide updated or new information from outside specialists or documentation such as neuropsychological or psychoeducational assessments.

#### C. Student/Self Referral

Students may self-refer to the SST. If a student is struggling with any academic difficulties, he/she may seek assistance and support from one of the SST members. If the student presents with ongoing difficulties, the SST may begin discussion with teachers and parents, gathering information, and developing and implementing coordinated services. In line with EBI's ongoing monitoring and evaluation of the student progress, he/she may transition through the tier levels.

#### D. SST Observation

The final way a referral can be made is if members of the SST such as a Director of Well-being, SEL & DEI or Learning Specialist, or Dean is observing a classroom and becomes aware of possible challenges that are negatively impacting the student's ability to function and perform in and outside the classroom. In this case, SST members will share observations or data with the child's teacher and the SST team. The teacher or a member of the SST will in turn contact the child's parents to discuss the observations or data, and to assess the next steps to be taken. Further collaboration and supports will be established based on the needs of the student.

**VI. Referrals to community resources** If a student needs additional support for learning, behavioral or emotional issues, the school will provide a list of specialists and professionals in the community that specialize in these areas. These include, but are not limited to, speech language therapists, counselors, psychologists, audiologists, academic tutors, and occupational therapists. With the written consent of the parents or guardian of the student, the Learning Specialist and/or Director of Well-being, SEL & DEI Programs will keep in contact with the outside specialist to support the student in the most consistent manner. If a letter of referral is necessary, the Learning Specialist will coordinate with parents and teachers to provide the most thorough and accurate information.

**VII. Expectations for students and families** The school's expectation is that families will act based on school recommendations for support or offer an alternative path of action acceptable to the school. If a student's family decides not to follow through on the school's recommendations, the school reserves the right to create a written agreement outlining specific criteria and/or steps be taken, as well as the persons responsible to ensure appropriate action is taken to address the student's needs.

**VIII. Confidentiality and sharing of information** While the confidentiality of personal and sensitive information is of utmost importance, EBI also recognizes that the sharing of information between outside professionals, school, and family is the most effective and thoughtful way to support our students. Before sharing student information with an outside professional, EBI must have the written consent of the parents or guardian of the student concerned, using the official EBI release of information form. Release of information forms between the school and outside professionals are to be renewed annually to assure continued confidence and respect for privacy.

**IX. Important to note** While EBI supports diverse learners and learning styles, it is important to recognize that there may be limitations to the support the school can provide. Mainstream inclusive education may not always be appropriate for every student. Equally, just because mainstream education may be appropriate at a particular stage of learning, it may not be appropriate at another stage. Additionally, the school's ability to support a student over time may change. The school may be able to serve a student initially and later determine that it can no longer do so. A team of classroom teachers, specialists, and administrators will cooperate with parents and families to identify the best learning environment for each student on an as-needed basis.

**X. Policy renewal** This Inclusion Policy will be reviewed on a regular basis consistent with other educational policy reviews, or when there are changes in the policy content or procedures. This will be done by various members of the EBI community, including families, staff, faculty, and administration to ensure relevance and consistent application.



## Admissions Policy/ Description of Selection Process

### Admissions Requirements by Grade

#### Pre-K

- 3 years old by September 1st
- Developmentally ready for grade level

#### Kindergarten

- 5 years old by September 1st
- Developmentally ready for grade level

#### 1st grade

- 6 years old by September 1st
- Developmentally ready for grade level
- Some Spanish background or ability to “catch up”

#### 2nd-5th grades

- Fluent in Spanish
- Developmentally ready for grade level
- Academically ready for grade level

#### 6th-8th grades

##### *Bilingual Program*

- Fluent in Spanish
- Developmentally ready for grade level
- Academically ready for grade level

##### *Language Acquisition Track*

- Developmentally ready for grade level
- Academically ready for grade level

#### Factors in Admissions Decisions

- Family’s values are aligned with the EBI mission and IB Learner Profile
- The academic readiness of the student for the grade they will enter
- The emotional readiness of the student for the grade they will enter
- Spanish language ability (for bilingual programs)
- The ways in which the student and family enrich the EBI school community