

WASHINGTON INTERNATIONAL SCHOOL

PYP PROGRAM OF INQUIRY AND ASSESSMENTS



WIS WASHINGTON
INTERNATIONAL
SCHOOL



OUR MISSION

OUR MISSION IS TO BE AN EXEMPLARY LEARNING COMMUNITY—ENRICHED BY DIFFERENCES, INFORMED THROUGH INQUIRY, GLOBAL IN REACH.

CORE VALUES

BE INQUISITIVE

Pursue knowledge with creativity, joy, and rigor; be courageous in questioning and seek deep understanding.

ACT WITH INTEGRITY

Be honest and accountable; demonstrate empathy, kindness, and respect.

BE INCLUSIVE

Embrace diverse cultures and perspectives; foster a school community where all feel welcomed and valued.

WASHINGTON INTERNATIONAL SCHOOL

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

THE PRIMARY YEARS PROGRAM



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OVERVIEW

In Preschool through Grade 5, Washington International School offers the International Baccalaureate Primary Years Program (PYP). The PYP is a comprehensive, inquiry-based approach to teaching and learning focused on cultivating depth of understanding, therefore enabling students to become independent and lifelong learners. Five essential elements—knowledge, key concepts, skills, attitudes, and actions—provide a framework for learning within the Primary Years Program.

KNOWLEDGE

Acquiring skills in context and exploring content that is both relevant to students and that transcends the boundaries of traditional subjects allows students to make meaningful connections and discover ways to integrate and apply their learning. Transdisciplinary themes that represent shared human experiences provide the context for students to develop international-mindedness and relate what they learn to life.

Traditional subject area content knowledge, such as language, mathematics, social studies, science, and the arts, are integrated in the Units of Inquiry whenever possible to provide authentic, contextual learning. Technology is considered a tool that facilitates learning, and this is also integrated into various aspects of the curriculum.

The six transdisciplinary themes the PYP has identified as essential in the context of a program of international education are:

Who we are

How the world works

Sharing the planet

How we organize ourselves

Where we are in place and time

How we express ourselves

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IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

PRESCHOOL AND PRE-KINDERGARTEN (YEAR A)

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Growing friendships, getting along, and having fun are part of relating with others.		People can communicate in many different ways.	Everywhere we look people and things are changing.		Living beings have essential needs for their well-being.
LINES of INQUIRY	<ul style="list-style-type: none"> • Friendships and playmates • Inclusion and exclusion • Different ways to play 		<ul style="list-style-type: none"> • Different modes of communication • Responding and understanding • Role of communication in our daily lives 	<ul style="list-style-type: none"> • Changes in us and around us • Seasonal changes • Reasons things change 		<ul style="list-style-type: none"> • Characteristics of living and non-living things • Growth and life cycles • Our responsibility in caring for living things
KEY CONCEPTS	CONNECTION, RESPONSIBILITY, PERSPECTIVE		FORM, FUNCTION, CONNECTION	FORM, CHANGE, CAUSATION		RESPONSIBILITY, CHANGE, FORM
LEARNER PROFILE	PRINCIPLED, OPEN-MINDED, BALANCED		COMMUNICATORS, RISK-TAKERS	INQUIRERS, THINKERS		KNOWLEDGEABLE, CARING

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

SPOTLIGHT ON INQUIRY: PRESCHOOL & PRE-K

Transdisciplinary Theme: How We Express Ourselves

Preschool and Pre-Kindergarten students engage in eight Units of Inquiry over the course of two school years. One such unit is *How We Express Ourselves*, during which the children learn about different emotions we all experience and explore ways to regulate and manage them. As part of this year-long inquiry, the students delve into their own and other's emotions, cultivating empathy and learning how to interact with others and develop friendships.

Through books, classroom experiences, and presentations, children investigate different aspects of their identity and that of their family. They create their first self-portraits, using a mirror to capture each aspect of their faces, and use a variety of materials to express their unique nature. They learn to communicate their feelings and identify strategies for regulating their own feelings through play, stories, and role play.

Students inquire into, and learn about, globally significant issues in the context of Units of Inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of inquiry are explored to build conceptual understanding and students acquire transdisciplinary skills through the specific content knowledge being learned in each unit.

CONCEPTS

Conceptual understanding of timeless, universal, and abstract ideas is an important goal of learning in the PYP. Through the six yearly Units of Inquiry (four in Preschool and Pre-Kindergarten), students gain an in-depth understanding of global concepts. The seven concepts and corresponding questions guide teachers' planning and support investigation of each unit's central idea.

Form: What is it like?

Function: How does it work?

Causation: Why is it like it is?

Change: How is it changing?

Connection: What is the link to other things?

Perspective: What are the points of view?

Responsibility: What is our responsibility?

Although each global topic can be explored through any one of these conceptual lenses, teaching and learning in the PYP focuses on two or three of these per Unit of Inquiry, in order to develop a deep understanding of the ideas. In this way, students have opportunity to focus on all of the concepts throughout the course of a school year.

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IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

PRESCHOOL AND PRE-KINDERGARTEN (YEAR B)

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Discovering my identity can help me connect with my friends.		Learning to recognize our feelings and regulate our emotions can help us live and learn together peacefully.	Our senses guide us in our observations, investigations, and decision-making.	Transportation enables communities to connect.	
LINES of INQUIRY	<ul style="list-style-type: none"> • Myself and my family • Similarities and differences with my classmates • Cultural and seasonal celebrations 		<ul style="list-style-type: none"> • Expressing our feelings and recognizing our emotions • Understanding the connection between my emotions and my relationships • Understanding other people's emotions 	<ul style="list-style-type: none"> • Our five senses • Tools and process of investigation • How our senses inform decision-making 	<ul style="list-style-type: none"> • Types of transportation • Forces and movement in transportation • Impact of transportation systems on communities 	
KEY CONCEPTS	CONNECTION, RESPONSIBILITY, PERSPECTIVE		FORM, CONNECTION, PERSPECTIVE	FORM, FUNCTION, CAUSATION	FUNCTION, CONNECTION, CAUSATION	
LEARNER PROFILE	PRINCIPLED, OPEN-MINDED, BALANCED		CARING, REFLECTIVE, COMMUNICATOR	INQUIRER, KNOWLEDGEABLE	THINKERS, COMMUNICATORS	

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

TRANSDISCIPLINARY SKILLS

The acquisition of 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.

Communication Skills

Students develop their ability to listen, speak, read, and write. In addition, they construct and interpret visuals and multimedia using appropriate technology.

Self-Management Skills

Students work on time management, organization, safety, good behavior, informed choices, and a healthy lifestyle.

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 how to work cooperatively in a group, resolve conflicts, listen to others, complete tasks, and recognize other people's viewpoints.

ACTIONS

All Units of Inquiry include an action component, where students reflect and take appropriate actions—participating in field trips, creating exhibitions, and more. Students are actively involved in their own education at WIS. They participate in community service work and take part in assemblies and celebrations of learning in order to share what they have learned with others.

ATTITUDES

Integral to the PYP is a commitment not only to what students learn, but to the mindset they develop as individuals, members of a community, and lifelong learners.

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 to problems and dilemmas.
Curiosity	Being curious about the nature of learning, and about the world, its people, and cultures.
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 perspectives 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.

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IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

KINDERGARTEN

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Our personal stories contribute to make a unique group of individuals building a community.	People build homes to meet their needs.	Artistic creations reflect the artist's unique imagination, creativity, and skills.	People change and process natural resources to make new materials.	Community members cooperate to help others and make a community function.	The unequal distribution of water around the world can affect our usage, access, and lifestyle.
LINES of INQUIRY	<ul style="list-style-type: none"> Personal stories; who we are Characteristics of unique groups Belonging 	<ul style="list-style-type: none"> Homes are built using materials Why people have homes Homes look different 	<ul style="list-style-type: none"> The roles of arts in creative expression Acquiring and developing skills Messages that cause reactions 	<ul style="list-style-type: none"> Natural resources vs. processed products Processes and changes to natural resources Many uses and reuses of materials 	<ul style="list-style-type: none"> People in our school community and their jobs Different types of communities My role in my community 	<ul style="list-style-type: none"> How we manage water Ways we conserve water How to achieve equitable access to clean drinking water
KEY CONCEPTS	FORM, CONNECTION	FORM, CAUSATION, CONNECTION	FUNCTION, PERSPECTIVE, FORM	CHANGE, CONNECTION, RESPONSIBILITY	FORM, FUNCTION, RESPONSIBILITY	FUNCTION, CHANGE, CAUSATION
LEARNER PROFILE	OPEN-MINDED, REFLECTIVE	INQUIRER, OPEN-MINDED	RISK-TAKER, COMMUNICATOR	KNOWLEDGEABLE, THINKER	PRINCIPLED, BALANCED	KNOWLEDGEABLE, THINKER, PRINCIPLED

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IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

SPOTLIGHT ON INQUIRY: KINDERGARTEN

Transdisciplinary Theme: *Where We Are in Place and Time*

As part of their *Where We Are in Place and Time* unit, Kindergarten students explore different types of homes from around the world. Through pictures, books, and real-life experiences, they learn about a variety of dwellings from apartments and single family homes to yurts and igloos. A close look at the materials with which homes are built encourages students to analyze how the resources available to people in a given environment impact the homes in which they live. They explore such topics as family structures, nomadic and sedentary living, and various structures of homes.

Examining photographs and manipulating digital images to match the style of dwelling with the environment, students discuss the cultures of people around the world through a close look at their homes. Using cardboard and other recycled materials, students work in small groups to build a model of a home. They carefully choose materials and construction methods to create the model, describe the environment where the home may be located, and reflect on the design process.

Field trips include a visit to the National Building Museum and a walk around the nearby Georgetown neighborhood to observe architectural styles. This unit culminates with a celebration of diverse homes and cultures and an exhibition for Kindergarten parents.

LANGUAGE LEARNING AT THE PRIMARY SCHOOL

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 in Preschool, Pre-Kindergarten, and Kindergarten follow a full-day immersion program in French or Spanish.

Students in Grades 1 to 5 have half of their academic instruction in English and the other half in either French or Spanish.

These schedules allow students to learn through language and about language, reinforcing skills in both languages. Students learn to understand, speak, read, and write effectively in both languages.

Recognizing that new students will enter WIS throughout the Primary School grades, and that these students may not have a French/Spanish immersion background, the French as an Additional Language (FAL) and Spanish as an Additional Language (SAL) programs provide extra support to students who have not yet reached grade-level language proficiency in French or Spanish.

SCIENCE AT THE PRIMARY SCHOOL

In the Primary Years Program, science is taught in an integrated, authentic, and meaningful way.

Teachers carefully plan units to provide real-world methods to explore the scientific process as well as science concepts and skills. These are articulated as learning outcomes and aligned across each grade level's Units of Inquiry. A variety of materials and scientific tools are used in the classroom to aid in the inquiry process.

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IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

SPOTLIGHT ON INQUIRY: GRADE ONE

Transdisciplinary Theme: How the World Works

Grade 1 students inquire into properties of everyday materials during their *How the World Works* unit. They explore the concept of matter and use various forms of liquid, solid, and gas to conduct scientific experiments demonstrating how matter changes forms. The mathematical skill of sorting, classifying, and grouping items is integral to this unit.

Students kick off this unit through an exciting experience in making Oobleck, a substance made with water and cornstarch that shares the properties of a liquid and a solid. Through classroom activities and experiences with various forms of matter, students identify properties and compare and contrast objects found in their home and school environments.

A field trip to the National Gallery of Art gives students the opportunity to observe properties in works of art using thinking routines, and students explore the form and function of sculpture through a drawing experience in the Sculpture Garden. In the past, parent presentations have complemented learning in this unit in various ways, including an interactive presentation with a dance to show the way molecules interact with each other in the three states of matter.

SCIENCE, continued

Eight core science skills are developed:

Observe carefully in order to gather data

Use various instruments and tools to measure data accurately

Use scientific vocabulary to explain observations and experiences

Identify or generate a question or problem to be explored

Plan and carry out systematic investigations, manipulating variables as necessary

Make and test predictions

Interpret and evaluate data gathered in order to draw conclusions

Consider scientific models and applications of these models

THE SCIENCE STRANDS

The four strands of *Living Things*, *Materials and Matter*, *Earth and Space*, and *Forces and Machines* are purposefully incorporated into learning within the Units of Inquiry. Students engage in hands-on experiences to make observations, conduct experiments, and understand sophisticated scientific concepts.

Living Things

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

Materials and Matter

The study of 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.

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IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE ONE

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Belonging to a community involves developing skills of citizenship to contribute to a community.	We live in a certain point in time and the way we live is different from other times.	People find ways to communicate their ideas, feelings, and imagination.	Everyday materials have properties that can help us distinguish one from another.	Communities have systems to support the people living in them.	Humans and the environment impact animals
LINES of INQUIRY	<ul style="list-style-type: none"> Rights and responsibilities of a citizen at school Choices I can make that show I am a positive citizen of my school Characteristics of a positive citizen 	<ul style="list-style-type: none"> We live at a certain point in time The past and present have similarities and differences How we treat others in a world that continues to change 	<ul style="list-style-type: none"> Teachings embedded into stories Feelings and emotions that stories evoke Perspectives/opinions/pictorials teach us about different cultures 	<ul style="list-style-type: none"> Concept of matter Properties of materials Distinguishing and grouping objects to make sense of the world 	<ul style="list-style-type: none"> Functions and places that people want and need in cities Services and structures needed to support a community Similarities and differences between urban and rural areas 	<ul style="list-style-type: none"> Characteristics and classification of animals (vertebrates) Animal adaptations in their environment Human impacts on animals and their environment
KEY CONCEPTS	FORM, RESPONSIBILITY, CONNECTION	PERSPECTIVE, RESPONSIBILITY, CONNECTION	CHANGE, CONNECTION, RESPONSIBILITY	FORM, FUNCTION, CAUSATION	FUNCTION, CAUSATION, CONNECTION	FORM, CHANGE, CAUSATION
LEARNER PROFILE	CARING, BALANCED, PRINCIPLED	OPEN-MINDED, COMMUNICATOR, PRINCIPLED	COMMUNICATOR, REFLECTIVE, OPEN-MINDED	INQUIRER, THINKER, KNOWLEDGEABLE	CARING, KNOWLEDGEABLE, PRINCIPLED	INQUIRER, COMMUNICATOR, KNOWLEDGEABLE

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE TWO

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	The personality traits we admire often shape who we want to become and help us connect with others.	Personal histories help us understand who we are and where we come from.	People can communicate their thoughts, ideas, and stories across different genres.	Weather varies and influences our way of life.	People organize themselves for a variety of reasons.	Environmental factors and human actions influence life cycles of living things.
LINES of INQUIRY	<ul style="list-style-type: none"> • Our own personalities • Admirable traits in others • How we can connect with others 	<ul style="list-style-type: none"> • Ways of documenting history • Personal histories and stories • Reflecting on past experiences 	<ul style="list-style-type: none"> • Verbal and visual tools • Various forms of dramatic expression • Expressing feelings, personal ideas, and experiences 	<ul style="list-style-type: none"> • Elements of weather • How weather changes • How weather influences the way people live 	<ul style="list-style-type: none"> • Systems people use to organize themselves and their community/ objects • We organize objects and ideas for different reasons • Systems of organization can teach us about ourselves, others, and the world 	<ul style="list-style-type: none"> • Stages and characteristics that form the cycle of life for different plants and animals • Connections between the life cycles of various plants and animals • Factors that influence life cycles of living things
KEY CONCEPTS	FORM, CONNECTION	PERSPECTIVE, CONNECTION, FUNCTION	FORM, FUNCTION, CONNECTION	CHANGE, FORM, CAUSATION	FORM, PERSPECTIVE, CONNECTION	CHANGE, CONNECTION, RESPONSIBILITY
LEARNER PROFILE	CARING, PRINCIPLED, REFLECTIVE	KNOWLEDGEABLE, REFLECTIVE, INQUIRER	OPEN-MINDED, RISK-TAKER, COMMUNICATOR	INQUIRER, KNOWLEDGEABLE, COMMUNICATOR	INQUIRER, OPEN-MINDED, REFLECTIVE	BALANCED, KNOWLEDGEABLE, PRINCIPLED

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

SCIENCE, continued

Earth and Space

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

Forces and Machines

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

MATHEMATICS INSTRUCTION IN THE PRIMARY SCHOOL

As noted in the IB's 2018 Mathematics Scope and Sequence documentation, "In the PYP, mathematics is viewed primarily as a vehicle to support inquiry, providing a global language through which we make sense of the world around us." The PYP has identified five content strands: Number, Shape and Space, Pattern and Function, Measurement, and Data Handling. The strands are integrated into Units of Inquiry and emphasized with additional instruction when needed.

Key goals are helping students understand mathematical concepts through real-life applications and on finding connections between these concepts and other aspects of what students are learning. Students discuss their mathematical thinking, identify problem solving strategies, and reflect on those strategies. A variety of paths to solving a problem is as valuable as finding the answer itself.

Teaching teams plan collaboratively with the guidance of the PYP Curriculum Coordinator and Math Coordinator, who coordinates math instruction and assessment across all eight grade levels and works closely with teachers to hone teaching practices in mathematics. The Math Coordinator also works alongside classroom teachers to support differentiated learning.

SPOTLIGHT ON INQUIRY: GRADE TWO

Transdisciplinary Theme: Sharing the Planet

Students in Grade 2 explore the life stages of plants and animals during their *Sharing the Planet* Unit of Inquiry, as well as the connections between various living things. Looking at these concepts through an environmental lens, classes explore the impact of human choices on the life cycles of plants and animals in our world. Classroom discussions take place about the environmental factors that impact basic needs of animals and plants, as well as endangered or extinct species.

As part of this unit, students take a first-hand look at the life cycle of the butterfly, recording their observations of the egg, larva, chrysalis, and adult stages of life in scientific journals. They choose an animal and engage in research to learn about the life cycle stages of that animal. Students organize their research and present it in a form of their choice, such as a poster, skit, or magazine article, and present a final product to their classmates and parents.

A field trip to the Natural History Museum's insect and butterfly pavilion has made students' learning come alive, as they use thinking routines to engage with the exhibits. Through these learning experiences, they explore the connection between all living things, and their own responsibility toward the environment and the life cycles of animals and plants.

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IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE THREE

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Lifestyle choices we make impact our health.	Migration can transform human beings and communities.	Individuals express their identities in a variety of ways.	Simple machines impact lives and transform societies.	Goods and services are given value and can be exchanged.	All living things within an ecosystem depend upon each other.
LINES of INQUIRY	<ul style="list-style-type: none"> • Factors that influence decision-making about our lifestyle • Daily routines that influence physical and mental health • Consequences of choices on physical and mental health 	<ul style="list-style-type: none"> • Challenges and opportunities associated with migration • Factors that contribute to individuals' sense of belonging • Views of newcomers and communities 	<ul style="list-style-type: none"> • Factors that shape identity • How individuals understand themselves and others • Strategies to manage change and face challenges 	<ul style="list-style-type: none"> • Forces and movement is involved in simple machines • Energy transfer in simple machines • Simple machines impact peoples' lives 	<ul style="list-style-type: none"> • Ways of exchanging goods and services in a system • Understanding the wants and needs of people • Goods and services have value based on supply and demand 	<ul style="list-style-type: none"> • Components of an ecosystem • How living things have adapted to their ecosystem • Role of humans in ecosystems
KEY CONCEPTS	FORM, CAUSATION, RESPONSIBILITY	CONNECTION, PERSPECTIVE, CAUSATION	CONNECTION, CAUSATION, PERSPECTIVE	FORM, CAUSATION, CHANGE	PERSPECTIVE, FUNCTION, RESPONSIBILITY	CONNECTION, RESPONSIBILITY, CHANGE
LEARNER PROFILE	BALANCED, PRINCIPILED, CARING	OPEN-MINDED, REFLECTIVE, INQUIRER	OPEN-MINDED, REFLECTIVE, COMMUNICATOR	INQUIRER, KNOWLEDGEABLE, THINKER	THINKER, COMMUNICATOR, PRINCIPILED	CARING, INQUIRER, KNOWLEDGEABLE

WASHINGTON INTERNATIONAL SCHOOL

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

MATHEMATICS, continued

Standardized norm-referenced tests such as the ERB, given in Grades 3-8, demonstrate that WIS students' mathematical achievement is consistently in line with, and often exceeds, that of students in peer independent schools.

WIS teachers engage in continuous professional development in mathematics through attendance at PYP and NCTM (National Council of Teachers of Mathematics) conferences. In-house workshops with PYP trainers, collaborative planning and co-teaching with our Math Coach, combined with opportunities to observe in colleagues' classrooms, keep all faculty at WIS abreast of current trends and best practices in mathematics instruction.

THE PARENT'S ROLE IN MATH LEARNING

WIS provides opportunities to learn more about mathematics teaching and learning at WIS through parent workshops and sessions.

Considering the topic of homework, we stress that the purpose of homework is the reinforcement of skills. Homework helps students to build good work habits and also strengthens independence in learning. Homework also allows students to practice basic math facts. Families are asked not to teach new concepts to children but can inform teachers when assignments or concepts are not being understood.

We also encourage parents to look for opportunities to apply math learning to everyday situations, play strategy games, and demonstrate enthusiasm for solving problems. Encouraging children's positive interactions with mathematics goes a long way in developing confident, successful mathematicians throughout school and life!

SPOTLIGHT ON INQUIRY: GRADE THREE

Transdisciplinary Theme: Where We Are in Place and Time

Students in Grade 3 focus on social science, history, reading, and writing during the *Where We Are in Place and Time* unit on migration. Students explore the central idea "Migration can transform human beings and communities" by studying the socio-economic, political, and personal reasons people move; the impact migration has on families, communities, and countries; and the importance of appreciating people, cultures, and contributions that come from migration.

During the course of the unit, students examine their family histories and plot generational migration on a map to reflect their personal connection to migration. Using historical artifacts and accounts, students hold "Suitcase Talks" to inquire into what people bring with them when they move. They apply their learning to infer what people carry that can't fit in a suitcase—music, recipes, language, and traditions. Students are guided to consider multiple perspectives throughout this unit, ponder the many factors that contribute to migration, and reflect upon the profound impact migration can have on people and communities.

GRADE THREE SAMPLE MATH OUTCOMES

NUMBER	SHAPE AND SPACE	PATTERN AND FUNCTION	MEASUREMENT	DATA HANDLING
<ul style="list-style-type: none"> • Read, write, and represent numbers, using place value and the base 10 system, to 100,000 • Count, compare, and order numbers to 100,000 • Construct and deconstruct numbers to 100,000 • Skip count by 2s, 3s, 4s, 5s, 10s, 100s • Identify numbers as odd and even to 100,000 • Read, write, and represent fractions of a region and a set • Compare and order fractions with like denominators on a number line diagram • Find simple equivalent fractions using a number line and drawing • Add and subtract fractions with like denominators • Round two- and three-digit numbers to the nearest 10 and 100 • Estimate the sum or difference mentally up to 10,000 • Estimate quantities up to 1,000 • Automatically recall addition and subtraction facts to 20 • Add and subtract three- and four-digit numbers with regrouping and across zeros using a variety of strategies • Model multiplication and division as groupings, arrays, and repeated addition • Demonstrate and explain the inverse relationship between multiplication and division • Automatically recall basic multiplication facts to 10×10 • Estimate sums, differences, and products and determine the reasonableness • Understand the relationship between addition and multiplication • Apply the skills of addition, subtraction, multiplication and division to solve real-life problems. 	<ul style="list-style-type: none"> • Describe the characteristics of polygons as: flat, closed, with straight line segments • Describe and model regular and irregular polygons, classifying: triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons, nonagons, decagons • Classify polygons versus non-polygons • Identify lines, rays, line segments • Identify right, acute, and obtuse angles • Describe and name three-dimensional figures: cubes, spheres, pyramids, cones, cylinders, rectangular prisms, triangular prisms • Identify in three-dimensional figures: faces, edges, and vertices • Find locations, plot coordinates and describe distances in the first quadrant (ordered pairs) Identify and create a shape with three and more lines of symmetry • Predict and describe the results of sliding, flipping, and turning two-dimensional shapes • Turn a two-dimensional net into a three-dimensional shape 	<ul style="list-style-type: none"> • Create, extend and justify a repeating and growing numeric pattern • Translate patterns from one representation to another • Recognize, describe, and extend number patterns: skip counting by 3s, 4s, 6s, 7s, 8s, 9s • Identify the rule/function for given geometric and numerical patterns • Describe the attributes of a sorted set • Sort, classify and order objects by three or more attributes • Find unknown quantities in: factors, products • Apply the commutative, associative, and distributive property of addition and multiplication • Complete number sentences to demonstrate equality between two different operations: $_x__+__$ 	<ul style="list-style-type: none"> • Solve a variety of problems using measurement skills • Estimate, measure and record in standard units of length (inches, feet, yards, centimeters, meters) using the appropriate tool/unit to the nearest half unit • Estimate, measure and record the perimeter of polygons using standard units to the nearest half unit • Estimate, measure and record area using standard square units • Estimate, measure and record in standard units of weight (ounces, pounds, grams, kilograms) using the appropriate tool/unit to the nearest half unit. • Estimate, measure and record in standard units of capacity (cups, pints, gallons, and liters and milliliters) using appropriate tool/unit to the nearest half unit • Estimate, record, measure temperature in degrees (Fahrenheit and Celsius) using a scale with intervals of two to the nearest degree • Identify the number of hours in a day, minutes in an hour, and seconds in a minute • Tell time to the nearest five minutes using digital and analog clocks • Determine elapsed time in half-hour intervals • Identify different combinations of coins and bills equal to the value of \$10.00 • Make change from \$5.00 	<ul style="list-style-type: none"> • Organize and display data using tables, pictographs, bar graphs, and line plots • Pose questions that can be answered by given data • Describe and compare data from tables, pictographs, bar graphs, and line plots • Compare data using mode or most frequent response • Make predictions and draw conclusions based on given data • Classify events according to the degree of likelihood as: possible, impossible, certain, likely, unlikely, and equally unlikely • Predict the probability of outcomes with a 50-50 chance • Change unfair chances in a game to fair chances

Teachers have developed and continue to refine planners for mathematics instruction, detailing expected outcomes as stand-alone or integrated within each PYP Unit of Inquiry. A one-year sample of targeted math outcomes for Grade 3 is included above.

As an example of how math skills are integrated authentically into a PYP transdisciplinary unit, while studying aspects of healthy living Grade 3 students collect data on their own sleep habits by determining elapsed time in hour intervals. Students communicate these results by organizing and displaying their data. Lastly, the students interpret and analyze the whole-class data.

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

THE INQUIRY CYCLE

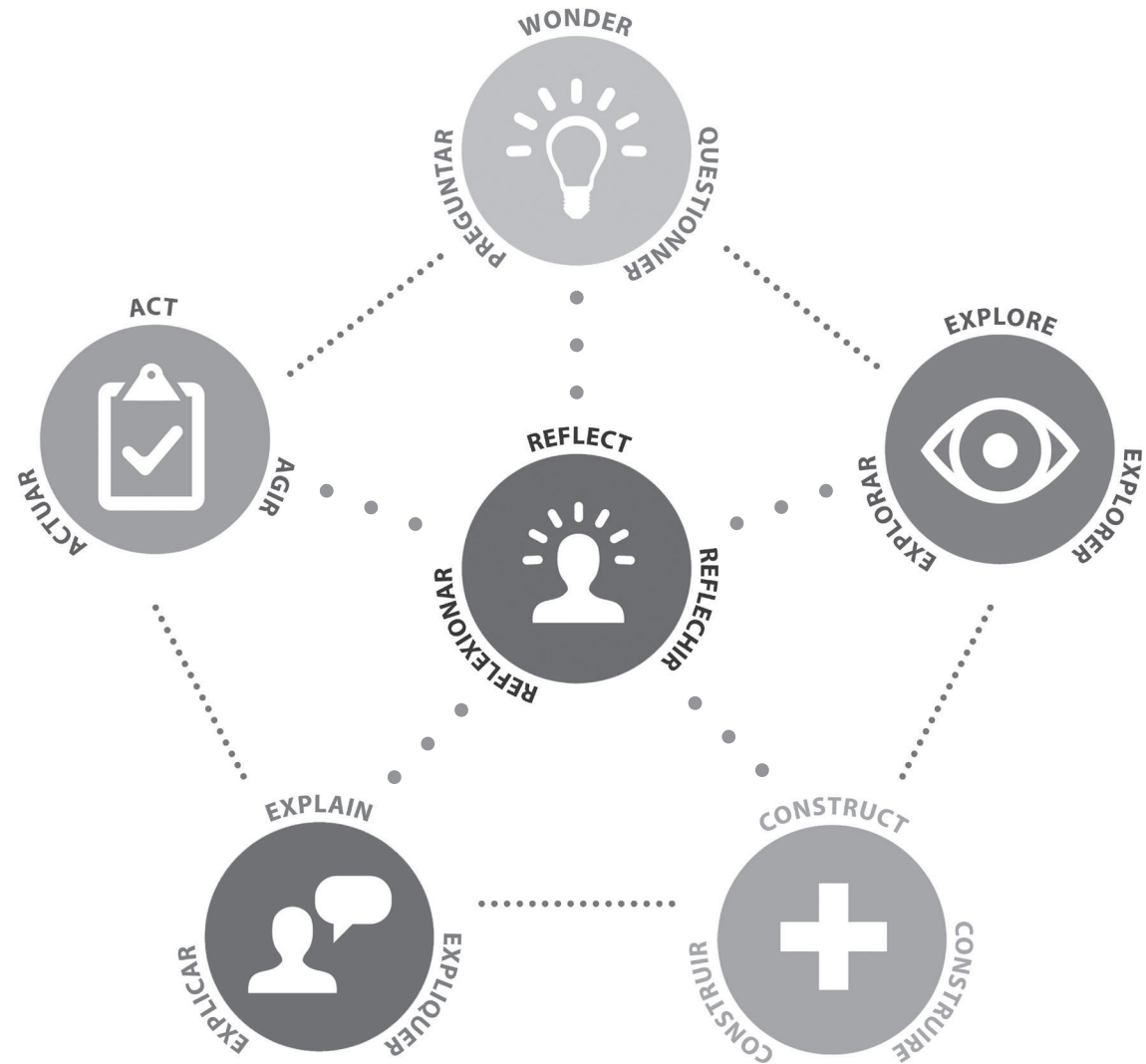
All learners move through a process when investigating a topic or idea. At WIS, we use the language of our inquiry cycle, in three languages, to describe the process of inquiry.

Students are encouraged to **wonder**, question, and hypothesize throughout their day. Questions that emerge inform an **exploration**, which may take the form of a scientific experiment, Internet or text research, interviews, or problem solving. Exploring often is the most time-consuming part of the process.

Once students have explored and gathered evidence, they move into the **constructing** phase of the inquiry cycle. This may mean building a prototype of a planned design, drafting a script of a play, developing a visual image using a variety of materials, or presenting their learning in a variety of other ways. Students then **explain** their thinking and the process of their learning to further solidify understanding.

The inquiry cycle is not complete until students take the initiative to carry out some form of **action**. This may be as big as a large-scale community service project, or as small as a shift in mindset. Action is an articulated element of the PYP and takes many forms. Whether a student continues research at home, initiates a school recycling campaign, or changes a behavior such as turning off the lights when leaving a room, it is recognized as taking action and is celebrated in the WIS community!

Reflection is central to teaching and learning at WIS and informs every step of our inquiry process. Research shows that the ability to deeply and authentically reflect on one's learning and thinking processes solidifies and synthesizes understanding. Students record reflections in writing or share orally with peers or teachers to enrich the process of learning.



WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE FOUR

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	What we believe is part of who we are.	Understanding the science and history of light and sound promotes global innovations of technology.	People communicate ideas through the arts.	The formation of the Earth helps us understand its features and why it's a changing planet.	Governments and citizens impact the way societies function	Plants play an important role in our relationship with life.
LINES of INQUIRY	<ul style="list-style-type: none"> • What we believe • Similarities and differences in beliefs • How beliefs influence individuals and groups 	<ul style="list-style-type: none"> • Properties of light and sound • Light and its history of innovation • Sound and its history of innovation 	<ul style="list-style-type: none"> • Processes used to create • Common elements of communication • Enhancing relationships 	<ul style="list-style-type: none"> • Formation and structure of the Earth • Why the Earth is constantly changing • The beginnings of our world 	<ul style="list-style-type: none"> • Types of government and how they are organized • Rights and responsibilities of citizens • How decisions made by government and citizens affect societies 	<ul style="list-style-type: none"> • Plants have characteristics that make them unique to other living things • Plants have a special role in our living world • Humans have a responsibility to conserve plants
KEY CONCEPTS	RESPONSIBILITY, PERSPECTIVE, CONNECTION	FORM, CONNECTION, PERSPECTIVE	PERSPECTIVE, CONNECTION	FORM, CAUSATION, CHANGE	CAUSATION, FUNCTION, RESPONSIBILITY	RESPONSIBILITY, FUNCTION, CONNECTION
LEARNER PROFILE	OPEN-MINDED, PRINCIPLED, REFLECTIVE	THINKER, KNOWLEDGEABLE	COMMUNICATOR, RISK-TAKER, PRINCIPLED	THINKER, KNOWLEDGEABLE, INQUIRER	PRINCIPLED, COMMUNICATOR, BALANCED	INQUIRER, KNOWLEDGEABLE, CARING

WASHINGTON INTERNATIONAL SCHOOL

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM

SPOTLIGHT ON INQUIRY: GRADE FOUR

Transdisciplinary Theme: How the World Works

Students in Grade 4 focus on physical science and explore *How the World Works* by examining planet Earth. Students inquire into the central idea, "The formation of the Earth helps us understand its features and why it's a changing planet," by studying the Earth's position in space, its physical features and structure, and the causes for its continual change.

During the course of the unit, students perform experiments simulating erosion, create Google Earth presentations on various volcanoes throughout the world, and learn about the forces that have led to Earth's present form.

The unit culminates with students taking action by creating a newspaper based on their learning and being able to have a conversation about the protection and prevention of natural disasters in the world.

GRADE 5 EXHIBITION

The Primary Years Program shapes children's learning throughout their Primary School years at WIS, defining the Units of Inquiry they spend time investigating, developing their conceptual understanding of many topics, and fostering attributes of international-minded students and qualities essential to becoming lifelong learners.

The PYP Exhibition is a culminating unit of study in Grade 5 and an opportunity for students to showcase the process they take when independently pursuing their own learning. Students work collaboratively to identify a central idea that relates to a real-world issue they want to tackle.

Synthesizing all they have learned through their PYP years, students develop lines of inquiry, research their areas of focus, and engage in a reflection-action cycle to guide their process. The Exhibition allows students to demonstrate not only what they have learned about a topic of their choice, but also how they went about their learning. Each Grade 5 student makes a substantial, identifiable contribution to the Exhibition.

WASHINGTON INTERNATIONAL SCHOOL

IB PRIMARY YEARS PROGRAM: PROGRAM OF INQUIRY

GRADE FIVE

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
TRANSDISCIPLINARY THEME	An inquiry into the nature of self; beliefs and values; personal, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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.	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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
CENTRAL IDEA	Adolescence ushers in changes within our body systems and is celebrated to mark a passage in our lives.	PYP EXHIBITION Students develop central idea.	Persuasion is one form of communication which can influence our opinions and the choices we make.	Energy exists in many forms; it is released from different sources and how we use it has impacts.	Human beings use activism in order to protect their human rights.	Waste impacts our environment.
LINES of INQUIRY	<ul style="list-style-type: none"> • Body systems and how they work • Celebrations of passages • What adolescence and puberty means to us 	PYP EXHIBITION Students develop lines of inquiry based on their central idea.	<ul style="list-style-type: none"> • Ways persuasion influences our thinking and actions • Elements of effective persuasive communication • Messages and differing perspectives 	<ul style="list-style-type: none"> • Types and forms of energy • Sources of energy • Impact on society of using different energy sources 	<ul style="list-style-type: none"> • The nature of justice • Societal decision-making • Actions that bring about change 	<ul style="list-style-type: none"> • How waste changes • The impact of waste on the environment • Our responsibility to use resources mindfully
KEY CONCEPTS	CHANGE, FUNCTION, RESPONSIBILITY	ALL CONCEPTS	FORM, PERSPECTIVE, CONNECTION	FORM, FUNCTION, CAUSATION	CHANGE, CAUSATION, PERSPECTIVE	CHANGE, CAUSATION, RESPONSIBILITY
LEARNER PROFILE	BALANCED, CARING, KNOWLEDGEABLE	ALL LEARNER PROFILE ATTRIBUTES	COMMUNICATOR, OPEN-MINDED	INQUIRER, BALANCED, COMMUNICATOR	REFLECTIVE, INQUIRER, COMMUNICATOR	THINKER, RISK-TAKER, PRINCIPLED

YEARLY ASSESSMENTS at WIS PRIMARY SCHOOL

Assessment	ERB	Oral Language	Writing	Spelling	Reading and Pre-Reading Skills	WIDA*	Math
WHO (and testing languages)	Grades 3-5 (English)	Kinder, Grade 1, Grade 3, Grade 5, (French, Spanish)	Kinder to Grade 5 (all languages)	Grades 1-5 (English, Spanish)	Kindergarten (French, Spanish) Grades 1-5 (English, French, Spanish)	Grades 1-5 FAL and SAL students not yet proficient in French or Spanish	Kinder (Spanish, French) Grade 1 (all languages) Grades 2-5 (English)
WHEN	Fall	Fall: Grade 5 Winter: Grade 1, Grade 3 Spring: Kinder	Fall & Spring	Fall & Spring	Fall, Winter, Spring: Kindergarten Fall, Spring: Grades 1-5	Fall & Spring	Fall, Mid-Year, Spring
SOURCE	external	external CAL SOPA	Six Traits Rubric	English: <i>Words Their Way</i> spelling inventory Spanish: <i>Palabras a su Paso</i> spelling inventory	Kinder: letter name and sound, early literacy behavior Grades 1-2: PALS English, PALS Español Grades 3-5: Raz (English/Spanish) Grades 1-5: GB+ or DRA (French)	external and internal	Kinder/Grade 1 internal Grades 2-5 external (MobyMax)
FORMAT	multiple choice questions	oral interview	writing prompt, essay	dictation of word lists targeting specific spelling patterns and features	PALS: tests for decoding, automaticity, and literacy sub-skills, in addition to running record and comprehension questions RAZ, GB+, and DRA: running record and comprehension questions Letter Name and Sound: alphabet list Early Literacy Behavior: reading behavior checklist	listening, speaking, reading, and writing tests in various formats	Kinder/Grade 1, one-on-one oral test Grades 2-5 online; multiple choice and short answer
CRITERION- or NORM- REFERENCED	norm	criterion (rubric)	criterion	criterion	criterion	norm and criterion	Kinder/Grade 1 criterion (rubric) Grades 2-5 norm-referenced, grade-level benchmark
WHAT DOES IT MEASURE?	reading and writing proficiency math concept mastery	oral language proficiency	writing proficiency	spelling proficiency	reading and pre-reading skills	oral, reading, and writing skills proficiency in French or Spanish	mastery of skills and concepts
PURPOSE	to benchmark student achievement compared to other schools	to provide feedback of oral proficiency stages to teachers, students, parents	to provide feedback and progress monitoring of writing development	to provide feedback and progress monitoring of spelling stage development	to provide feedback and progress monitoring of reading development	to determine if a student is ready to enter the immersion class	to provide feedback of progress to teachers, students, and parents

* FAL and SAL students who may be ready to integrate into the immersion class will be assessed with the same French and Spanish assessments as immersion students.

IB LEARNER PROFILE

WIS BELIEVES IN FOSTERING THE 10 CHARACTERISTICS IDENTIFIED IN THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE. OUR GOAL IS TO EDUCATE STUDENTS WHO ARE:

INQUIRERS: Students nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

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

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

COMMUNICATORS: Students express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: Students act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

OPEN-MINDED: Students critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and are willing to grow from the experience.

CARING: Students show empathy, compassion and respect. They have a commitment to service, and they act to make a positive difference in the lives of others and in the world around them.

RISK-TAKERS: Students approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.

BALANCED: Students understand the importance of balancing different aspects of their lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.

REFLECTIVE: Students thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.

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The School admits qualified students without regard to race, color, national and ethnic origin, sex, sexual orientation, gender identity or expression, religion, mental or physical disability, age, or any other status protected by applicable law, including the DC Human Rights Act, to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School likewise complies with all applicable laws in the selection of its Board of Trustees and in the administration of its educational, admissions, scholarship and loan, athletic, and other School-administered policies and programs.