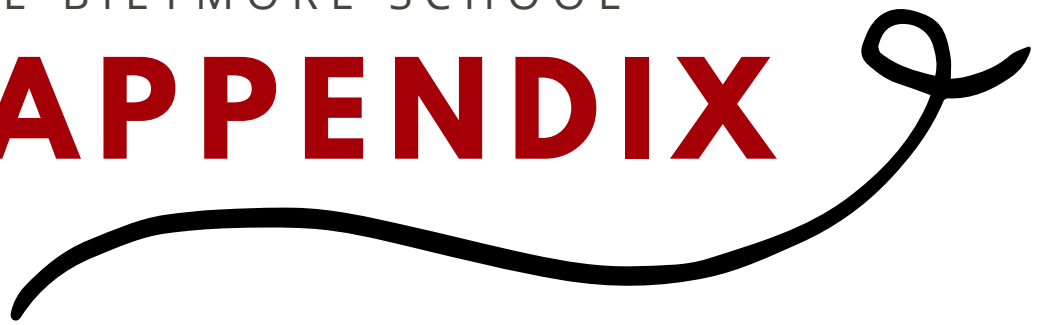


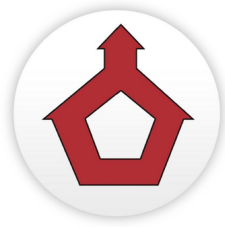
THE BILTMORE SCHOOL

# IB APPENDIX



# TABLE OF CONTENTS

<b>SECTION</b>	<b>DESCRIPTION</b>	<b>PAGE</b>
I	Introduction	03
II	Admissions Policy	05
III	Special Education	08
IV	Language	11
V	Assessment	16
VI	Programme of Inquiry	21



THE BILTMORE SCHOOL

# INTRODUCTION



# INTRODUCTION

## MISSION

The Biltmore School strives to provide challenging, internationally-minded education that gives students the necessary tools to become lifelong learners.

## PHILOSOPHY

Many theories and philosophies in education have contributed to the way we work and the culture of thinking and learning that exists in our school. Inspiration from the Reggio Emilia philosophy, the curriculum framework set forth by the International Baccalaureate Organization, and Harvard University's Visible Thinking research are just a few of the practices that we implement into our daily routines and ideas we share with our parents, students, and teachers. Our philosophy revolves around respecting our students' ability to think, analyze, understand and communicate. We value the learning process and the evolution of thought in all stages of human development; from the first learning experiences of our youngest students to the ongoing professional development of our teachers. Each day we have the opportunity to learn something new, explore different ideas and reflect on different perspectives. As a school that values the learning process and considers education in the 21st century a priority, we aim to help our learners become more internationally-minded as we help them prepare for the unknown.

## IB MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



THE BILTMORE SCHOOL

# ADMISSIONS POLICY



# ADMISSIONS POLICY

## ADMISSIONS POLICY

The Biltmore School welcomes applicants 12 months of age through middle school. Specific admission requirements are dependent upon age or grade level. The school has an open admissions policy of non-discrimination on the basis of race, religion, gender, ethnic origin, and other similar factors. Qualified applicants are welcome on a first-come, first-served basis.

All grade school and middle school applicants are required to take an entrance exam and write an essay prior to being admitted to the program. International students will be granted provisional acceptance with transcripts indicating the student is in good standing, as well as a letter of recommendation from the head of school of the school they are currently attending.

## ADMISSIONS PROCESS

1. Upon submission of application materials, prospective students will spend a minimum of one hour at the school visiting with staff and/or in a classroom.
2. The following guidelines are reviewed for admission and continued enrollment in The Biltmore School:
  - a. There is an understanding of, and agreement with, the goals, philosophy and educational practices of the school.
  - b. There are no outstanding debts for the applicant's education at schools previously attended.
  - c. The Biltmore School has the necessary resources, staff, space, equipment, etc. to meet the academic, social, physical, behavioral and social/emotional needs of the applicant.
  - d. Testing and a copy of the applicant's school records may be required to determine whether The Biltmore School can provide an appropriate educational program for the applicant and/or assist in the determination of grade placement.
  - e. Applicants meet state age requirements.
3. Parents will agree by signature that:
  - a. They will meet all tuition and other financial obligations.
  - b. They will cooperate with school personnel in matters of academic requirements, homework, and discipline.

# ADMISSIONS POLICY

## ENTERING SCHOOL

Once a student is admitted into our program, the following is required:

- Application for enrollment
- Recommendation letter from previous school, if applicable
- Copy of birth certificate
- Copy of Social Security card, if applicable
- Immunization forms (*completed by a doctor licensed in the state of Florida*)
- Physical forms (*completed by a doctor licensed in the state of Florida*)
- Registration fee
- Signed transcript release form
- Parent enrollment in FACTS and Procure

## NON US CITIZENS

The Biltmore School welcomes international students. However, every student must be in compliance with the Homeland Security requirements. If the student is not a US citizen, a copy of the following documents must be submitted with their application:

- Passport
- Visa or resident card

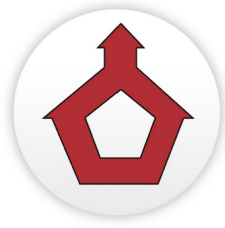
### Visa F-1 status

If the applicant needs an F-1 status visa, they must contact the school office prior to admissions.

### Visa: "B" status

Non-US citizens with a "B" status may not attend school in the United States. Once the applicant has received a letter from the Biltmore School, a Biltmore School issued I-20 will be required. The accepted student may not begin classes until a copy of the current "F" visa is submitted to the Biltmore School. In order to obtain an "F" student status visa, the following information is required:

- Student's address in his or her home country
- Student's local address
- Proof of financial ability to pay tuition for a year
- A copy of the student's passport



THE BILTMORE SCHOOL

# SPECIAL EDUCATION





# SPECIAL EDUCATION

## **SPECIAL EDUCATION POLICY**

In accordance with the law, The Biltmore School does not discriminate against any individual on the basis of disability, including but not limited to, in its application process, admissions decisions, during enrollment, or at any time. The Biltmore School will make reasonable accommodations and modifications to its policies, practices, or procedures when such modifications are necessary to access its goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities, unless the modifications would constitute a fundamental alteration or impose an undue burden on The Biltmore School. Additionally, The Biltmore School is committed to differentiation of instruction as necessary and appropriate to accommodate individual student needs.

## **ASSESSING AND IDENTIFYING DISABILITIES**

The Biltmore School relies on the parent or guardian of current or prospective students to communicate the student’s disabilities and request a reasonable accommodation, auxiliary aid/service, or modification of The Biltmore School’s policies, practices or procedures based on the student’s disability. Student progress is also regularly monitored and reviewed by faculty. If a parent or guardian requests an accommodation, or faculty identify a pattern of concern, a “student concern team” composed of at least one teacher with the knowledge of the student and a parent or guardian, meet to discuss the next steps.

Based on individualized assessment and in collaboration with the student concern team, a plan for classroom differentiation and/or an Individualized Education Plan (IEP) may be created.

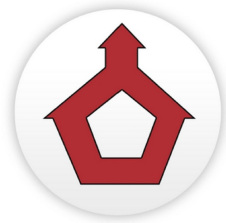
Not all educational needs will require an IEP; some may be met by differentiation of classroom instruction as necessary and appropriate to accommodate individual student needs. The Biltmore School may request appropriate documentation from the parent or guardian, including, but not limited to, a full psychoeducational battery including cognitive and achievement testing by a licensed and qualified practitioner identifying a disability.

Recommendations from outside professionals will be reviewed and considered, but The Biltmore School cannot guarantee its ability to implement recommendations that would fundamentally alter the nature of the school or cause an undue hardship.

# SPECIAL EDUCATION

## INDIVIDUALIZED EDUCATION PLAN

- An IEP is developed when a disability is identified by a qualified practitioner.
- The teachers and parents or guardians meet to discuss necessary and reasonable accommodations, modifications, or additional services provided through the Kairos programs.
- Once the IEP is developed, the teachers and parents or guardians will meet to review the plan.
- The IEP is confidentially shared and discussed with the student's teachers, as needed.
- Responsibility for follow-through on specific recommended accommodations is shared between the parent or guardian, student, and relevant staff, depending on the nature of the disability and age of student.



THE BILTMORE SCHOOL

# LANGUAGE



# LANGUAGE

## LANGUAGE POLICY

The Biltmore School believes that language is an integral part of a child's development.

Language fosters social development, molds students' identities, and facilitates the learning process. All teachers are responsible for facilitating communication. The Biltmore School's language policy is in alignment with our philosophy and the needs of our students, while supporting students as they learn a second language.

## IDENTIFICATION

- Students' mother tongue language is surveyed through our annual registration process.
- Mother tongue languages, as well as students who are in need of additional support, will be identified upon enrollment or at the beginning of the school year.
- All students will be assessed at the beginning of the year using the Measures of Academic Progress (MAP) Growth assessment. The Group Reading Assessment and Diagnostic Evaluation (GRADE) and diagnostic testing from the myView Literacy program may be used additionally.
- The results of these assessments are communicated to teachers, so that they are able to make reasonable adjustments or accommodations for students with language difficulties.

## SCOPE AND SEQUENCE

- The language skills of listening, speaking, reading, and writing are developed with a close alignment to the PYP language scope and sequence.
- The teaching and learning of language throughout each unit of the programme of inquiry will take place in both the language of instruction and the mother tongue language to the best of our ability.
- The development of critical understanding and use of language to construct meaning and higher level thinking skills.
- Students receive weekly language instruction in Spanish from kindergarten through fifth grade.
- We have collaborated with teachers, administration, and experts in the field to create a policy that meets both IBO and state/national standards.

# LANGUAGE

## LANGUAGE INSTRUCTION

### Classroom Instruction

- The development of critical understanding as well as the use of language to construct meaning and higher level critical thinking skills are important goals of our language instruction.
- Teachers integrate all disciplines into the Units of Inquiry to provide transdisciplinary teaching and learning throughout the day.
- Language is taught and practiced throughout each curricular area throughout the day by all teachers.
- Inquiry-based learning of language is encouraged.
- Teachers are expected to provide a print-rich environment, teach with best practices, use a variety of strategies, and differentiate for all students.
- Teachers use the ELD component from the myView Literacy program.

### Mother Tongue Support

Students whose primary language is not English will be supported and encouraged to continue to study and develop their mother tongue through the following:

- The Biltmore School is committed to celebrating cultural diversity when writing the PYP planners, as well as in school activities, like the Celebration of Cultures and Hispanic Heritage Showcase.
- Our decentralized library has a multicultural section, and The Biltmore School is committed to expanding this section to better service the mother tongue of all students.
- School staff members encourage parents and students to maintain the child's mother tongue and to share cultural and language information with the school community and integrate this into the PYP units of study as applicable.
- Most of our staff members/teachers are bilingual.
- Parents are provided referrals for individuals, groups, or community organizations that operate in the mother tongue or who can assist with mother tongue literacy acquisition.
- Students and parents will be offered opportunities to share their mother tongue with classes through activities and celebrations throughout the year.

# LANGUAGE

## LANGUAGE INSTRUCTION

### Spanish Instruction

- Students from kindergarten through first grade receive a minimum of one hour of instruction in Spanish weekly.
- Students from second grade through fifth grade receive a minimum of two and a half hours of instruction in Spanish weekly.
- Our language teacher provides instruction to support oral and written language.
- The Spanish teacher collaborates with staff and other special area teachers to put together meaningful assessments.
- We are looking for ways to increase teaching time in Spanish, in order to provide our students with more exposure and practice with the language.

## LANGUAGE ASSESSMENTS

- The learning and assessment of our language program is based on oral (listening and speaking), written (reading and writing), and visual communication (viewing and presenting) strands, and state standards.
- Throughout instruction the teacher will establish a language skill level to create an appropriate language learning plan for the students.
- A range of assessment strategies and tools are used based on our assessment policy.
- A range of appropriate assessment methods such as portfolios, conferencing, writing sample analysis, writing journal, writing prompt, self and peer assessment are used.
- All teachers consider language development in their planning and assessing, as well as, support language acquisition in their teaching.

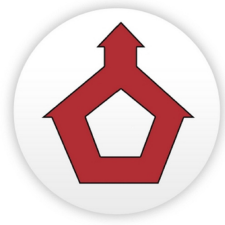
## PROFESSIONAL DEVELOPMENT

- Teachers are provided staff development to further ensure growth in the use of best practices, including: curriculum/strategies training for new and experienced teachers.
- Teachers attend weekly group meetings and monthly individual meetings supported by our IB Coordinator.
- Teachers may initiate/recommend training sessions that they would like to have.

# LANGUAGE

## RESOURCES

- Each classroom has a class library which contains materials specifically aligning with each of their units of inquiries (Class IB libraries).
- Our materials will be consistently and purposefully purchased in the primary language of English, Spanish, as well as other languages that reflect the primary languages of students enrolled in the school.
- Our reading program, myView Literacy, is a literature based reading program that is enriched by a variety of other literary forms and genres that enrich each grade level's units of inquiry.
- Our science and social studies programs, Elevate Science and myWorld, support language development and understanding of informational texts in alignment with each grade level's units of inquiry.



THE BILTMORE SCHOOL

# ASSESSMENT





# ASSESSMENT

## ASSESSMENT POLICY

Assessment is essential to all teaching and learning. The prime objective of assessment in the PYP is to inform and evaluate the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of critical thinking and self-assessment skills. The PYP values assessing the process of inquiry, as well as, the products of inquiry.

Assessment at The Biltmore School provides information through its diagnostic, formative, and summative components. Assessment is ongoing, authentic, varied, and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision making is driven by our assessments.

## PURPOSE OF ASSESSMENT

The purpose of assessment is to inform and involve students, parents, teachers, and administrators. Effective assessments ensure that:

- Students are an active part of the learning process through reflection and demonstration of their understanding.
- Teachers can guide their instruction and to communicate progress with students and families.
- Parents can see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- Administrators can build a sense of community within the school and communicate the school's progress.

## FORMATIVE ASSESSMENTS

Teachers will use multiple forms of formative assessment which may include, but not limited to: homework, classwork, exit slips, student observations, agree/disagree, graphic organizers, thinking routines, and quizzes. Formative assessment is a part of the learning process and is used to provide timely feedback to master necessary skills and concepts in preparation for the summative assessment task. Formative assessments allow teachers to gauge student progress toward meeting the IB standards.

# ASSESSMENT

## ASSESSMENT POLICY

Assessment is essential to all teaching and learning. The prime objective of assessment in the PYP is to inform and evaluate the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of critical thinking and self-assessment skills. The PYP values assessing the process of inquiry, as well as, the products of inquiry.

Assessment at The Biltmore School provides information through its diagnostic, formative, and summative components. Assessment is ongoing, authentic, varied, and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision making is driven by our assessments.

## PURPOSE OF ASSESSMENT

The purpose of assessment is to inform and involve students, parents, teachers, and administrators. Effective assessments ensure that:

- Students are an active part of the learning process through reflection and demonstration of their understanding.
- Teachers can guide their instruction and to communicate progress with students and families.
- Parents can see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- Administrators can build a sense of community within the school and communicate the school's progress.

## FORMATIVE ASSESSMENTS

Teachers will use multiple forms of formative assessment which may include, but not limited to: homework, classwork, exit slips, student observations, agree/disagree, graphic organizers, thinking routines, and quizzes. Formative assessment is a part of the learning process and is used to provide timely feedback to master necessary skills and concepts in preparation for the summative assessment task. Formative assessments allow teachers to gauge student progress toward meeting the IB standards.

# ASSESSMENT

## **SUMMATIVE ASSESSMENTS**

Teachers will use a variety of summative assessment tasks which may include tests, essays, presentations and a variety of projects. Our accrediting bodies require the measurement of student progress on standardized assessments, which is fulfilled by the administration of the Measures of Academic Progress (MAP) Growth.

## **ASSESSMENT OF THE ESSENTIAL ELEMENTS OF THE PYP**

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner for each unit.

- Knowledge: Assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- Skills, concepts, and attitudes: Each unit provides opportunities for different skills, concepts, and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students.
- Action: Student actions that are initiated beyond the scope of the unit are recorded on the planner.

## **ASSESSMENT PRACTICE**

- Observation
- Performance assessment
- Process-focused assessment
- Open-ended tasks
- Test/Quiz
- Student reflections

## **SCHOOL-WIDE ASSESSMENT TOOLS**

- Rubrics
- Checklists
- Anecdotal records
- Exemplars
- Student-led conferences

# ASSESSMENT

## **SUMMATIVE ASSESSMENTS**

Teachers will use a variety of summative assessment tasks which may include tests, essays, presentations and a variety of projects. Our accrediting bodies require the measurement of student progress on standardized assessments, which is fulfilled by the administration of the Measures of Academic Progress (MAP) Growth.

## **ASSESSMENT OF THE ESSENTIAL ELEMENTS OF THE PYP**

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner for each unit.

- Knowledge: Assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- Skills, concepts, and attitudes: Each unit provides opportunities for different skills, concepts, and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students.
- Action: Student actions that are initiated beyond the scope of the unit are recorded on the planner.

## **ASSESSMENT PRACTICE**

- Observation
- Performance assessment
- Process-focused assessment
- Open-ended tasks
- Test/Quiz
- Student reflections

## **SCHOOL-WIDE ASSESSMENT TOOLS**

- Rubrics
- Checklists
- Anecdotal records
- Exemplars
- Student-led conferences



THE BILTMORE SCHOOL

# PROGRAMME OF INQUIRY



# PROGRAMME OF INQUIRY

## PROGRAMME OF INQUIRY 2020-2021

Pre-K	
<p style="text-align: center;"><b>Who we are</b></p> <p><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></p>	<p><b>Central Idea</b> We use our senses to learn about ourselves.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our senses</li> <li>• Our likes and dislikes</li> <li>• Discovering our environment using our senses</li> </ul>
<p style="text-align: center;"><b>Where we are in place and time</b></p> <p><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></p>	<p><b>Central Idea</b> People and animals live in homes that can be made of different materials.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Animal homes</li> <li>• Different types of homes</li> <li>• Materials we use to build</li> </ul>
<p style="text-align: center;"><b>How we express ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> People learn and express themselves through play.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Communicating through play</li> <li>• Imaginative use of materials</li> <li>• Forms play can take</li> </ul>
<p style="text-align: center;"><b>How the world works</b></p> <p><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 the environment.</i></p>	<p><b>Central Idea</b> Patterns and cycles help us understand the Earth.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Seasons</li> <li>• How cycles affect people, animals, and plants</li> </ul>

# PROGRAMME OF INQUIRY

<b>Kindergarten</b>	
<p style="text-align: center;"><b>Who we are</b></p> <p><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></p>	<p><b>Central Idea</b> The way we think and behave affects our learning.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Personal abilities and interests</li> <li>● The importance of a growth mindset</li> <li>● Our learning community (class and school)</li> </ul>
<p style="text-align: center;"><b>Where we are in place and time</b></p> <p><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></p>	<p><b>Central Idea</b> <span style="float: right;">▼</span> People in our country have beliefs and values that are shaped by the past.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Our country's symbols</li> <li>● Historical leaders</li> <li>● Our country's holidays and celebrations</li> </ul>
<p style="text-align: center;"><b>How we express ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> Cultures can express themselves in different ways.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Culture</li> <li>● Stories and art</li> <li>● Music and dance</li> </ul>
<p style="text-align: center;"><b>How the world works</b></p> <p><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 the environment.</i></p>	<p><b>Central Idea</b> Taking care of our bodies is our responsibility.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Our body</li> <li>● Diet and exercise</li> <li>● Safety</li> </ul>
<p style="text-align: center;"><b>How we organize ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> People live, work, and interact with their community.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Our community</li> <li>● Jobs in our community</li> <li>● People in our community</li> </ul>
<p style="text-align: center;"><b>Sharing the planet</b></p> <p><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></p>	<p><b>Central Idea</b> People use Earth's resources to produce and provide food.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Where food comes from</li> <li>● How food gets to our tables</li> <li>● A farm/garden as a natural system</li> </ul>

# PROGRAMME OF INQUIRY

<b>First Grade</b>	
<p style="text-align: center;"><b>Who we are</b></p> <p><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></p>	<p><b>Central Idea</b> Rules guide people to live safely and be responsible.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Rules</li> <li>● How people work together</li> <li>● Actions can have consequences</li> </ul>
<p style="text-align: center;"><b>Where we are in place and time</b></p> <p><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></p>	<p><b>Central Idea</b> People use maps to locate and identify places.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Maps and globes</li> <li>● Why people use maps</li> <li>● Exploration</li> </ul>
<p style="text-align: center;"><b>How we express ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> People use their discoveries and ideas to create inventions.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Reasons to invent</li> <li>● Creativity to invent</li> <li>● Inventions and discoveries</li> </ul>
<p style="text-align: center;"><b>How the world works</b></p> <p><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 the environment.</i></p>	<p><b>Central Idea</b> Observation and experimentation can help us understand our world.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Observing and describing sound</li> <li>● Observing and describing light</li> <li>● How materials affect light and sound</li> </ul>
<p style="text-align: center;"><b>How we organize ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> Signs and symbols can help us organize our lives.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● What signs and symbols mean</li> <li>● Where signs and symbols can be found</li> <li>● Why we use signs and symbols</li> </ul>
<p style="text-align: center;"><b>Sharing the planet</b></p> <p><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></p>	<p><b>Central Idea</b> Increasing our awareness of our environment allows us to live harmoniously with our neighbors.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Living and nonliving things</li> <li>● Lifecycles</li> <li>● Habitats and environments</li> </ul>



# PROGRAMME OF INQUIRY

<b>Second Grade</b>	
<p style="text-align: center;"><b>Who we are</b></p> <p><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></p>	<p><b>Central Idea</b> Every generation has a story to tell.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● My story</li> <li>● My family history</li> <li>● My cultural heritage</li> </ul>
<p style="text-align: center;"><b>Where we are in place and time</b></p> <p><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></p>	<p><b>Central Idea</b> Most cities share common characteristics.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Characteristics of a city</li> <li>● History and development of our city</li> <li>● Notable landmarks around the world</li> </ul>
<p style="text-align: center;"><b>How we express ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> Works of art can be appreciated in different ways.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Artists from around the world</li> <li>● Art as a form of expression</li> <li>● Major movements of art</li> </ul>
<p style="text-align: center;"><b>How the world works</b></p> <p><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 the environment.</i></p>	<p><b>Central Idea</b> Everything on Earth is made up of matter and can go through changes.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● States and properties of matter</li> <li>● How matter changes</li> <li>● The scientific method</li> </ul>
<p style="text-align: center;"><b>How we organize ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> People throughout history have made a difference in society through their thoughts, words, and actions.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Making a difference in our global community</li> <li>● People working toward change</li> <li>● How laws change</li> </ul>
<p style="text-align: center;"><b>Sharing the planet</b></p> <p><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></p>	<p><b>Central Idea</b> Reducing, reusing, and recycling waste can influence the global environment.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Natural resources</li> <li>● Reasons for reducing, reusing, and recycling</li> <li>● Our role in the conservation and the natural environment</li> </ul>

# PROGRAMME OF INQUIRY

<b>Third Grade</b>	
<p style="text-align: center;"><b>Who we are</b></p> <p><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></p>	<p><b>Central Idea</b> Getting to know ourselves and others helps us to form relationships.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The importance of friends</li> <li>● How we develop and maintain relationships</li> <li>● Kindness</li> </ul>
<p style="text-align: center;"><b>Where we are in place and time</b></p> <p><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></p>	<p><b>Central Idea</b> The rights and responsibilities of citizens depend upon where they live.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The rights and responsibilities of citizens</li> <li>● How does our government work</li> <li>● The duties and responsibilities of a country's leader</li> </ul>
<p style="text-align: center;"><b>How we express ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> Traditions, holidays, and cultural celebrations can express the values and beliefs of our global community.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Family traditions and celebrations</li> <li>● Holidays and cultural events around the world</li> <li>● How celebrations can help a community come together</li> </ul>
<p style="text-align: center;"><b>How the world works</b></p> <p><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 the environment.</i></p>	<p><b>Central Idea</b> People can impact the environment.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Ecosystems</li> <li>● The relationship between humans and ecosystems</li> <li>● The protection of ecosystems</li> </ul>
<p style="text-align: center;"><b>How we organize ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> Access to resources is not equal throughout the world.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● How supply and demand affect suppliers, goods, services and prices</li> <li>● The difference between needs and wants</li> <li>● The distribution and availability of food and water</li> </ul>
<p style="text-align: center;"><b>Sharing the planet</b></p> <p><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></p>	<p><b>Central Idea</b> In a community people share responsibility towards a common purpose.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Types of communities</li> <li>● Reasons for belonging to a community</li> <li>● Connections between and within communities</li> </ul>

# PROGRAMME OF INQUIRY

Fourth Grade	
<p style="text-align: center;"><b>Who we are</b></p> <p><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></p>	<p><b>Central Idea</b> The beliefs and values of a culture can be shared through storytelling.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● How stories are created and shared</li> <li>● Different genres</li> <li>● Morals and lessons found in stories</li> </ul>
<p style="text-align: center;"><b>Where we are in place and time</b></p> <p><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></p>	<p><b>Central Idea</b> Exploration leads to new discoveries.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The reasons people explore</li> <li>● Ways people explore</li> <li>● The impact of exploration</li> </ul>
<p style="text-align: center;"><b>How we express ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> Writers can communicate their ideas in different ways.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Forms of writing</li> <li>● Types of structure</li> <li>● Audience</li> </ul>
<p style="text-align: center;"><b>How the world works</b></p> <p><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 the environment.</i></p>	<p><b>Central Idea</b> Natural disasters can affect people in different ways.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Types of natural disasters</li> <li>● How natural disasters change the land</li> <li>● The effect natural disasters have on people</li> </ul>
<p style="text-align: center;"><b>How we organize ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> Regions can be organized to meet the needs of people.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Geography</li> <li>● Government and economics</li> <li>● Leaders and historical figures</li> </ul>
<p style="text-align: center;"><b>Sharing the planet</b></p> <p><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></p>	<p><b>Central Idea</b> People have a responsibility to conserve native flora and fauna.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Native flora and fauna</li> <li>● Problems affecting local flora and fauna</li> <li>● Invasive species</li> </ul>

# PROGRAMME OF INQUIRY

Fifth Grade	
<p style="text-align: center;"><b>Who we are</b></p> <p><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></p>	<p><b>Central Idea</b> Our health affects our quality of life.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Systems within the human body</li> <li>● Mind-body connection</li> <li>● Maintaining a healthy lifestyle</li> </ul>
<p style="text-align: center;"><b>Where we are in place and time</b></p> <p><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></p>	<p><b>Central Idea</b> Ancient civilizations have influenced who we are today.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Characteristics of ancient civilizations</li> <li>● Major contributions of ancient civilizations</li> <li>● Factors contributing to the decline of ancient civilizations.</li> </ul>
<p style="text-align: center;"><b>How we express ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> Through activism, people can express their beliefs and values.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Our beliefs and values</li> <li>● Reasons for activism</li> <li>● Ways to take action</li> </ul>
<p style="text-align: center;"><b>How the world works</b></p> <p><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 the environment.</i></p>	<p><b>Central Idea</b> The universe we live in is made up of galaxies, planets, and stars.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● The planets and their composition</li> <li>● Stars</li> <li>● Patterns formed by celestial bodies</li> </ul>
<p style="text-align: center;"><b>How we organize ourselves</b></p> <p><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></p>	<p><b>Central Idea</b> The opportunities given to people can be limited by their access to resources.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Finite resources</li> <li>● How limited resources affect communities</li> <li>● Efforts to sustain communities</li> </ul>
<p style="text-align: center;"><b>Sharing the planet</b></p> <p><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></p>	<p><b>Central Idea</b> Civil unrest can create opportunities for change.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Reasons for revolution</li> <li>● How governments are formed</li> <li>● The role of people in influencing change</li> </ul>