CURRICULUM OVERVIEW

GRADE 1
THE IB PRIMARY YEARS PROGRAM AT AIS

The IB Primary Years Program, for students aged 3 to 12 focuses on the development of the whole child as an inquirer, both in and beyond the classroom. The program incorporates local and global issues into the curriculum, asking students to explore six related, transdisciplinary themes and to consider the links between them. Authentic connections add value to all learning experiences.

PYP students have voice, choice and ownership for their own learning. Choice in where to learn, how to learn and who to learn with helps students to develop agency in their learning. Having space to make mistakes and wrong choices along the way provides students with opportunities to discover themselves as learners. When students have agency, the relationship between the teacher and students becomes a partnership built on trust.

Learning “how to learn” is fundamental to the program and is supported by five categories of interrelated skills - communication skills, self-management skills, research skills, thinking skills, and social skills, referred to as approaches to learning (ATL). These skills are transferable across all contexts and help students to reflect on their learning.

At Atlanta International School, Grades 5K-5, the IB Primary Years program is taught and learned as one cohesive curriculum in two languages. In the Primary School students spend approximately 50 percent of their time in English and 50 percent in French, Spanish or German from 5K to Grade 5. Our students become skilled and knowledgeable through this transdisciplinary program in the main subject areas while acquiring either French, Spanish, English or German as a second language. Our Chinese program in Primary School is a partial immersion program, and the students spend approximately 70 percent of their time in English and 30 percent in Chinese.

For more information on the IBPYP, we recommend a new IB resource referred to as PYP Playlist. It contains a wide range of e-learning resources to help everyone develop a deeper understanding of the program and become more active in supporting student learning.

You may also contact Leonie Ley-Mitchell, IBPYP Coordinator for the Primary School, lley@aischool.org or visit www.ibo.org.
IB LEARNERS STRIVE TO BE

The attributes of the learner profile express the values inherent to the IB continuum of international education: these are the values that should infuse all elements of the programs and, therefore, the culture and ethos of all IB World Schools. IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.
ATLANTA INTERNATIONAL SCHOOL
GRADE 1 UNITS OF INQUIRY 2019-20

<table>
<thead>
<tr>
<th>Who We Are</th>
<th>How We Organize Ourselves</th>
<th>How the World Works</th>
<th>Where We Are in Place and Time</th>
<th>Sharing the Planet</th>
<th>How We Express Ourselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

8/19 - 10/4
7 weeks

10/14 - 11/22
6 weeks

12/2 - 1/31
6 weeks

2/3 - 3/20
6 weeks

3/23-5/1
6 weeks

5/4 - 6/5
5 weeks

Focus: Social Studies, Science, PSPE, Math, Language
Focus: Social Studies, Math, Science and Language
Focus: Social Studies, Science, Math and Language
Focus: Science, Math, and Language
Focus: Social Studies and Language
Focus: Language and the Arts

Central Idea: Play is much more than just fun
Central Idea: Many products go through a process of change before they are consumed or used
Central Idea: People’s desire to innovate continues to change the world we live in
Central Idea: Materials have properties that affect the way they are changed and used
Central Idea: Plants are an essential part of all life on Earth
Central Idea: All cultures tell stories for similar purposes

Key concepts: function, causation, perspective
Key concepts: change, connection, responsibility
Key concepts: causation, reflection, connection
Key concepts: form, change, connection
Key concepts: reflection, connection, responsibility
Key concepts: function, causation, connection

Related concepts: similarities and differences, roles, independent choices, cooperation, culture
Related concepts: process, components, systems, choice
Related concepts: imagination, creativity, design, innovation
Related concepts: changes of state, chemical and physical changes, properties/uses of materials,
Related concepts: interdependence, cycle, conservation of endangered species
Related concepts: structure, genre, storytelling, audience, purpose, culture, interpretation

Lines of Inquiry:
● How people play
● Learning through play
● Games in different cultures
Lines of Inquiry:
● The origin of the products we use
● Changes the products go through
● Distribution systems
● How people select the products they use
Lines of Inquiry:
● The role of imagination in creativity
● Circumstances that lead to the development of inventions
● The impact of innovation on society
Lines of Inquiry:
● Properties of materials
● Use of materials
● Changing properties
Lines of Inquiry:
● Caring for plant life
● What plants provide for us and other living things
● Consequences of plant extinction
Lines of Inquiry:
● Different ways of storytelling
● Why people tell stories
● Stories from different cultures
Language

At AIS, Grades 5K-5, students learn in two languages. The Language curriculum addresses language learning in all languages taught in AIS Primary School. Language is being taught, through the realistic context of the units of inquiry. In addition some aspects of the language curriculum might be taught as a stand alone following the principles of the PYP, using a constructivist, inquiry based approach. At AIS, we do not use textbooks across any of the languages. However, we do believe in the workshop approach to teach reading and writing and in learning how to spell using patterns within words.

Language learning is arranged into three main strands:
- **Oral language**: listening and speaking,
- **written language**: reading and writing and
- **visual language**: viewing and presenting.

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

### Oral Communication – Listening and Speaking

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listens attentively and considerately</strong></td>
</tr>
<tr>
<td>Listens attentively to others</td>
</tr>
<tr>
<td>Listens without interrupting</td>
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<tr>
<td>Listens with focus to the conversation at hand</td>
</tr>
<tr>
<td>Listens for a variety of purposes</td>
</tr>
<tr>
<td><strong>Offers responses</strong></td>
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<tr>
<td>Responds with questions and comments</td>
</tr>
<tr>
<td>Recalls a variety of literary forms and remembers some details</td>
</tr>
<tr>
<td>Follows simple multi-step directions</td>
</tr>
<tr>
<td><strong>Speaks clearly and with expression</strong></td>
</tr>
<tr>
<td>Speaks for different purposes and audiences</td>
</tr>
<tr>
<td>Uses appropriate word order</td>
</tr>
<tr>
<td><strong>Expresses ideas, knowledge, feelings and opinions</strong></td>
</tr>
<tr>
<td>Expresses self clearly</td>
</tr>
<tr>
<td>Uses appropriate vocabulary</td>
</tr>
<tr>
<td>Presents and explains information sequentially</td>
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<tr>
<td>Begins to participate in discussions</td>
</tr>
<tr>
<td><strong>Written Communication – Reading and Writing</strong></td>
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<tr>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| **Engages with printed material** | Participates in daily reading for instructional and independent purposes  
Reads willingly for sustained periods of time (10 minutes) |
| **Recognizes and uses common text features** | Uses headings, illustrations, table of contents to help locate information in a book  
Recognizes fiction, non-fiction and dictionary  
Alphabetizes by first letter  
Locates author and illustrator |
| **Understands letter symbols and their sounds** | Knows letters of the alphabet and the associated sounds |
| **Distinguishes sounds in words** | Distinguishes blending sounds and vowel sounds  
Identifies and generates rhyming words and words with similar sound patterns (too, two, to) |
| **Uses a variety of reading strategies to decode text** | Uses context, environmental clues pictures, phonic clues and word patterns to decode unfamiliar words |
| **Responds appropriately to a variety of texts** | Reads and comprehends information from texts, charts, diagrams and graphs  
Makes meaningful predictions  
Makes links between personal experience and the story  
Recalls setting, plot and characters of a story  
Recognizes and retells beginning, middle and end of a story  
Sequences events in books |
| **Reads familiar and unfamiliar text with increasing confidence, speed and expression** | Reads aloud with appropriate speed and expression |
| **Engages in writing with a positive attitude** | Willingly makes attempts at writing  
Begins to develop ideas in writing |
| **Forms legible letters using a consistent style and size** | Holds pencil correctly  
Uses lines appropriately upper and lower letters are legible and consistently in style (D’Nealian manuscript) |
| Begins to apply traits of effective writing | Begins to organizes ideas and supporting detail  
|                                            | Writes simple stories with a beginning, middle and end  
|                                            | Begins to use good word choice  
|                                            | Begins to revise and edit his/her own work  
|                                            | Writes several sentences on a given topic  
| Develops awareness that related information is grouped in paragraphs |  
|                                            | Uses phonetic spelling  
|                                            | Spells common and frequent words correctly  
|                                            | Applies spelling patterns  
| Is an emergent speller |  
|                                            | Uses periods, question marks at the end of sentences  
|                                            | Uses upper and lower case letters appropriately  
|                                            | Uses capital letters at the beginning of sentences and proper nouns  
|                                            | Spaces words correctly  
| Uses punctuation appropriately |  
|                                            | Uses upper and lower case letters appropriately  
|                                            | Uses capital letters at the beginning of sentences and proper nouns  
|                                            | Spaces words correctly  
| Uses complete sentences |  
|                                            | Sentences show full ideas and appropriate word order  

### Visual Communication – Viewing and Presenting

<table>
<thead>
<tr>
<th><strong>Learning Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Views and uses visual texts to gain and present information</strong></td>
</tr>
<tr>
<td>Attends to visual information, showing understanding through discussion, role play and illustration</td>
</tr>
<tr>
<td>Discusses their own feelings in response to visual messages</td>
</tr>
<tr>
<td>Recognizes and names familiar visual text (advertising, logos, labels, signs, billboards, drama)</td>
</tr>
<tr>
<td>Begins to become familiar with the terminology of visual text (features, layout, border, frame...)</td>
</tr>
<tr>
<td>Observes and discusses illustrations in picture books/ reference books, commenting on information being conveyed</td>
</tr>
<tr>
<td>Views different versions on the same story and discusses the effectiveness of different ways of telling the story</td>
</tr>
<tr>
<td>Observes that visual images have been created to achieve a particular purpose (advertisements)</td>
</tr>
<tr>
<td>Recognizes ICT iconography and follows prompts to access programs or devices</td>
</tr>
<tr>
<td>Begins to use the internet to access relevant information with teacher guidance</td>
</tr>
</tbody>
</table>
**Mathematics**

At AIS Primary School students learn in two languages. Our students are given the opportunity to construct, transfer, and apply mathematical understanding in all languages taught at AIS. Math is being taught, whenever possible, through the realistic context of the units of inquiry; if the direct teaching of mathematics in a unit of inquiry is not feasible it is taught as a stand alone following the principles of the PYP, using a constructivist, inquiry based approach. At AIS, we do not use any math textbooks across any of the languages.

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

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

**Data Handling**

Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know. Data can be collected, organized, represented and summarized in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion. Probability can be expressed qualitatively by using terms such as “unlikely”, “certain,” or “impossible.” It can be expressed quantitatively on a numerical scale.
Measurement
To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.

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

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

Number
Our number system is a language for describing quantities and the relationships between quantities. For example, the value attributed to a digit depends on its place within a base system.
Numbers are used to interpret information, make decisions and solve problems. For example, the operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculation depends on how the result will be used.

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands numbers, ways of representing numbers, relationships among numbers, and number systems</td>
</tr>
<tr>
<td>Computes accurately and makes reasonable estimates</td>
</tr>
<tr>
<td>Understands meaning of operations and how they relate to each other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counting and Cardinality</strong></td>
<td>Counts verbally by 2 and 5 up to 20</td>
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<tr>
<td></td>
<td>Counts verbally by 10’s up to 100</td>
</tr>
<tr>
<td></td>
<td>Counts backwards from 20</td>
</tr>
<tr>
<td><strong>Ordering and comparing</strong></td>
<td>Compares and orders whole numbers using terms and symbols greater than, less than, and equal to (&lt;, &gt;, =)</td>
</tr>
</tbody>
</table>
| Place Value                              | Recognizes numbers up to 31 (in calendar activities)  
|                                         | Writes numbers up to 20  
|                                         | Identifies place value of the digits one and ten  
| Operations and Algebraic Thinking      | Adds up to 20  
|                                         | Subtracts up to 20  

### Measurement

Understands measurable attributes of objects and the units, systems, and processes of measurement  
Applies appropriate techniques and tools to determine measurement

<table>
<thead>
<tr>
<th>Concept</th>
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</tr>
</thead>
</table>
| **Time**                                   | Uses a calendar to determine the date, and to identify and sequence days of the week and months of the year  
|                                            | Explores different tools to tell time  
|                                            | Reads digital format of time notation to tell time  
|                                            | Uses a.m. and p.m.  
| **Standard unit of length**                | Explores the need for standard units of measurement of length  
| (US standard – E; metric – L)              | Orders objects using estimated and measured length  
| **Standard unit of temperature**           | Uses a thermometer to record temperature using Celsius and Fahrenheit scales  
| (US standard – E; metric – L)              |  
| **Money**                                  | Identifies cent, nickel, dime, quarter, and dollar  
|                                            | Adds coins of the same denomination/different denomination  
|                                            | Recognizes and writes cent and dollar notation  


**Shape and Space**

Explores characteristics and properties of two- and three-dimensional geometric shapes

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 D shapes</td>
<td>Describes characteristics of 2D shapes: square, rectangle, circle, triangle</td>
</tr>
<tr>
<td>3 D shapes</td>
<td>Identifies 3D shapes, e.g. cube, rectangular prism, cylinder, sphere, pyramid</td>
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<tr>
<td>Symmetry</td>
<td>Identifies symmetrical designs and pictures, using concrete materials</td>
</tr>
</tbody>
</table>

**Pattern and Function**

 Understands patterns, relations, and functions
Describes, extends, and creates patterns

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find, describe, and represent patterns</td>
<td>Identifies and describes repeating, patterns on the number line&lt;br&gt;Identifies and describes patterns in numbers, e.g. skip counting by 2s, 5s, and 10s</td>
</tr>
<tr>
<td>Extend and create patterns</td>
<td>Creates and extends repeating patterns involving shapes, color, and rotation, combining up to three attributes</td>
</tr>
<tr>
<td>Function</td>
<td>Identifies a rule for a number pattern (addition)&lt;br&gt;Predicts what comes next in patterns involving shapes, color and rotation</td>
</tr>
<tr>
<td>Commutative, associative, and distributive properties of operations</td>
<td>Recognizes the inverse relationship between addition and subtraction to include fact families</td>
</tr>
</tbody>
</table>
## Data Handling

Collects, organizes, and displays relevant data to answer questions  
Makes inferences and predictions that are based on data  
Explores the basic concepts of probability

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting data</td>
<td>Uses interviews and observations to gather data about themselves and their surroundings</td>
</tr>
<tr>
<td>Representing data</td>
<td>Represents data through tally marks and bar graphs</td>
</tr>
</tbody>
</table>
| Analyzing data   | Poses and answers questions about class generated data  
|                  | Identifies the highest/lowest and most/least numbers in a data set                  |
| Probability      | Explores how events in daily life involve chance                                   |

### Science

Science at AIS is taught entirely within the PYP Program of Inquiry. We have drawn on a number of documents in the process of refining our scope and sequence. Major conceptual ideas are developed over the entire primary curriculum, and inquiry is the main approach in the organization and selection of students’ activities. We have developed the Science Strands from the IBPYP Science Scope and Sequence documentation as well as international and national curriculum standards. These documents have provided guidance in designing the Program of Inquiry for AIS and ensuring a balance of the significant strands of Science. They are:

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

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

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

The following table outlines the scientific lines of inquiry students will experience in
Grade 1:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Central idea</th>
<th>Lines of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Living Things</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials and Matter</strong></td>
<td>Many products go through a process of change before they are consumed or used</td>
<td>The origin of the products we use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changes the products go through</td>
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<td></td>
<td>Distribution systems</td>
</tr>
<tr>
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<td></td>
<td>How people select the products they use</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Living things</strong></td>
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<tr>
<td></td>
<td>● describe ways in which humans use plants for shelter, food, medicine, and</td>
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<tr>
<td></td>
<td>clothing</td>
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<tr>
<td><strong>Materials and matter</strong></td>
<td></td>
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<tr>
<td></td>
<td>● distinguish between objects and materials found in nature and those made by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>humans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● identify some basic methods of preserving food (drying, freezing, salt)</td>
<td></td>
</tr>
<tr>
<td><strong>Materials and Matter</strong></td>
<td>Materials have properties that affect the way they are changed and used</td>
<td>Properties of materials</td>
</tr>
<tr>
<td><strong>Earth and Space</strong></td>
<td></td>
<td>Use of materials</td>
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<tr>
<td></td>
<td></td>
<td>Changing properties of f materials</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials and matter</strong></td>
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</tr>
<tr>
<td></td>
<td>● describe objects that are made of one or more materials</td>
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</tr>
<tr>
<td></td>
<td>● identify the material that makes up objects</td>
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</tr>
<tr>
<td></td>
<td>● classify materials according to their properties</td>
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</tr>
<tr>
<td></td>
<td>● classify materials as solids, liquids, or gases</td>
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<tr>
<td></td>
<td>● describe and compare materials, noting the differences in the color, shape</td>
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</tr>
<tr>
<td></td>
<td>and texture</td>
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<tr>
<td></td>
<td>● explore what can be done to materials to change their properties i.e. heat,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bending, wetting, mixing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● describe the properties of materials before, and after they have changed</td>
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</tr>
</tbody>
</table>
- identify the conditions that change the state of water
- identify the 3 states of matter
- explain changes of state in matter
- identify and describe temporary and permanent changes
- identify physical and chemical changes, and differentiate between them
- describe the purpose of the observable characteristics of various objects, i.e. glass is transparent so we can see through

**Earth and space**
- compare temperatures indoors and outdoors, in shade and in sunlight, on different sides of the same building, and explore reasons for difference

| **Living Things** | Plants are an essential part of all life on Earth | Caring for plant life
| **Earth and Space** | | What plants provide for us and other living things
| | | Consequences of plant extinction

**Learning Outcomes**

**Living things**
- describe how living things rely on each other
- identify what living things provide for other living things
- identify the basic needs of living things, i.e. food, water, shelter, air
- compare physical characteristics of a variety of plants
- describe the changes that different plants undergo in their life cycle
- describe how most plants get the energy to live directly from the sun
- describe how showing care and respect for all living things helps to maintain a healthy environment
- identify personal action that people can take to care for living things found in their environment

**Earth and space**
- recognize that the sun gives us heat and light, without which we could not survive
- describe how soil is made up of living and non-living things

| **Forces and Energy** | Play is much more than fun | How people play
| | | Learning through play
| | | Traditional games from different cultures

| **Learning Outcomes** | People’s desire to innovate continues to change the world we live in | Transforming creativity into innovation
| **Forces and Energy** | | |

| **Materials and Matter** | | |

**Forces and Energy**
- describe an object’s position relative to another object (e.g., above, below, in front of, behind)
- describe magnetism as a force that can push or pull other objects without touching them
- investigate how simple machines allow humans to move objects with less force than otherwise would be needed
- identify simple machines on the playground and in everyday tools
Circumstances that lead to the development of inventions
The impact of innovation on society

Learning Outcomes

Materials and matter
- investigate the use of certain materials that have a direct effect on the environment

Forces and energy
- describe how some inventions have improved the everyday lives of people

Social Studies

Social Studies at AIS are taught entirely within the PYP Program of Inquiry. We have drawn on a number of documents in the process of refining our scope and sequence. Major conceptual ideas are developed over the entire primary curriculum, and inquiry is the main approach in the organization and selection of students’ activities. We have developed the Social Studies Strands from the IBPYP Scope and Sequence documentation as well as international and national curriculum standards. These documents have provided guidance in designing the Program of Inquiry for AIS and ensuring a balance of the significant strands of Social Studies.

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

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

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

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

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

Although these strands are considered separately, in practice they are inextricably linked. Social studies is essentially about people: how they think, feel and act; how they interact with each other; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their environment, the work they do and how they organize themselves.

The following table outlines the social studies lines of inquiry students will experience in Grade 1:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Central idea</th>
<th>Lines of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human and natural resources</strong></td>
<td>Many products go through a process of change before they are consumed or used</td>
<td>The origin of the products we use</td>
</tr>
<tr>
<td><strong>Resources and the environment</strong></td>
<td></td>
<td>Changes the products go through</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distribution systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How people select the products they use</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

**Human and natural environment**
- identify land and sea on maps and globes
- identify name and number of continents
- demonstrate an understanding of the basic elements of a map
- locate on a globe or map his or her place in the world, and its relationship to various other places

**Resources and the environment**
- discuss what is meant by a limited resource

**Social organization and culture**

**Human and natural environments**
- Every culture has its own stories

**Continuity and change through time**
- Different ways of storytelling
- Why people tell stories
- Stories from different cultures

**Learning Outcomes**

**Social organization and culture**
- compare and contrast stories from different cultures

**Human and natural environments**
- demonstrate an understanding of the basic elements of a map (locating countries of origin of stories on the map)

**Continuity and change through time**
- describe stories about past events, people, places, or situations to help our understanding of the past and the present
Continuity and change through time

- People’s desire to innovate continues to change the world we live in
- Transforming creativity into innovation
- Circumstances that lead to the development of inventions
- The impact of innovation on society

Learning Outcomes

**Continuity and change through time**
- compare and contrast current family experiences with those of a previous generation (in terms of technology)
- describe what necessities have led to inventions
- describe how people caused changes in the past and why

**Human and natural environments**
- demonstrate an understanding of the basic elements of a map (link to inventions around the globe and how these inventions become known everywhere/or not)

Learning Outcomes

**Social organization and culture**
- Play is much more than fun
- How to play games
- Learning through play
- Traditional games from different cultures

Learning Outcomes

**Social organization and culture**
- identify rhymes, songs, and games that are a part of a country’s cultural history
- compare and contrast games played in different times and places
- identify games by country of origin and locate them on a globe or a map

Learning Outcomes

**Resources and the environment**
- Plants are an essential part of all life on Earth
- Caring for plant life
- What plants provide for us and other living things
- Consequences of plant extinction

Learning Outcomes

**Resources and the environment**
- identify and help to implement simple strategies for protecting, conserving and enhancing the environment
- describe ways in which the environment can be polluted or harmed

**Personal and Social Education**

PSE is concerned with the ongoing development and growth of our students in respect to feelings, beliefs and behaviors and how they interrelate. PSE is included in the curriculum in order to help students develop and understanding of how to manage and communicate their feelings; understand how their choices and practices can maintain their health and safety; develop an awareness of social norms and perspectives; build relationships and develop an appreciation of commonalities and differences; develop strategies to resolve conflicts; recognize rights and responsibilities towards others and
the environment and develop self management strategies to become successful learners. PSE is an essential and integral part of the curriculum; it is transdisciplinary in nature, yet needs to be thoroughly planned and carefully implemented. The students will develop knowledge and understanding in the three strands of identity, active living, and interactions.

Grade 1 students continue to develop skills to communicate and cooperate with others and skills for self-management and organization of tasks. They begin to understand that emotions are connected to opinions, that all decisions are accompanied by feelings, and that empathy is a necessary skill for understanding one another. Students will develop confidence in the ability to know the difference between helpful and hurtful decisions and how each affects his/her well-being. Students continue their investigation of health through the study of the life cycle and their personal timeline. They are introduced to the differences and similarities of boys and girls as well as the differences and similarities in abilities, talents, and interests as they grow. Students develop perspective that there can be more than one point of view of a conflict with a friend, of responsibilities within a family, and of caring for the community and the environment.

**Physical Education**

Physical Education is concerned with the physical, social, personal and emotional aspects of our students’ development. It gives students the opportunity to learn about movement and through movement. Skills are developed through a wide variety of physical activities, designed to ensure maximum participation by all. The PE program also provides opportunities for cooperation, teamwork, decision-making and problem solving. The students will develop knowledge and understanding in the strands of health-related activities, body control and spatial awareness, athletic activities, games, movement to music and adventure challenge.

In Lower Primary, students are reinforcing sport specific techniques in speed of execution, precision, and power. They become more aware of the elements and benefits of a healthy lifestyle and the importance of physical activity in their daily lives. They develop an awareness of space, direction and levels in relation to others and their environment. Students develop gymnastic and dance skills, involving agility, flexibility, strength, rhythmic response and coordination. They participate in different cooperative and oppositional sports, individually and in teams.

**Music**

The goal of music education is to enable every student to achieve a prescribed level of success in understanding and creating music. Our desire is to provide an opportunity for joyful and meaningful expression through singing, moving, and playing instruments, individually and in cooperation with others. The philosophies and methodologies of Zoltan Kodaly and Carl Orff form the framework of music education at AIS. In Lower Primary, singing and movement is emphasized through the study of melody and rhythm, which also includes developing reading and simple notation skills. Music to support the program of inquiry is also core to the curriculum, extending knowledge, language, and understanding of culture.
Art

Visual art includes the development of creative skills, verbal and non-verbal expression, an awareness of the perspectives of others and aesthetic appreciation. Through visual arts, students can begin to construct an understanding of their community, their environment, their own feelings and emotions, and to develop their cultural awareness. In visual arts class students will develop knowledge and understanding in creative processes, elements and principles of art and design, reflection and appreciation and visual art in society.

In Grades 1, students will focus on the elements of art and the creative process. They will discover and develop their own preferences and individual interest by exploring a wide variety of materials, tools and media. Students are exposed to and will respond to artifacts and artwork of varied origins and begin to reflect on their own and others’ artwork.

Library

AIS Library strives to complement the curriculum, and to enhance the learning experience of every student through resources and instruction by providing information access and promoting information literacy to enhance the joy of learning and purposeful effort for students, faculty, and staff. Grade 1 has library classes, which includes story reading, library vocabulary and library organization of fiction and nonfiction books. In addition, students practice using the library responsibly and have the opportunity to borrow books.

Learning with Technology

We believe in providing our students with the right tool for each learning activity they are involved in. Sometimes this is paper & pencil, sometimes it is a model or a building block, and there are times when having a digital tool and access to the internet provides the best learning opportunity. We have made a commitment to provide both our students and teachers with digital tools that are age appropriate, and provide opportunities for creative and critical thinking.

In 1st, 2nd and 3rd grades our students are provided with their own personalised iPad which they use to document their learning, and to access digital research, reading and math resources. Beyond providing iPads and MacBooks for students, each classroom has an interactive whiteboard, and our teachers have access to a variety of robotics and electronic equipment that can add to the learning experience for students.

Our approach to the use of technology in the classroom is focused on balance. A balance between screen time, discussions with other students, and opportunities for making meaning through physical manipulatives. To help ensure we have such a balance, our teachers are supported by Digital and STEAM (Science, Technology, Engineering, Art, Mathematics) Coaches who help to provide engaging and authentic learning experiences using the available technology, as well as our purpose built maker space.
Ensuring that our students have a safe experience online is very important to us, and we have a comprehensive digital citizenship program which is implemented across all grade levels by our teachers and Digital and STEAM coaches. We also have parent coffee mornings during the year to help our parent community navigate the use of digital devices in their home context as well.

**English as an additional language (EAL)**

Although the AIS Primary School is based on a dual-language immersion model of education, whereby the English grade level classroom provides enriched language instruction and is sensitive to non-native speakers’ needs, students with two or fewer years of English language instruction will usually need more intensive, small group language instruction. The EAL program ensures newcomers and others with limited acquisition of English skills access to the English language and curriculum, as well as supports English grade level teachers so they can continue to provide a challenging program for all students in the English program.

**Assessment**

In keeping with the school’s assessment principles and the spirit of the IB Primary Years Program, assessment in the Primary School is geared toward improving, rather than simply documenting, student performance. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the program.

It is especially important at AIS, where students have contact with a number of teachers, that all of these teachers be involved in using a variety of assessment strategies. The information gathered is appropriately shared to promote the learning partnership of students, teachers, and parents.

The reporting cycle includes two written progress reports, one parent teacher conference, a three way conference combined with a student led conference, and a final report card at the end of the school year. *(AIS Assessment Policy)*