

2011 - 2012 PRIMARY YEARS PROGRAMME



Who We Are

How We Organize Ourselves

Sharing the Planet



INTERNATIONAL SCHOOL OF
PHNOM PENH

Who We
Are



Where We
Are in
Place and
Time



How We
Express
Ourselves

How the
World
Works



How We
Organize
Ourselves

Sharing the
Planet

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Primary Years Programme

2011 – 2012



**The International School of Phnom Penh
An IB World School Authorised since 2004**

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ISPP Mission Statement

ISPP empowers students, in a caring international environment, to achieve their potential by pursuing personal and academic excellence, and to grow as responsible global citizens who celebrate diversity.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help 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 International Baccalaureate (IB)

The IB, founded in 1968, is a non-profit educational foundation based in Geneva, Switzerland. It provides three related programmes to over 3,260 authorized schools in 141 countries: its flagship pre-university Diploma Programme was created in 1969 for students aged 16-19; the Middle Years Programme, created in 1994 for students aged 11-16; and the Primary Years Programme, created in 1997 for children aged 3-12. As of April 2011, there are 791 authorized PYP schools in 141 countries (www.ibo.org).

The Primary Years Programme (PYP)

The PYP is the official curriculum framework and teaching methodology of the International Baccalaureate (IB) developed to meet the needs of children in the Primary Years of schooling (ages 3-12). It is a transdisciplinary programme of international education designed to foster the development of the whole child. It emphasizes learning through active inquiry and aims to develop the whole child to meet the competencies and attitudes outlined in the Learner Profile. The driving force behind the PYP is the aim to develop international mindedness students who exhibit the attributes of the IB Learner Profile.

The Learner Profile a set of ideals that can inspire, motivate and focus the work of IB schools and teachers, uniting them in a common purpose and providing a long-term vision of education. Students are provided with opportunities to develop the following values of the Learner Profile:

- Inquirers
- Communicators
- Knowledgeable
- Caring
- Balanced
- Thinkers
- Risk-takers
- Principled
- Open-minded
- Reflective

The PYP curriculum combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children.

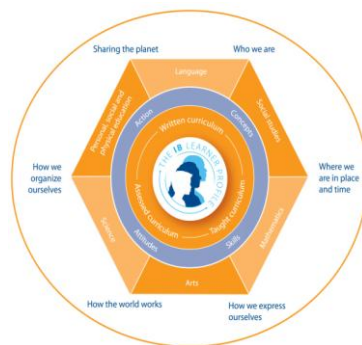
The PYP curriculum framework

The PYP curriculum framework consists of five essential elements: concepts, knowledge, skills, attitudes, and action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas as illustrated by the hexagon. At the heart of the programme's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

Six Transdisciplinary Themes

The six transdisciplinary themes of global significance provide the framework for exploration and study:

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



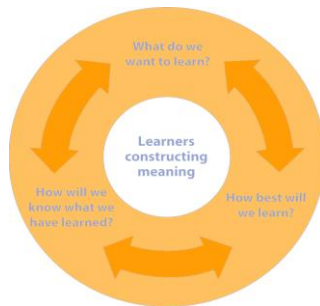
Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries. The programme is illustrated by the hexagon with the six transdisciplinary themes surrounding six subject areas:

- language
- mathematics
- personal, social and physical education
- social studies
- arts
- science and technology

The themes and subject areas outlined inside the hexagon form one of the essential elements of the programme, the knowledge element. Appearing in the centre of the hexagon are the other four other essential elements (concepts, skills, attitudes, action) of the programme. All five essential elements are imbedded in the written, taught and assessed curriculum.

The curriculum framework is further structured around three interrelated questions:

- What do we want to learn? The written curriculum
- How best will we learn? The taught curriculum
- How will we know what we have learned? The learned curriculum



The Written Curriculum - What do we want to learn?

The written curriculum incorporates the following five essential elements and these essential elements resonate throughout the entire PYP curriculum framework.

1. Concepts - what do we want students to understand?

These eight fundamental concepts, expressed as key questions, drive the process of inquiry and encourage a transdisciplinary perspective:



- Form - what is it like?
- Function - how does it work?
- Causation - why is it like this?
- Change - how is it changing?
- Connection - how is it connected to other things?
- Perspective - what are the points of view?
- Responsibility - what is our responsibility?
- Reflection - how do we know?

Knowledge - what do we want the students to know about?

In this context, knowledge is considered to be an in-depth understanding of significant and relevant ideas, not merely the acquisition of facts and skills that we want students to explore and know about. It is identified by six transdisciplinary themes, supported and balanced by six subject areas.

2. Skills - what do we want students to be able to do?

The five sets of transdisciplinary skills acquired in the process of structured inquiry are:

- thinking
- social
- self-management skills
- communication
- research

3. Attitudes - what do we want students to feel, value and demonstrate?

The programme promotes a set of attitudes for students to experience towards learning, people and the environment. This set of attitudes includes tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation.

4. Action - how do we want students to act?

Students are encouraged to reflect, make informed choices and take responsible action that will help their peers and the wider community.

The Taught curriculum - How best will we learn?

This programme engages students actively in their own learning through a constructivist approach. The intention is to support students in their efforts to construct meaning from the world around them by drawing on their prior knowledge, by providing provocation through new experiences, and providing time and opportunity for reflection and consolidation. The programme supports a structured and purposeful inquiry approach where students actively engage in their own learning and shift from their current level of understanding to a new and deeper level of understanding.

Learned curriculum - How will we know what we have learned?

The main objective of assessment in the programme is to provide feedback on the learning process. Therefore, assessment is integral to all teaching and learning and the programme aims to effectively guide students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The principal purposes of assessing what has been learned are to:

- determine what the student knows and understands about the world
- inform and differentiate teaching and learning
- monitor student progress in terms of the Learner Profile
- provide feedback to teachers, students and parents
- monitor the effectiveness of the programme
- inform the professional development of teachers

Essentially, assessment in this programme is of two types, each of which has a specific function:

- **Formative assessment** is interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage of inquiry. Formative assessment and learning activities are directly linked; neither can function effectively or purposefully without the other.
- **Summative assessment** occurs at the end of the teaching and learning process and provides students with opportunities to demonstrate what they have learned.

Process of inquiry

Assessing the process of inquiry as well as the result of inquiry is recognized as an important objective of the programme. Teachers therefore record the detail of the inquiry initiated by the students in order to seek an increase in substance and depth.

In particular, teachers consider whether:

- the nature of the students' inquiry develops over time; whether they are, in fact, asking questions of more depth, which are likely to enhance their learning substantially

- the students are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects several subject areas
- the students are mastering skills and accumulating a comprehensive knowledge base in order to conduct their inquiries successfully and find solutions to problems
- the students are demonstrating both independence and an ability to work collaboratively

Consideration of these points allows teachers to plan for effective teaching and learning opportunities that give students a chance to develop their inquiries further.



Strategies and feedback

Teachers use a range and balance of school-based assessment strategies and feedback techniques, including:

- writing samples
- anecdotal records
- rubrics or guiding descriptors
- parent-teacher conferences
- three-way conferences
- student-led conferences
- benchmarks and continuums
- portfolios of work
- performance tasks
- structured observations

Portfolios provide one method of documenting student achievement and progress through the curriculum. Both students and teachers select material for inclusion in an individual portfolio, which may include:

- samples of the student's work showing development over time
- samples of work where the students identify areas for improvement
- samples of work/assessments the students are proud of and want to share
- self-assessments and reflections carried out by the student.

Where possible, these strategies provide an effective means of recording students' responses and performances in real-life situations where there are genuine problems to solve. These authentic assessment strategies are sometimes used in conjunction with other forms of assessment, such as the International Schools Assessment Test (Grades 3 and 5) from Australia, in order to assess both student performance and the effectiveness of the programme.

During the school year, there are scheduled opportunities for parents to meet with teachers such as Parent-Teacher Conferences, Curriculum Evening, Three-Way Conferences and Student-Led Conferences. With the support from the teachers, students collate portfolios, reflect on their learning journeys and celebrate their acquisition of skills, knowledge, concepts and attitudes.

The Programme of Inquiry

The Programme of Inquiry is a matrix overview of the Units of Inquiry that is taught in each grade level. Each of the transdisciplinary theme is to be covered in-depth within a 4 to 6 weeks time frame and all six transdisciplinary themes must be addressed each year in each grade level, except Early Years (3-5 year olds). The Programme of Inquiry allows for transdisciplinary planning, teaching, assessing and a balanced inclusion of the subject areas. The Units of Inquiry under the six transdisciplinary themes run vertically through the matrix.

Units of Inquiry

Each academic year, Early Years explore four units of inquiry, subsequent Grade Levels explore six units of inquiry. Each unit of inquiry has a central idea - a powerful statement or enduring understanding that encapsulates the essence of the unit. Students then engage in carefully planned front loading activities, which allow students to connect to previous knowledge, be interested and extend their thinking. As the PYP is a transdisciplinary programme, the subjects of Social Studies, Science and PSPE are fully imbedded in the units of inquiry. Meaningful connections are made through the conceptual lense of other subject areas such as the Arts, Language and Maths to ensure students have an enduring understanding of what they are learning.

Student questions or inquiries are recorded at this stage and displayed around the classroom for the class to inquire into individually or as a group later on in the unit. The central idea and inquiry points planned by the teachers are common to each class in a grade level and help to keep the unit focused. The unit then develops with varied class activities that allow students to explore the essential understanding through guest speakers, field trips, books, internet, experiments, role plays, DVD's, artefacts, local resources, computer software, class discussions, interviews, etc. Teacher questions further drive inquiry and the unit is brought to an end by a common summative assessment where students are required to demonstrate their understanding of the central idea. Summative assessments are often performance based in Upper Elementary and challenge students to apply knowledge and skills to new contexts.







<p style="text-align: center;">Class</p>	<p>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.</p>	<p style="text-align: center;">Time</p> <p>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries; explorations and migrations of man kind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>An inquiry into the ways 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 aesthetics.</p>
<p style="text-align: center;">Early Years 1/2 Cycle 1</p>	<p style="text-align: center;">Families</p> <p>Subject Focus: *Social Studies (Social Organization and Culture) *PSPE (Interactions)</p> <p>Related Concepts: family, belonging, interdependence Key Concepts: form, function, connection</p> <p>Central Idea: Learning about our families helps us to know who we are.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Our families ▪ Relationships between family members 		<p style="text-align: center;">Celebrations</p> <p>Subject Focus: *Social Studies (Social Organization and Culture) *PSPE (Identity) *Music (Responding and Creating)</p> <p>Related Concepts: traditions, artifacts, identity Key Concepts: form, function, perspective</p> <p>Central Idea: People recognize important events through celebrations.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Celebrations in our lives ▪ Ways to celebrate ▪ Similarities and differences between various celebrations

<p style="text-align: center;">Early Years 1/2 Cycle 2</p>	<p style="text-align: center;">What it Means to Be Me</p> <p>Subject Focus: *PSPE (Identity, Interactions)</p> <p>Related Concepts: independence, feelings</p> <p>Key Concepts: change, reflection</p> <p>Central Idea: Everyday we learn more about who we are and what we can do.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ How I am changing ▪ What I am good at ▪ How I can improve 	<p style="text-align: center;">Journeys</p> <p>Subject Focus: *Social Studies (Continuity and Change through Time)</p> <p>Related Concepts: choice, transportation</p> <p>Key Concept: form, causation</p> <p>Central Idea: We make journeys for a variety of reasons.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ What a journey is ▪ Types of journeys ▪ Reasons for a journey 	<p style="text-align: center;">Tell Me a Story</p> <p>Subject Focus: *Language: Oral and Visual Communication</p> <p>Related Concepts: communication, traditions</p> <p>Key Concepts: connection, perspective</p> <p>Central Idea: Stories are told in many different ways and for a variety of purposes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ How stories are shared ▪ How stories are adapted and changed ▪ Creating and conveying our own stories

PROGRAMME OF INQUIRY – CYCLE 1 AND 2 (2011-2012: CYCLE 2)

<p style="text-align: center;">How the World Works</p> <p><i>An inquiry into the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of science and technological advances on society and on the environment.</i></p>	<p style="text-align: center;">How We Organise Ourselves</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and on the environment.</i></p>	<p style="text-align: center;">Sharing the Planet</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 style="text-align: center;">Where Does it Belong?</p> <p>Subject Focus: *Science (Materials and Matter)</p> <p>Related Concepts: solid, liquid, gas Key Concepts: form, function, change</p> <p>Central Idea: Matter can be changed in a variety of ways for different purposes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The characteristics of materials and objects ▪ Uses of materials and objects for our needs ▪ Process of change 	<p style="text-align: center;">People in Our Community</p> <p>Subject Focus: *Social Studies (Social organization and culture)</p> <p>Related Concepts: role, identity, community Key Concepts: form, function, connection</p> <p>Central Idea: In our community people have different roles to help us.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The roles people have in a community ▪ The purpose and responsibility of these roles ▪ The interconnectedness of our community 	
		<p style="text-align: center;">Living Things</p> <p>Subject Focus: *Science (Living Things)</p> <p>Related Concepts: classification, interaction Key Concept: form, connection</p> <p>Central Idea: All living things interact with their environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Minibeasts in our environment ▪ Classification of minibeasts ▪ What minibeasts need to survive

PROGRAMME OF INQUIRY – CYCLE 1 AND 2 (2011-2012: CYCLE 2)

Class	Who We Are <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	Where We Are in Place and Time <i>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries; explorations and migrations of man kind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How We Express Ourselves <i>An inquiry into the ways 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 aesthetics.</i>
Primary Years Reception / Grade 1 Cycle 1	<p style="text-align: center;">Learning to Learn</p> <p>Subject Focus: *PSPE (Identity and Interactions)</p> <p>Related Concepts: self-regulation, character, fulfillment</p> <p>Key Concepts: form, function, reflection</p> <p>Central Idea: Understanding how we learn helps us to fulfill our needs as learners.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Different ways of learning ▪ The skills and tools necessary for learning ▪ Fulfilling our learning needs 	<p style="text-align: center;">Personal Histories</p> <p>Subject Focus: *Social Studies (Continuity and Change through time) *PSPE (Identity) *Art (Creating)</p> <p>Related Concepts: history, chronology, progress</p> <p>Key Concepts: form, causation, reflection</p> <p>Central Idea: Understanding our personal histories helps us to reflect on who we are and become more internationally minded.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ Impact of major events in our lives ▪ Appreciation of our similarities and differences 	<p style="text-align: center;">Express Yourself!</p> <p>Subject Focus: *Social Studies (Social Organization and Culture) *The Arts (Responding, Creating)</p> <p>Related Concepts: communication self-expression</p> <p>Key Concepts: form, function, perspective</p> <p>Central Idea: People express themselves through the arts to share their ideas and feelings.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The different art forms ▪ The ways people express their feelings through the arts ▪ The ways we respond to the arts
Primary Years Reception / Grade 1 Cycle 2	<p style="text-align: center;">Friends</p> <p>Subject Focus: *Social Studies (Social Organization and Culture) *PSPE (Interactions)</p> <p>Related Concepts: conflict, cooperation</p> <p>Key Concepts: responsibility</p> <p>Central Idea: Friends influence and shape my life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ How we make and keep friends ▪ How we deal with problems in friendship ▪ Why friends are important 	<p style="text-align: center;">Shelter</p> <p>Subject Focus: *Social Studies (Human and Natural Environments) and (Resources and Environment)</p> <p>Related Concepts: geography, location, resources</p> <p>Key Concepts: connection, causation</p> <p>Central Idea: Types of shelter are influenced by geography, culture, and available resources.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Different types of shelter ▪ The relationship between geography, culture and shelter ▪ The effects of available resources on shelter 	<p style="text-align: center;">Imagine That</p> <p>Subject Focus: *Language (Visual Communication) *The Arts (Creating and Responding)</p> <p>Related Concepts: empathy, invention</p> <p>Key Concepts: perspective, reflection</p> <p>Central Idea: Imagination is a powerful tool for extending our ability to think, create and express ourselves.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ How we demonstrate and enjoy our imagination ▪ How our imagination helps us to consider other perspectives ▪ How imagination helps us to solve problems

PROGRAMME OF INQUIRY – CYCLE 1 AND 2 (2011-2012: CYCLE 2)

<p style="text-align: center;">How the World Works</p> <p><i>An inquiry into the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of science and technological advances on society and on the environment.</i></p>	<p style="text-align: center;">How We Organise Ourselves</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and on the environment.</i></p>	<p style="text-align: center;">Sharing the Planet</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 style="text-align: center;">Air</p> <p>Subject Focus: *Science: Materials and Matter</p> <p>Related Concepts: properties and use of material Key Concepts: form, function, connection</p> <p>Central Idea: Understanding the properties of air allow people to make practical applications.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Properties of air ▪ The uses of air ▪ The ways we use air in our lives 	<p style="text-align: center;">Systems</p> <p>Subject Focus: *Social Studies: (Social Organization and Culture) and (Human Systems and Economic Activities)</p> <p>Related Concepts: communication, cooperation Key Concepts: function, causation, responsibility</p> <p>Central Idea: Systems need to be in place in a community to achieve a common goal.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Structure of a system ▪ The need for systems ▪ Our responsibilities towards meeting the common goals 	<p style="text-align: center;">Sharing the Ocean</p> <p>Subject Focus: *Science (Living Things) *Social Studies (Resources and the Environment)</p> <p>Related Concepts: conservation, pollution Key Concepts: function, causation, responsibility</p> <p>Central Idea: The ocean is a shared resource and we have a responsibility to conserve it.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Different ways oceans are used ▪ The consequences of using the oceans ▪ Sharing the planet responsibly
<p style="text-align: center;">Water</p> <p>Subject Focus: *Science (Materials and Matter)</p> <p>Related Concepts: changes of state, properties of materials, water cycles Key Concepts: form, function</p> <p>Central Idea: Water has unique properties and is essential to life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Properties of water ▪ Movement of water ▪ How we use water 	<p style="text-align: center;">Let's Go!</p> <p>Subject Focus: *Social Studies (Human Systems and Economic Activities)</p> <p>Related Concepts: systems, transportation Key Concepts: function, connection,</p> <p>Central Idea: Transportation systems are directly related to the needs of a community.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Different transportation systems ▪ The role and purpose of different transportation systems ▪ Factors that affect the kinds of systems that can be developed 	<p style="text-align: center;">Plants</p> <p>Subject Focus: *Science (Living Things)</p> <p>Related Concepts: interdependence, cycles Key Concepts: function, connection, responsibility</p> <p>Central Idea: Plants are essential to animal and human life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The life cycle of plants ▪ How humans and animals use plants ▪ Responsible use of plants

PROGRAMME OF INQUIRY – CYCLE 1 AND 2 (2011-2012: CYCLE 2)

Class	Who We Are <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	Where We Are in Place and Time <i>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries; explorations and migrations of man kind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How We Express Ourselves <i>An inquiry into the ways 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 aesthetics.</i>
Grade 2/3 Cycle 1	<p style="text-align: center;">Healthy Habits</p> <p>Subject Focus: *PSPE (Active Living) *Science (Living Things)</p> <p>Related Concepts: body systems, well-being, growth Key Concepts: function, connection, responsibility</p> <p>Central Idea: Our daily choices affect our health and well-being.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Foods that are necessary for people to be healthy ▪ The relationship between hygiene and health ▪ Balanced choices and how they affect us 	<p style="text-align: center;">Clues from the Past</p> <p>Subject Focus: *Social Studies (Continuity and Change Through Time)</p> <p>Related Concepts: discovery, history, civilization Key Concepts: change, perspective, reflection</p> <p>Central Idea: Evidence from history helps us to understand our personal and cultural identities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Personal and cultural histories ▪ Artifacts and evidence ▪ Evidence of change 	<p style="text-align: center;">Perspectives</p> <p>Subject Focus: *The Arts (Creating and Responding) *Social Studies(Social Organization and Culture)</p> <p>Related Concepts: interpretation, imagination Key Concepts: form, causation, perspective</p> <p>Central Idea: Personal perspectives influence how people communicate through the arts.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The different forms of artistic expression ▪ The ways in which personal perspectives influence artistic expression ▪ The ways in which personal perspectives influence interpretation
Grade 2/3 Cycle 2	<p style="text-align: center;">Children's Rights</p> <p>Subject Focus: *Social Studies (Social Organization and Culture)</p> <p>Related Concepts: equality, rights Key Concepts: change, perspective, responsibility,</p> <p>Central Idea: All children have rights and responsibilities that develop and protect their well being.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The difference between wants and needs ▪ Children's rights and responsibilities ▪ Children's rights in Cambodia 	<p style="text-align: center;">Rivers</p> <p>Subject Focus: *Social Studies (Human and Natural Environments)</p> <p>Related Concepts: settlements, geography Key Concepts: change, connection</p> <p>Central Idea: The presence of waterways has influenced human settlement on the planet.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The journey of a river ▪ The ways in which people use rivers and waterways ▪ Settlements along waterways 	<p style="text-align: center;">Write It</p> <p>Subject Focus: *Language: Written Communication</p> <p>Related Concepts: communication Key Concepts: form, function, perspective</p> <p>Central Idea: Authors write for different purposes and audiences.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Authors and illustrators ▪ Current forms of publications available for children ▪ The purposes of various authors and illustrators and a comparison of their work

PROGRAMME OF INQUIRY – CYCLE 1 AND 2 (2011-2012: CYCLE 2)

<p style="text-align: center;">How the World Works</p> <p><i>An inquiry into the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of science and technological advances on society and on the environment.</i></p>	<p style="text-align: center;">How We Organise Ourselves</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and on the environment.</i></p>	<p style="text-align: center;">Sharing the Planet</p> <p><i>An inquiry into rights and responsibilities as we 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.</i></p>
<p style="text-align: center;">Simple Machines</p> <p>Subject Focus: *Science (Forces and Energy)</p> <p>Related Concepts: conservation of energy, efficiency, mechanics, physics</p> <p>Key Concepts: form, function, connection</p> <p>Central Idea: Machines are used in everyday life to make work easier.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Exploration of forces and work ▪ Exploration of simple machines ▪ The ways machines are used 	<p style="text-align: center;">Food as a Resource</p> <p>Subject Focus: *Social Studies (Resources and the Environment)</p> <p>Related Concepts: poverty, distribution, interdependence</p> <p>Key Concepts: form, function, reflection</p> <p>Central Idea: The distribution of resources provides challenges and opportunities for people</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Essential food resources ▪ Distribution of food resources ▪ Making sustainable food choices 	<p style="text-align: center;">Humans Impact on Living Things</p> <p>Subject Focus: * Social Studies (Resources and the Environment) *Science (Living Things)</p> <p>Related Concepts: conservation, interdependence, sustainability, environment</p> <p>Key Concepts: form, causation, responsibility</p> <p>Central Idea: Human action impacts living things and the environment that we share.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Living things and their environments ▪ Ways in which human actions impact living things in different environments ▪ Actions we can take
<p style="text-align: center;">Our Solar System</p> <p>Subject Focus: *Science (Earth and Space)</p> <p>Related Concepts: space, solar system</p> <p>Key Concepts: form, function connection</p> <p>Central Idea: Earth is part of a vast and complex solar system.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The composition of our solar system ▪ Rotation and orbit ▪ How space exploration has expanded our scientific knowledge 	<p style="text-align: center;">Structures</p> <p>Subject Focus: *Science (Forces and Energy) *Social Studies (Human Systems and Economic Activities)</p> <p>Related Concepts: cooperation, systems, organization</p> <p>Key Concepts: function, connection, responsibility</p> <p>Central Idea: Humans use different structures to organize themselves, work effectively and to achieve common goals.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Features of social and physical structures ▪ The interconnected parts of structures ▪ Different roles within a structure 	<p style="text-align: center;">The Earth's Future</p> <p>Subject Focus: *Social Studies (Resources and the Environment)</p> <p>Related Concepts: resources, lifestyle</p> <p>Key Concepts: causation, responsibility</p> <p>Central Idea: We have a responsibility to protect and preserve the earth for future generations.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Limited nature of the Earth's resources ▪ Personal choices that can help sustain the environment ▪ Reusing and recycling different materials ▪ Reducing waste

PROGRAMME OF INQUIRY – CYCLE 1 AND 2 (2011-2012: CYCLE 2)

Class	Who We Are <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	Where We Are in Place and Time <i>An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries; explorations and migrations of man kind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How We Express Ourselves <i>An inquiry into the ways 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 aesthetics.</i>
Grade 4/5 Cycle 1	<p style="text-align: center;">Belief Systems</p> <p>Subject Focus: *Social Studies (Social Organization and Culture) *PSPE (Interactions, Identity)</p> <p>Related Concepts: diversity, religion, perception Key Concepts: form, connection, perspective</p> <p>Central Idea: The way we act and communicate reflects the beliefs that we hold.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The things we do and say that are related to our beliefs ▪ Similarities and differences in belief systems ▪ How belief systems influence the ways we act and communicate 	<p style="text-align: center;">The Shape of a Leader</p> <p>Subject Focus: *Social Studies (Social Organization and Culture) and (Continuity and Change through time)</p> <p>Related Concepts: authority, beliefs, opinions, roles Key Concepts: change, perspective</p> <p>Central Idea: There are people who have played a leading role in society and who have affected change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The attributes that make a leader ▪ How leaders have contributed to and affected change in society ▪ How their contributions have made an impact, locally and globally 	<p style="text-align: center;">Beauty is in the Eye of the Beholder</p> <p>Subject Focus: *The Arts (Creating and Responding) *Social Studies (Continuity and Change Through Time)</p> <p>Related Concepts: media, pattern, self-expression Key Concepts: causation, connection</p> <p>Central Idea: Artistic expression influences and is influenced by the society in which it exists.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The interrelationship between society and the arts ▪ Personal connections to the arts ▪ Artists can express themselves by using mathematical principles
Grade 4/5 Cycle 2	<p style="text-align: center;">Body Journeys</p> <p>Subject Focus: *Science (Living Things) *PSPE (Active Living)</p> <p>Related Concepts: systems, biology Key Concepts: function, connection,</p> <p>Central Idea: Body systems work together to keep us alive.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ What a body system is ▪ The interdependence of body systems ▪ The need to care for/protect our body systems 	<p style="text-align: center;">Who Goes There?</p> <p>Subject Focus: *Social Studies (Continuity and Change Through Time)</p> <p>Related Concepts: settlement, migration Key Concepts: causation, change, perspective,</p> <p>Central Idea: Throughout history people have settled in new locations with wide-ranging effects.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The reasons that individuals and groups of people move from place to place ▪ Effects of migration on communities, cultures and individuals ▪ Migration throughout the history of Cambodia 	<p style="text-align: center;">Authors & Illustrators</p> <p>Subject Focus: *Language (Written Communication) *The Arts (Responding)</p> <p>Related Concepts: communication Key Concepts: connection, reflection</p> <p>Central Idea: Life experiences, surroundings and society influence the way writers and illustrators express themselves.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The life of an author and illustrator ▪ What influences writers and illustrators' work ▪ The possible impact of writers and illustrators' work

PROGRAMME OF INQUIRY – CYCLE 1 AND 2 (2011-2012: CYCLE 2)

<p style="text-align: center;">How the World Works</p> <p><i>An inquiry into the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of science and technological advances on society and on the environment.</i></p>	<p style="text-align: center;">How We Organise Ourselves</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and on the environment.</i></p>	<p style="text-align: center;">Sharing the Planet</p> <p><i>An inquiry into rights and responsibilities as we 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.</i></p>
<p style="text-align: center;">Energy</p> <p>Subject Focus: *Science (Forces and Energy)</p> <p>Related Concepts: forms of energy, scientific methods, physics, transformational energy</p> <p>Key Concepts: form, function, causation</p> <p>Central Idea: Energy exists in different forms and works in many ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Different forms of energy ▪ The ways we use energy ▪ The impact of energy on our world 	<p style="text-align: center;">The Market Place</p> <p>Subject Focus: *Social Studies (Human Systems and Economic Activities)</p> <p>Related Concepts: interdependence, production (supply and demand)</p> <p>Key Concepts: form, function, reflection</p> <p>Central Idea: Markets exist in order to fulfil the needs and wants of a community.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ How a market place is formed and how it functions ▪ The development and marketing of a product or service ▪ Decision making in an economic system 	<p style="text-align: center;">Peace and Conflict - Grade 4</p> <p>Subject Focus: *Social Studies (Social Organization and Culture) and (Continuity and Change Through Time)</p> <p>Related Concepts: conflict, cooperation, prejudice, justice, revolution, freedom</p> <p>Key Concepts: causation, perspective, reflection</p> <p>Central Idea: The actions and attitudes of individuals and communities create peace or conflict.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ The causes and impact of conflict ▪ Conflict resolution ▪ How to create a culture of peace within a community
<p style="text-align: center;">What's the Matter?</p> <p>Subject Focus: *Science (Materials and Matter)</p> <p>Related Concepts: properties and uses of materials, chemical and physical changes</p> <p>Key Concepts: form, function, change</p> <p>Central Idea: Materials undergo changes that provide benefits and pose challenges for society.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ How matter can be described and classified by its properties ▪ Processes that change matter ▪ Practical applications and implications of change in materials 	<p style="text-align: center;">Nature Unleashed</p> <p>Subject Focus: *Science (Earth and Space) *Social Studies (Human Systems and Economic Activities)</p> <p>Related Concepts: cooperation</p> <p>Key Concepts: causation, connection, responsibility</p> <p>Central Idea: Extreme weather conditions and other phenomena occurring in nature can have a major impact on peoples' lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ▪ Different conditions occurring in nature ▪ How people are affected by and cope with naturally occurring phenomena ▪ How communities organise themselves to cope with disasters 	<p style="text-align: center;">PYP Exhibition - Grade 5</p> <p>The Exhibition is a culminating activity that celebrates the transition from Elementary to Secondary School. It reflects all major features of the Primary Years Programme and requires the students to synthesise their learning and apply it.</p> <p>2011 Central Idea: People hold the responsibility to reduce poverty issues.</p> <p>Lines of Inquiry: To be developed by inquiry groups.</p>

Language in the PYP

Language plays a vital role in the construction of meaning and it is involved in all learning that goes on in a school. As students learn language – when they listen to and use language with others in their everyday lives, learn about language – when they grow in their understanding of how language works, and learning through language – when they use language as a tool to listen, think, discuss and reflect on information, ideas and issues (Halliday 1980). These three aspects of learning language operate together in a relevant context and provide the most supportive learning environment for language learners. Because structured and purposeful inquiry is the main approach to teaching and learning language in the PYP, whenever possible, the language strands of oral (listening and speaking), visual (viewing and presenting) and written (reading and writing) need to be taught through the relevant and authentic context of the transdisciplinary programme of inquiry. When specific aspects of language learning need to be addressed outside the units of inquiry, purposeful inquiry is still considered the main way in which students learn best.

Learning of Language

- Involves risk-taking
- Is enjoyable and stimulating
- Builds confidence
- Promotes understanding of oneself and others
- Values a diversity of languages and cultures
- Makes connections with others
- Spans the curriculum
- Creates an understanding of personal learning styles
- Adheres to the learner profile

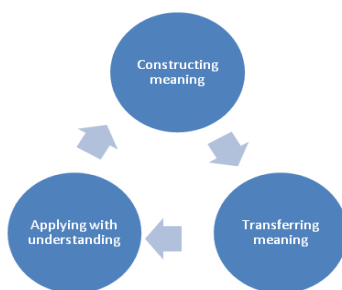
Teaching of Language

- Recognizes that language is central to personal, intellectual, social and emotional development
- Has an essential role in all key learning areas
- Involves learning both language and culture
- Enhances mother tongue development
- Appeals to diverse learning styles
- Teaches learning strategies
- Is based on learning needs
- Begins in the Early Years
- Is based on a proficiency/developmental continuum



Mathematics in the PYP

As with all subjects, students learn mathematics best in relevant and realistic contexts where they question, investigate, describe, record, apply and reflect. In the PYP, mathematics is a vehicle to support inquiry and is intended for students to become competent users of the language of mathematics as well as a way of thinking instead of simply over relying on memorizing a series of facts and equations. Students in the PYP acquire mathematical understanding in these three stages: **constructing their own meaning** is when students start with their previous experience and understanding, use manipulatives to make sense of new ideas and interpret these ideas to their present understanding or generate new understanding; **transferring meaning into symbols** is when students attempt to transfer the meaning they have constructed into symbols. Students describe their understanding using their own method of symbolic notation (pictures, diagrams, modeling with concrete objects) and transfer this learning into conventional mathematical notation; **Applying with understanding** is when students apply their understanding of mathematical concepts using mathematical skills and knowledge to new mathematical situations.



Mathematical Strands in PYP

Number

Our number system is a language for describing quantities and the relationships between quantities. Numbers are used to interpret information, make decisions and solve problems. The degree of precision needed in calculating depends on how the result will be used.

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.

Space and Shape, Measurement and Data Handling

Shape and Space, Measurement and Data Handling are areas of mathematics that other disciplines use to research, describe, represent and understand aspects of their domain. These strands are, therefore, best studied in authentic contexts provided by the transdisciplinary units of inquiry.

Shape and Space

The Space and Shape strand focuses on the understanding that 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 and three-dimensional world.

Measurement

Measurement 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.

Data Handling

Data handling allows to make a summary of what we know about the world and to make inferences about we do not know. Data can be recorded, organized, represented and summarized in a variety of ways to highlight similarities, differences and trends. The chosen format shall illustrate the information without bias or distortion. Probability can be expressed qualitatively and quantitatively.

Frequently Asked Questions about the PYP

How can I support my child's learning?

ISPP sees learning as a partnership between student, parent and our school. You can help your child by:

- maintaining regular contact with us
- sharing books with your child
- supporting your child's mother tongue
- providing an appropriate setting and structured routine for doing homework
- knowing the unit themes and central ideas into which your child is inquiring
- making discussion of ideas, opinions and events a regular feature at home
- discussing and encouraging your child's ideas arising from inquiry topics
- working with your child using the internet and/or books to find and make sense of information
- offering your expertise to the class in a unit of inquiry
- taking an interest in the inquiry displays made by children around the school
- attending information opportunities provided by ISPP for parents
- being familiar with the PYP Learner Profile

Why is ISPP a PYP school?

ISPP believes that the PYP curriculum framework fits the mission, philosophy and goals of our Elementary School. The curriculum is based on sound knowledge and understanding about how children best learn and how the brain works. It allows us to have considerable flexibility in the choice of content and topics that our children will study as appropriate to our school community. It also connects our school to a wider international school network and an internationally respected educational organization, thus requiring our school to work towards continuous school improvement. The sequence of the curriculum framework provided by the IB is organised in a way that reflects our multi-age grouping.

What is different about the PYP?

The goals of the PYP are essentially no different from the ISPP aims as reflected in our mission statement. However, the PYP allows us to achieve them more effectively. It demands a true partnership between students, teachers and parents in the school community and the global community.

Children are actively engaged in learning about issues and themes of universal significance. These are designed to produce students who reflect a learner profile of attitudes and learning all of which allows them to participate more fully in the world they will enter as adults. The PYP classroom is student-centred. Students are encouraged and developed to be independent learners and critical thinkers. Students learn to take socially responsible action.

What makes the PYP special?

It is inquiry based – taking a student from where they are in their understanding and using inquiry to further develop their knowledge and understanding. Also the PYP is focused on developing international-mindedness.

How is the PYP international?

The Learner Profile is the expression of the philosophy of the PYP and contributes to the development of international-mindedness. There are 10 attributes that make up the Learner Profile.

What are the Units of Inquiry?

Each year, classes work through a cycle of 6 units of inquiry. The units may have a Science, Social Studies, Language, PSPE or Arts focus. In addition, many subject areas of the curriculum can be linked to a unit of inquiry and specialist teachers often work with classroom teachers to create a transdisciplinary approach to learning. This means that different subject areas are used to further the students' understanding of the unit's central idea. Every unit has a central idea which is a statement that encapsulates the desired learning.

Will my child be able to transfer to another PYP school?

All PYP schools use the same pedagogical approach which is inquiry based learning. The programme also develops an understanding of concepts; big ideas that are transferable to new situations. Your child will be able to transfer his/her knowledge to other PYP schools. As the transdisciplinary skills are embedded in all aspects of teaching and learning, your child will develop life-long skills that can be applied in other schools.

Is the PYP easier or more difficult than a national curriculum?

The IB offers a curriculum framework and it is expected that schools will develop curriculum based on that framework. It has rigor and it is about supporting and guiding students so they develop enduring understandings. At ISPP we have developed our own curriculum K-12 using the International Baccalaureate (IB) framework, other international curriculum.

Will my child find it easy to fit back into the national curriculum of my home country?

Yes. Curriculum frameworks are similar all over the world. It is the pedagogy that is perhaps different. The PYP emphasizes learning through inquiry and discovery. The teacher joins the students in the role as learner. Information is discovered and taught through carefully designed activities and learning experiences, not through simply reading or telling and then restating facts.

How will my child be assessed?

The multi-age structure of our classes complements the emphasis we place on developmental continuums. A developmental continuum is a document containing descriptors that allows teachers to track your child's progress and plan for the next steps of learning. We have developmental continuums in Language Arts (Reading, Writing, Oral & Visual Communication) and in Mathematics (Number, Data Pattern & Function, Shape & Space and Measurement). At several points in the year we track each student's progress using our continuums. This is repeated at every Grade Level. Using this method allows us to focus on assessing where a child is and encouraging individual progress from each student's starting point. This contrasts with an emphasis on how far behind or in advance of the average for their age group an individual student happens to be. We do not award grades in our reports. When marking student's work a number of different strategies are used to assess progress, and rubrics are developed with criteria that guides and enhances learning and achievement. Feedback that serves a diagnostic purpose, gives encouragement and positive guidance is essential.

How does ISPP recognize my child's achievement?

We do not award grades in our reports or when marking student's work. We believe that feedback in the form of structured comments (oral or written) is more effective. Rubrics are developed to assess a summative task with criteria that guide and enhance student learning and achievements. Our practices do not lead to the presentation of awards for students achieving above others. We believe that although this kind of award may be an incentive to a few students, many of whom are already aware that their work is appreciated as being exemplary, it does not act as an encouragement to the majority of other learners who may not be able to achieve at that level. The emphasis at Elementary is on recognition rather than on competition. Our intent is to encourage intrinsic rather than extrinsic motivation.

Does the PYP help them to move into Middle Years Programme (MYP)?

The PYP is based on skills, knowledge, concepts, attitudes and action, which are transferable learning experiences and understandings. The programmes do not lead into each other but there are a number of aspects that dovetail into the MYP curriculum framework.

What is "action" or community service in the PYP?

The PYP has an action component, whereby students use their own initiative to demonstrate their commitment to what they have learned. Action often comes as the result of deep inquiry that becomes personal and is meaningful. At its most authentic, action occurs outside of the classroom - at home, or within the larger school or local community and can occur at any time.

How do Student-Led Conferences help my child?

Student Led Conferences allow your child to discuss with you their progress and their understanding of new knowledge, concepts or skills. It is a powerful assessment strategy that uses self-reflection as the tool to measure progress. Each student develops a portfolio over the course of the year. The portfolio contains samples of work that show growth and learning in all areas of our curriculum. The portfolio is used to structure the student-led conference.

What is the PYP Exhibition?

It is a requirement of the PYP that students in their final year of Elementary School engage in an exhibition where all their skills, knowledge, understanding of concepts and ability to take "action" are used in an extended inquiry.

Further information about the PYP

- The ISPP Curriculum summaries – provided at the beginning of the year and available from the Elementary office and located in PDF downloadable formats on the ISPP website: www.ispp.edu.kh
- The International Baccalaureate public website: www.ibo.org
- Ms. Kim Engasser, Assistant Principal / PYP Coordinator – kimengasser@ispp.edu.kh



Who We
Are

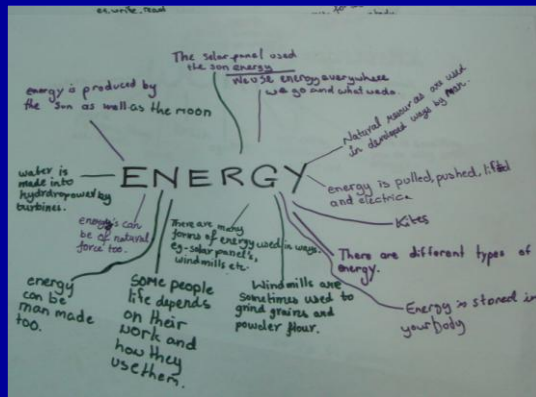
Where We
Are in
Place and
Time



How We
Express
Ourselves



How the
World
Works



How We
Organize
Ourselves

Sharing the
Planet

INTERNATIONAL SCHOOL OF PHNOM PENH

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Where We Are in Place & Time

How the World Works

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