



Pechersk School International Kyiv

**Primary Programme  
2011-2012**



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A primary curriculum handbook is also available on request.

## SECTION 1: MISSION STATEMENT & PHILOSOPHY

### **The PSI Vision**

We strive to develop successful global citizens committed to taking positive action on behalf of their school, their community and their world.

Our vision is to create a happy, nurturing and stimulating environment.

Students will fulfil their potential through inquiry, reflection and learning applied to the real world.

### **Mission Statement**

Pechersk School International is a diverse and welcoming learning community where teachers and parents work together in their shared commitment to enable students to apply their learning in real world contexts and contribute to the wider community.

PSI is an IB World School offering a challenging and integrated set of programmes that encourage achievement and a set of values based on the IB Learner Profile. Our teachers inspire students to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective learners.

PSI also prepares students for global citizenship by emphasising intercultural understanding and participation in global issues.

PSI Student Learning Objectives

PSI learning objectives are measurable targets we wish to see our students attain.

- Demonstrate in-depth knowledge and understanding across a broad and balanced range of disciplines
- Develop beliefs and attitudes by being open to the perspectives, values and traditions of other individuals and communities, and evaluating a range of points of view.
- Formulate and clearly express opinions supported by evidence and a consideration of theoretical and practical issues from multiple perspectives.
- Achieve competency in English and a second or mother tongue language
- Improve the lives of people in the local, national and global community by participating as compassionate and caring leaders committed to internationalism and service learning
- Achieve predicted success in external IB examinations

### **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.

## SECTION 2: THE LEARNER PROFILE

### The Learner Profile

Pechersck School International is an authorized IB World School and as such follows the philosophy and guidelines laid out by the International Baccalaureate Organization. The IB learner profile runs across all three IB programmes and, "is central to the definition of what it means to be internationally-minded". (IB Learner Profile Booklet. March 2006).

#### IB Learner Profile

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## SECTION 3: IBO PRIMARY YEARS PROGRAMME

### **The PYP within the IBO continuum**

The three IB programmes share many educational principles. The IB aims to promote:

- International understanding
- Responsible citizenship
- The importance of learning how to learn, and of student-centred inquiry
- Communication

The PYP builds on a combination of wide-ranging research and experience and draws on best practice from national systems around the world. The PYP endorses a belief that students learn best when the learning is authentic and transdisciplinary - relevant to the real world - where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them

PYP acknowledges the importance of educating children in separate subject areas, but recognizes that “student learning is best done when learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them.” (Making the PYP happen: A curriculum framework for international primary education 2009). For this reason the greater part of the curriculum is delivered through six transdisciplinary units of inquiry (four for the Early Childhood programme), one from each knowledge area. Through these units of inquiry, students explore globally significant themes, each of which is built around a central idea.

### **PYP Transdisciplinary Themes**

#### **Who we are**

An Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

#### **Where we are in place and time**

An inquiry into orientation in place and time; personal histories; home and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

#### **How we express ourselves**

An inquiry into the ways in which we discover and explore ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

#### **How the world works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

#### **How we organize ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.

#### **Sharing the planet**

An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

## SECTION 4: SUBJECT AREAS

### Language

Language consists of five strands: listening, speaking, reading, writing and, viewing and presenting. Development in one strand develops and supports growth in the other strands.

■ **Listening:** Students learn to listen attentively and demonstrate consideration for the speaker. They learn to understand and evaluate what they hear, to think about both literal and inferred meanings, and to respond appropriately. They learn to listen for specific information, considering the context, the speaker and the audience.

■ **Speaking:** Students use oral language to ask and answer questions; collect information, relate and retell; persuade; talk about needs, feelings, ideas, and opinions; and to contribute to discussions in a range of formal and informal situations. Students learn to respond confidently, appropriately and relevantly considering the context, the speaker and the audience. They develop their pronunciation, intonation and fluency. They expand their vocabulary and start using more complex grammar sentences.

■ **Reading:** Students read to gain meaning from text. The students learn to use a variety of strategies to gain meaning, including their understanding of phonics, the use of context clues and picture clues. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the purpose and the structure of the text itself. Students need to learn how to understand, interpret and respond to the ideas, attitudes and feeling expressed in various texts; to think critically about what they read; and to be able to make predictions and inferences based on information that is both explicit and implicit in a text.

■ **Writing:** Students write as a means to remember, develop, organise, gain self-knowledge and communicate ideas, feeling and information. Purpose and audience contribute to the form and substance of writing as well as to its style and tone. Students learn to write through a developmental process. They need to focus first on meaning rather than accuracy. Grammar, spelling, handwriting, punctuation and paragraphing should be taught gradually through writing practice like the writing process which involves creating an environment where students can acquire the skills to achieve written products for a variety of purposes.

■ **Viewing and Presenting:** Students learn to present and interpret visuals, broadening the ways in which they can understand and communicate their learning. Acquiring skills related to advanced technology and media gives students the opportunity to communicate, respond and comprehend thoughts, ideas, and feelings. A variety of formats including visual, (eg photos, graphs, cartoons), dramatic (eg tableaux, improvisations, live theatre), and multimedia (eg videos, television, computer) engages viewers allowing them instant access to data. Learning to understand and use different media expands the sources of information and expressive abilities of students.

### Additional Languages

We offer a choice of two additional languages, Ukrainian and Russian. Ukrainian is the official language of Ukraine, our host country and as such has a special place in our curriculum. Russian is widely used in Ukraine and is offered as an alternative additional language. The PYP programme provides Early Childhood, Kindergarten, and Grade 1 students with Ukrainian cultural classes and students in Grades 2-5 with Ukrainian or Russian language classes.

The Ukrainian cultural classes give students the opportunity to learn about the culture and lifestyle of our host country and are based on each grade's Unit of Inquiry. This helps deepen student understanding of concepts and skills covered during the unit. In grades 2-5 Russian classes are divided into two groups, beginners and continuing. Ukrainian classes tend to be for those already speaking. Languages are taught to gain an ability to communicate and whenever possible, support the unit of inquiry.

### **English as an Additional Language (EAL)**

Non-English speaking students are given extra support depending on the needs and abilities of the student. Support can include attending daily EAL classes, in-class support and individual help.

### **Mother Tongue Support**

The PYP acknowledges the importance of First Language maintenance and development. As a result, we encourage parents to maintain the development of the student's first language. To support this process there is a Mother Tongue Coordinator who liaises with families to support the finding of teachers and providing space for the after school lessons.

### **Mathematics**

Our Mathematics Programme aims to develop the students' understanding of mathematical operations as well as mathematical concepts and apply this understanding in real contexts and communicate their understanding using a variety of models and communication tools. Our Mathematics programme aims to develop an efficient and accurate use of mathematical skills such as computational skills and measurement skills. We aim to develop an appreciation of mathematics and the confidence to approach new mathematical concepts and contexts with confidence and interest. We aim to provide opportunities for students to apply their knowledge in unique problems.

The teaching methods we use to develop these understandings, skills and attitudes, includes the investigations of realistic contexts through discussion, hands-on activities, a wide variety of mathematical models and manipulatives to represent mathematical concepts and mathematical operations.

At each level, students gain essential understanding and see relationships in the mathematical areas, which represent the main themes of the curriculum: shape and space, number, measurement, handling data and patterns and functions. Special emphasis is placed on purposeful problem solving experiences and their applications and the importance of communicating mathematical ideas effectively.

### **The Five Strands of the Math Curriculum**

Handling Data – Statistics: Students learn to record, organise and display data in graphs, tallies and charts, allowing them to draw conclusions regarding similarities, differences and trends. It is important that the chosen format should illustrate the information without bias. Probability: There are ways to find out if some outcomes are more likely than others. Probability can be expressed qualitatively by using terms such as 'unlikely', 'certain' or 'impossible'. It can be expressed quantitatively on a number scale.

The availability of computers and calculators provides students with the opportunity to process data and explore probability in more thoughtful, efficient, and imaginative ways. The educational experiences of students must include the use of technology.

**Measurement** – Students learn to develop an understanding of concepts such as length, area, perimeter, volume, weight and time. They apply their understanding in realistic contexts and develop their measuring skills, including the choice of the appropriate measuring tools and taking accurate readings.

**Shape and Space** – Students learn to understand the interrelationships of shapes and the effects of changes to shape in order to understand, appreciate, interpret, and modify our two-dimensional and three-dimensional world.

**Pattern and Functions** – Students learn to identify, describe and design patterns. 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.

The availability of computers and calculators has provided us with an opportunity to explore the relationships and rules in the number system. Students learn, through the use of technology, to find patterns, explore relationships, and develop algorithms that are meaningful to them. The educational experiences of students must include the use of technology.

**Number** – Our number system is a language for describing quantities and relationships between quantities. The value attributed to a digit depends on its place within a base system. 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 calculating depends on how the result will be used.

## **Social Studies**

Social Studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social Studies encourage curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities. The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions. At PSI we cover these five strands through the Units of Inquiry every two years:

**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.

## Science

Learning in science is fundamental to understanding the world in which we live and work. In the PYP, science is viewed as the exploration of the behaviours of, and the interrelationships among the natural, physical and material worlds. Our understanding of science is constantly changing and evolving. The inclusion of science within the curriculum leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity, develops an understanding of the world, and enables the individual to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. We cover these four strands through the Units of Inquiry:

**Living things:** The study of the characteristics, systems and behaviours 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, behaviours 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.

## Personal, Social and Physical Education

In the PYP, personal, social and physical education (PSPE) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing relationships with others, and to participation in an active, healthy lifestyle. Student learning in PSPE is defined through three common strands: Identity, Active Living, and Interactions. These strands are concept-driven and have been designed to interact with each other, working together to support the overall development of students.

### Physical Education (PE)

Physical Education is an integral element of each student's education that aims to enhance each individual's well-being. Through the physical education programme, students learn how to demonstrate basic skills and concepts, and then successfully apply them in more complex and realistic contexts. In addition to providing authentic learning experiences through the transdisciplinary programme of inquiry, PSI provides an ongoing, balanced physical education programme. These learning experiences include: Games (eg soccer, basketball, badminton, evasive games), Individual Pursuits (eg swimming, athletics), Movement Composition (eg gymnastics, movement to music), Adventure Challenges and Health-Related Fitness.

## **Music**

Whilst there are five distinct strands to learning in Music, all five are an integrated and integral part of every Unit of Inquiry. Where appropriate, Music units support the homeroom Unit of Inquiry and at every grade level one unit per year has the Arts as its central focus. The Music strands are:

**Performing: Singing** - The students learn to sing songs from a variety of times and cultures. They learn to sing songs with increasing accuracy, control, confidence and expression in a wide pitch range, being aware of dynamics and tempo, and develop a sense of audience.

**Performing: Playing Instruments** - The students work towards playing instruments with increasing accuracy in solo and ensemble performances. They play rhythmic and melodic patterns and learn to express tempo, dynamics, texture, style and articulation, responding to directions from a conductor. They initially use non-traditional notation and move on to traditional notation in upper primary.

**Creating and Composing** - Students learn to create music in response to a range of stimuli. They organise sounds in simple musical forms and work towards using motifs and sequence. They learn to use notation to record their own compositions.

**Notation** - Students use traditional and non-traditional notation to represent and record sound events and songs and to practice and perform a piece of music.

**Listening and Appreciation** - Students learn to describe musical elements such as rhythmic patterns and melodic patterns using appropriate vocabulary. Students learn to distinguish a range of instrumental sounds including orchestral, non-orchestral, non-western and multi-ethnic. Students develop an awareness and appreciation of music from different sources and cultures; its uses and associations.

## **Art**

Students receive a double period of art per week. Through hands-on practical activities students gain technical and aesthetic skills and learn what it means to be able to express themselves through art. The Art strands are creative processes, elements of art and design, visual arts in society and reflection and appreciation. As much as possible, art is integrated into the units of inquiry or supports the unit.

**Primary students receive instruction outside the homeroom class as follows:**

### **Early Childhood**

Physical Education for 3 year olds: 1 x 40 minute periods a week

Physical Education for 4 year olds: 2 x 40 minute periods a week

**Kindergarten**

Physical Education 1 x 40 minute and 1 x 80 minute periods a week

Music 2 x 20 minute periods a week

Art 3 x 20 minute periods a week

Ukrainian Culture and Language 3 x 20 minute periods a week

**Grade 1**

Physical Education 1 x 40 minute and 1 x 80 minute periods a week

Music 2 x 40 minute periods a week

Art 1 x 80 minute periods a week

Ukrainian Culture and Language 3 x 40 minute periods a week

**Grade 2**

Physical Education 1 x 40 minute and 1 x 80 minute periods a week

Music 2 x 40 minute periods a week

Art 1 x 80 minute periods a week

Additional Language (Ukrainian, Russian, EAL) 5 x 40 minute periods a week

**Grade 3**

Physical Education 1 x 40 minute and 1 x 80 minute periods a week

Music 2 -x40 minute periods a week

Art 1 x 80 minute periods a week

Additional Language (Ukrainian, Russian, EAL) 5 x 40 minute periods a week

**Grade 4**

Physical Education 1 x 40 minute and 1 x 80 minute periods a week

Music 2 x 40 minute periods a week

Art 1 x 80 minute periods a week

Additional Language (Ukrainian, Russian, EAL) 5 x 40 minute periods a week

**Grade 5**

Physical Education 1 x 40 minute and 1 x 80 minute periods a week

Music 2 x 40 minute periods a week

Art 1 x 80 minute periods a week

Additional Language (Ukrainian, Russian, EAL) 5 - 40 minute periods a week

Library and IT skills are provided to students through integrated projects and lessons. The school librarian and the IT Integration Specialist work in collaboration with grade level teams throughout the year.

## SECTION 5: ASSESSMENT

### Assessment Policy

#### 1. Philosophy of Assessment

**Assessment is integral to all learning. It is central to the PYP's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes, and the decision to take responsible action.**

**Everyone involved in the learning process of students (students, teachers, parents, administrators) must have clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the method by which the assessment is made.**

#### Why do we assess?

The purposes of assessment are:

- To provide feedback to students- to assist them to develop an understanding of where they are and to help them on to the next stage
- To provide feedback to teachers - to assist them in planning and teaching
- To provide feedback to parents - to assist them in understanding where their child is and support their child's learning

#### 2. Collecting Assessment Data

##### What do we assess?

**The PYP aims to thoughtfully and effectively guide children through five essential elements of learning:**

- the understanding of concepts
- the acquisition of knowledge
- the mastering of skills
- the development of positive attitudes
- the decision to take responsible action.

**Because we consider these elements essential to our programme, we need to explicitly assess student progress in each of these elements in all subject areas.**

##### Who assesses?

Throughout the learning process, both students and teachers should be actively involved in assessing student progress. Students will regularly be asked to assess their own work and to reflect on their learning process. Teachers will support students in assessing their own work by providing assessment criteria and by modelling the assessment process. Assessment criteria as phrased in performance lists or in rubrics should preferably be established in collaboration with the students and should guide both assess?

## Pre-Assessment

■ At the beginning of each Unit of Inquiry, teachers will assess children's prior knowledge and experience before embarking on new learning experiences. This includes stand-alone and integrated maths and language arts as well.

## Formative Assessment

■ Ongoing and regular assessment will be used during the teaching and learning process to inform teachers and children about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used.

## Summative assessment

■ Summative assessment happens at the end of the teaching and learning process and is planned for in advance. The assessment is designed so that students can show their understanding in authentic contexts and apply it in new and flexible ways.

We believe that assessment is most effective when it is integrated in and generated from the on-going teaching activities that take place in the class.

## How do we assess?

### Assessment strategies:

■ **Observations:** All children are observed informally, with the teacher taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group.

■ **Process focus:** Students' skills and developing understanding are observed in real contexts, wherever possible, using checklists, narrative notes and inventories. The emphasis is on the process and skill application rather than the product.

■ **Selected responses:** Single 'snapshot' samples of what students know or are able to do.

■ **Open Ended tasks:** Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way the student's understanding and application can be individually assessed.

■ **Student Portfolios:** Teachers and students maintain a portfolio of work that demonstrates growth, thinking, creativity and reflection for both academic and social development over time.

■ **Performance Tasks:** represents the kind of challenges that adults face in the world beyond the classroom, requires using a repertoire of knowledge and skill to accomplish a goal or solve a problem, requires thoughtfully applying knowledge, rather than recalling facts, is open ended, developing a tangible product or performance, has an identified purpose an audience, involves a realistic scenario, and involves criteria to be met.

### 3. Recording Assessment Data

All teachers at PSI have a recording system. The recording system might include record sheets on which teachers write narrative comments on student performance. In whatever form the teacher feels is effective for them, assessment data available on students must be recorded. In addition it is possible that assessment data are available at other places e.g. teacher comments that are included in the Portfolio or are written on student products.

#### Assessment Tools

**Assessment tools are used to derive meaning from the assessment data generated through the activities described under the Assessment Strategies listed above. Most assessment tools describe how well a student is doing and help to determine the progress a student has made.**

■ **Performance Lists:** Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements, but not performance levels. These are used for students to know the criteria before embarking on their work, to assess that they met the criteria. These do not measure how well the students performed.

■ **Holistic Rubrics:** A holistic rubric provides an overall impression of a student's work, they yield a single score or rating for a product or performance. They provide a quick snapshot or impact of overall performance. These are used for complex performances where the criteria amalgamation results in the impact (ie. dramatic performance), or to get a general impression of a piece of work.

■ **Analytic Rubrics:** An analytic rubric divides a product or performance into distinct traits or dimensions and judges each separately. Since an analytic rubric rates each of the identified traits independently, a separate score is provided for each. These are used for larger projects and summative assessments as well as for analysing writing.

■ **Exemplars:** These are samples of student work that serve as concrete standards against which other samples are judged. These can be used in conjunction with rubrics or continuums.

■ **Anecdotal Notes:** Anecdotal notes are written notes based on observation of children. These notes need to be systematically compiled, organised and analysed.

■ **Continuums:** These are a visual representation of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.

The reporting of the results of our assessments is holistic. Reporting focuses on process as well as product and relates the assessment results to both the curriculum and the learning contexts.

### 4. Reporting Assessment Data

When writing written reports and preparing for Parent Teacher Conferences, teachers consult and use their recording system. In the written reports and in the Parent Teacher conferences specific reference will be made to student performance as evidenced in written work, discussion or behaviour. We report the findings of our assessment through:

## **Parent-Teacher Conferences**

Parent teacher conferences will take place every year in the week after report cards are sent home and on the same day as student-led conferences. During the Parent-Teacher Conference, the teacher will describe how the student performs and behaves in the class and the parents will provide their perspective. If there is any concern about the progress of a child, this concern will be documented in a Progress Summary Report. A copy of the report will be given to the parents after the conference and another copy will be given to the principal who will file it in the student file. Additional parent teacher conferences can be scheduled upon request of either the parents or the teacher.

## **Portfolios**

Portfolios are purposeful collections of students' work. Throughout the year, students regularly look back at their work, select products that show progress and reflect on them. This assists the students in becoming self-assessors. The teacher will offer advice regarding the selection of student products and some products may be selected by the teacher. The teacher will add descriptions of the context in which the student product was generated, an explanation of the task, the link to the curriculum as well as their own comments on the product. In addition, general reflections, photographs illustrating processes and other evidence of student progress may be included. A selection of work in the student portfolio should be annotated with a student reflection saying what the work shows and why it was chosen. All products in the Portfolio should be dated. The student and teacher are responsible for regular additions to and revision of the portfolio.

The student portfolio should include self assessments, draft and final form exemplars, reflections and samples to show growth over time. Teachers will be responsible for monitoring student portfolio content, both for the teacher selected and student-selected entries. Throughout the year, Single Subject teachers will collect items that will go into the Student Portfolio and will pass the items on to the homeroom teacher.

## **Student-Led Conferences**

The Student-Led Conference is a meeting in which the students use their Portfolio as a basis for discussion with their parents about their learning. The conferences allow students to play an active role in the reporting process and communicate their progress to their parents. The teacher will usually not participate in the Student-Led Conference. The teacher may be present as a facilitator, if necessary, but not as the reporting authority. At the end of the conference, the parent and the student may together fill in a form that describes strengths, goals and strategies.

Student-Led conferences are officially scheduled during the first half of the second semester of the school year. However, teachers may offer parents the opportunity to view portfolios at other times during the school year, such as after the completion of a unit of inquiry.

Parents will be offered the opportunity to schedule a Parent-Teacher conference as a follow up to the Student-Led conferences.

## **Written Reports**

Written reports are sent home in January and June. All teachers contribute to the written reports. Progress Reports are sent home at the end of each Unit of Inquiry.

feedback sessions between the teacher and the student and student self assessment. The assessment criteria should be accessible for the students while they are working towards a product.

## **Standardized Testing of Student Ability**

The International Schools Assessment test is offered to students in Grades 3-8 in February.

MAP (Measure of Academic Progress) is being piloted and will be administered in September and May of the 2011-2012 academic year.

## **The Exhibition: The PYP Culminating Experience**

What do diving, poverty, dancing, pollution, cooking and obesity have in common? Well, in the grade five classes at PSI they are some of the passions and global issues that students have identified during the course of an Exhibition. Exhibition gives the grade five students a chance to identify a personal passion, connect it to a global issue, and then take action at the local level to help make a difference. In essence, it is a chance for the grade five students to show what they have learned about what it means to be a student in the PYP programme at PSI.

This four week unit begins when students are asked to identify a personal passion. Time is spent in class defining what a passion is, and then students narrowed the things they like to do down to those things that they love to do. Students spent some time exploring their passions as well as finding information about others that have similar passions.

The next step along this journey is to make a connection between their passion and an issue facing the world. Students spend some time looking at major issues facing the world and discuss how they connected to the passions they have identified. Once that important connection is made, students are ready to research the issue and develop a written report on what is learned.

The third stage involves developing a local action that connects to the global issue. Students are asked what they could do locally that could help make a difference in their community. They form action groups based on similar global issues and brainstorm a myriad of ideas about the types of action they could take. This is a very exciting time in a PYP school and students always amaze us with their ideas: from finding guest speakers to creating museums and treasure hunts; from creating lessons for younger children to supporting organizations or planting trees.

The final stage is when all the work and learning is shared with parents and the school community. It is a chance for the students who show what they were able to accomplish on their own.

## SECTION 6: HOMEWORK

### Homework

During the school day, students work hard. The intellectual demands made on them are great. Students and teachers work together to ensure that each student reaches her/his potential. A limited amount of homework is assigned to help students reinforce and consolidate their learning. Homework will be assigned during the week Monday – Thursday with occasional projects requiring weekend work. Homework is given to meaningfully extend student learning into the home environment, to reinforce skills and to help consolidate learning. Not including reading, the target time for homework is:

Grade 1 – 10 minutes

Grade 2 – 20 minutes

Grade 3 – 30 minutes

Grade 4 – 40 minutes (including additional language assignments)

Grade 5 – 50 minutes (including additional language assignments)

When homework is assigned teachers will ensure that students know what is required. It is the student's responsibility to complete the work and inform their parents it has been completed. School-wide use of homework diaries help to standardize and facilitate this process. You are asked to check your child's homework diary daily and use this as a means to communicate with the teacher.

As with all educational development, homework is closely linked to individual development. Teachers are able to provide homework that supports individual progress and enhance individual student needs. Grade levels will develop their own strategies for determining when homework is satisfactorily completed. Teachers will speak with students and parents so that difficulties and problems can be overcome. A child's ability to complete assignments can be noted in the homework diary or communicated to the teacher directly. Parent feedback on homework is welcome.

It is essential that students read or are read to on a daily basis. Reading has been identified as one of the key predictors of a student's success in school. We cannot stress strongly enough the need for reading support and encouragement at home. For ideas on how to encourage your child to read more or how to engage your child when you read to or with them, speak with your child's teacher. We also schedule at least one session a year on this topic in our Coffee Mornings.

There are many ways children's learning and academic development can be supported at home. Games, puzzles, cooking, talking, journal writing, helping plan or tracking a family trip are just a few ways this can be done. Please speak with your child's teachers for some specific ideas or join us for one or more of our Coffee Mornings to share more ideas with staff and other parents.

## SECTION 7:DAILY SCHEDULE

### Daily Schedule

Period	Primary	Period	Secondary
Homeroom	8:20 – 8:35	Homeroom	8:25 – 8:35
1	8:35 - 9:15	Period 1	8:35 – 9:15
2	9:15 – 9:55	Period 2	9:15 – 9:55
3	9:55 - 10:35	Break	9:55 – 10:05
	10:10-10:25 Recess Gr2-5 10:35-10:50 Recess EC-1		
4	10:45 - 11:25	Period 3	10:05 – 10:45
5	11:25 - 12:05	Period 4	10:45 – 11:25
	EC3 finish 12noon	Lunch	11:25 – 12:05
6/Lunch Gr2-5	12:05 - 12:45	Period 5	12:05 – 12:45
6/ Lunch EC-Gr1	12:50 - 1:30	Period 6	12:45 – 1:25
7	1:30 - 2:10	Break	1:25 – 1:35
	EC4 finish 2pm	Period 7	1:35 – 2:15
8	2:10 - 2:50	Period 8	2:15 – 2:55
Homeroom	2:50 - 3:00		

### Birthday Celebrations

In consideration of children's hurt feelings we ask that printed invitations be sent to school ONLY if all the children in the class/grade (or all the boys/girls) are invited. If you are unable to accommodate large numbers for parties, please contact families privately via email or phone.

Celebrations in class should be limited to cupcakes or other 'easy to distribute' treats

## SECTION 8: ASSEMBLIES & AWARDS

### **Assemblies**

Primary school assemblies are scheduled bi-weekly. These rotate between K – grade 2 assemblies one week and grade 3- grade 5 assemblies the next week. Assemblies are held to give the students opportunities to present their work, share what they have learned, practice their presentation skills and learn proper audience behaviour. Parents may be invited to given assemblies. Due to space limitations, only parents of the grade presenting the assembly may be invited. Assemblies are held on Fridays, starting at 8.30am. Occasionally, both groups will have an assembly on one Friday. In those instances K-2 is at 8.30am and 3-5 at 9.15am.

### **Annual PYP Student Awards**

**Abby Hulka Award** – Presented to a Grade 5 student who demonstrates the positive qualities exhibited by Abby Hulka. Abby was a fifth grade student at PSI who tragically died in a car accident in October, 2001. Abby was known for her friendliness, compassion, fairness, willingness to share, excellent academic work, and a positive attitude towards others.

**Sportsmanship Award** – Presented for ability and a sense of fairness in athletics to a PYP (Grades 2 – 5) student.

Students are nominated and selected by PSI staff for these awards.

**Ingerson Award** - Awarded to the EC-grade 4 student who best exhibits action related to learning and the world.

Winner is based on the following criteria:

1. There is a direct connection between what is studied and the action taken by the student.
2. The action is self-generated and not related to any class or summative work.

Students are nominated by teachers. A committee of volunteers reviews the nominations and makes a decision by June 1st.

The award is presented at a final school assembly. The student receives a certificate and their name is placed on the plaque.

## SECTION 9: STUDENT SUPPORT

### **RESOURCE TEAM SUPPORT**

Before receiving a place at Pechersk School International (PSI) and being enrolled, families of all students with special needs are required to submit complete documentation to the school. Once enrolled, PSI reserves the right to review placement and entrance during a mandatory six to eight week probationary period. This probationary period provides the student and PSI time to evaluate the ability of PSI to meet the student's needs.

PSI employs a full time resource teacher to assist students and teachers. The resource teacher is available to assist students with identified mild learning disabilities, such as but not limited to, dyslexia, ADHD, and processing difficulties. PSI is not equipped to assist students with more severe disabilities such as, but not limited to, intellectual and/or physical disabilities or Autism. The resource teacher will also work with the classroom teacher to modify and adapt assignments, develop behaviour plans, and model teaching strategies. On occasion, students requiring extra assistance may be pulled out of class for a specified period to receive additional support as needed.

### **Student Resource Team (SRT)**

The Student Resource Team is chaired by the primary principal and includes the guidance counselor and the resource teacher. Appropriate teachers are called in as needed to facilitate the needs of each child with special academic and other needs. The SRT is responsible for keeping confidential records and for developing individual plans to assist any child at risk. Teachers and parents may refer students to the team when they feel a student needs more support than is normally given within the classroom. The level of intervention will be determined by the student's need as identified through formal and informal assessments, classroom observations, and feedback from parents, teachers and the SRT. A full-time primary counselor is available for student support as needed.

### **Guidance Counselor**

The counselor is available to give assistance with social skills and pastoral care. Parents are welcome to contact the counselor any time.

## SECTION 10: AFTER SCHOOL ACTIVITIES

### **After School Activities Programme (ASA)**

The After School Activities Programme is coordinated by the Athletic Director and the Primary Activities Coordinators. Activities run for 6-8 week sessions for 4 seasons.

### **Past Activities have included:**

Indoor games	T - ball
Ceramics	Plays/musicals
Destination Imagination	Language lessons
Scrap booking	Drama club
Basketball/sports	Cross Country/Running
Soccer	Math Club
Chess	Mother-tongue Support

Parents are welcomed and encouraged to join in activities that support the educational and extra-curricular goals of PSI. Any parent who has special skills to offer and would be willing to organise an after school activity is encouraged to contact one of the ASA Coordinators.

If any of the activities are cancelled due to weather conditions or other school events, parents will be informed by telephone or by e-mail. If a student is absent from school for any reason, they may not attend their after-school activities on that day. Students who consistently skip an activity for which they have signed up, may be dropped to make a place for another child that has been wait listed.

When outside instructors are brought in, fees for ASA are billed direct to parents. Other ASA are free of charge. There is no charge for activities lead by PSI teachers. All teachers are expected to lead 2 x 6 week ASA.

All up to date information on ASA can be found on the school website.

## SECTION 11: LANGUAGE POLICY

### **Philosophy**

Students learn language, learn through language, and learn about language in an environment where they explore concepts, solve problems, organise information, share discoveries, formulate hypotheses, and explain ideas.

### **The school promotes a language philosophy whereby:**

1. All students work toward speaking, reading, and writing at least two languages fluently. The acquisition of a second language provides students with the opportunity to grow beyond a single cultural community.
2. The school encourages students to use English for social interactions but also permits students to use their home language for that purpose. There will be no discipline procedures that result from students' use of their mother tongue.
3. Language develops over time through purposeful listening, speaking, reading, and writing tasks across all subjects.

### **Language of Instruction**

English is the primary medium of instruction. All PSI teachers support the learning of English through modeling and reinforcement in curricular and extracurricular activities. The school maintains an English-only policy in all classrooms (other than Language B classes) and expects students, teachers, and support staff to use only English during instruction. Students may occasionally serve as translators for other students who do not yet have enough English to understand directions or content. These translations occur only at teacher direction.

PSI recognises that language teaching is the responsibility of all English-speaking faculty and staff. Through modeling, explicit teaching and integration, language teaching is contextualized, purposeful and relevant. The primary focus of developing English language is a focus on ways in which language is used to achieve particular results in given circumstances, be they academic or social.

### **Second Language**

The school offers instruction in languages other than English as student needs and staff availability dictate. A variety of levels of language are offered, both through in-class differentiation and/or through classes split by competency level. Currently, the primary school offers Russian and Ukrainian, while the secondary school offers French and Russian in Grades 6-12 and Spanish ab initio in Grades 11 and 12. Additional languages may also be offered in the After School Activities programme.

### **Mother Tongue Support**

Literacy in the student's mother tongue is recognised as an important part of the development of students' self-esteem and cultural identity and is a key component of successful learning of a second language. The school supports and encourages opportunities for mother tongue development in the

community and in the home. Development of mother tongue resources receive budgetary support. Parents and students have access to school resources in order to support mother tongue development at home. In the Primary School, Mother Tongue instruction is part of the After School Program and the school actively encourages these classes. The secondary school assists students in identifying on-line resources for individualised study and supports the IB Diploma Programme Language A1 Self-Study. At both primary and secondary levels, the school financially supports a Ukrainian Mother Tongue programme taught at weekend.

## **Admissions**

PSI accepts children with all levels of English proficiency through Grade 10, although non-speakers are limited to the school's capacity to meet needs in the development of proficiency. Students applying for admission in Grade 11 or 12 must have native or near-native English ability in order to be accepted.

It is the policy of PSI to establish a language profile for all incoming students. Prospective students will complete a home language survey during registration. This profile provides teachers with critical information about each student's proficiency and needs in languages used at school. The profile contains information about languages used outside of school. The language profile is used to determine the support needs of each student. Parents have the right to view their child's language profile. The profiles are maintained in the school's database until the student graduates or leaves to attend another school.

### *Secondary English*

Upon enrollment, students who speak a language other than English at home will undergo an English language screening that includes an on-line assessment for reading and an in-house writing assessment. The Head of Department for English as an Additional Language (EAL) and/or the English Head of Department reviews the results and recommends placement in English A, English B and/or EAL. This placement is confirmed by the Secondary Principal

Students with a low level of English on admissions will enter on a probationary basis and will be re-evaluated at the end of the school year to determine if they have sufficient English to remain at PSI. Students who are still on academic probation at the end of Grade 10 may be asked to exit the school rather than enter the IB Diploma Programme.

### *Secondary: Other Languages*

All other students undergo an in-house assessment in Russian, French or Ukrainian language administered by a trained language professional. The results of this test provide teachers and administrators with guidance in making programme placement decisions.

## **Placement**

### Grades 2-5

English Language Learners with low levels of English was placed in an EAL class instead of an Additional Language class. Similarly, children experiencing learning difficulties might receive Resource Support at this time.

All other children may choose between Ukrainian or Russian. Informal assessments and the make up of a particular class determine whether a child enters Group 1 or Group 2 for Russian.

## Grades 6-10

### English

Second language English speakers with low levels of English are placed in EAL instead of Language B classes. They may also be placed in English B classes if there is sufficient enrollment to allow for a full class at their grade level. Students who successfully meet the criteria for Language B English are moved to Language A English; these transitions may occur at the start of any semester. Such students may continue with EAL if they are deemed to need additional support in developing their academic English.

### *Other Languages*

Based on MYP criteria, students may be placed in Language B Foundations, Standard or Advanced or in Language A. Such placements depend on having sufficient enrollment at any level to warrant offering a full course. In cases where that does not happen, the teacher differentiates instruction within a class to meet student needs.

## Grades 11-12

### All Languages

At the end of Grade 10, students and their parents self-select language choices, with the following guidelines:

- Students should select their Language A course in their strongest language. This includes Language A Self-Study in their mother tongue, with the understanding that the student and his/her family must provide the tutor for this course.
- Students may select a language group (e.g., Russian, French, Spanish) and will be tested by the Languages Department for SL, HL or ab initio placement; in general, the school encourages students in MYP to take the same language for all five years of the MYP in order to provide the greatest range of choices in DP.
- In all cases, Higher Level courses may only be taken if the student has achieved at least a 5 in his/her Grade 10 language course.

If, at the determination of the language professionals, the student requires additional language support, the financial burden will be the obligation of the student's family.

## All Grades

As the purpose of gaining an additional language is to gain proficiency and be able to communicate, students are strongly encouraged to stay within their chosen language. It is understood that children and family circumstances change. Therefore children will be allowed to switch languages on a case-by-case basis at the beginning of the school year, with the approval of the Language teacher or HOD and the building principal.

## **Assessment**

PSI employs a range of formative and summative assessment tools in all languages. Evidence of language development will be collected from class work, informal and formal observations, and standardised language assessments such as the ACER International Schools Assessment (ISA). Samples of student work from subject areas may also serve as indicators of progress in English.

### *Primary*

Students taking Russian or Ukrainian will be marked as Beginning, Developing, Consolidating or Extending within their developmental age and in the case of Russian, their placement group. EAL children not taking an additional language will also be marked as above by the EAL teacher.

### *Secondary*

Students in A and B Languages will be assessed against IBMYP or IBDP criteria and ranked on a 1-7 holistic scale at the end of each semester. Students in Grade 10 may also have their work moderated by IB; students in the DP will take external IB exams in their chosen languages.

Students in EAL will be marked as Beginning, Developing, Consolidating or Extending for skills. Their holistic mark will indicate their progress as Excellent, Good, Satisfactory, or Unsatisfactory.

### **Exiting from EAL support and on-going monitoring**

To be exited from EAL support, students must meet the criteria established by the EAL department in collaboration with mainstream teachers. (See Appendix A and B.)

Students who exit the EAL programme are monitored for at least one semester and up to one year in order to determine progress. If academic progress stalls or regresses, the EAL department reexamines the student to determine if re-entry is necessary.

### **At Risk Students**

If children are not exhibiting expected progress in English attainment, the homeroom and EAL teachers meet with the Learning Resource team to see if additional issues are at play. Every effort will be made to accommodate student learning.

Grade 5 students who could potentially exit at the end of the first semester take the On-Line Placement Inventory (OPI) for Grade 6. If the indications are that they are ready to make the transition to the secondary school, they exit the Grade 5 EAL and receive monitoring and support. If they are not prepared for the Grade 6 transition, they remain in the Grade 5 EAL for the second semester with some targeted goals to ease their transition to the middle school programme.

In the spring of each year, students in 5th grade who are not yet proficient in English are reviewed by the Secondary EAL department and Principal and if necessary a specific set of goals are developed.

In addition, teachers each spring identify students in Grades 5-9 who have been in the programme for at least three years and are not yet ready to exit EAL. They also identify any Grade 10 students who are not ready to exit and therefore may not be ready for the Grade 11-12 mainstream curriculum. Appropriate school personnel meet with those students and their parents to identify a set of specific goals that must be met in order to help students exit the programme. Those students are carefully monitored by EAL teachers. By the end of the following school year, if students have still not made enough progress to move them to the next English language level, appropriate personnel and the Principal meet with parents and students and discuss whether or not those students should re-enroll for the following year. These decisions are made on a case-by-case basis.

## **Professional Development**

Administration makes every effort to recruit teachers with training and experience in EAL and language instruction. Teachers hired for EAL and language instruction receive professional development in accordance with the guidelines of the International Baccalaureate. The EAL Head of Department provides subject area and grade level teachers with support and guidance for differentiating instruction and making accommodations.

## **Budget Support**

PSI provides financial support for the hiring of adequate professional staff, the purchasing of instructional materials and testing supplies (including those for mother tongue languages, and the maintaining and storing of student records).

## **Policy Review**

The language policy will be regularly reviewed. Members of the EAL and Languages teaching staff, the IB coordinators, and a school administrator will participate in the review.

## **Roles and Responsibility**

The EAL, English and Languages Heads of Department oversee the implementation of procedures in keeping with the philosophy of the language policy.

The EAL, English and Language teachers carry out the procedures as determined by their Heads of Department.

Other subject area teachers work with the EAL teachers to facilitate language development and differentiated instruction. Specific responsibilities are developed in a collaborative manner.

The Principals have supervisory responsibility for the entire programme.

## Section 12: Programme of Inquiry 2011-12

TRANSDISCIPLINARY THEMES	<b>Who we are</b> 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.	<b>Where we are in place and time</b> 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.	<b>How we express ourselves</b> 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 appreciate the aesthetic.	<b>How the world works</b> 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.	<b>How we organise ourselves</b> 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.	<b>Sharing the Planet</b> 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.
<b>ECA</b>	<p><b>MARVELOUS ME</b> This is an all year unit</p> <p>Subject focus: PSPE (Identity, Active living, Interactions), Language, Mathematics</p> <p>Central Idea: Everyday I learn more about who I am, what I can do, and the people around me.</p> <p>Key Concepts: change, causation, reflection</p> <p>Related Concepts: concept of self, self-regulation, community, character</p> <p>Lines of Inquiry: -Recognizing the ways of belonging to a group -The ways in which growth and change can be identified -The ways in which we show independence -Feelings and emotions we experience in our daily lives can be identified and managed</p>	<p style="text-align: center;"><b>Tell me a story</b></p> <p>Subject focus: Arts (Visual, Music, Drama), Language, PSPE (Identity)</p> <p>Central Idea: Stories help us receive and express ideas and feelings.</p> <p>Key Concepts: form, perspective</p> <p>Related Concepts: communication, imagination</p> <p>Lines of inquiry: -The ways our own stories can be created and expressed -Different ways of telling stories -Feelings and ideas that we experience when we hear stories</p>	<p style="text-align: center;"><b>Construction: What's your function?</b></p> <p>Subject focus: Science (Matter and Materials), Language, Mathematics</p> <p>Central Idea: Structures can be built in many different ways.</p> <p>Key Concepts: form, function, causation</p> <p>Related concepts: properties and uses of materials</p> <p>Lines of inquiry: -Some materials are better for building than others -The ways in which structures can be built -The ways in which the things we build can be held together</p>	<p style="text-align: center;"><b>Animals in our World</b></p> <p>Subject focus: Social Studies, (Human and Natural Environment), Science (Living things), Language</p> <p>Central Idea: We share our planet with many different animals.</p> <p>Key Concepts: connection, responsibility</p> <p>Related Concepts: geography, impact</p> <p>Lines of inquiry: -There are similarities and differences by which we identify animals -We can use words to describe what animals look like -What an animal needs tells us about where it lives -Animal families are defined by their common characteristics</p>		

<p><b>We Are Family</b> Subject focus: PSPE (Identity, Interactions), Math, Language</p> <p>Central Idea: Every family is unique.</p> <p>Key Concepts: form, responsibility</p> <p>Related Concepts: belonging</p> <p>Lines of inquiry: -The ways in we define a family -The ways in which families are similar and different -The roles and responsibilities of the members of a family</p>	<p><b>Then and Now</b> Subject focus: Social Studies (Continuity and change through time), Language, Math</p> <p>Central Idea: We can learn more about our lives today by understanding they ways people lived in the past.</p> <p>Key Concepts: reflection, causation</p> <p>Related Concepts: chronology, history</p> <p>Lines of inquiry: - Artefacts can be used to share personal histories -There are similarities and differences between the lives of people in the past and the present -There are reasons for the changes in our lives now and in the past</p>	<p><b>Our Traditions</b> Subject focus: Social Studies, (Social organizations and culture) Arts</p> <p>Central Idea: Our family traditions tell us more about our culture.</p> <p>Key Concepts: form, perspective</p> <p>Related Concepts: diversity, identity, pattern</p> <p>Lines of inquiry: -Recognizable features of a tradition. -The ways in which our families express culture, beliefs, and values -The similarities and differences between traditions within our classroom</p>	<p><b>What's The Matter</b> Subject focus: Science, (Matter and Materials) Mathematics, Language</p> <p>Central Idea: Understanding the way materials behave and interact determines how people use them.</p> <p>Key Concepts: form, change, causation</p> <p>Related Concepts: prediction, behavior</p> <p>Lines of inquiry: -Matter has properties that we can see, feel, touch, taste, and smell. -There are different ways in which the properties of matter can be changed. -When we change matter we can use it in different ways</p>	<p><b>Let's Move</b> Subject focus: Social Studies, (Human systems and economic activities), Language, Mathematics</p> <p>Central Idea: There are many kinds of transport that we use to get from place to place.</p> <p>Key Concepts: form, function</p> <p>Related Concepts: transportation, communication</p> <p>Lines of inquiry: -Transport has different purposes -Transportation looks different all over the world -Systems that enable transportation to function</p>	<p><b>Growing Things</b> Subject focus: Science, (Living things) Mathematics</p> <p>Central Idea: Plants are a life sustaining resource for us and other living things.</p> <p>Key Concepts: form, connection, change</p> <p>Related Concepts: interdependence,</p> <p>Lines of inquiry: -The recognisable features of all plants -Humans' responsibility for plants -The interdependence of plants and other living things</p>
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**KINDERGARTEN**

<p><b>Kid Power</b> Subject focus: PSPE (Identity, Interactions), Language</p> <p>Central Idea: We can do small but significant things to help others and build a community.</p> <p>Key concepts: responsibility, reflection</p> <p>Related Concepts: independence, self-control</p> <p>Lines of inquiry: -The choices we make impact others -Each person brings value to the community -The ways in which actions people can take to make a positive impact</p>	<p><b>Homes</b> Subject focus: Social Studies (Continuity and change through time), Math (Shape and Space, Measurement)</p> <p>Central Idea: There are a variety of factors that have influenced how people live in their homes.</p> <p>Key Concepts: form, change</p> <p>Related Concepts: innovation, time</p> <p>Lines of inquiry: -Home has different meaning to different people -The changes in homes over time -There are factors that influence the ways homes are designed and used</p>	<p><b>Stories</b> Subject focus:, Arts (Music, Visual) Social Studies (Human and natural environments), Language</p> <p>Central Idea: All cultures have stories that explain beliefs and traditions.</p> <p>Key Concepts: form, perspective</p> <p>Related Concepts: geography</p> <p>Lines of inquiry: -The ways in which our traditions connect us with culture -The purpose of some stories is to teach values and beliefs -The way in which place plays a role in shaping traditional stories</p>	<p><b>Forces and Motion</b> Subject focus: Science (Forces and energy), Math</p> <p>Central Idea: Using our knowledge of forces and motion makes work easier.</p> <p>Key Concepts: form, function</p> <p>Related Concepts: power</p> <p>Lines of inquiry: -There are forces present in our everyday lives -The ways simple machines work -Tools are often used to solve problems</p>	<p><b>Farms, Factories, and Supermarkets</b> Subject focus: Social Studies (Human systems and economic activities), Math</p> <p>Central Idea: People depend on each other in the production and distribution of food.</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: interdependence, employment</p> <p>Lines of inquiry: -Systems allow us to efficiently reach a goal -The ways in which the parts of a system are connected -There are a number of roles in the production and distribution of food</p>	<p><b>Animals in our Community</b> Subject focus: Social Studies (Human and natural environments), Math, Language</p> <p>Central Idea: There are challenges in sharing the planet among people and animals.</p> <p>Key Concepts: change, causation</p> <p>Related Concepts: impact, populations</p> <p>Lines of inquiry: -The members of a community have relationships between them -There are different relationships between animals and humans around the world -Human and animal communities impact each other</p>
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**GRADE 1**

<b>GRADE 2</b>					
<p><b>Respect Yourself</b></p> <p>Subject focus: PSPE (Identity, Active Living, Interactions), Math, Language</p> <p>Central Idea: Children make choices that affect their health and well-being.</p> <p>Key Concepts: responsibility, change</p> <p>Related Concepts: balanced lifestyle</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-The factors that contribute to a balanced lifestyle</li> <li>-There can be positive or negative consequences when making choices</li> <li>-Impact of personal growth and change</li> </ul>	<p><b>On the Move</b></p> <p>Subject focus: Social Studies (Human and Natural Environments), Math</p> <p>Central Idea: Human migrations are a response to challenges risks and opportunities.</p> <p>Key Concepts: Connection, causation</p> <p>Related Concepts: geography, settlements</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>People move from one place to another</li> <li>The reasons people move</li> <li>The impact migration has on society</li> </ul>	<p><b>Communicate!</b></p> <p>Subject focus: Language, Arts (Drama, Visual)</p> <p>Central Idea: We can communicate our thoughts and feelings in different ways.</p> <p>Key Concepts: reflection, form</p> <p>Related Concepts: creativity, communication</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-Ways in which people express thoughts and feelings.</li> <li>-Ways in which creative expressions are shared</li> <li>-Reflection is a way to ensure that communication is clear</li> </ul>	<p><b>Beyond Earth</b></p> <p>Subject focus: Science (Earth and Space), Mathematics, Arts</p> <p>Central Idea: The Earth and other bodies in our Solar System affect each other.</p> <p>Key Concepts: form, function</p> <p>Related Concepts: space</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-There are a number of bodies in the Earth's solar system</li> <li>-There are similarities and differences between the planets</li> <li>-The ways in which the sun and the moon effect earth</li> </ul>	<p><b>Communities</b></p> <p>Subject focus: Social Studies (Social organization and culture), Language, Math</p> <p>Central Idea: Cities have developed complex systems that affect the people who live and work there.</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: networks</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-The ways in which cities are organized.</li> <li>-People who live and work in cities interact with different systems</li> <li>-Reasons why cities have developed complex systems</li> </ul>	<p><b>A Drop Around the World</b></p> <p>Subject focus: Social Studies (Resources and the environment) Science (Living things), Mathematics</p> <p>Central Idea: Water is essential to life and is a limited resource for many people.</p> <p>Key Concepts: perspective, responsibility</p> <p>Related Concepts: conservation, consumption</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-Natural resources in daily life</li> <li>-Ways in which water is used</li> <li>-Ways in which usable water is distributed</li> <li>-Responsibilities for water conservation</li> </ul>

<b>GRADE 3</b>					
<p><b>My Rights, Your Rights</b></p> <p>Subject focus: PSPE (Identity, Interactions), Social studies, Math</p> <p>Central Idea: The rights of children are not always respected.</p> <p>Key Concepts: responsibility, perspective</p> <p>Related Concepts: fairness, needs</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-The differences between wants, needs and rights</li> <li>-The rights of children around the world</li> <li>-The causes of rights violations</li> <li>-The ways in which people can take responsibility toward respecting children's rights</li> </ul>	<p><b>Place and time</b></p> <p>Subject Focus: Social Studies (Continuity and change through time) Art, Language</p> <p>Central Idea: The history of a place can be discovered through its people, architecture, culture and language.</p> <p>Key Concepts: change, connection</p> <p>Related Concepts: chronology, progress</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-Discovering our own past</li> <li>-Uncovering a variety of resources</li> <li>-Uncovering our local history</li> <li>-Every place has a history that can be discovered</li> </ul>	<p><b>Artistic Expression</b></p> <p>Subject Focus: Arts (Music, Dance, Drama), PSPE</p> <p>Central Idea: Visual arts can be used to communicate ideas, feelings and beliefs.</p> <p>Key Concepts: form</p> <p>Related Concepts: music, dance, performance</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-Exploring our personal ideas, feelings and beliefs</li> <li>-The ways in which visual arts are used to communicate</li> <li>-Artistic expressions provoke people to respond in different ways</li> </ul>	<p><b>The Web of Life</b></p> <p>Subject Focus: Science (Living things), Language</p> <p>Central Idea: All living things are dependent on each other.</p> <p>Key concepts: connection</p> <p>Related Concepts: ecosystems, animals, plants</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-The ways in which we interact with living things</li> <li>-The interconnectedness of living things</li> <li>-The ways in which the quality of life can be improved or worsened</li> </ul>	<p><b>Community Organization</b></p> <p>Subject focus: Social Studies, (Social organization and culture) Language, PSPE</p> <p>Central Idea: People work together and share responsibilities in a community.</p> <p>Key Concepts: responsibility, function</p> <p>Related Concepts: citizenship</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-Communities require organization in order to function</li> <li>-Communities can be organized in a variety of ways</li> <li>-The ways in which shared responsibility impact a community</li> </ul>	<p><b>Infinite Demands and Finite Resources</b></p> <p>Subject focus: Social Studies (Human and natural environments), Mathematics</p> <p>Central Idea: Using natural resources to produce energy is important to our needs.</p> <p>Key Concepts: perspective</p> <p>Related Concepts: consumption, distribution, energy</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-The different forms of energy</li> <li>-How we use energy</li> <li>-The effects of energy being shared unequally</li> </ul>

GRADE 4					
<p><b>I Believe</b></p> <p>Subject focus: PSPE (Identity, Interactions) Language, Social Studies (Social organization and culture)</p> <p>Central idea: Beliefs are part of people's identity and affect how they act and live.</p> <p>Key Concepts: causation, perspective</p> <p>Related Concepts: diversity, spirituality</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-People have beliefs and values</li> <li>-Our identity is shaped by our experiences and attitudes</li> <li>-The ways in which our actions can be determined by our beliefs</li> <li>-Knowing who we are helps us understand others</li> </ul>	<p><b>Exploration</b></p> <p>Subject focus: Social Studies (Continuity and Change through Time), Language</p> <p>Central idea: Exploration and discovery lead to knowledge and innovation that have an impact on society.</p> <p>Key Concepts: causation, change</p> <p>Related Concepts: time, progress</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> <li>-What drives people to explore or innovate</li> <li>-Changes have taken place because of past explorations</li> <li>-The effect of change on society</li> </ul>	<p><b>The Show Goes On</b></p> <p>Subject focus: Arts (Drama, Music, Dance), Language, Mathematics</p> <p>Central idea: The performing arts allow us to express our creativity and develop our imagination.</p> <p>Key Concepts: function, reflection</p> <p>Related Concepts: imagination, techniques</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-Dramatic techniques can be used to communicate a message</li> <li>-Critique and reflection are ways to develop and improve performance</li> <li>-Exploring our creativity and imagination through the performing arts</li> </ul>	<p><b>May the Force Be With You</b></p> <p>Subject focus: Science (Forces and Energy), Mathematics, Language</p> <p>Central Idea: Electricity and magnetism are two forces that influence our world.</p> <p>Key Concepts: form, function</p> <p>Related Concepts: forms of energy, mechanics</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-How magnetic and electrical forces work</li> <li>-Application of the scientific method helps us prove that forces exist</li> <li>-How the laws of motion are used in design</li> </ul>	<p><b>Working World</b></p> <p>Subject focus: Social Studies (Human systems and economic activity), Mathematics</p> <p>Central Idea: Trade is based on the supply and demand of goods, ideas, people and services.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: employment, production</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-Trade is a way in which individuals satisfy their wants and needs</li> <li>-There are a variety of activities that happen in the local and global marketplace</li> <li>-Trade has an impact on society</li> </ul>	<p><b>The Environment's Future</b></p> <p>Subject focus: Social Studies (Resources and the Environment), Mathematics</p> <p>Central idea: Our personal choices influence the environment.</p> <p>Key Concepts: responsibility, causation, connection</p> <p>Related Concepts: conservation, sustainability</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-People make a variety of choices everyday</li> <li>-There are consequences to the decisions that people make</li> <li>-The ways in which our personal choices impact the environment</li> <li>-Consumers can take responsibility for the continued health of the environment</li> </ul>

GRADES 5		
<p><b>Wonder Years</b></p> <p>Subject focus: PSPE (Identity, Active Living, Interactions), Math, Language</p> <p>Central Idea: Knowledge of the changes that occur during adolescence helps us become more responsible.</p> <p>Key Concepts: change, connection</p> <p>Related Concepts: growth, responsibility, identity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-Changes that occur during adolescence</li> <li>-The ways in which the changes that occur during adolescence are connected</li> <li>-Choices that we make and the effects on others</li> <li>-Social and emotional pressures related to puberty</li> </ul>	<p><b>Past Civilizations</b></p> <p>Subject focus: Social Studies (Continuity and Change Through Time), Language, Mathematics (measurement: time, shape and space)</p> <p>Central Idea: Past civilizations have left behind evidence that contributes to our understanding of progress.</p> <p>Key Concepts: change, reflection</p> <p>Related Concepts: chronology, progress</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-Researchers use a variety of evidence to learn about the past</li> <li>-There are methods to evaluate evidence</li> <li>-Progress has had numerous effects on civilizations</li> </ul>	<p><b>Power of Persuasion</b></p> <p>Subject focus: Language, Arts (Visual), PSPE (interactions)</p> <p>Central Idea: People use various techniques to persuade others and influence their behaviour.</p> <p>Key Concepts: perspective, function</p> <p>Related Concepts: imagination, techniques</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-Advertisements can take different forms and be used for different purposes.</li> <li>-Different techniques can be used to affect a target audience.</li> <li>-Creative thinking can be used as a tool in persuading</li> </ul>
<p><b>Let's React</b></p> <p>Subject focus: Science (Matter and Materials), Mathematics (data handling, measurement), Language</p> <p>Central Idea: The physical and chemical changes to matter can have an impact on people and the environment.</p> <p>Key Concepts: form, function, responsibility</p> <p>Related Concepts: changes of state, reaction</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-Understanding chemicals and how they are used</li> <li>-The ways in which chemicals interact with each other</li> <li>-The application of the scientific method to investigations</li> <li>-Changes in society due to scientific advances</li> </ul>	<p><b>Who's In Charge?</b></p> <p>Subject focus: Social Studies (Human systems and economic activities), Language</p> <p>Central Idea: Societies have governing systems in order to manage their individuals and their resources.</p> <p>Key Concepts: function, responsibility</p> <p>Related Concepts: government, organization</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-There are organisational systems used in our community.</li> <li>- Different systems are important for organisations to function.</li> <li>-There are different responsibilities within systems to make them function.</li> </ul>	<p><b>What's Your Passion?</b></p> <p>PYP Exhibition</p> <p>Central Idea: My passion can drive me to turn my knowledge about global issues into action.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> <li>-Identifying and understanding my passion</li> <li>-How my passion connects to a global issue</li> <li>-How my passion can lead me to take action in the community</li> <li>-Sharing/celebrating my passion-to-action journey with the school community</li> </ul>



# Section 13: School Calendar August 2011 – July 2012

## August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## September 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## January 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## AUGUST

23 New Family Orientation Day  
24 Ukraine Independence Day  
25 First day of school

## SEPTEMBER

12 - 16 Secondary Fall Trips

## OCTOBER

19 Primary Parent/Teacher Conferences  
22 Fall Break begins  
31 School resumes

## NOVEMBER

16 Secondary Parent Teacher Conferences  
25 Primary Open House Portfolio Share

## DECEMBER

17 Winter Break begins

## JANUARY

10 School resumes  
27, 28 Staff training – NO SCHOOL on 27th

## FEBRUARY

18 Half term begins  
27 School resumes

## MARCH

8 Womens Day – NO SCHOOL  
21 – Primary Student Led Conferences

## APRIL

4 Secondary Parent Teacher Conferences  
6 Spring Break Begins  
18 School resumes

## MAY

1 & 2 May Day – NO SCHOOL  
9 VE Day – NO SCHOOL

## JUNE

4 Trinity Day Holiday – NO SCHOOL  
22 Last day of school

## February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

## March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## April 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## June 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## July 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



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