



# PRIMARY YEARS PROGRAMME (PYP) CURRICULUM HANDBOOK



**STRATFORD HALL**  
IB WORLD SCHOOL



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## Our Mission

Empowering a diverse community of learners to passionately steward our changing world.

## Our Vision

Inspiring minds through innovation and ingenuity.

## Our Values

Integrity | Curiosity | Belonging

## Global Citizenship at Stratford Hall

At Stratford Hall, we agree that global citizenship is an integral part of education. To be a global citizen is to understand and promote basic human rights, to know the nature of our physical and social world, and to be aware that our actions impact others and the planet. This goal is best accomplished by knowing ourselves and knowing our place in the world through the cultural backgrounds of all members of our community. Through this knowledge, we strive for a level of empathy that will direct our actions.

## Pluralism at Stratford Hall

Stratford Hall endeavours to be a pluralistic community that goes beyond just being diverse. Beyond tolerance and acknowledgment there is pluralism; a place where we not only live around people of different cultures, but also actively learn from, appreciate, and incorporate their different communities, beliefs, and histories into our everyday lives and understandings of the world around us. Pluralism is being open and accepting of ideas and cultures without necessarily losing our own beliefs in an attempt to foster a school culture and climate in which all community members feel safe, accepted, and respected.

## International Baccalaureate® Mission Statement

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

*To this end, the IBO 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.*

# STUDENT CODE OF CONDUCT

## Curiosity

**Myself:** I ask questions, try new things, explore the world, and acknowledge the feeling of uncertainty.

**My Peers:** I actively collaborate, listen reflectively to new perspectives and do what I can to help others learn.

**My Environment:** I support the learning environment by being mindful of my body language, word choice, tone, volume and interactions with others. I respect the materials, and space I am in.

**Reflecting dispositions of:** having a growth mindset, persevering, trying new things, and acknowledging other ideas.

## Integrity

**Myself:** I do the right thing. I am accountable for my words and actions, and their consequences, both online and in-person. I try to learn from my mistakes, even when unsupervised.

**My Peers:** I act safely and respectfully towards the personal space, property, mind, and body of others.

**My Environment:** I am a steward of our shared space, taking pride in my school and taking initiative to keep it clean and tidy.

**Reflecting dispositions of:** thinking before you speak, making the right choice, recognising potential consequences, and being thoughtful and honest.

## Belonging

**Myself:** I openly listen to other perspectives, while also respectfully sharing my honest thoughts and opinions with my teachers and classmates.

**My Peers:** I create an inclusive safe space for people both online and in-person. I include peers, regardless of whether they are my friends, because they are part of my learning community.

**My Environment:** I am prepared, on-time, in uniform and with the materials I need for learning.

**Reflecting dispositions of:** being yourself, getting involved, treating others how you want to be treated, celebrating differences, being an ally, being an upstander.

## Portrait of a Graduate

I am a Stratford Hall Graduate:

### I Embrace Authenticity

I genuinely express my true self in all interactions, fostering meaningful connections based on empathy, trust, and open communication.

### I Celebrate Personal Growth

I continually strive to expand my knowledge, skills, and perspectives, facing challenges head-on and seizing opportunities for growth.

### I Embody Ethical Values

I actively seek diverse perspectives and respect the value of different viewpoints, exhibiting ethical integrity and compassion in all my actions.

### I Activate Positive Change

I eagerly take the initiative to create positive change, always considering ethical, cultural and environmental implications and recognising biases, to make meaningful contributions locally and globally.

# WELCOME MESSAGE



The children we teach today will shape the world of tomorrow. Their values, motivation, and love for learning are all influenced by their education. As educators we have a duty to our students to teach and model good character, provide them with a strong set of life-skills, and ensure that they are informed about the world and all its wonders. The Primary Years Programme provides a framework for teaching this and Stratford Hall allows for it to all happen in an authentic and engaging learning environment.

The units of inquiry encourage students to examine the world with a critical eye and take action to make it a better place. The units are transdisciplinary in nature, which means they go across, between and beyond subjects, and emphasize participatory and integrated learning. Students apply their knowledge and skills from different subjects to solve problems and take action in a meaningful way. Throughout each unit, students use and develop the Approaches to Learning (ATL) skills which help them learn how to learn. Through the development of research skills they inquire into local and global issues connected to their unit of inquiry. With their social skills they work collaboratively in groups to discuss issues and make connections. Their thinking skills help them creatively think of solutions to problems they have discovered. Finally, through the inquiry cycle, students demonstrate their learning by taking action. At Stratford Hall, students engage in age appropriate action related to social justice, entrepreneurship, and advocacy. This might look like donating birthday money to a chosen charity, holding a lemonade stand to raise money for a meaningful cause or working together as a class to create care packages for residents of the Downtown Eastside.

The Primary Years Programme promotes international-mindedness. As students learn about our local and global community, they are encouraged to be open-minded, seeing the beauty in both the similarities and differences amongst us. Linguistic and cultural diversity are crucial for shaping personal and group identities, fostering a sense of belonging, and facilitating positive interactions. At Stratford Hall, we are committed to delivering a program that investigates and promotes diversity, equity and inclusion, thus creating a sense of belonging for all our community members.

As a parent of our community, we encourage you to support your child's learning by engaging in conversations with them. Ask them questions about what they are learning and how it affects our local and global community. This handbook will support those conversations by providing you with the approaches common to all grades across the Primary Years Programme, as well as an overview of the specialist areas. You are invited to take advantage of opportunities such as goal setting conferences, information sessions, and student-led conferences to strengthen your knowledge of the Stratford Hall PYP experience.

We look forward to hearing about all the amazing learning experiences that take place this year and the action initiatives that authentically unfold. Please feel free to ask us questions about the programme or share the stories of your amazing child(ren).

Sincerely,

Here's to the wonderful year ahead!

Amanda Lempriere  
Junior School Vice Principal / Primary Years Programme Coordinator  
amanda.lempriere@stratfordhall.ca

# WELCOME TO THE CONTINUUM

As an IB Continuum school, Stratford Hall provides learners with a continuous educational programme that emphasizes the IB mission in action from Kindergarten through Grade 12. Rather than simply offering three distinct programmes, the continuum ensures that students are developing skills and attributes throughout their entire school experience that will prepare them to be lifelong learners.

An IB Continuum education:

- centres on learners;
- develops learner's character through the learner profile;
- works within global contexts; and
- explores significant content.

Students of all ages come to school with combinations of unique and shared patterns of values, knowledge, and experience of the world and their place in it. Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate, lifelong learners. An IB education is holistic in nature – it is concerned with the whole person. Along with cognitive development, IB programmes address students' social, emotional, and physical well-being. They value and offer opportunities for students to become active and caring members of local, national, and global communities; they focus attention on the values and outcomes of internationally-minded learning described in the IB learner profile.

These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them. IB programmes aim to increase access to the curriculum and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents the IB learner profile in action.

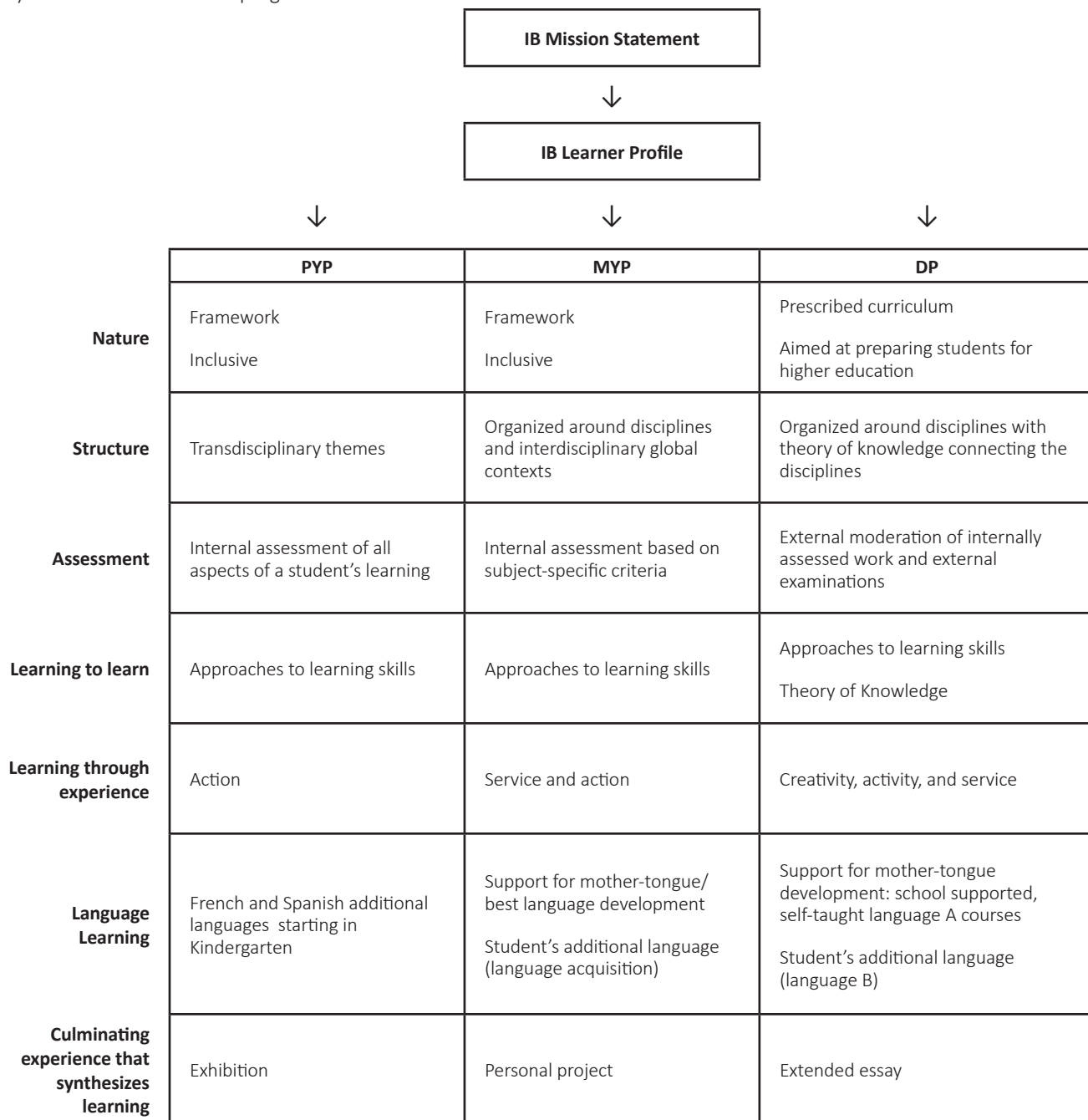
The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centred education. We:

- create educational opportunities that encourage healthy relationships, individual and shared responsibility, and effective teamwork and collaboration;
- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance, and confidence they need in order to bring about meaningful change;
- inspire students to ask questions, to pursue personal aspirations, to set challenging goals, and to develop the persistence to achieve them; and
- encourage the creation of rich personal and cultural identities.

As an IB Continuum School, Stratford Hall emphasizes learning how to learn, helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives.

## Facilitating the Transition Among IB Programmes

The diagram below is taken from *Towards a Continuum of International Education* (September 2008). This diagram outlines the key features of the three IB programmes.



# IB LEARNER PROFILE

The aim of all IB Programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, have the character to help create a better and more peaceful world. The IB learner profile permeates every aspect of what we do, and it defines what IB learners—both teachers and students—strive to be.

<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Courageous / Risk Taker</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Our Student Code of Conduct at Stratford Hall is rooted in the IB Learner Profile and the school values of curiosity, integrity, and belonging. Students are expected to uphold the Code of Conduct and will be held accountable for their actions.

## Action and Service in the IB Continuum

Taking action means learning through experience and is an essential element of the IB. Service, at all programme levels, is viewed as a subset of action. In the PYP, it is expected that a successful inquiry-based learning cycle will lead to responsible student-initiated action.

Students take action in response to their inquiries or motivation to make a positive difference, bring about positive change, or further their learning. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning and experiences.

Action can be short or long term, revisited, or ongoing. It may be individual or collective, small or large scale, and may take place at home, at school or in local or wider communities. Some actions may not always be visible or immediately impactful; they might appear in the form of impressions left on students, or small things that go unnoticed because they are part of the daily life of the learning community. Student reflection during and after units of inquiry will reveal the impact of their action on themselves and others.

The benefit of taking action are that it:

- builds strong character;
- provides leadership opportunities;
- improves confidence and improved sense of self worth;
- increases ability to maintain positive relationships, especially with adults;
- develops more mature understanding of diversity and empathy for others;
- increases willingness to take positive risks and initiative;
- improves intellectual and cognitive ability; and
- allows students to make visible and impactful changes with their learning in their lives, communities, and relationships.

To take action in the PYP, student can engage in:

- **Participation:** being actively involved in the learning community and showing commitment to contributing as individuals and as members of a group (ie. taking part in collective action within the school)
- **Advocacy:** publicly supporting positive social, environmental, or political change (ie. initiating or being part of a campaign)
- **Social Justice:** being concerned with advantages and disadvantages in society, and with the social well-being and justice of all people (ie. reflecting on the ethical consequences of potential actions and decisions)
- **Social Entrepreneurship:** responding to the needs of local, national and global communities, and applying prior knowledge and skills to identify and address challenges and opportunities in innovative, resourceful, and sustainable ways (ie. designing models or solutions for identified problems)
- **Lifestyle Choices:** making positive, personally relevant changes to the way we speak, think, or live in response to learning (ie. taking responsibility for interactions and relationships with others)

# STUDENT ACTION

Grade	Descriptor
<b>Kindergarten to Grade 5</b>	Action is nurtured within the school day at the PYP level, and service opportunities stem from student engagement in the inquiry cycle. Students initiate ideas to make a difference and take action at any time based on learning that has happened throughout a unit of inquiry or from their own life experiences. Proposals are vetted by teachers and the Principal, and action is celebrated at assemblies.
<b>Grades 6 to 10</b>	Action is nurtured within the school day and facilitated through Connections and OEE. They can initiate ideas that will make a difference and take action at any time. Proposals are vetted by teachers and the Principal, and action is celebrated at assemblies.
<b>Grade 8</b>	Service requirements are at least two, one-day events or one short-term commitment or one long-term commitment.
<b>Grade 9</b>	Service requirements are at least three, one-day events, or two short-term commitments or one long-term commitment.
<b>Grade 10</b>	At least two short-term commitments or one long-term commitment.
<b>Grades 11 &amp; 12</b>	All service learning requirements are taken care of within the CAS program.

The PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. Students are supported in developing 21st century skills, using a constructivist approach where students build on prior knowledge.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. They do this by demonstrating the IB learner profile.

## Features of the PYP

### Units Of Inquiry

Each year in the PYP, students complete six units of inquiry (UOI), with the exception of Kindergarten which completes five. Our Programme of inquiry (POI) fosters critical thinking and an inquisitive mind. It encourages Stratford Hall students to investigate, question, and analyze what they are learning. Wherever possible, curriculum content including Science, Social Studies, Literacy, Numeracy, Art, French, and Physical Health Education (PHE) are integrated into the teaching and learning of the units.

Inquiry is truly at the heart of our programme. The programme of inquiry is reviewed each year to ensure that students are engaged in rich inquiries that are significant, relevant, and challenging. At Stratford Hall, Kath Murdoch's Inquiry Learning Cycle is used to support planning and implementation of meaningful units of inquiry for our students. Within Stratford Hall classrooms, teachers strive to use the inquiry cycle as a framework to ensure students are:

- exploring, wondering, and questioning
- experimenting and playing with possibilities and hypotheses
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understanding
- creating and testing theories
- researching and seeking information
- solving problems in a variety of ways
- taking and defending a position

### Transdisciplinary Themes

Transdisciplinary learning in the PYP refers to learning that is not confined within the boundaries of traditional subjects but is supported and enriched by them. To create the opportunity for learning without bounds, units of study are organized into six themes. The six transdisciplinary themes are:

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

These themes are worth exploring regardless of where PYP students are in the world and with which ethnic or cultural group they identify. Framing the programme of inquiry, these globally and socially driven themes provide a starting point from which students can examine issues and opportunities as they are being experienced in the real world. Taken together, these themes provide students with authentic learning experiences that are not confined to the boundaries of traditional subjects because real-world problems have no boundaries.

Teachers collaborate with their homeroom teaching partners and specialist teachers to organize the timing and delivery of these units and themes throughout the year, including potentially creating units that span the entire school year. Teachers will also ask the parent community to contribute any connections or expertise to the units of inquiry.

# THE PROGRAMME

## Specified Concepts

The PYP is committed to a concept driven curriculum as a means of supporting inquiry, learning, and teaching. In addition to the central idea, the unit of inquiry is also structured by three or more statements of inquiry that are related to specified concepts. The IB specified concepts are taught both explicitly and implicitly through the unit of inquiry and are assessed formatively throughout the unit to ensure students develop their understanding of each concept. The seven IB specified concepts are:

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** How is it related to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our obligation?

Due to their transdisciplinary nature, the specified concepts often serve as the connections between units of inquiry and other subject specific areas of learning. Expressed as open-ended questions, the seven key concepts provide the framework for how students will explore the content embedded within the programme.

## Approaches to Learning (ATL) Skills

Approaches to learning (ATL) are grounded in the belief that learning how to learn is fundamental to a student's education. Stratford Hall believes that the future of education is dependent on building skills that students can use within and outside of the classroom, regardless of the content area they are exploring. ATL skills are five categories of interrelated skills and associated sub-skills that support students of all ages to become self-regulated learners. Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry. The five ATL skill categories are:

- **Thinking Skills:** Critical thinking, creative thinking, information transfer, reflection and metacognition
- **Communication Skills:** Literacy, exchanging information, ICT
- **Social Skills:** Collaboration, social and emotional intelligence
- **Self-Management Skills:** Organization, self-awareness
- **Research Skills:** Information-literacy, media and digital literacy, digital citizenship

Additionally, the Stratford Hall Junior school has developed "I can" statements for each of the ATL skill categories that target specific things the students need to be able to do to show proficiency in the skill. These statements are student friendly and easily understood by students in all grade levels. They are used during classroom learning engagements as a learning goal for the lesson, during reflections where students provide evidence about achievement of the skill, during self-assessment opportunities where students determine their success with the skill and set goals to continue their progress, and are also used on student rubrics for inquiry projects and assignments. Importantly, these skill statements align with the BC Ministry of Education focus on Core Competencies for Social, Thinking, and Communication skills.

## Transfer of Learning

In a rapidly evolving world where many future jobs have yet to be imagined, the transfer of learning is more important than ever. Through the conceptual lens provided by the PYP framework, students are guided in understanding and applying knowledge, using the Approaches to Learning Skills. This empowers them to adapt in order to transfer their learning to new situations, explore new ideas, integrate learning across disciplines, and conceptualize application links in the real world.

# APPROACHES TO TEACHING AND LEARNING

## Mathematics

**PYP Mathematics Vision:** *Stratford Hall is a place where teachers openly collaborate and observe one another to create a challenging and interactive math program that uses big ideas and explores big questions. Students are excited by the challenge of math, and understand the mindset necessary to be math leaders, including patience, persistence, and flexible thinking. They understand that struggle leads to growth, and that any math is a solvable puzzle. They welcome exploration of new perspectives and solutions, and enjoy having challenging conversations within, and beyond, their grade level cohorts.*

In the PYP, math skills and content knowledge are intentionally developed during each year of the programme through inquiry and investigation. Mathematical understandings is solidified through the application of the acquired competencies and skills in authentic situations and real-world problem solving. The math competencies developed include reasoning, analyzing, understanding, solving, communicating, representing, connecting, and reflecting. All classes have time in their schedule devoted to mathematics during which the homeroom teacher works with students to develop the content knowledge specified in the BC curriculum standards and the IB standards. Mathematics concepts and skills are also integrated into the units of inquiry, allowing students to transfer what they have learned in their mathematics class to their work in other subject areas.

In keeping with the PYP philosophy, inquiry is at the heart of math instruction. As such, teachers employ a variety of approaches and tools. These include collaborative learning, hands-on centres, play-based learning, iPad apps, online practice platforms, and experiential learning through the use of manipulatives. Learning is solidified through exercises completed in class or occasionally at home.

As in their other subject areas, students are encouraged to be creative, courageous and flexible in their approach to mathematics. They will be introduced to a variety of strategies and methods so that they can reflect on which ones work best for them or are best-suited to specific situations. Similarly, students are encouraged to develop and maintain a growth mindset, understanding that all students are able to learn math and all students can be challenged in mathematics. As such, mathematics instruction is not streamed, nor are students accelerated.

# APPROACHES TO TEACHING AND LEARNING

## Literacy

**PYP Literacy Vision:** *Literacy is a consistent thread through all areas of IB learning. Students take an active role in their learning through guided reading lessons, a comprehensive writing program, and explicit phonemic awareness instruction. Student engagement is nurtured through regular teaching of comprehension strategies, access to diverse literature, and opportunities to practice sharing their ideas and connections. To help understand the perspectives of others and to foster global mindedness, we believe that the literature and writing opportunities available to students should be reflective of the school community and beyond. The class and school libraries will strive to include diverse and inclusive representations of cultures, racial identities, gender equity, abilities, sexual orientations, and gender identities. In addition, they will highlight the voices of black, indigenous, people of colour. The literature taught in class should also be a tool for teaching and emphasizing the IB Learner Profile and Approaches to Learning. The PYP is committed to building a love of literacy through agency and opportunities to read and write freely.*

All learning engagements and unit of inquiry experiences in the PYP work to build a strong foundation of literacy skills with the goal of fostering a love of literacy learning. Comprehending and connecting (reading, listening, viewing) and creating and communicating (write, speak, represent) are integrated in all subject areas in each year of the programme to ensure that students are taught a wide range of skills.

Students in the PYP experience a comprehensive literacy programme that includes a balance of skills, strategies, and tools, materials and resources, and types of interaction. Informed by student interest and ability, activities may be differentiated to include guided, independent, shared, and home reading; literature circles; discussion and presentation; as well as creative and formal writing. Time is set aside to allow for the development of these skills which are further honed as students apply them in meaningful and authentic tasks within their units of inquiry. Regular practice exercises in reading, writing and speaking are completed in class and are often continued at home.

There are a number of resources upon which teachers and students draw. The PYP library includes books covering a wide range of topics at a variety of reading levels. Students have regular opportunities to select materials appropriate to their reading level and interests, and are guided to extend their choices to more challenging options. Digital resources are available, including databases, articles, videos, and images; online platforms for mind-mapping and typing; as well as applications for printing and writing. While all instruction is delivered by the homeroom teacher, all teachers are language teachers and support literacy development in their subject areas.

## Art

The aim of Art class is to develop student's creative confidence, self-expression, and conceptual thinking skills with the intention of fostering a lifelong love of creativity. Art classes are centered around three basic areas of focus: technical skill development, creative thinking, and engagement with contemporary and historical works of art. To think like an artist is to see the world from a new angle. The goal of PYP Art is to develop that creative muscle in our students from Kindergarten onwards, so that they are practising and transferring acquired skills to be innovative and inventive to their own artwork. It encourages students to be risk-takers and thinkers, exploring new ideas. PYP Art has a strong emphasis on the use of the sketchbook; each class has time dedicated to free-drawing, where students can explore their own ideas and interests. Technical skills will be built on the foundations of the Elements and Principles of Art and Design, across a variety of art media. As students progress through the PYP, they will be introduced to a wider range of art materials and techniques, including printmaking, sculpture, and textile based work.

## World Languages – French & Spanish

In Kindergarten and Grade 1, students are exposed to the French and Spanish languages through meaningful language experiences that are implemented through play and exploration. In Grades 2-5, students begin to build on the language foundations learned in the early years and expand their skills in listening, reading, speaking, and writing. Students benefit from an explicit focus on form (mechanics and grammar) and application. In all grades, French and Spanish are intentionally linked to the homeroom units of inquiry and students are given numerous opportunities to practice and use the language in meaningful ways. Furthermore, our language classes incorporate teaching culture along with the language itself in hopes of fostering open-mindedness, celebrating diversity, emphasizing the importance of understanding, and providing students with greater cultural sensitivity.

## Physical and Health Education (PHE)

For all students, the approach to physical education is holistic, and focuses on physical literacy. Students are given opportunities to develop this physical literacy, including the motivation, confidence, physical competencies, knowledge, and understanding to value, enjoy, and take responsibility for engagement in physical activities for life. PHE is intentionally integrated with units of inquiry, providing students with opportunities to develop key ATL skills, particularly social, collaboration, and communication skills.

Students are provided with a variety of movement experiences that help develop locomotor and non-locomotor skills, which is proven to reduce injury and increase physical activity levels. As students develop their movement vocabulary, they will have opportunities to utilize skills in a variety of contexts and combinations.

PHE units are developed under the following unit themes including invasion games, net and wall games, striking and fielding games, target games, action and trick sports, rhythmic and aesthetic sports, and travel sports.

### PE Attire

Kindergarten and Grade 1 students are not required to have PE uniforms. Grade 2- 5 students are required to wear Stratford Hall PE strip on their designated PE days. Students can arrive in their PE strip and wear it throughout the day. Wearing appropriate clothing for exercise enables students to participate more fully and safely. For more details on the PE uniform, please see the family handbook or the **Stratford Hall website**.

## Outdoor and Experiential Education (OEE) in Grade 4 and 5

Outdoor and Experiential Education (OEE) in Grades 4 and 5 gives students an opportunity to develop learning and life skills through an introduction to many recreational activities available in our area. Students are expected to demonstrate a positive attitude resulting in a fun experience when trying new activities and challenges, both indoors and outside. The goal of OEE in the PYP is to develop a basic level of competency and therefore is not formally assessed in the PYP. As students continue throughout the MYP, they develop skills and competencies that may result in certifications. Students try a variety of activities including, but not limited to, rock climbing, dragon boating, orienteering, biking, kayaking, ice skating, snow shoeing, camping, and more.

# APPROACHES TO TEACHING AND LEARNING

## Music

The music program is designed to include all children through active participation by stretching experienced students and those with knowledge of fundamental skills and introduces other students to basic concepts, encouraging all students to reach their maximum musical potential. At each grade level, students become part of a musical community. Students learn fundamental music skills in rhythm, melody, form, texture, and improvisation. They learn best by doing things themselves, and, in music, this means they are all composers! Music involves many roles, and success is achieved only through listening, responding, and giving feedback. This aspect of music class helps students in all other subject areas because it develops important approaches to learning skills, including important social and self-management skills. Music is intentionally linked to units of inquiry and gives students an opportunity to present their learning in a unique and creative way. We hope that students find a way to take action through the arts, make a difference in the world, and express thoughts and feelings that cannot be shown through words alone.

Students will also be given opportunities for formal and informal performances. This can include performing at assemblies, at concerts, or in the classroom. School concerts are one snapshot of the creative process in music!

## Design

The aim of Design class is to foster a culture of design thinking and to teach the creative thinking skills that will empower students to solve problems. Design classes are interdisciplinary and serve to extend the inquiry already taking place in the classroom. As designers, students move from empathy to action while developing skills as collaborators, researchers, problem finders and problem solvers, risk takers, creators and innovators.

The emphasis varies amongst the grades depending on the inquiry focus. One class may use the time to make, invent and tinker. Another class might work through an action project that involves service learning. Grade 5 students are introduced to the design cycle of the MYP as preparation for their transition to Grade 6. Classes connect directly to the concepts and skills taught in the Programme of Inquiry and allow students to make sense of and solidify what they have been learning about in class. For example, playing with squishy circuits helps to understand the concept of cause and effect, circuitry and computational thinking.

## Digital Literacy & Citizenship

It is important that students begin to understand the architecture, grammar, and strategies associated with Internet in order for them to navigate it safely and responsibly. Teaching digital literacy skills and exposing students to various digital learning tools aims to inspire creativity, enhance skills as writers and researchers, and encourage personal expression and innovation.

Because digital technology is constantly evolving, the focus is not on teaching the tools themselves, but on teaching our students to critically assess the tools. Students are then better able to choose the appropriate tool, whether digital or otherwise, to extend and transform their learning and share it more creatively.

The digital environment requires students to become sophisticated researchers of all text and media in its diverse forms such as books, television, email, news reports, web pages, and more. Critical thinking skills must be used to evaluate and make connections between the information students engage with. These research skills will extend beyond keyword searches, with opportunities for students to use technology to connect with their local community, experts, and other students via Zoom, allowing them to gain perspectives and current data from primary sources.

The importance of online safety and developing these critical thinking skills when researching digitally are essential aspects of student conduct at Stratford Hall. Digital safety and citizenship are taught through the broader curriculum. It is important to teach children to be aware of their digital footprint, and that computers and technology are tools for creation rather than just for consumption. Using digital platforms like Toddle teaches students about their online presence, and gives them an early opportunity to think about how they want to represent themselves in an online space. Teachers encourage students to present themselves positively, and share their personal interests, skills, and successes connected to the IB learner profile.

Themes of academic honesty and the appropriate use of technology are investigated under the umbrella of the IB learner profile in order to develop a deeper understanding the social and moral responsibilities of students online. Students learn to support academic honesty by giving credit where due and asking permission to use the works of others when necessary. Students in the PYP will build their skills at citing sources and crediting authors. As students move into the MYP and DP, their understanding of what it means to maintain academic integrity becomes more sophisticated.

Teachers and students will create essential agreements around the responsible use of devices and digital platforms. In addition, the Student Code of Conduct will hold students accountable when using devices and digital platforms. The school reserves the right to restrict or prohibit use of devices and digital platforms at their discretion.

# ASSESSMENT AND REPORTING

The objective of assessment in the PYP is to provide feedback on student progress and the learning process. Teachers select assessment strategies and design assessment activities that clearly reflect the intended learning outcomes. Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching, and it involves teachers and students collaborating to monitor, document, measure, report, and adjust learning. Stratford Hall uses a variety of assessment practices in order to gather information about student learning which informs our teaching.

Stratford Hall uses the following model to support their assessment practices:



## Assessment For Learning

Also known as **pre-assessment**, this is a learner-centered approach that allows students to build a collective understanding of unit concepts. It starts with assessment of prior knowledge to determine what students already know and what they are able to do with further guidance from the teacher. Using pre-assessment data, teachers design opportunities for students to test and revise their models, and support them in making connections between their previous and current perceptions.

## Assessment As Learning

Also known as **formative assessment**, the goal of this type of assessment is to inform teachers and promote learning and growth. This form of assessment happens throughout the learning process and requires the interaction between the teacher and the student. Formative assessment may include practices like observations and feedback, written or oral artifacts, anecdotal notes, visible thinking routines, digital work and reflections on Seesaw, and informal dialogue with students. Formative assessment helps students to take responsibility, while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to reflect and to make adjustments in future learning.

## Assessment Of Learning

Also known as **summative assessment**, the goal of this type of assessment is to certify and report on student learning progress. At appropriate points of the unit of inquiry, it provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry.

The evidence gathered from this assessment may include but is not limited to individual or exit tickets, quizzes, group culminating projects, performance tasks or presentations, tests, portfolios of student work, and student varied reflections on their growth and understanding of unit concepts, content, and skills. Throughout the units, teachers will assess student understanding and growth in order to give descriptive and timely feedback. Students are given time in class to analyze and discuss this feedback with teachers and peers, setting short term goals for themselves to improve. During published reporting periods, teachers will indicate a student level of achievement, highlight student strengths throughout the unit, and provide next steps for students to continue their growth.

All students will receive a level of achievement for each subject using the BC Provincial Proficiency Scale. This level of achievement indicates the depth of their understanding of the content, concepts, and skills that were explored.

## Levels of Achievement for Reporting Periods

LEVEL	DESCRIPTOR
<b>Beginning</b>	Approaching or not yet meeting expectations. A limited understanding of the required knowledge and skills. The student is unable to apply them effectively in familiar situations, even with support.
<b>Developing</b>	Meets expectations and demonstrates a basic understanding of the required knowledge and skills in most areas. The student may require support to apply them effectively in familiar situations but is unable to in unfamiliar situations even with support.
<b>Proficient</b>	Fully meets the expectations and demonstrates a secure understanding of the required knowledge and skills. The student has the ability to apply them effectively in familiar situations but requires support in unfamiliar situations. There is occasional evidence of skills of analysis, synthesis and evaluation and use of critical and creative thinking.
<b>Extending</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of unfamiliar and real-world situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. Independently produces high quality work that demonstrates critical and creative thinking and extension of learning.

## Conferences

The Junior School hosts two types of conferences during the academic year: goal setting and student-led.

Goal-setting conferences are known as parent-teacher or student-parent-teacher conferences during which the student, parents, and teachers meet to discuss and set short term academic and social goals. Prior to the conferences, teachers spend time with each student to discuss their personal and academic goals, and ensure they are a good fit. Conferences are held each term, with a gradual increase in student involvement throughout the year. Together, parents, students, and teachers will discuss the identified goals, and co-create a plan that will be carried out in the school and at home to support students in achieving them.

Student-led conferences in Term 3 are a standard feature in IB PYP schools and at Stratford Hall. The student-led conference is designed to provide students with an opportunity to speak to parents about their learning in all subject areas throughout the academic year. Unlike goal setting conferences, the student-led conference is led entirely by students.

Stratford Hall follows a conference timeline each year.

- **Term 1:** Parent-Teacher Goal Setting Conference
- **Term 2:** Student-Parent-Teacher Goal Setting Conference
- **Term 3:** Student-led conference

# ASSESSMENT AND REPORTING

Conferences allow students to benefit as they:

- develop accountability for their learning and become actively involved in reporting their progress;
- gain greater commitment to their school work and learning;
- build self-confidence and self-esteem as they analyze and assess their own work;
- practice communication and critical thinking skills;
- describe the work that they are doing, including their strengths and weaknesses;
- work with parents/guardians to create positive goals and action plans; and
- demonstrate the process of learning, not just the final products.

Conferences allow parents to benefit as they:

- receive a variety of information about their child's learning and skills;
- see the child's work and thinking first-hand;
- have an opportunity to help set positive goals; and
- are an active participant in their student's learning.

## Portfolios

Digital portfolios are used at Stratford Hall from Kindergarten to Grade 5 through the Toddle, an educational digital platform. These portfolios are used as a means for feedback between teacher, student, and parent. Students will also use digital portfolios to showcase self-reflection, the process of learning, progress and growth, and student achievement. Students will use the portfolio when setting personal and academic goals throughout the year. Because parents have access to the digital portfolio, they can discuss and support student learning from home, by engaging them in meaningful conversations. Students are asked to continually reflect on various parts of their learning, and this may include an error they made, the skills they needed to complete the task, something they take pride in, or the process to get to the finished product. This allows the student to identify their successes, but also acknowledge areas for improvement. Parents will be prompted to view the digital portfolios, specifically folders containing updates of learning, on Toddle near conferences and reporting periods throughout the year.

## Exhibition

In their final year of the PYP, Grade 5 students participate in the PYP Exhibition. This milestone project requires that each student demonstrate engagement with the five essential elements of the programme: knowledge, approaches to learning skills, concepts, attitudes and action. It is both a transdisciplinary unit of inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration of each student strengths and individual interests. The PYP Exhibition is the final rite of passage from the PYP to the MYP programmes.

The PYP Exhibition exists as one of the six transdisciplinary units of inquiry. Students typically work under the same transdisciplinary theme, but are given the opportunity as individuals or groups to pursue topics that they are passionate about. Students develop their own lines of inquiry and develop a plan that follows the inquiry cycle used in all other units of inquiry. In recent years, the PYP Exhibition has been connected with the United Nations Sustainable Development Goals, however other overarching themes or connections may be made.

## Reporting Schedule

We will communicate your child's progress regularly throughout the school year. Report cards will be made available on Toddle each term. Here is the reporting schedule for the 2025- 2026 academic year:

**Term 1 Report:** December

**Term 2 Report:** March

**Term 3 Report:** June

# PROGRAMME OF INQUIRY

## Who we are

An inquiry into identity as individuals as part of a collective through:

- physical, emotional, social, and spiritual health and well-being;
- relationships and belonging;
- learning and growing.

## Where we are in place and time

An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts;
- communities, heritage, culture and environment;
- natural and human drivers of movement, adaptation, and transformation.

## How we express ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity;
- personal, social, and cultural modes and practices of communication;
- intentions, perceptions, interpretations, and responses.

## How the world works

An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems;
- diverse practices, methods, and tools;
- discovery, design, innovation: possibilities and impacts.

## How we organize ourselves

An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems;
- approaches to livelihoods and trade practices;
- intended and unintended consequences;
- representation, collaboration, and decision-making.

## Sharing the planet

An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities, and dignity of all;
- pathways to just, peaceful, and reimagined futures;
- nature, complexity, coexistence, and wisdom.

# PROGRAMME OF INQUIRY

## Kindergarten

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME
<p><b>Central Idea:</b> Relationships support learning and growing</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Exploring our identities (form)</li> <li>• Needs and wants of relationships (function)</li> <li>• Qualities of good relationships (form)</li> <li>• Our choices and responsibilities in a community (responsibilities)</li> </ul> <p><b>Related Concepts:</b> Friendship, Relationships, Socialization</p> <p><b>ATL Skill Focus:</b> Social and Self-Management Skills</p>	<p><b>Central Idea:</b> Learning about families and traditions helps us connect and grow</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Respecting and appreciating unique families and stories (perspective)</li> <li>• Sharing our important family stories and traditions (connection)</li> <li>• How families influence who we are (causation)</li> </ul> <p><b>Related Concepts:</b> Families, Identity, Interconnectedness, Diversity</p> <p><b>ATL Skill Focus:</b> Communication Skills</p>

HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS
<p><b>Central Idea:</b> Exploring sparks imagination and leads to discoveries</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Senses guide environmental exploration (function)</li> <li>• Properties and behaviours of natural materials (connection)</li> <li>• Using imagination to play with organic materials (perspective)</li> </ul> <p><b>Related Concepts:</b> Creativity, Imagination, Inspiration, Appreciation</p> <p><b>ATL Skill Focus:</b> Research Skills</p>	<p><b>Central Idea:</b> Earth's patterns affect daily life</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Observing patterns in the environment (form)</li> <li>• Using patterns to make predictions (causation)</li> <li>• Patterns impact daily life (change)</li> </ul> <p><b>Related Concepts:</b> Patterns, Predictions, Cycles</p> <p><b>ATL Skill Focus:</b> Thinking Skills</p>

SHARING THE PLANET
<p><b>Central Idea:</b> Our choices have an impact on our environment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reducing, reusing and recycling (form)</li> <li>• Rethinking our choices (change)</li> <li>• Our responsibility to our planet (responsibility)</li> </ul> <p><b>Related Concepts:</b> Sustainability, Interdependence, Environment</p> <p><b>ATL Skill Focus:</b> Research Skills</p>

## Grade 1

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME
<p><b>Central Idea:</b> Strong communities work together.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Strengths and stretches of individuals and communities (form)</li> <li>• What it means to be a community member (causation)</li> <li>• Overcoming challenges and resolving conflicts through action (responsibility)</li> </ul> <p><b>Related Concepts:</b> Community, Resilience, Collaboration/Cooperation</p> <p><b>ATL Skill Focus:</b> Social &amp; Self-Management Skills</p>	<p><b>Central Idea:</b> Learning about each other's' cultures fosters belonging</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Ways to strengthen or separate a community (causation)</li> <li>• Sharing about myself and family journey (perspective)</li> <li>• Building appreciation through questions and actions (connection)</li> </ul> <p><b>Related Concepts:</b> Culture, Heritage, Migration, Cooperation, Story</p> <p><b>ATL Skill Focus:</b> Social &amp; Research Skills</p>
HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES
<p><b>Central Idea:</b> Members contribute to enrich a community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our school community (function)</li> <li>• Roles and responsibilities needed to support a community (responsibility)</li> <li>• Qualities of a healthy community (perspective)</li> </ul> <p><b>Related Concepts:</b> Community, Roles, Cooperation, Interdependence, Systems</p> <p><b>ATL Skill Focus:</b> Thinking and Self-Management Skills</p>	<p><b>Central Idea:</b> Play helps us explore ourselves and others</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How diverse play helps us learn, build, and share creative ideas (function)</li> <li>• Gender and play (change)</li> <li>• Personal expression through play (perspective)</li> </ul> <p><b>Related Concepts:</b> Imagination, Play, Gender, Expression, Stereotypes</p> <p><b>ATL Skill Focus:</b> Thinking Communication Skills</p>
HOW THE WORLD WORKS	SHARING THE PLANET
<p><b>Central Idea:</b> We make sense of the world through discoveries</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Using methods and tools to experiment and learn (function)</li> <li>• How states of matter impact light and sound travel (change)</li> <li>• Varying abilities to perceive sound and light (perspective)</li> </ul> <p><b>Related Concepts:</b> Interaction, Energy, Exploration, Organization</p> <p><b>ATL Skill Focus:</b> Research Skills</p>	<p><b>Central Idea:</b> Living things adapt to survive</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Comparing living and non-living things in our environment (form)</li> <li>• Adaptations and behaviours that help insects survive (change)</li> <li>• How living things coexist (responsibility)</li> </ul> <p><b>Related Concepts:</b> Sustainability, Adaptation, Environment</p> <p><b>ATL Skill Focus:</b> Research Skills</p>

# PROGRAMME OF INQUIRY

## Grade 2

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME
<p><b>Central Idea:</b> Healthy habits help us learn and grow.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Interconnectedness of physical, social, emotional and spiritual health (connection)</li> <li>• The impact of a healthy community (causation)</li> <li>• Habits and routines that strengthen well-being (responsibility)</li> </ul> <p><b>Related Concepts:</b> Well-Being, Health, Interconnectedness, Choices</p> <p><b>ATL Skill Focus:</b> Self-Management Skills</p>	<p><b>Central Idea:</b> Local environments impact culture and identity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Diverse features of local environments around the globe (form)</li> <li>• Past and present ways of life (causation)</li> <li>• Features of people’s daily lives across cultures (connection)</li> </ul> <p><b>Related Concepts:</b> Community, Diversity, Culture, Environment</p> <p><b>ATL Skill Focus:</b> Social Skills</p>
HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES
<p><b>Central Idea:</b> Systems and structures impact stability</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Collaboration and decision making (causation)</li> <li>• Intended and unintended consequences (causation)</li> <li>• Rights and responsibilities as a global citizen (responsibility)</li> </ul> <p><b>Related Concepts:</b> Collaboration, Communication, Organization, Relationships</p> <p><b>ATL Skill Focus:</b> Thinking and Self-Management Skills</p>	<p><b>Central Idea:</b> Stories communicate meaning by engaging audiences</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Methods of storytelling across cultures (form)</li> <li>• The ways the authors engage their audience (function)</li> <li>• Ways stories express values, beliefs, and ideas (perspective)</li> </ul> <p><b>Related Concepts:</b> Interpretation, Story, Audience, Communication</p> <p><b>ATL Skill Focus:</b> Communication Skills</p>
HOW THE WORLD WORKS	SHARING THE PLANET
<p><b>Central Idea:</b> Understanding how materials behave shapes how we use them</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Properties of materials (form)</li> <li>• Chemical and physical changes to materials (change)</li> <li>• How societies utilize the properties of materials to create (function)</li> </ul> <p><b>Related Concepts:</b> Innovation, Transformation, Properties</p> <p><b>ATL Skill Focus:</b> Research Skills</p>	<p><b>Central Idea:</b> Water is essential for all living things</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• All living things go through a cycle (function)</li> <li>• Access to water throughout the world (causation)</li> <li>• Actions to preserve and conserve water (responsibility)</li> </ul> <p><b>Related Concepts:</b> Rights, Access, Conservation, Preservation</p> <p><b>ATL Skill Focus:</b> Research Skills</p>

## Grade 3

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME
<p><b>Central Idea:</b> Solving problems together contributes to strong relationships.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Strategies for problem-solving (form)</li> <li>• Identifying opinions that inform all sides of an argument (perspective)</li> <li>• Valuing opinions through effective and respectful communication (responsibility)</li> </ul> <p><b>Related Concepts:</b> Conflict, Cooperation, Community, Collective</p> <p><b>ATL Skill Focus:</b> Social and Communication Skills</p>	<p><b>Central Idea:</b> Fostering cultural appreciation builds community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Indigenous perspectives and worldviews (perspective)</li> <li>• Different ways knowledge is shared and passed down (form)</li> <li>• How to appreciate another culture</li> </ul> <p><b>Related Concepts:</b> Culture, Appreciation, History, Knowledge</p> <p><b>ATL Skill Focus:</b> Thinking Skills</p>
HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES
<p><b>Central Idea:</b> Systems can create opportunities for inclusion and exclusion</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Human created systems (form)</li> <li>• How actions and systems shape a community (causation)</li> <li>• Empathy for difference (responsibility)</li> </ul> <p><b>Related Concepts:</b> Identity, Decision making, equity/equality, Representation</p> <p><b>ATL Skill Focus:</b> Social and Thinking Skills</p>	<p><b>Central Idea:</b> Passion projects help us develop specific skills</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How we use skills to learn best inside and outside of the school (causation)</li> <li>• Planning and organizing a passion project (function)</li> <li>• Reflection and goal-setting for growth (change)</li> </ul> <p><b>Related Concepts:</b> Creativity, Inspiration, Expression, Communication</p> <p><b>ATL Skill Focus:</b> Self-Management and Communication Skills</p>
HOW THE WORLD WORKS	SHARING THE PLANET
<p><b>Central Idea:</b> We have a responsibility to the transforming Earth</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Natural and human forces that transform the Earth (change)</li> <li>• First Peoples knowledge of local landforms (perspective)</li> <li>• Privilege and natural disasters (responsibility)</li> </ul> <p><b>Related Concepts:</b> Interaction, Transformation, Geography, Advances</p> <p><b>ATL Skill Focus:</b> Thinking and Communication Skills</p>	<p><b>Central Idea:</b> Ecosystems thrive with diversity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of local species (form)</li> <li>• Interdependence within environments (connection)</li> <li>• Effects on biodiversity (responsibility)</li> </ul> <p><b>Related Concepts:</b> Interdependence, Ecosystems, Diversity, Coexistence</p> <p><b>ATL Skill Focus:</b> Research Skills</p>

# PROGRAMME OF INQUIRY

## Grade 4

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME
<p><b>Central Idea:</b> Communities build each other up</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Developing self and social awareness, in-person and online (function)</li> <li>• Relationship skills (causation)</li> <li>• How understanding point of view develops empathy (perspective)</li> </ul> <p><b>Related Concepts:</b> Compromise, Relationships, Feelings, Digital Citizenship</p> <p><b>ATL Skill Focus:</b> Social &amp; Self-Management Skills</p>	<p><b>Central Idea:</b> Interactions lead to opportunities and challenges</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Being a witness in Truth and Reconciliation (responsibility)</li> <li>• Intended and unintended consequences of exploration (connection)</li> <li>• Colonization’s continuing impact on Canadians (causation)</li> </ul> <p><b>Related Concepts:</b> Reconciliation, History, Racism, Discrimination, Resilience</p> <p><b>ATL Skill Focus:</b> Thinking Skills</p>
HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES
<p><b>Central Idea:</b> Societal decisions impact economic development</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Systems of exchange (function)</li> <li>• Factors that influence the supply and demand of goods and services (causation)</li> <li>• Ethics as producers and consumers (perspective)</li> </ul> <p><b>Related Concepts:</b> Ethics, Livelihood, Trade, Supply, Demand</p> <p><b>ATL Skill Focus:</b> Social and Self-Management Skills</p>	<p><b>Central Idea:</b> We can use creativity to share our passions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Forms of communication (form)</li> <li>• Communication through the Arts (perspective)</li> <li>• The best ways to communicate our passions (function)</li> </ul> <p><b>Related Concepts:</b> Passion, Creativity, Expression, Identity, Symbolism</p> <p><b>ATL Skill Focus:</b> Communication Skills</p>
HOW THE WORLD WORKS	SHARING THE PLANET
<p><b>Central Idea:</b> Energy production and consumption have an impact on the planet</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How energy is transformed for a purpose (change)</li> <li>• Sources of and access to electricity (form and function)</li> <li>• Responsible production and consumption of energy (connection)</li> </ul> <p><b>Related Concepts:</b> Consumption, Transformation, Resources, Energy</p> <p><b>ATL Skill Focus:</b> Thinking Skills</p>	<p><b>Central Idea:</b> Observable patterns affect all living things</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Cycles and patterns around us (function)</li> <li>• Interactions between living things and their environments (connection)</li> <li>• Human impact on biomes (responsibility)</li> </ul> <p><b>Related Concepts:</b> Interactions, Adaptation, Interdependence</p> <p><b>ATL Skill Focus:</b> Research Skills</p>

## Grade 5

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME
<p><b>Central Idea:</b> Health is maintained through balanced choices</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The body as a system of systems (function)</li> <li>• The impact of lifestyle choices on health (connection)</li> <li>• Health around the world (perspective)</li> </ul> <p><b>Related Concepts:</b> Systems, Health, Wellness, Choice</p> <p><b>ATL Skill Focus:</b> Thinking &amp; Research Skill</p>	<p><b>Central Idea:</b> Migration shapes individual and collective identities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons for migration (causation)</li> <li>• Experiences of migrants (perspective)</li> <li>• How migration transforms people, places and policies (change)</li> </ul> <p><b>Related Concepts:</b> Story, Identity, Diversity, Migration, Culture</p> <p><b>ATL Skill Focus:</b> Thinking &amp; Communication Skills</p>

HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES
<p><b>Central Idea:</b> Institutions and citizens can both create change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Purpose and power of government (form)</li> <li>• Systems and structures that support or oppress citizens (causation)</li> <li>• Activism as a means of institutional change (responsibility)</li> </ul> <p><b>Related Concepts:</b> Governance, Decision-making, Activism, Rights, Oppression</p> <p><b>ATL Skill Focus:</b> Social Skills</p>	<p><b>Central Idea:</b> Stories can be communicated through digital media</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Artists, storytellers, and forms of media (form, connection)</li> <li>• How to create impactful messages through story (function, causation)</li> <li>• Sharing stories responsibly (responsibility)</li> </ul> <p><b>Related Concepts:</b> Story, Creativity, Expression, Message</p> <p><b>ATL Skill Focus:</b> Students will demonstrate all the ATLs during this extended unit</p>

HOW THE WORLD WORKS	SHARING THE PLANET
<p><b>Central Idea:</b> Innovative design influences the progress of human society</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Properties of simple and complex machines (form)</li> <li>• Evaluating advantages of innovative designs on daily life (function)</li> <li>• Ways to use design thinking to solve problems (causation)</li> </ul> <p><b>Related Concepts:</b> Movement, Force, Design, Innovation, Progress</p> <p><b>ATL Skill Focus:</b> Research and Social Skills</p>	<p><b>Central Idea:</b> Accessing resources creates challenges and opportunities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Resources within Canada and across the globe (connection)</li> <li>• Implications of resource extraction (perspective)</li> <li>• Taking action for resource sustainability (responsibility)</li> </ul> <p><b>Related Concepts:</b> Equity, Geography, Access, Sustainability, Supply, Demand</p> <p><b>ATL Skill Focus:</b> Thinking Skills</p>

# THE ESSENTIALS

## Classes

Each grade is a learning cohort with educational staff assigned to each group. There are two classes at each grade, with a homeroom teacher for each class in Kindergarten to Grade 5. Kindergarten to Grade 5 homeroom teachers teach their class units of inquiry, literacy, and numeracy. Students are divided into two homeroom cohorts for attendance, and see both core teachers for mathematics, science, language and literature and social studies. Specialists teach French, Spanish, Music, Physical Education/ Outdoor Experiential Education (OEE), Design (Applied design, Skills, and Technologies), and Visual Art.

Teachers consider many factors when making decisions about next year's class make-up, including individual student progress, peer relationships, and group dynamics. A great deal of time and thought goes into this process, which is then confirmed by the respective Principal. Because this process is very complex and integral to all students' success, the school maintains the responsibility for the decision-making process and does not take class placement requests from families. However, should there be information that a parent feels is not already known by teachers, parents are invited to share this with their teachers or the respective Principal, prior to classes being formed in June.

## Student Council

The Junior School Student Council is composed of two students from each grade. The representatives are elected by their classes in October.

## Community Block and Assemblies

Once per week in block three students engage in a range of learning opportunities. The learning may be focused on an important day of recognition such as Truth and Reconciliation and once per month assemblies.

## Learning Materials

The school supplies students with all the necessary materials for their learning. At times, students may be asked to bring in extra materials for special projects or events. Toys, stuffies, trading/game cards are not permitted at school, and valuable items should be left at home. If these items are brought to school, the teacher will take them and return them to the student at the end of the day. The school will not assume responsibility for lost or broken items.

## Devices

Smart watches, electronic devices and phones are not permitted at school. If these items are brought to school, the teacher will take them, store them in a safe place and return them to the student at the end of the day. The school will not assume responsibility for lost or broken items.

## Home Learning and Agendas

From Grade 1, work may be assigned to complete at home, though at times, students complete assignments before they leave school for the day. Home learning is important as a reinforcement of the day's work or as preparation for future work. Reading at home is always important and is encouraged at every grade level, every day. Avid readers have advantages in all aspects of school work.

Home learning completion times are different for each student; therefore, the school does not have a policy on the time homework should take each night. Teachers will outline grade-level expectations at the beginning of the year. Other evening activities are also very important, such as time with family, friends, sports, music, dance, theatre, and community organizations. Playtime is also important for the development of creativity, motivation, and commitment.

Parents can assist children by motivating with praise and encouraging independence. Please make a particular place available where homework is done, away from distractions. The use of a homework book, in which parents may also make comments back to the teacher, is encouraged, and required in some grades.

**Agendas:** Teachers of students in Kindergarten to Grade 2 develop systems to communicate between home and school. Students in Grades 3 to 5 receive an agenda in September to use daily to keep track of assignments and events.





# STRATFORD HALL

IB WORLD SCHOOL

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