IGB INTERNATIONAL SCHOOL

Igniting Minds • Impacting Lives

Primary Years Programme

Primary Years
Programme Handbook

IGB INTERNATIONAL SCHOOL
Igniting Minds • Impacting Lives

Vision

To provide an innovative international education that inspires learners to make a positive impact on the world.

Mission

To provide an inclusive learning community, embracing diversity by offering a challenging IB education which empowers its members to be caring, global citizens.

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IB Authorised School

IGB International School is fully authorised to offer the International Baccalaureate (IB) Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) & Career-related Programme (CP). IB World Schools share a common philosophy – a commitment to high quality, challenging, international education that IGB International School believes is important for our students.

For further information about the IB and its programmes, visit http://www.ibo.org.

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Welcome

Welcome to Elementary School at IGBIS. The curriculum of the Elementary School is based on the International Baccalaureate Primary Years Programme (PYP).

The PYP is an international curriculum framework designed for all children between the ages of 3 and 12 years. The PYP provides a framework and philosophy which covers all of the learning that takes place in this age range. The programme focuses on the total growth of the developing child, affecting hearts as well as minds, and addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational programme.

The PYP offers a comprehensive, inquiry based approach to teaching and learning and provides an internationally designed model for concurrency in learning for mobile, transient students. It incorporates guidelines on student learning styles, teaching methodologies and assessment strategies. The curriculum framework is an expression and extension of three inter-related questions: What do we want to learn? How best will we learn? How will we know what we have learned?

This guide is designed to give parents information about the PYP. As part of the IB's continuum of international education, the PYP serves as excellent preparation for the International Baccalaureate Middle Years Programme (MYP) followed by the International Baccalaureate Diploma Programme (DP) and International Baccalaureate Career-related Programme (CP).

For more information on the Primary Years Programme, please email us at:

enquiries@igbis.edu.my

Elementary School

The Elementary School at IGBIS consists of Fireflies (two year old programme), Early Years 1 and Early Years 2 for children aged three and four years of age and Kindergarten through to Grade 5.

Fireflies and Early Years

Fireflies is the first programme within the Early Years and is for students who have turned two years of age. The Fireflies and Early Years programmes provide a holistic education that promotes social, physical, cognitive, creative and emotional development. Students in Fireflies experience a culturally diverse setting where a planned balance of play, teacher initiated and child directed inquiries and challenges stimulate their learning in a safe and nurturing environment.

Kindergarten to Grade 5

Learning is a life-long process and students develop at different rates. Readiness and receptiveness to learn varies within individuals. Teachers aim to instill a love of learning in each child so that learning is seen as a desirable, enjoyable activity that will continue naturally long after formal education is finished.

The environment at IGBIS is one of safety and security. Staff value each child's self-esteem and self-worth; focussing on the positives and encouraging the development of independence, responsibility and self-control. A positive learning environment is supported through respect between students, teachers and families.

The Philosophy of Teaching and Learning in Elementary School

- Children develop at different rates.
- Children learn in different ways.
- The process of learning is more important than the product.
- Play is essential to learning and enhances children's cogni
- tive, motor, language, social and emotional skills.
- Real-life and lifelike activities enhance learning.
- The learning environment will be safe, secure and one in which each child is valued, challenged and can take control of his or her own learning.
- The ability to solve problems, think creatively and divergently, make decisions and become independent as learners and thinkers is essential.
- The building of each child's self-esteem and self-worth is extremely important.
- Learning is a life-long process.

Students will:

- learn how to interact and negotiate with each other by direct and indirect modeling of caring, sharing and respecting one another;
- be provided with the opportunity to develop problem solving skills in many settings;
- be given the freedom to express their opinions, thoughts and feelings;
- be guided to accept and understand different cultures;
- develop independence, responsibility and leadership through everyday activities and routines;
- be encouraged to develop tolerance of individual strengths and weaknesses.

Curriculum Overview

The International Baccalaureate Primary Years Programme

The curriculum of Elementary School is based on the International Baccalaureate Primary Years Programme (PYP).

At the heart of the PYP are 6 transdisciplinary Units of Inquiry (UoI), which serve as the key organisers for the selection of the units of learning through an inquiry method of teaching. Each year students will engage in one unit under each of the 6 transdisciplinary themes: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organise ourselves and Sharing the planet. The transdisciplinary units cover Social Studies, Science, Health and Personal Development. They are cross-curricular and may cover elements of Mathematics, Language (English and Chinese), Visual Arts, Music, Personal, Social & Physical Education and Host Nation Studies.

Essential Elements of the PYP

The written curriculum is comprised of five essential elements: knowledge, concepts, skills, attitudes and action. These essential elements will be explicitly taught in all areas of the curriculum by all teachers.

Knowledge	Concepts	Skills	Attitudes	Action
Significant, relevant content that we want the students to know about.	Powerful ideas that have relevance, students must re-visit in order to understand	The skills students need to demonstrate to succeed in a changing, challenging world.	Positive values, beliefs and feelings about learning, the environment and people.	Demonstrations of learning through responsible action and behaviour.

Knowledge

Transdisciplinary Themes
Each year students complete one Unit of Inquiry (UoI) under each theme. Students in Early Years are required to complete 4 UoIs per year but they must do one unit in the strands marked*.

Who we are*

Where we are in place and time

How we express ourselves*

How the world works

How we organise ourselves

Sharing the planet

Subject areas (Homeroom)
Whereever authentic links can be made these subjects are taught within the transdisciplinary UoI. All Science and Social Studies are taught within the UoI.
- Languages (English)
- Mathematics
- Science
- Social Studies
- PSPE (Personal, Social)

(Specialists – Early Years 1 - G5)
Specialists link to a minimum of one UoI per year per grade level.
- Languages (Chinese and Spanish (G5))
- Arts
- PSPE (Physical Education)
- Host Nation Studies

Concepts

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 connected to other things?

Perspective
What are the points of view?

Responsibility
What is our responsibility?

Reflection
How do we know?

Skills

Thinking skills
- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical thought (thinking about two or more different points of view)
- Metacognition (thinking about how you learn)

Social skills
- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflict
- Group decision making
- Adopting a variety of group roles

Communication skills
- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-verbal communication

Self-management skills
- Gross motor skills
- Fine motor skills
- Spatial awareness
- Organisation
- Time management
- Safety
- Healthy lifestyle
- Codes of behaviour
- Informed choices

Research skills
- Formulating questions
- Observing
- Planning
- Collecting data
- Recording data
- Organising data
- Interpreting data
- Presenting research findings

Attitudes

Appreciation - Appreciating the wonder and beauty of the world and its people.

Commitment - Being committed to their own learning, persevering and showing self-discipline and responsibility.

Confidence - Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation - Cooperating, collaborating, and leading or following as the situation demands.

Creativity - Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Curiosity - Being curious about the nature of learning, about the world, its people and cultures.

Empathy - Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.

Enthusiasm - Enjoying learning and willingly putting effort into the process.

Independence - Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

Integrity - Being honest and demonstrating a considered sense of fairness.

Respect - Respecting themselves, others and the world around them.

Tolerance - Being sensitive about differences

Action

All students are given the opportunity to take action every year. Action will look different depending on the age of the student and it will take their learning beyond the intellectual.

Action can involve service to fellow students or the wider community.

Action can take place inside or outside of school.

Action should be voluntary and involve students exercising their own initiative.

Action is best grounded in students' concrete experiences.

Action as a result of learning may not be witnessed by the teacher and often happens beyond the classroom. If your child changes their behaviour or takes some other form of action as a result of their learning in school, please let your child's classroom teacher know.

The Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Inquirers

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.

Knowledgeable

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.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

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.

Principled

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.

Open Minded

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.

Caring

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.

Risk-Takers

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.

Balanced

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

*   *Source: Making the PYP happen, page 4, 2009*

Units of Inquiry

In the PYP most of the teaching and learning centres around the design of the transdisciplinary units of inquiry.

Each of these units:
- stands alone as an engaging, challenging, relevant and significant experience.
- contributes to a coherent, school wide programme of inquiry that is framed in terms of transdisciplinary themes of global significance.
- draws together elements of different subject areas to support the exploration of a central idea.
- is planned by teams of teachers working in collaboration, guided by a set of key questions that is conceptually driven.
- involves students in a range of learning experiences.
- is planned in response to the lines of inquiry.
- builds on prior knowledge of the students.
- is constructed and conducted in a way as to promote positive attitudes and provide opportunities for socially responsible action.
- requires students to reflect and take responsibility for their learning.

Assessment of student learning focuses on the quality of the students' understanding of the central idea and bredth and depth of their responses to the lines of inquiry.

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; 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.

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

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

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

*   *Source: Making the PYP happen, page 12, 2009*

Approaches to Learning Skills (ATL)

Thinking Skills	
Acquisition of knowledge	Gaining specific facts, ideas, vocabulary; remembering in a similar form.
Comprehension	Grasping meaning from material learned; communicating and interpreting learning.
Application	Making use of previously acquired knowledge in practical or new ways.
Analysis	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.
Synthesis	Combining parts to create wholes; creating, designing, developing and innovating.
Evaluation	Making judgments or decisions based on chosen criteria; standards and conditions.
Dialectical thought	Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realising that other people can also take one's own point of view.
Metacognition	Analysing one's own and others' thought processes; thinking about how one learns.

Social Skills	
Accepting responsibility	Taking on and completing tasks in an appropriate manner; being willing to assume a share of responsibility.
Respecting others	Listening sensitively to other; making decisions based on fairness and equality; recognising that others' belief, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.
Cooperating	Working cooperatively in a group; being courteous to others; sharing materials; taking turns.
Resolving conflict	Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately.
Group decision making	Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.
Adopting a variety of group roles	Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.

Communication Skills	
Listening	Listening to directions; listening to others; listening for information.
Speaking	Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.
Reading	Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.
Writing	Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.
Viewing	Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.
Presenting	Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.
Non-verbal communication	Recognising the meaning of visual and kinesthetic communication; recognising and creating signs; interpreting and utilising symbols.

*   *Source: Making the PYP happen, page 21 - 22, 2009*

Self-management Skills

Gross motor skills	Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.
Fine motor skills	Exhibiting skills in which precision in delicate muscle systems is required.
Spatial awareness	Displaying a sensitivity to the position of objects in relation to oneself or each other.
Organisation	Planning and carrying out activities effectively.
Time management	Using time effectively and appropriately.
Safety	Engaging in personal behaviour that avoids placing oneself or others in danger or at risk.
Healthy lifestyle	Making informed choices to achieve a balance of nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.
Codes of behaviour	Knowing and applying appropriate rules or operating procedures of groups of people.
Informed choices	Selecting an appropriate course of action or behaviour based on fact or opinion.

Research Skills

Formulating questions	Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.
Observing	Using all the senses to notice relevant details.
Planning	Developing a course of action; writing out an outline; devising ways of finding out necessary information.
Collecting data	Gathering information from a variety of first and second hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.
Recording data	Describing and recording observations by drawing, note taking, making charts, tallying, writing statements
Organising data	Sorting and categorising information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.
Interpreting data	Drawing conclusions from relationships and patterns that emerge from organised data.
Presenting research findings	Effectively communicating what has been learned; choosing appropriate media.

*   *Source: Making the PYP happen, page 23, 2009*

Concept Driven Curriculum

In the PYP there is a commitment to a concept driven curriculum as a means of supporting inquiry. The concepts are central to the curriculum and are in the form of key questions that are broad and open-ended. Key concepts help teachers and students consider different ways of thinking and learning about the world and act as a provocation to extend and deepen student inquiries.

Form: what is it like?
The understanding that everything has a form with recognisable features that can be observed, identified, described and catalogued.

Function: how does it work?
The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation: why is it like it is?
The understanding that things just do not happen, that there are causal relationships at work and that actions have consequences.

Change: how is it changing?
The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection: how is it connected to other things?
The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective: what are the points of view?
The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

Responsibility: what is our responsibility?
The understanding that people make choices based on their understandings and the actions they take as a result do make a difference.

Reflection: how do we know?
The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning and the quality and reliability of the evidence we have considered.

Related Concepts: In addition to the key concepts, Units of Inquiry have related concepts that are specific to the 'big' ideas that are being inquired into.

*   *Source: Making the PYP happen, page 18 - 20, 2009*

The IB Continuum of Education

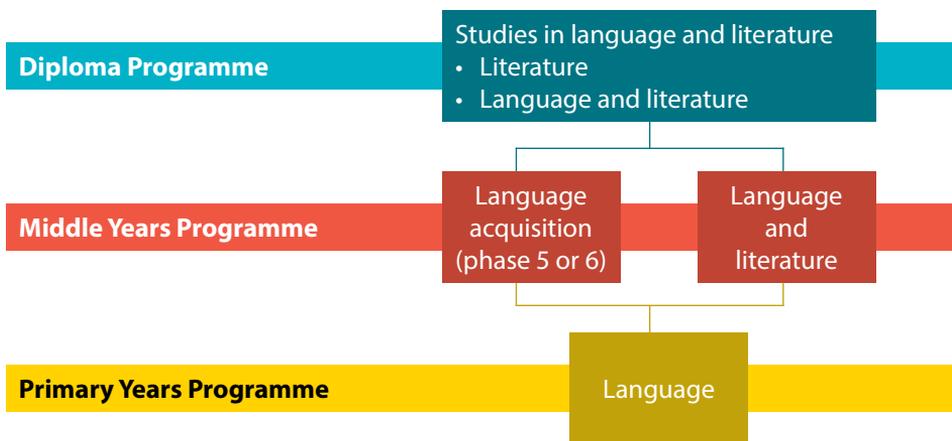|	IB mission statement			
	IB learner profile			
	Programme standards and practices			
	PYP	**MYP**	**CP**	**DP**
	(3-11 years old)	(11-16 years old)	(16-19 years old)	
Nature	Framework Inclusive: all students	Framework Inclusive	Framework based around core elements, DP courses and career studies Prepare students for higher education, career and technical vocations	Prescribed curriculum Prepares students for higher education and employment
Structure	Learning organised around transdisciplinary units of enquiry Prescribed concepts Inquiry based	Interdisciplinary and disciplinary units organise learning in eight subject groups Prescribed concepts in a global context Inquiry based	Disciplinary courses and interdisciplinary courses connected by the CP core	Disciplinary and interdisciplinary courses are organised into 6 subject groups connected by the DP core
How the programme is assessed	Internal assessment of all aspects of a student's learning	Internal assessment based on subject-specific criteria; moderated personal project; optional (inter)disciplinary eAssessments and ePortfolios	External moderation of internally assessed work and external examination	External moderation of internally assessed work and external examination
Pedagogy	Approaches to learning Approaches to teaching	Approaches to learning Approaches to teaching	Approaches to learning Approaches to teaching	Approaches to learning Approaches to teaching
Learning through experience	Action	Action	Community and service	Creativity, action, service
Language learning	Support for mother-tongue development	Support for mother-tongue development / language and literature	Support for mother-tongue development: school supported. Self-taught language A courses (optional)	Support for mother-tongue development: school supported, self-taught language A courses
	School's additional language	Acquisition of another language (in each year of the programme)	Language development as a component of the CP core	Acquisition of another language (in each year of the programme)
Culminating experience that synthesises learning	Exhibition	Community project (Grade 8) Personal project (Grade 10)	Reflective project	Extended essay

Language

Aims

Language is fundamental to learning, thinking and communicating and permeates the whole curriculum. PYP schools have a special responsibility to recognise and support language development to ensure that all students are provided with the environment and necessary language support to enable them to participate fully in the academic programme and in the social life of the school, as well as to develop as individuals. The programme for inquiry provides an authentic context for students to develop and use language.

Progression in IB programmes for students studying Language and literature

Diploma Programme	Studies in language and literature • Literature • Language and literature	
Middle Years Programme	Language acquisition (phase 5 or 6)	Language and literature
Primary Years Programme	Language	

Content

Oral Communication: Listening and Speaking: Encompasses all aspects of listening and speaking.

In the area of oral communication, students will learn to:
- listen and respond to a range of texts, and to the ideas and opinions of others.
- improve fluency and accuracy when speaking.
- ask and answer questions; relate and retell; persuade; talk about needs, feelings, ideas or opinions; contribute to discussions.
- recognise that oral language needs to be appropriate to the audience and to the purpose.
- communicate orally in more than one language.

Written Communication: Reading and Writing: Constructing meaning from text by making inferences and interpretations. Writing allows us to develop, organise and communicate thoughts, ideas and information in a visible or tangible way.

In the area of written communication, students will learn to:
- read and write for enjoyment, instruction and information.
- recognise and appreciate a variety of literary styles, genres and structures; poetry plays and stories; creative, informative, instructional, persuasive and reflective text.
- understand and apply a variety of structures, strategies and literary techniques (spelling, grammar, prediction, plot, character, punctuation, voice).

Visual Communication: Viewing and Presenting: Interpreting or constructing visuals and multimedia in a variety of situations for a range of purposes and audiences. Learning to interpret this data and to understand and use different media are invaluable skills.

In the area of visual communication, students will learn to:
- understand, critically analyse and communicate information and ideas through a variety of visual media.
- make informed choices in their personal viewing experiences.
- use appropriate technology for effective presentation and representation.

Chinese

Aims

- To develop the student's communicative abilities in Chinese.
- To involve students in listening, speaking, reading and writing Chinese.

Content

- Key vocabulary
- Basic grammatical structures
- Correct pronunciation
- Short dialogues
- Authentic real life scenarios

Spanish (Grade 5)

Aims

- To develop the student's communicative abilities in Spanish.
- To involve them in listening, speaking, reading and writing Spanish.

Content

- Key vocabulary
- Basic grammatical structures
- Correct pronunciation
- Short dialogues
- Authentic real life scenarios

Mathematics

Aims

As an integral part of the PYP, Mathematics is viewed primarily as a vehicle to support inquiry. Through the use of a global language, it helps students to make sense of the world around them. Rather than it being taught as a series of facts which need to be memorised, students are taught Mathematics in realistic and relevant contexts. Students are given the opportunity to see themselves as mathematicians, developing an enthusiasm towards exploring and learning about Mathematics.

Content

The Mathematics curriculum contains five strands.

Data Handling: This strand involves learners collecting, organising, representing and summarising data. Data may then be used to explore probability and make predictions.

Measurement: Learners work towards an understanding of units of measurement, and how accurate a measurement needs to be.

Shape and Space: Learners develop an understanding of the characteristics of shapes. They use mathematical language to explore the way shapes inter-relate in our world.

Pattern and Function: Through developing an awareness of the patterns and sequences that occur in our world, learners can identify the repetitive features of patterns, known as functions, and build a foundation for the later study of algebra.

Number: Through the exploration of the number system, learners develop a language for describing quantities and the relationship between quantities. They use numbers to interpret information, make decisions and solve problems. Learners also explore the degree of precision needed when working with numbers.

Progression in IB programmes for students studying Mathematics

| Diploma Programme | Mathematical Studies SL | Mathematics SL | Mathematics HL |

| Middle Years Programme | Mathematics (Standard) | Mathematics (Extended) |

Mathematics

| Primary Years Programme | Mathematics |
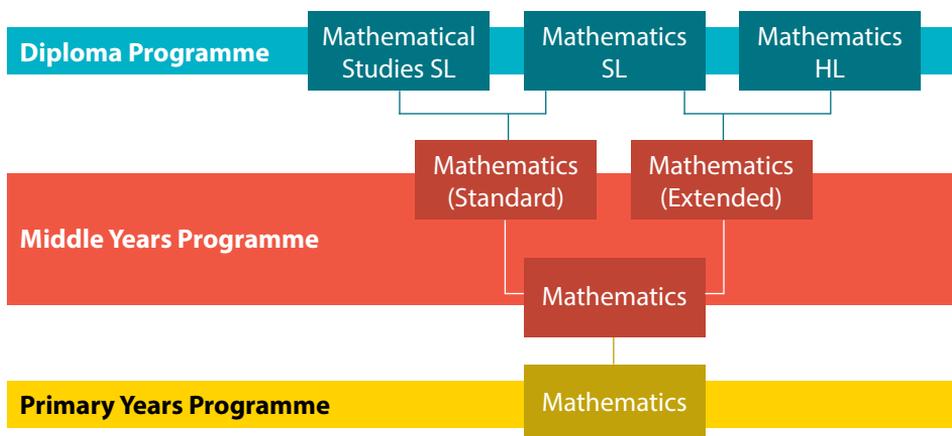
Science

Aims

Science is viewed as the exploration of the biological, chemical and physical aspects of the natural world and the relationships between them. Science encourages curiosity and ingenuity and enables students to develop an understanding of the world. Reflection on scientific knowledge will help students develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. The science curriculum will be driven by concepts and skills.

Content

The Science curriculum contains four strands.

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 natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.

Materials and matter: The study of 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.

Progression in IB programmes for students studying Sciences

| Diploma Programme | Biology | Chemistry | Physics |

| Middle Years Programme | Sciences |

| Primary Years Programme | Sciences |
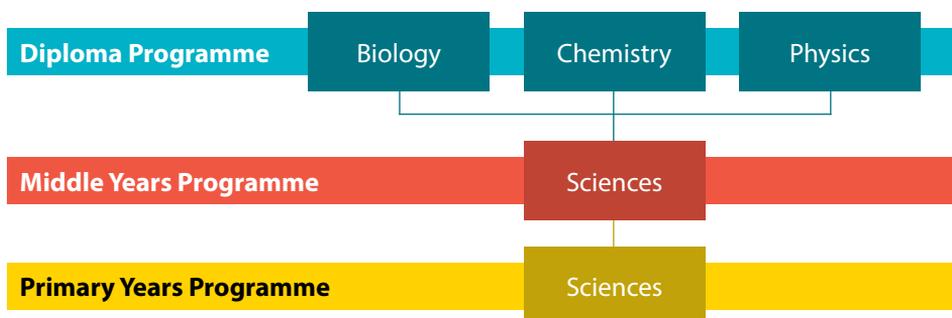
Social Studies

Aims

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 encourages curiosity and develops an understanding of a rapidly changing world. Through Social Studies, students develop an understanding of their personal and cultural identities.

Content

The Social Studies curriculum has five strands.

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

Social organisation and culture: The study of people, communities, culture 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 and 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 distinctive features that give a place its own 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.

Progression in IB programmes for students studying Social Studies

PYP

PYP Social Studies knowledge strands:
- Human systems and economic activities
- Social organisation and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

MYP

Integrated humanities covers a selection of the discrete disciplines in the individuals and societies subject group:
- Business Management
- Economics
- Geography
- History
- Psychology
- Sociology

DP

Courses in individuals and societies:
- Business Management
- Economics
- Geography
- Global Politics
- History
- Information Technology in a Global Society
- Psychology
- Environmental Systems and Societies

Personal, Social and Physical Education

Aims

Students will discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves kinesthetically in a range of situations. Students will be exposed to a number of activities which will develop motor skills that may later be applied in various sports. They will become aware of a number of positive leisure time pursuits. Students will be introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or well being.

Content

The PSPE curriculum has three strands identity, active living and interactions. These strands are concept driven and have been designed to interact with each other and the five learning contexts to support the overall development of students.

Games: Recognising the challenges presented by games; the importantce of manipulating space; the categorising of games (invasion, striking and fielding, net and low organisational); identifying and developing appropriate skills and strategies; recognising the importance of rules and how they define the nature of a game; modifying existing games and creating games; teamwork.

Individual pursuits including swimming: The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track & field and swimming); recognising a high level of achievement and how to improve a performance.

Movement composition: Recognising that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to music, sounds or situations; convey feelings or emotions through movement.

Adventure challenge: A variety of tasks requiring the use of physical and critical thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognising the role of the individual in group problem solving.

Health-related fitness: Recognising and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the development of physical fitness.

Progression in IB programmes for students studying Physical and Health Education

Diploma Programme	Sports, exercise and health education	
Middle Years Programme	Physical and health education	Sciences
Primary Years Programme	Personal, social and physical education	Sciences
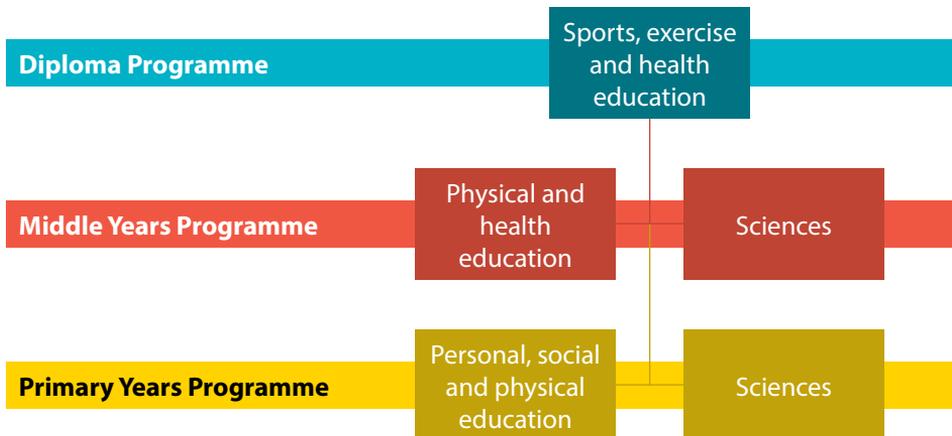
Visual Arts

Aims

Art is an essential part of the curriculum for every child. Art runs throughout the curriculum as a specialist subject and, where relevant, is integrated into the PYP units. Art is designed to be engaging, meaningful and enjoyable.
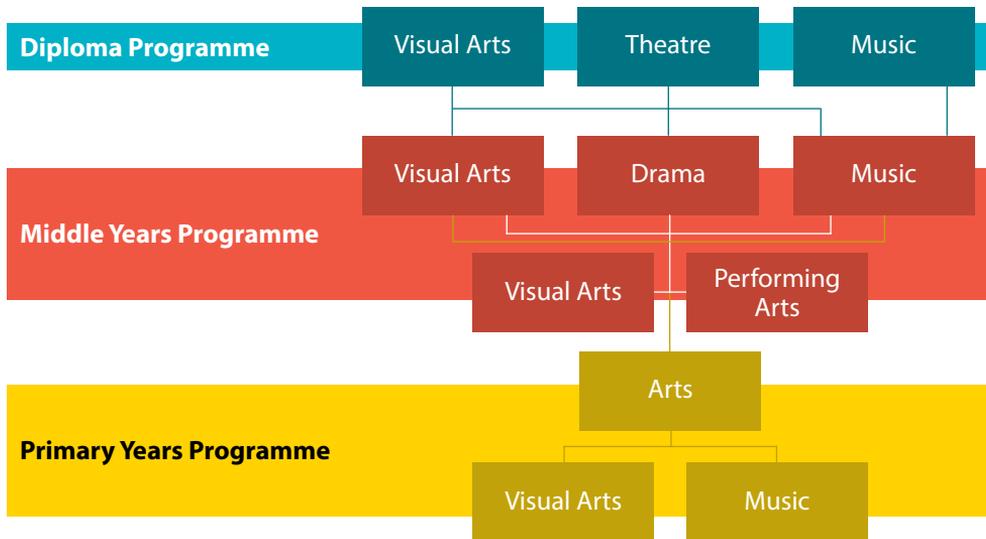
Students generally enter school with different artistic experiences and at various stages of development. Therefore, the Art programme is progressive and builds on skills, knowledge and confidence achieved previously. It aims to develop students in imagination and creativity through experimentation and self-expression. Students will develop the practical aspects of art and design, incorporating both ideas and components (such as line, shapes, colour and space). Students will study and appreciate a range of artworks to develop understanding of art and design in the world around them. Students will also learn the role visual art plays in society and in diverse cultures.

Responding: The process of responding provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and

comunication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialised language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

Creating: The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration.

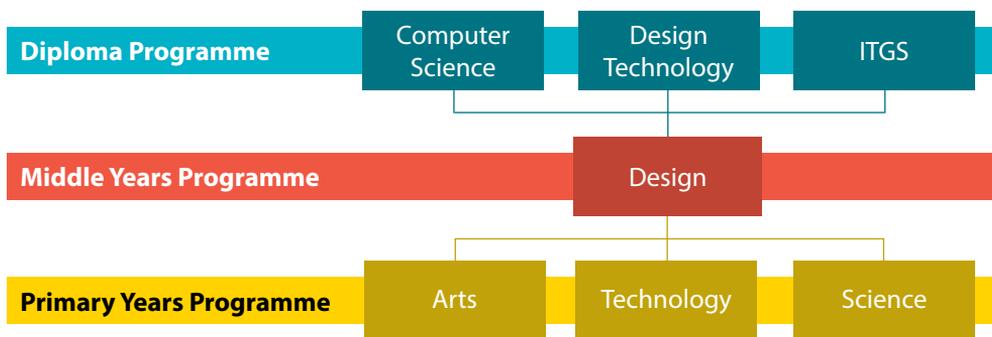## Progression in IB programmes for students studying Arts

Music

Aims

Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will sing and play a variety of songs and pieces with an awareness of beat. Students will have opportunity to experiment with sounds in composition tasks and to make expressive use of musical elements such as pitch and rhythm. They will use notation to develop musical ideas. They will develop an awareness and appreciation of music from different cultures, and they will be able to describe and compare sounds using simple appropriate musical vocabulary.

Responding: The process of responding provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialised language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

Creating - The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration.

Progression in IB programmes for students studying Music

Technology

Aims

Technology provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. Technology is considered a tool for learning as opposed to an additional subject area, although the necessary skills are explicitly taught, learned and developed in order to support student inquiry.

Technology is used, in an age appropriate manner, to:

- document the learning, making it available to all parties;
- provide opportunities to enhance authentic learning;
- provide access to a broad range of sources of information;
- provide students with a range of tools to store, organise and present their learning; and
- encourage and allow for communication with a wide-ranging audience.

Progression in IB programmes for students studying Technology

Diploma Programme	Computer Science	Design Technology	ITGS
Middle Years Programme		Design	
Primary Years Programme	Arts	Technology	Science

Host Nation Studies Including Malay Language

Aims

- to develop the students communicative abilities in Malay language;
- to involve them in listening, speaking, reading and writing in Malay language;
- to increase their awareness of Malaysian culture.

Content

- Key vocabulary
- Basic grammatical structures
- Correct pronunciation
- Short dialogues
- Major cultural events.

Assessment

Students will be assessed in many ways so that teachers can build a picture of a student's achievements, knowledge and understanding. A range of assessment tools and strategies are used which allow students with different learning styles to succeed.

All assessments are based on criteria for success which are shared with the students in an age appropriate manner. Assessments focus on what students can do and inform the teaching and learning experience. Students will be assessed on the five essential elements of the PYP.

Assessment will include:

- Pre-assessment: Identifying what students already know in order to clarify the starting point for teaching and learning experiences.
- Formative assessment: Ongoing assessment which helps the teacher to plan for the ongoing needs of the students

and to help to plan the next steps for student learning.
- Summative assessments: Finding out how far students have progressed at the end of a unit of teaching.
- Self and peer assessment: Students are involved in making assessments about their own progress and that of their peers.

Assessment across the curriculum will include the following at an age appropriate level:
- Using representative examples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting the learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and others

This may include some or all of the following tools and strategies:

Rubrics	Observations
Exemplars	Performance assessments
Checklists	Process-focused assessments
Anecdotal notes	Selected responses
Continuums	Open-ended tasks

International School's Assessment

Each year students in Grades 3-10 will participate in the International School's Assessment (ISA). The ISA is an assessment program that has been specifically developed to measure the skills of international students in Mathematical Literacy, Reading and Writing. It has been administered since 2001, with 70,000 participants from 333 schools around the world using the ISA's each year. ISA is based on the internationally endorsed Mathematical Literacy and Reading Frameworks of OECD's Programme for International Student Assessment (PISA).

Students will complete a Reading test, two Mathematical Literacy tests and two Writing tests, each of which will take between forty-five minutes and one hour. The tests include both multiple choice and open-ended tasks.

PYP Exhibition

The Primary Years Programme (PYP) Exhibition represents a significant event in the life of a PYP school and student, synthesising the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) Learner Profile that have been developing throughout their engagement with the PYP.

In the students' final year of the PYP, which will occur in Grade 5 at IGBIS, there will be five Units of Inquiry and the Exhibition. Students will be required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems.

As the culminating PYP experience, the Exhibition will reflect all the major features of the programme.
The Exhibition will:
- provide an opportunity for students to exhibit the attributes of the IB Learner Profile that have been developing throughout their engagement with the PYP.
- incorporate all the key concepts; an understanding of the key concepts should be demonstrated by the application of key questions throughout the inquiry process.
- synthesise aspects of all six transdisciplinary themes.
- require students to use skills from all five sets of transdisciplinary skills; students will be given the opportunity to develop and apply skills from all the transdisciplinary skill areas in their Exhibition inquiry.
- offer the students the opportunity to explore knowledge that is significant and relevant.
- offer opportunities for students to display attitudes that relate to people, the environment and their learning.
- provide opportunities for students to engage in action; students should demonstrate an ability to reflect on and apply their learning to choose appropriate courses of action and carry them out; this action may take the form of personal involvement with the planning and implementation of the Exhibition and/or service-orientated action; action may not always be clearly or immediately visible or measurable but evidence should be recorded whenever a particular behaviour results from the learning involved.
- represent a process where students are engaged in a collaborative and student-led, in-depth inquiry facilitated by teachers; records should be kept that reflect the process of planning and student engagement with the Exhibition.
- include ongoing and rigorous assessment of the Exhibition process; this assessment will take two forms: firstly, ongoing assessment of each individual student's contribution to and understanding of the Exhibition; secondly, a summative assessment and reflection on the event itself.

Progression in IB programmes for students undertaking projects
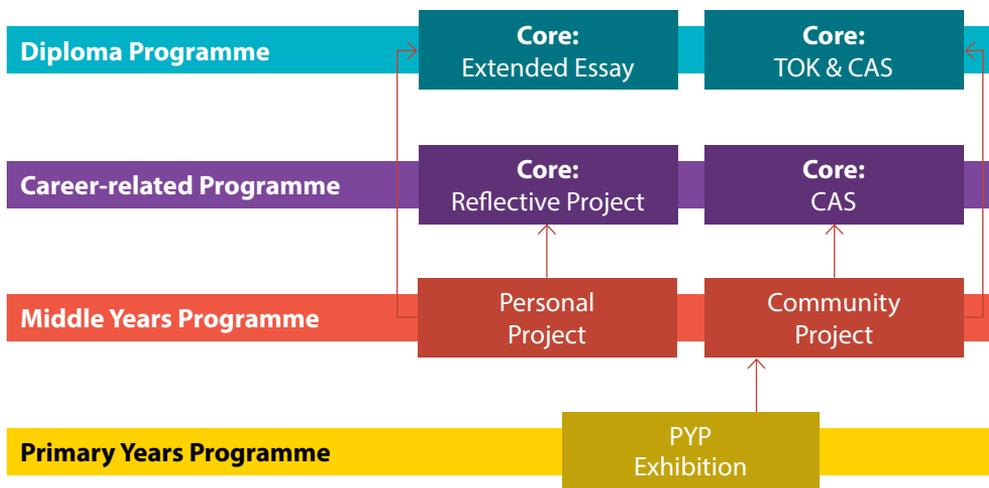
Good Practice in the PYP

The PYP represents an approach to teaching that is broad and inclusive with a wide variety of teaching strategies and styles. It is based on a combination of wide-ranging research and experience. The increased emphasis on teaching and assessing is the basis for good practice in the PYP.

Teaching	
Increased emphasis:	**Decreased emphasis:**
using a range and balance of teaching strategies	over-reliance on a limited set of teaching strategies
grouping and regrouping of students for a variety of learning situations	over-reliance on one grouping strategy
viewing students as thinkers with emerging theories of the world	viewing the teacher as the sole authority
building on what students know	focusing on what students do not know
using multiple resources representing multiple perspectives	over-reliance on one teaching resource from one culture
empowering students to feel responsible and to take action	teaching about responsibility and the need for action by others
involving students actively in their own learning	viewing students as passive recipients
pursuing open-ended inquiry and real life investigations	a teacher-directed focus on rigid objectives
maintaining constant awareness of the needs of additional-language learners	employing teaching strategies suitable only for students whose mother tongue is the language of instruction
addressing the needs of students with different levels and types of ability	employing teaching strategies suitable for one level and type of ability

Assessing	
Increased emphasis:	**Decreased emphasis:**
viewing planning, teaching and assessing as interconnected processes	viewing planning, teaching and assessing as isolated processes
using a range and balance of assessment strategies and tools	over-reliance on one assessment strategy or tool
involving students in self and peer assessment	viewing assessment as the sole prerogative of the teacher
using a range and balance of recording and reporting strategies	over-reliance on one strategy of recording and reporting
seeking student responses in order to understand their current understanding	seeking student responses solely to identify the right answer
using informative assessment to give students regular and informative feedback	concluding each unit only by summative testing
enabling students to see assessment as a means of describing learning and improving learning	assessing for the sole purpose of assigning grades
assessing the levels of a students' current knowledge and experience before embarking on new learning	embarking on new learning before assessing the levels of students' current knowledge and experience
evaluating collaboratively using an agreed, flexible system	evaluating units in isolation from other teachers

*   *Source: Making the PYP happen: A curriculum framework for international primary education, 2009*

Principled Learning at IGBIS

Academic Integrity Philosophy

At IGBIS we believe that the IB Learner Profile describes important behaviours that we nurture, value and respect in ourselves and others. All members of the IGBIS community are committed to behaving in an honest, principled manner at all times and in all situations, within the School environment and beyond.

This means that as members of the IGB International School community:

We Will	We Will Not
We will ensure that the work we produce is our own, fully and correctly acknowledging any work or ideas of others. We will use the MLA style of formatting for citations.	We will not plagiarise. *Plagiarism is defined by the IB as "the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism." (MYP From Principles into Practice, 94)*
We will work together with others to complete tasks that have been designed for collaborative work, and will work alone when appropriate for the task.	We will not engage in unauthorised collaboration when we are supposed to work alone.
We will create new products for each task without resubmitting previously completed work.	We will not duplicate work. *Duplication of work is defined by the IB as "the presentation of the same work for different assessment components." (MYP From Principles into Practice, 94)*
We will behave in ways that allow others to have the same opportunities and to access the same resources as we do.	We will not remove or deny access to any shared physical or digital resources.
We will use only authorised materials when in assessment situations.	We will not cheat.
We will use authentic data and information in an accurate form.	We will not forge or falsify data to suit our own needs.
We will respect the intellectual property rights and privacy of others and will contribute to the greater body of knowledge.	We will not breach copyright or privacy.
We will behave in ways that promote integrity and principled conduct.	We will not engage in collusion. *Collusion is defined by the IB as "supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another." (MYP From Principles into Practice, 94)*

Our choice of behaviour has consequences. These consequences will vary according to the severity, frequency, history and context of the event and may range from discussion and reminder of principled behaviour up to and including enrollment and legal consequences.

Learning Community

IGBIS promotes community engagement and learning through multiple workshops and parent university programmes on offer throughout the year. Within the PYP Parent University programme parents have an opportunity to actively inquire and learn about the latest research and best practice that is at the heart of PYP. The monthly sessions go over ideas such as: Play as a way of knowing, Inspiring curiosity and creativity in all learners, Learner Agency: Leadership and Entrepreneurship in IB programmes, Growth Mindset and many more. This wide range of rich learning experiences for parents is complemented by Teaching and Learning workshops that give parents a first hand experience on: how we teach reading and writing through inquiry; how to develop children's mathematical strategies; and how to use and understand formative and summative assessment, to name a few. All Parent University and Curriculum Workshop sessions are provided in a hands on format within which parents use the latest resources and technology, and learn the way their children do on daily basis at IGBIS.

Creative design thinking and Innovation in PYP

Primary Years Programme at IGBIS uses creative design thinking within inquiry based teaching and learning practices. Learners and teachers authentically engage in the process of empathizing, defining, ideating, prototyping and testing their solutions to real life problems. That process is extended and supported by Tinkering, Maker movement and Lego programmes at school. IGBIS is an official Chapter for the Imagination Foundation (Imagination.org) and as such creates opportunities and events for the learners to play, design, create, build within a wide variety of resources and techniques. Creativity, curiosity and confidence are one of the key PYP attitudes we nurture in our learners.

*   *Design Thinking Approach*

INTERNATIONAL SCHOOL