



INTERNATIONAL  
SCHOOL OF  
BERGEN

# ISB Lower School Comprehensive Guide

International Baccalaureate



2018 – 2019





## **Welcome to the International School of Bergen**

Lower School encompasses Preschool to Grade 5 and is authorized to offer the Primary Years Programme (PYP) of the International Baccalaureate. This curriculum guide focuses on Grades 1-5.

Our goal in delivering the PYP is to develop internationally-minded students with the knowledge, skills, concepts, attitudes and learner profile attributes needed to continue learning into the Middle Years Programme (MYP) or to fit seamlessly into another country's education system.

Our Lower School begins with the preschool and kindergarten levels, where a high staff to student ratio is maintained. The child-centred, holistic PYP programme nurtures all aspects of the development of the young child. As our students continue on through Grades 1 to 5, they develop increasing independence and a greater sense of responsibility for their learning, including reflecting on ways to take action in regards to what they have inquired into at school.

The students' understanding of the world around them and of their role to play as citizens of the world is nurtured throughout the Lower School, culminating in the final year of the PYP in the grade 5 Exhibition, in which students independently investigate a globally significant issue.

Lower School students, staff and the general school community also aim to consistently exemplify the idea that education at ISB should reflect the school core values of Community, Integrity, Respect and Responsibility, so that the students attending our school evolve into confident individuals and caring citizens of the world.

We urge you to become familiar with ISB's mission, core values, beliefs and objectives as outlined in the ISB Parent Handbook and on our school website at [www.isob.no](http://www.isob.no). Parents are encouraged to attend information sessions arranged by the school as well as home-school conferences. Equally beneficial is taking an active part in the home-school partnership by staying informed of current events at the school and interacting with class teachers and the Parent Teacher Organisation.

I look forward to working closely with all members of the ISB community in helping to make each and every year a great one for all students.

Zac Gagnon

Deputy Director, Lower School

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## GENERAL INFORMATION

### Reporting to Parents

*Reporting schedule Grades 1 - 5:*

Information session:	At the beginning of the school year
Formal report cards:	Once a year
Home-School Conferences:	Twice a year
Student-led conferences:	Twice a year (except grade 5, who do the Exhibition in place of one student-led conference)

### Assembly

Lower School students meet in assembly once a week. These are opportunities to come together, communicate and share ideas, performances and learning experiences. Awards are also given out to students who have been nominated by teachers and other students for displaying the PYP Attitudes or Learner Profile attributes, taking action on their learning, or reflecting the school Core Values.

### Standardised Tests

A standardised test called the International Schools Assessment (ISA) is administered to students in Grades 3, 4 and 5 in the second trimester of each school year. These tests have been specifically designed for students who attend international schools. Students in Grade 5 may be required to take the local national tests, usually in Norwegian language only.

### School day

9:00	9:15	10:15	10:30	11:30	12:00	12:30	1:00	2:00
9:15	10:15	10:30	11:30	12:00	12:30	1:00	2:00	3:00
Home room	Class	Break	Class	Class	Lunch in Class	Break	Class	Class

## Homework policy grades 1-5

In deciding on a homework policy for grades 1-5, ISB considered the following:

- Cross-cultural data disproving the claim that countries whose students do more homework tend to be those with the best test scores
- Top performing countries like Japan and Finland assigning less homework than other countries
- Studies involving primary school students finding no significant effects on grades and test scores based on the amount of homework given or completed
- Studies showing that many parents say they have had a serious argument with their child over homework that involved yelling or crying
- Information on the benefits of children reading regularly for information and most importantly for pleasure, and that regular practice improves fluency, word recognition, comprehension and confidence for children.

### Homework for Grades 1-4 (approximately 15-30 minutes daily, including reading)

Students in grades 1-4 are not assigned written homework during the school year, with occasional exceptions.

Students in grades 1-4 will be expected to read on a daily basis at home during the school week. This can be done using a child's home language as well.

Besides reading, students may also be assigned homework tasks that do not require writing. Examples of such homework tasks might be:

MyMaths online assignments

- A video to watch prior to a class lesson
- Flashcards to practice skills (e.g. multiplication facts, sight words)
- Spelling City to practice spelling skills
- Helping parents with cooking a meal (for example, to study fractions, measurement, how to write down steps, etc.)
- Playing games to practice skills
- Interviewing a family member in connection with a unit of inquiry.

Parents will be asked to sign a homework log to indicate their child has completed the assigned task(s).

### Homework for Grade 5 (approximately 15-45 minutes daily, including reading)

Homework for grade 5 will follow many of the same guidelines as homework for grades 1-4, except that there will be more written tasks involved. This is done with eye towards preparing the students for grade 6, where they will have more written homework assignments.

## **Text Books**

We believe that students learn best through authentic inquiry, so textbooks are generally seen as resources rather than as a curriculum. Teachers are encouraged to facilitate the children to go beyond textbooks and digital content and pursue their natural curiosities and desires to inquire, explore and discover. We aim for our curriculum to be one in which students learn to collaborate, discover and make meaning of the real world around them. These are the essential tenets of the IB programmes which we deliver.

In today's classroom with increasing access to technology and online information, the range of teaching resources shouldn't be limited to using one textbook per topic or subject covered, but rather a wide range of resources that best meet students' individual needs and learning styles should be used.

## **Student Records**

Only authorised school personnel and a student's parents have access to a student's records. Permission will be sought from parents for the transfer of records to another school.

## **Classroom Environment**

ISB places a strong emphasis on the importance of having a positive and nurturing teaching and learning environment. Students in grades 1 and 2 follow the Second Step programme, designed to promote social competence and reduce social-emotional problems by teaching children skills in the core areas of empathy, emotion management (impulse control, emotion regulation, anger management), and social problem solving.

Grades 3 - 5 follow Steps to Respect, which has a dual focus on preventative bullying strategies and giving students a variety of relationship skills, including strategies for making and keeping friends and steps for joining a group activity. The Steps to Respect programme emphasises that all members of the school community must take responsibility for decreasing bullying.

## **English Language Support (ELS)**

English Language Support lessons are offered to students from grades 1-5 with no or a limited knowledge of English. If necessary, support will also be offered to any English mother tongue student who has received no formal education in this language.

The instruction will be differentiated for each student's needs. Close co-operation will be maintained with class and subject teachers. Whenever possible, ELS staff will support the students with what is being covered in their classroom. Separate programmes may also be developed.

ELS lessons will contain both pull-out lessons and classroom instruction on an individual and/or group basis, dependent on the skill(s) being taught. ELS lessons will contain elements of oral, written and visual communication.

## **School Counselor**

The school counselor supports the lower school staff in helping to ensure a positive and nurturing learning environment, and is available to meet with students and parents.

## **Individual Educational Needs**

Students with individual educational needs are identified as having a barrier to learning, or have exceptional gifts or talents. At ISB, we try to ensure that students with individual educational needs achieve their potential through an adapted or modified differentiated educational programme. The IENS Coordinator works with members of the teaching staff, individual students, and the state Educational-Psychological Service (Pedagogisk-Psykologiske Tjenesten Bergen - PPT) to develop appropriate programmes.

In Grades One through Ten, the School does not have the facilities to cater for students with severe physical or learning disabilities, including low cognitive functioning or conduct disabilities.

## **Supervision**

Supervision, from 07:30-08:55 and 15:00-16:30, is included in the tuition fees for Preschool and Kindergarten students, and at a charge by trimester per student for Grades 1 through 4.

## **Swimming**

Swimming lessons for students in Grades 1 through Grade 5 are offered in blocks of weeks per class. Information regarding timing, transport and equipment will be sent home to classes prior to their swimming block.

## **Information and communications technology**

ICT resources are available to students in all classes. There is a shared bank of iPads for students in Grades 1-3, and individual iPads for students in Grades 4 and 5. Classrooms also have several computers available for student use, and classes may also reserve the school IT lab when needed.

## **General supplies**

You can find more information (including a supply list for students) on our grades 1-5 curriculum at our website [isob.no](http://isob.no), under the “Learning at ISB” section.

# INTRODUCTION TO THE PRIMARY YEARS PROGRAMME (PYP) AT ISB

## IB Primary Years Programme (PYP)

ISB offers children between the ages of 3 and 11 the Primary Years Programme (PYP). The PYP has recognition worldwide as a model of exemplary educational practice. Its philosophy is based on constructivist theories of learning, which state that children construct their learning from what they already know and can do. Students build their learning by finding the answers to questions they inquire into. The teaching approach is transdisciplinary so that traditional subjects are integrated into one another to help students appreciate that the world is a complex place in which it is important to see connections.

The PYP focuses on five essential elements of learning:

- understanding of concepts
- acquisition of knowledge
- mastering of skills
- development of attitudes
- decision to take action

The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas.

*The six themes are:*

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

*The six subject areas include:*

- Language
- Social Studies
- Mathematics
- Arts (Visual Arts, Music, and Drama)
- Science and Technology
- Personal, Social and Physical Education

The IB PYP is a concept driven, holistic approach to education and consists of the Essential Elements:

- Transdisciplinary Skills;
- Knowledge (Transdisciplinary Themes/Traditional subjects);
- Concepts;
- Learner Profile;
- Attitudes;
- Action

The IB Learner Profile is the International Baccalaureate's mission statement translated into learning outcomes. It is at the heart of this common framework and an embodiment of what the IB means by "international-mindedness". These ideals inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. Read about the IB Learner Profile on page 9 in the ISB Handbook.

The staff at ISB differentiate strategies and learning to provide the best education possible for each group and/or individual student.

## **Glossary**

ISB = International School of Bergen

LS = Lower School (section of ISB, including Pre3 to grade 5)

ECC = Early Childhood Centre (Preschool 3 & 4 and Kindergarten)

IB = International Baccalaureate

PYP = Primary Years Programme (International Baccalaureate programme for students age 3 - 12)

ELS = English Language Support

POI = Programme of Inquiry

## Maths

- Uses a variety of teaching and resource strategies to support students, engaging in the following strands: number, data handling, pattern and function, shape and space, and measurement.

*Maths overall expectations (from the IB PYP Maths Continuum) taught throughout the IB PYP are:*

### Data handling

Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.

- Data can be collected, organized, represented and summarized in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion.
- Probability can be expressed qualitatively by using terms such as “unlikely”, “certain” or “impossible”. It can be expressed quantitatively on a numerical scale.

**Phase 1:** Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

**Phase 2:** Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

**Phase 3:** Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

**Phase 4:** Learners will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0-1 or 0%-100%) and that the probability of an event can be predicted theoretically.

## Measurement

To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.

**Phase 1:** Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

**Phase 2:** Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

**Phase 3:** Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

**Phase 4:** Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

## Shape and Space

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

**Phase 1:** Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

**Phase 2:** Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

**Phase 3:** Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

**Phase 4:** Learners will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

## **Pattern and Function**

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

**Phase 1:** Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

**Phase 2:** Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

**Phase 3:** Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

**Phase 4:** Learners will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

## Number

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

**Phase 1:** Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

**Phase 2:** Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

**Phase 3:** Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

**Phase 4:** Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

## Language Arts and English Language Support (ELS)

see also *Lower School Language Handbook*

### 1. English Language Arts

- Uses a variety of teaching and resource strategies to support students, engaging in the following strands:

- Oral language—listening and speaking
- Visual language—viewing and presenting
- Written language—reading and writing.

*English Arts overall expectations (from the IB PYP Language Continuum) taught throughout the IB PYP are:*

#### Oral Language - Listening and Speaking

**Phase 1:** Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

**Phase 2:** Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

**Phase 3:** Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

**Phase 4:** Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

**Phase 5:** Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

## **Visual Language - Viewing and Presenting**

**Phase 1:** Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

**Phase 2:** Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

**Phase 3:** Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

**Phase 4:** Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

**Phase 5:** Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a p

## **Written Language - Reading**

**Phase 1:** Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

**Phase 2:** Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

**Phase 3:** Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

**Phase 4:** Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

**Phase 5:** Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

### **Written Language - Writing**

**Phase 1:** Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

**Phase 2:** Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

**Phase 3:** Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

**Phase 4:** Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

**Phase 5:** Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

## PSPE (Personal, Social and Physical Education)

- Uses a variety of teaching and resource strategies to support students, engaging in the following strands: Identity, Interaction, and active living.

*PSPE overall expectations (from the IB PYP PSPE Continuum) taught throughout the IB PYP are:*

### **Identity**

**Phase 1:** Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

**Phase 2:** Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

**Phase 3:** Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

**Phase 4:** Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

## **Interaction**

**Phase 1:** Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

**Phase 2:** Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

**Phase 3:** Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

**Phase 4:** Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

## **Active Living**

**Phase 1:** Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

**Phase 2:** Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

**Phase 3:** Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

**Phase 4:** Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

## Arts (Drama, Dance, Music, Visual Art)

- Using a variety of teaching and resource strategies to support students, engaging in the following strands: Responding and Creating.

*The Arts overall expectations (from the IB PYP Arts Continuum) taught throughout the IB PYP are:*

### Creating

**Phase 1:** Show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

**Phases 2:** Show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

**Phase 3:** Show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

**Phase 4:** Show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

### Responding

**Phase 1:** Show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

**Phases 2:** Show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind

**Phase 3:** Show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

**Phase 4:** Show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

## Norwegian

see also *Lower School Language Handbook*

ISB offers Norwegian A and Norwegian B starting in grade 2.

Grade 1 students are taught Norwegian Culture.

### 1. Norwegian A

- Follows the PYP phases for the subject Language Arts.
- Uses a Scope and Sequence following the IB PYP Language phases in conjunction with the Norwegian National Curriculum.

### 2. Norwegian B

- Students entering ISB, from Grade 2 onwards, with little or no Norwegian receive instruction separately and are assessed using Norwegian Language Arts B objectives.
- The emphasis is placed on teaching the students the rudimentary language skills to enable them to function in everyday society.
- A system is in place to assess and monitor the students' progress.

*Norwegian overall expectations (from the IB PYP Language Continuum) taught throughout the IB PYP are:*

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### Oral Language - Listening and Speaking

**Phase 1:** Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

**Phase 2:** Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

**Phase 3:** Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

**Phase 4:** Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

**Phase 5:** Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

### **Visual Language - Viewing and Presenting**

**Phase 1:** Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

**Phase 2:** Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

**Phase 3:** Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

**Phase 4:** Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

**Phase 5:** Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

### **Written Language - Reading**

**Phase 1:** Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

**Phase 2:** Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

**Phase 3:** Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

**Phase 4:** Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

**Phase 5:** Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

### **Written language - writing**

**Phase 1:** Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

**Phase 2:** Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

**Phase 3:** Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

**Phase 4:** Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

**Phase 5:** Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

## Social Studies (History/Geography)

- Using a variety of teaching and resource strategies to support students and engage in the following strands:

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

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

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

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

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

*The Social Studies skills (from the IB PYP Social Studies Continuum) taught throughout the IB PYP are:*

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

## Science

- Using a variety of teaching and resource strategies to support students and engage in the following 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 the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

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

*The Scientific skills (from the IB PYP Science Continuum) taught throughout the IB PYP are:*

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)