

Elementary School Curriculum

Chadwick International school is at the Candidate stage of becoming a recognized Primary Years Programme school. Chadwick International is using a self-generated curriculum that is based on the curriculum model as used by the International Baccalaureate Organization (IBO). The curriculum construction and framework model of the IBO is based on the modern and highly successful process called "Understanding by Design." As a result, Chadwick International will be offering a rigorous academic program enhanced by an American curriculum that it will be able to access, model itself upon, and use along with its own international curriculum which is built upon the longstanding and well articulated IBO program.

The curriculum plan for the elementary grades Pre-K to 5 consists of an overall plan that is called the "Programme of Inquiry" (POI). In turn, each grade level has a curriculum plan with developed Units of Inquiry (UoI). Social Studies, Science, Literacy, and Numeracy instruction are all taught within the UoI.

The overall curriculum structure strives for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes, and the opportunity for positive action. It aims to achieve these through:

- Focusing on key concepts
- Exploring transdisciplinary themes, within a body of knowledge that has local and global significance
- Developing essential skills, such as the ability to conduct research, communicate effectively, and think critically and creatively
- Fostering positive attitudes, such as tolerance, respect and responsibility
- Providing opportunities for meaningful action and social service.

The programme of inquiry is based on six 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 law; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

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

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

Units of inquiry at each grade level:

Kindergarten

Who we are

Marvelous Me

Central idea:

- Being part of a family helps my development.

Inquiry into:

- My change over time
- Families are alike and different
- Families provide necessities for survival

Where we are in place and time

Me on the Map

Central idea:

- Maps link people and places together.

Inquiry into:

- Needs for maps
- Maps link people and places
- Types of maps

How we express ourselves

Let's Just Get Along

Central idea:

- People's need to express themselves affects their relationships.

Inquiry into:

- The three C's help us to play and learn together (cooperation, communication, conflict management)
- Our responsibility to each other and ourselves
- Expressions affect relationships

How the world works

Sensational Seasons

Central idea:

- Changes in seasons cause living things to adapt.

Inquiry into:

- The four seasons
- Cycles in the seasons
- Changes in season/weather affect living things

How we organize ourselves

On the Go

Central idea:

- There are many different forms of transportation used in countries all over the world.

Inquiry into:

- Various forms of transportation
- Transportation and how it relates to culture
- History of transportation

Sharing the planet

Animals Two by Two

Central idea:

- Earth is home to many animals.

Inquiry into:

- Similarities and differences in animals
- Humans and animals share the environment
- Animals adapt to their environment

Grade One

Who we are

The Two R's

Central idea:

- We all have roles and responsibility and they change over time.

Inquiry into:

- Roles and responsibilities in our families
- Roles and responsibilities in our school
- Similarity, differences, and how roles change

Where we are in place and time

What's in My Community?

Central idea:

- Public areas strengthen communities and provide people with opportunities to connect.

Inquiry into:

- Different public areas and their functions
- Development of public areas
- Public places differ from our homes

How we express ourselves

Patterns, Patterns, Patterns

Central idea:

- Patterns have repetitive features that can be identified and described.

Inquiry into:

- Repetitive patterns
- We record and describe a pattern
- We use patterns to predict

How the world works

Building and the Three Little Pigs

Central idea:

- The design of buildings and structures is dependent on the environment and available materials.

Inquiry into:

- Considerations to take into account when building a structure
- Building impacts on the environment
- Indigenous architecture
- Environment impacts what we build

How we organize ourselves

Money Matters

Central idea:

- People trade for a variety of reasons.

Inquiry into:

- Reasons why people trade
- The development of money systems
- People earn money

Sharing the planet

Perfect Plants

Central idea:

- Plants are a life-sustaining resource for us and for other living things.

Inquiry into:

- Plants provide for us and other living things
- The structure of a plant
- Caring for plant life

Grade Two

Who we are

My Body is Alive

Central idea:

- Our body is a connection of many different parts that depend on each other.

Inquiry into:

- Body and senses
- How these parts are connected and work together

- Staying healthy and in shape

Where we are in place and time

Our Personal History

Central idea:

- Families recognize important personal and cultural events through celebrations and traditions, which may change over time.

Inquiry into:

- Our personal history
- Development of tradition in our family and community

How we express ourselves

Communicating Through Art

Central idea:

- Creative ways some societies use art to communicate.

Inquiry into:

- Types of symbols and figures used
- Writing systems developed and how they developed
- Cultures are connected through art, symbols, figures, and writing

How the world works

Central idea:

- Matter is found in many shapes, sizes, and forms in our natural world.

Inquiry into:

- The properties of matter-solid, liquids, gas
- Mixing and separating liquids and solids
- People are connected to their natural environment

How we organize ourselves

Trading and Coming Together

Central idea:

- Global communities are built on economic systems that help us interact with one another.

Inquiry into:

- Products processed from natural resources to final stages
- Providers of goods and services differ
- Jobs and careers interconnect and impact our communities

Sharing the planet

We are the World

Central idea:

- We have rights and responsibilities to protect our limited resources as we share the planet with other living things.

Inquiry into:

- Causes of air, land, and water pollution
- Our responsibilities to save the earth
- Saving limited resources of the earth

Grade Three

Who we are

Rights of the Child

Central idea:

- Protecting human rights is to invest in the future.

Inquiry into:

- Differences between needs and wants (hierarchy of needs)
- Our rights and responsibilities
- Universal children's rights

Where we are in place and time

Making a Difference

Central idea:

- Actions of individuals connect us around the world.

Inquiry into:

- Actions and consequences
- Actions people take connect the world
- Contributions that significant people make

How we express ourselves

Say it Like a Poet

Central idea:

- People convey ideas and thoughts through the use of poetry in many ways.

Inquiry into:

- Various poetic devices
- Techniques that different poets use to express themselves
- Ourselves as poets

How the world works

Navigating the Heavens

Central idea:

- Science has influenced man's understanding of how the world works.

Inquiry into:

- Roles constellations play in man's travels
- Relationships between the bodies of our solar system
- Navigating the Earth using celestial means

How we organize ourselves

Community

Central idea:

- People respond to their environment.

Inquiry into:

- Changing environments affect a community
- I can protect the environment
- The community can change the environment

Sharing the planet

Energy

Central idea:

- Different forms of energy are used in our daily lives to accomplish goals and tasks.

Inquiry into:

- The applications of thermal, electrical, and chemical energy
- Cost of energy in our lives (financial)
- Current and future technologies to access and transform energy (renewable, sustainable, innovative)

Grade Four

Who we are

Health and Wellbeing

Central Idea

- People make choices that affect their physical health and wellbeing.

Inquiry into:

- Food types and nutrition
- Exercise affects us
- The impact of health related decisions

Where we are in place and time

Ancient Civilizations

Central idea:

- Past exploration and settlement affect cultures today.

Inquiry into:

- Past history of major groups of settlers
- Similarities and differences between two groups of people in the past
- Symbols created in the past express heritage

How we express ourselves

The Arts

Central idea:

- Artists challenge themselves and their audiences to interpret the arts and find personal connections.

Inquiry into:

- Ideas artists get
- Audiences interpret artists' messages differently

How the world works

Invention Convention

Central idea:

- Forces can be transferred from one object to another allowing us to lessen our work.

Inquiry into:

- Different types of forces (basic motion only)
- The relationship between force and motion of an object
- Simple machines and how they transform energy
- Importance of simple machines in our everyday life.

How we organize ourselves

Location, Location, Location

Central idea:

- Natural features provide us a means of organizing ourselves.

Inquiry into:

- Geographical features of Earth
- Using elements of maps, globes and other resources
- Choosing appropriate resources and geographic tools

Sharing the planet

Ecosystems

Central idea:

- An ecosystem is a community of organisms that interact with each other and the environment.

Inquiry into:

- Main components of an ecosystem
- Flow of energy throughout an ecosystem
- Ecosystems are affected by nature and human activity

Grade Five

Who we are

Seeds of Democracy-Core

Central idea:

- Core democratic values are fundamental civic beliefs that inspire philanthropic action.

Inquiry into:

- Values and beliefs as the basis for actions
- Contemporary and historical individuals who acted philanthropically for the common good
- Importance of protecting and promoting core values and how that can be accomplished through personal involvement
- Motivated by values, learner will be encouraged to act philanthropically

Where we are in place and time

Why We Live Where We Live

Central idea:

- The physical geography of a region affects the human use of that region.

Inquiry into:

- Landforms and how they influence regions
- Human settlements have been influenced by landforms
- Economic development has been influenced by landforms

How we express ourselves

Media

Central idea:

- The media influences thoughts and opinions.

Inquiry into:

- Different forms of media
- The role and use of bias in the media
- How advertising influences media and consumers
- Responsibility in relation to media

How the world works

Energy

Central idea:

- Energy may be converted from one form to another and stored in various ways.

Inquiry into:

- Forms of energy
- The storage and transformation of energy
- Conservation of energy
- Renewable and sustainable energy

How we organize ourselves

Who Decides?

Central idea:

- Governments influence society and society influences governments.

Inquiry into:

- Humanity has created different systems of government to organize itself
- Other influential organizations work to support, balance, and influence governments and their decisions

- These governments and organizations make decisions

Sharing the planet

Impacting Our Environment

Central idea:

- Humanity has a direct impact on the environment.

Inquiry into:

- Difference between human and ecological environments
- How ecological environments have influenced humanity
- How humanity influences ecological environments
- Humanity's responsibility to the ecological environments it influences