



PYP SCHOOL NEWSLETTER

INTERNATIONAL SCHOOL OF ATHENS

Message from the PYP Coordinator

Dear Parents,

Happy New Year to all the PYP families. I want to wish you a healthy and prosperous year. 2021 has already been a busy start to the year for us at ISA. The sound of children’s voices being heard throughout the hallways was welcoming to our ears as we missed hearing and seeing our students face to face.

We had a very successful IB Continuum evaluation in December of last year. I would like to thank the PYP parents and all the students who participated in the evaluation.

The PYP at ISA is entering a new stage in the implementation of the ‘Enhanced PYP’. The ‘Enhanced PYP’ focuses on three pillars, the learner, learning and teaching, and the learning community with ‘Agency’ at the core. So, what does ‘Agency’ mean? According to the PYP and the section on Learner Agency, it “...enables people to play a part in their self-development, adaptation, and self-renewal with changing times” (Bandura). This means that the learner “...uses their initiative, will, and take responsibility and ownership of their learning.” Agency promotes students' voice, choice, and ownership within the classroom.

What does a classroom promoting ‘learner agency’ sound and look like? A classroom that promotes agency promotes students taking on an active role in their learning. They are voicing opinions, making choices, asking questions, communicating understanding, and contributing to the learning community. Classes promoting student agency may look very different from one another as the teachers customize and differentiate inquiry within the classroom setting. Students play a more active role in organizing, planning, writing their inquiry, and collecting resources to that will ultimately enhance their research. They are provided with opportunities to demonstrate the learner profile attributes in all settings of the school, and build in time for self and peer reflection by providing constructive feedback to one another.

Sincerely,

Athanasia Savvas

PYP Coordinator
Language Arts Coordinator
Grade 6 Teacher

November 2020 -January 2021
Volume 1, Issue 2

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Upcoming Events

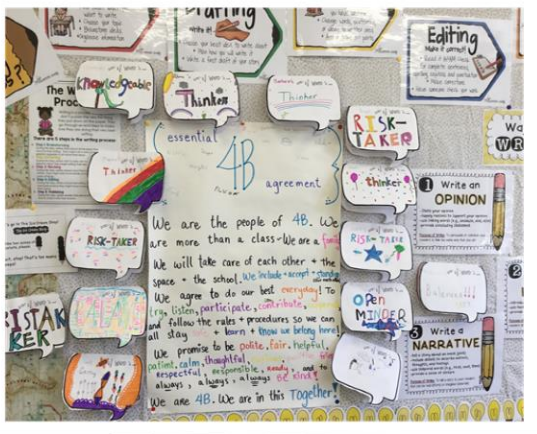
Primary School

- **Tag’s Day: Monday, March 1st**
- **No classes for grades 1-6 on Friday, March 12th**
- **No classes for grades 1-6 on Wednesday, March 24th and Thursday, March 25th (Public Holiday), followed by the term break on Friday, March 26th.**
- **Classes resume Monday, March 29th**



Profile Attributes: 'Thinkers' and 'Communicators'

4B students started the new year by reflecting on the previous year, looking ahead, thinking about goals and which IB profile they would like to embody more in the year to come. The students then communicated their profile attributes and goals creatively.



In connection to the unit on Immigration, **Grade 5** students created a question game, based on their Language Arts novel "A Long Walk to Water" by Linda Sue Park. Students were thinkers when formulating questions relating to the novel and communicators when discussing the answers with the members of their team.



During Music and Dance class, the Grade 6 students presented a political/protest song of their choice, as part of the Unit of Inquiry on governmental systems and social justice. They were thinkers as they communicated using critical and creative thinking skills to analyze and take action in order to promote social justice. They all showed open-mindedness in accepting different views and made comments about values in life, sharing a peaceful world and accepting each other as human beings.



Grades in the Spotlight:

Grade 3

Central Idea: Human survival is connected to understanding the continual changing nature of the Earth.

Lines of Inquiry:

1. How the different components of the Earth are interrelated
2. How the Earth has changed and is continuing to change
3. Why the Earth changes
4. Human responses to the Earth's changes

ATL Skills: Research, and Thinking

Volcanologists for the Day

Grade 3 students imagined they were volcanologists taking samples from the crater...

They tested "samples" like honey, cooking-oil, hand-gel, glue, and washing-up liquid to see how fast a marble could flow 12cm through them. The children considered fair testing, made good observations and accurate timings. Just for fun, the students also wanted to see if the marble would flow through some goo slime they had made!!

3C student Emma said, "It was quite exciting when we plopped the marble in....now we know why some volcanos are steep cone shaped and why some are dome shaped....it all depends on how runny the lava is!"



Grade 6

Central Idea: Individuals face changes as they grow and develop.

Lines of Inquiry:

1. The changes that occur during puberty.
2. Our responsibilities in dealing with these changes.

ATL Skills: Social, and Communication

Keeping the Channels of Communication Open During Puberty

Teenagers feel lots of emotions with the changes that come with puberty. They might feel excited, embarrassed, stressed, or worried. The sixth-grade students collaborated to create dialogue and role-playing situations about the changes that occur during puberty and how to communicate their concerns with the adults in their lives.

Sarah 6A: "It was really good to learn how to communicate the changes that happen during puberty."



Andrew 6A: "This was fun! We got to experience what it feels like to talk things out with our parents."

Grade 2

Central Idea: People can express beliefs and values through literature.

Lines of Inquiry:

1. The different forms and structures of folk literature
2. Stories from around the world
3. The power of folk literature

ATL Skills: Communication, Thinking

Storytelling from the Learning Community

Grade 2 parents/guardians were invited to share a story in their native tongue with the students through our online platform, TEAMS. To promote International mindedness, the stories were read in Turkish, Arabic and in Spanish. It provided an opportunity for the children to respect and understand other perspectives, cultures, and languages. The students were able to infer the meaning of each story despite that they were not read in English. They looked for meaning through the pictures and repetition throughout the story. This shows us that children can explore various literature regardless of the language and take joy in each story!



Grade 1

Central Idea: Making balanced choices about daily routines enables us to have a healthy lifestyle.

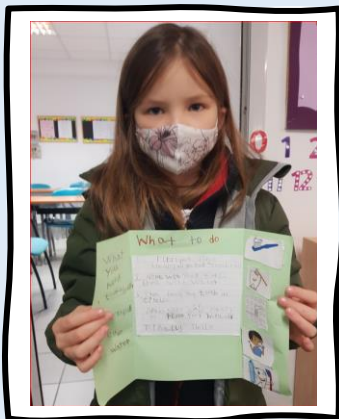
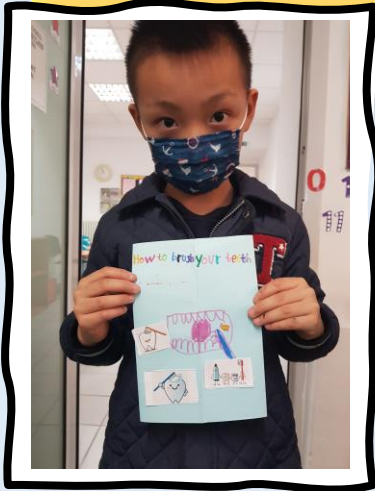
Lines of Inquiry:

1. What our daily habits and routines are (hygiene, sleep, play, eating)
2. Why balanced choices are important.
3. Consequences of choices

ATL Skills: Communication, Thinking, Research, and Self-Management

An Apple a Day, Keeps the Doctor Away!

Grade 1 students constructed new knowledge by integrating their learning experiences into art. Don't these apples look delicious? They also inquired into the importance of establishing healthy daily habits, like brushing their teeth.



Grade 4

Central Idea: Ancient civilizations had systems of organization.

Lines of Inquiry:

1. Governmental organization of ancient civilizations
2. Social organizations of ancient civilizations
3. Organization of daily life.

ATL Skills: Communication, Social and Thinking

Grade 4 is inquiring into the interconnectedness of human-made systems and communities by working on a STEM activity on "Greek Architecture Exploration". The focus was on building using the post and lintel system that was used by the Ancient Greeks and that we still use today.



Grade: Kindergarten

Communities in Action

Central Idea: Communities are enriched by their members and the different perspectives that they bring.

Lines of Inquiry:

1. What is a community?
2. People within a community
3. The personal stories of community members

ATL skills: Communication and Self-Management skills

During the unit on Communities in Action, the Kindergarten students inquired into the orientation of a community in place and time and how the people within the community connect through their personal stories.



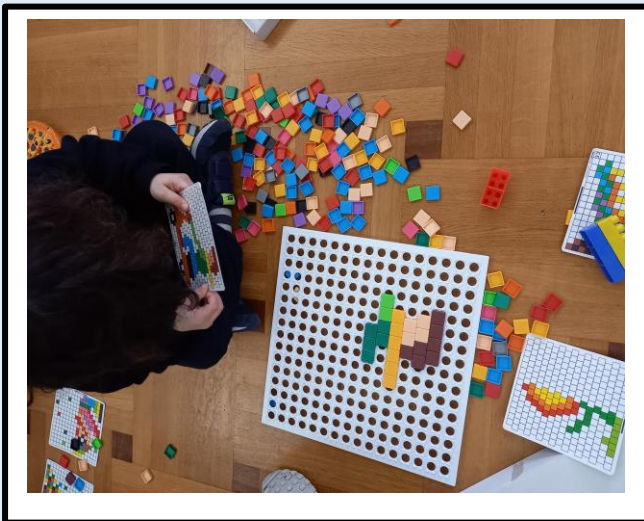
PYP IN ACTION



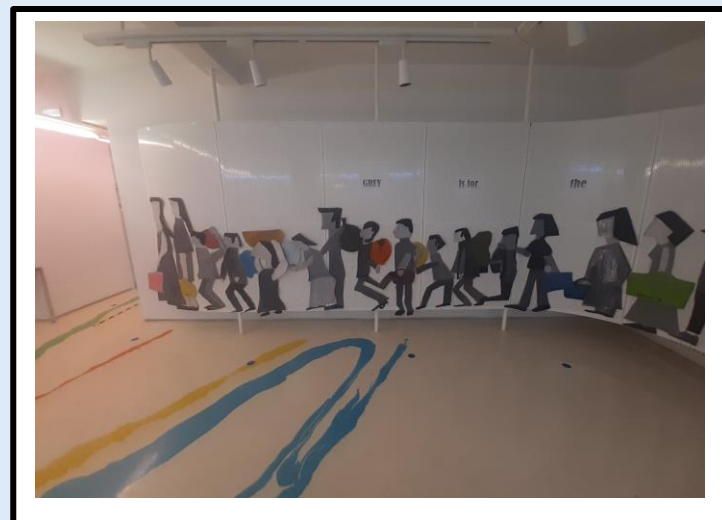
What makes a healthy snack? In Art, students of grade 1 filled their jars with fruit and vegetables emphasizing the importance of healthy choices.



The World Language Department is working hard on implementing the Learner Profile Attributes in their everyday teachings and learning.



The PYP Early Years promotes play as it reinforces student agency allowing for learners to voice their choices and take ownership of their work. Learning through play in the Kindergarten is fun!



In connection to the Grade 5 unit on Immigration, the students created a mural representing the hardships that immigrants face in their daily lives.



Greek for Natives: Students in Grade 2 created posters to foster creative writing skills in the Greek language.



Grade 2 students re-created the Lion from the fable, "The Lion and the Mouse" in connection to their unit of inquiry.



Kindergarten students are inquiring into community helpers and are making connections to the central idea in their Greek classes.