

November 2018

# University Elementary

# TB Monthly



# *PYP in Action*

## **PYP in Action: The Profile of a Learner**

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The Learner Profile is the foundation of IB's Primary Years Program. The Profile is set of ten characteristics that help us to learn and grow intellectually, socially, and personally. As IB learners, we strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Younger grades explicitly teach the Profile through picture books, discussions, activities and reflection. Once students have this knowledge, the attributes of the Profile are embedded into the units of inquiry.

The language of the Profile permeates our school culture, through class agreements, school procedures, reflection exercises, and feedback. Students identify the skills that will be needed for personal or collaborative work using the language of the Profile.

This month, we're looking at Communicators. What makes an effective communicator? Students consider not only how we express ourselves in speaking and writing, but also the importance of listening to others' perspectives and asking clarifying questions in order to learn and grow.

As our focus this month, students encounter aspects of Communication throughout their school day. In writing, we connect skills to a larger context. Do we wish to inform, persuade, or entertain? How do our word choices impact our ability to get across our ideas and knowledge? In all parts of the curriculum, we can examine subject-specific vocabulary. Additionally, we can inquire into word context or what we communicate through body language. Artists and musicians have other ways to express themselves. With a myriad of needs and technologies, the skill of communication is central to intellectual and personal development. It connects us to our world.



It is gratifying to see our students applying these concepts to their learning. Just yesterday, a first grader connected the Communication attribute to our district's Social/Emotional Learning lessons. He realized that as a communicator he could use "self-talk" to focus and make a good choice.

This time of year is the perfect time for practicing communication away from school, too. If you are visiting friends or families over the holidays, encourage your child to communicate by listening to others and asking follow-up questions.

The Learner Profile provides a road map for our mission; to inspire curious, global-minded citizens who take action for positive change.



## Preschool

Our Second International Baccalaureate (IB) Unit is How We Express Ourselves. It is 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.

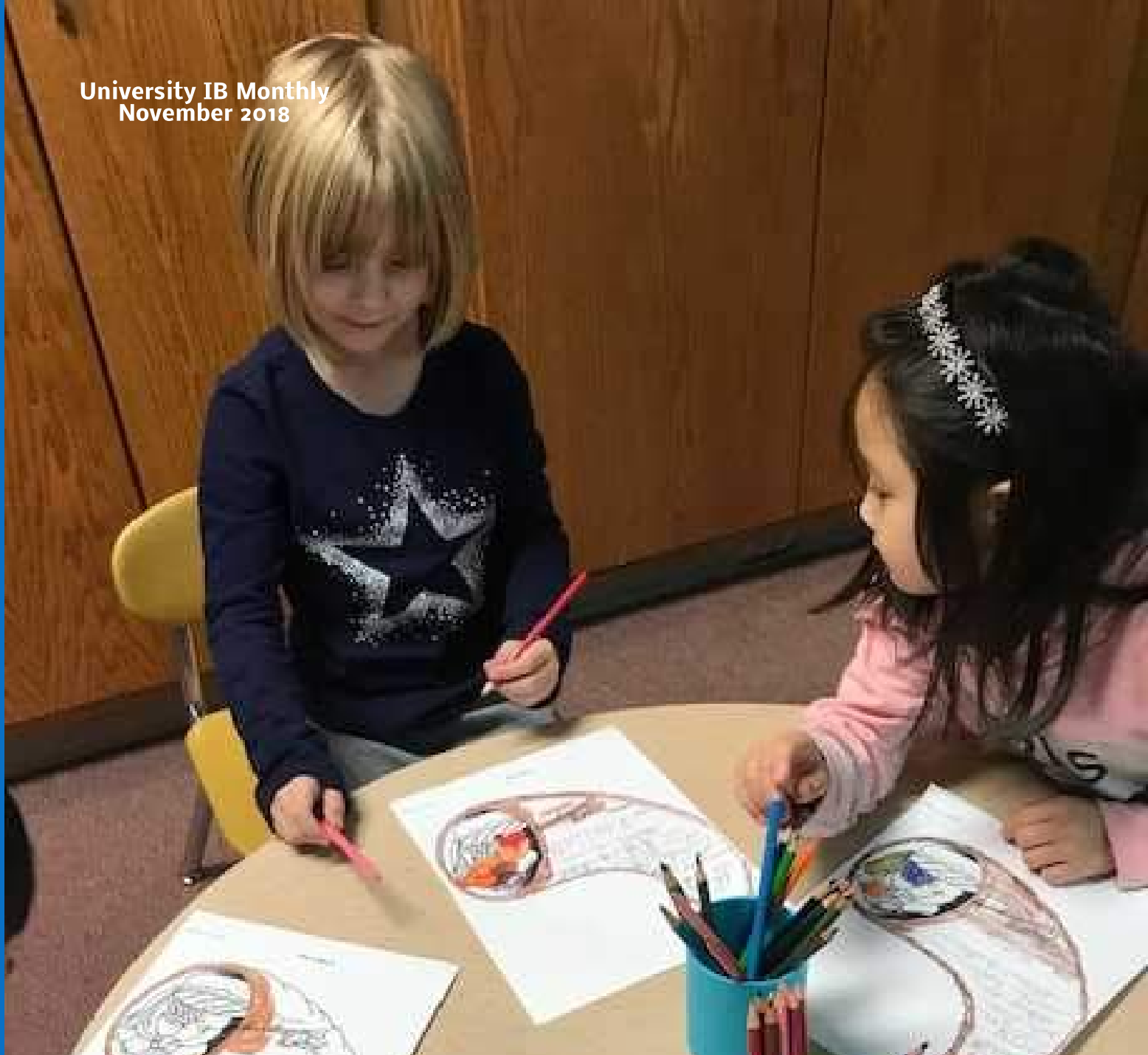






## *Kindergarten*

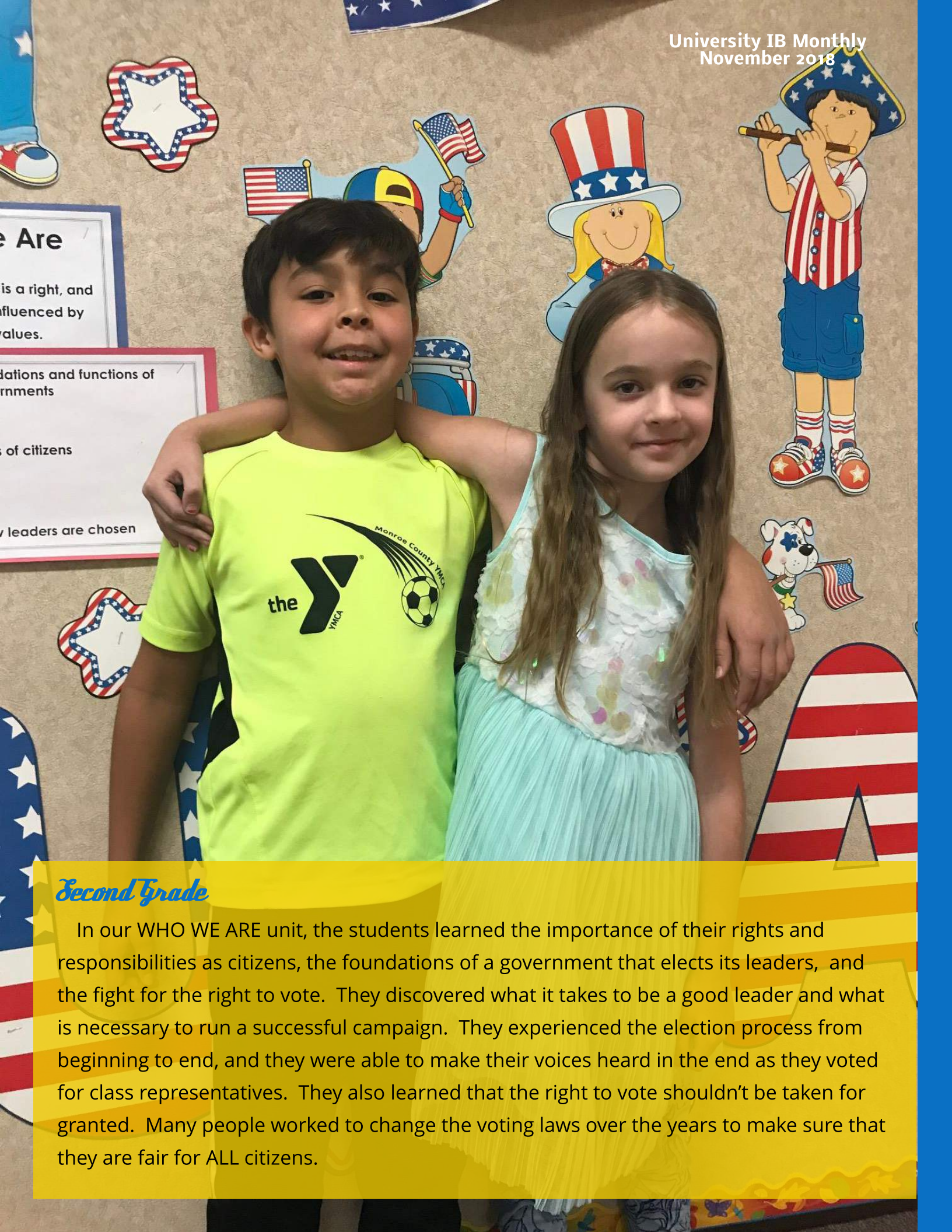
Where do chocolate chip cookies come from? Through our “Who We Are in Place and Time: Harvest” unit, kindergarteners are learning that humans rely on others for food production. They’ve discovered that our food ( like a chocolate chip cookie) doesn’t simply come from the oven, our refrigerator, or “Target.” It comes from ingredients produced all over the world! Chocolate from Indonesia, vanilla from Madagascar, sugar from Hawaii, and butter from a cow in Vermont. Our next inquiry focus is into how foods are produced and distributed. (Too bad our breakfast can’t be delivered by weather, like in the story, *Cloudy with a Chance of Meatballs*.) Our final inquiry focus will allow us to explore seasonal harvests, both local and global. Our unit will culminate with each class having a harvest feast made from food produced all over the world!



### *First Grade*

First Graders are well into the second unit of the year focusing on how people and places change over time. The unit started with inquiry into maps and geography. They learned about symbols and map keys as well as all the names of continents and oceans. The unit then transitioned into how to show changes over time using timelines. Inquiry into changes in communication and transportation demonstrated how quickly technology can change. The unit finishes with an introduction into the study of the past through history. This unit helps prepare students for the third unit of study about folklore and traditions.





## *Second Grade*

In our WHO WE ARE unit, the students learned the importance of their rights and responsibilities as citizens, the foundations of a government that elects its leaders, and the fight for the right to vote. They discovered what it takes to be a good leader and what is necessary to run a successful campaign. They experienced the election process from beginning to end, and they were able to make their voices heard in the end as they voted for class representatives. They also learned that the right to vote shouldn't be taken for granted. Many people worked to change the voting laws over the years to make sure that they are fair for ALL citizens.





### *Third Grade*

We're packing our virtual suitcases and traveling through time! For our next IB Unit, *Moving On*, third graders will explore historical and contemporary immigration through the transdisciplinary lens of *Where We are in Place and Time*. Students will learn about the different factors that affect human movement and celebrate the diversity of our local and global communities. So pack your bags and join us on this incredible journey about human movement!





## *Fourth Grade*

Since last month, fourth grade has made tremendous progress in our second IB unit, "How the World Works." Our inquiry into the three natural regions of Indiana culminated with the creation of physical maps of the state modeled with salt and flour "clay." We formed our clay into natural features first, and then labeled man made borders and points of interest after the maps hardened. Meanwhile, we continue to pursue our central question of "how natural systems change conditions on Earth." Small-scale weathering and erosion experiments have given us insight into the different ways that landforms come to be and change over time. As this unit draws to a close, we eagerly look forward to our next unit, "Where We Are in Place and Time," which will begin shortly after Thanksgiving. Stay tuned for more information next month!



## *Fifth Grade*

Beginning November 13 and continuing until after the winter break, 5th grade will be focused on **How the World Works: Adaptation Advantages**. We focus on how plants, animals, and people adapt to their environments by using what is naturally available and how they must adapt and change to compensate for climate and resources. This culminates as students share among fifth grades to our parents and schoolmates, “newly discovered” creatures and plants designed to adapt to an environment studied.







## *6th Grade*

6th Grade is continuing our second IB Theme: How the World Works. The central idea is: Models provide an understanding of intangible systems. We are looking at models and discussing how they make it easier for us to understand our world but can also, in some cases, be deceiving. Having a critical eye and knowing what questions to ask can help us learn fully what the models we use tell us. We also will be investigating structure within this theme. We will look at how readers and authors (also musicians, athletes, etc.) use structure to increase creativity. We will look at structure within our natural world and social organizations as well. This unit will conclude with students researching an abstract concept or idea and planning and creating a model for it. Students will then present these during a very special fashion show showcasing a wide range of models that represent language arts, math, science, or social studies concepts.



# 10 Reasons

why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners

1



## It encourages students to inquire

The PYP fosters natural curiosity and learning in creative, supportive and collaborative environments.

2



## Understanding a complex and interdependent world

PYP students create meaning for themselves and build understanding through exploring real-world issues.

3



## PYP students are confident communicators

PYP students learn to communicate in a variety of ways and in more than one language.

4



## Learning how to learn

PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.

5



## It encourages international-mindedness

Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.

6



## Seeing things from different perspectives

PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.

7



## Students take action

PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.

8



## Thinking about issues

Creative learning gives students the agility and imagination to respond to new and unexpected challenges and opportunities in an increasingly globalized and uncertain world.

10



## Caring and responsible citizens

Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.

9



## It involves the whole school learning community

Together we celebrate our common humanity and the belief that education can help to build a better and more peaceful world.