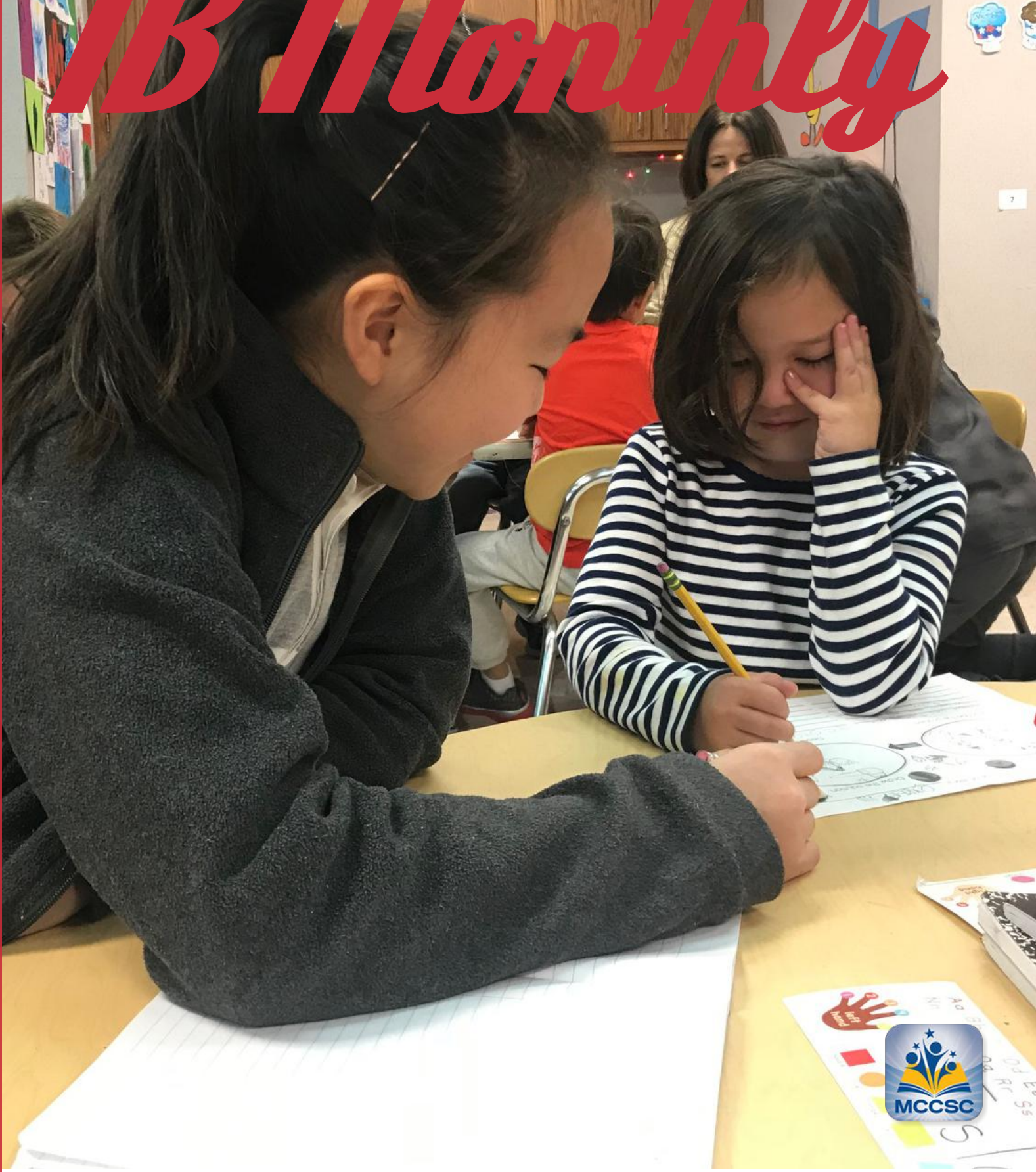


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PYP in Action

WHAT A CONCEPT!

by: Mary D'Eliso - Librarian/IB Coordinator

Central to our IB Primary Years Program is the principle that facts and skills are framed by broad concepts. These concepts are essential to higher level thinking skills and help students to connect their learning to significant global issues. The concepts also promote deeper understanding across the curriculum.

IB identifies two types of concepts. The “related concepts” come from topics and subject areas. Examples are many, and include concepts such as systems, relationships, adaptation, and resources. It is easy to see how terms like these can span across the subject areas and special areas.

The **key concepts** are seven terms identified by IB. They are: form, function, causation, change, connection, perspective, and responsibility. This crucial element of the curriculum helps students learn that there are many ways to approach a topic. To illustrate the point, let's take the topic of the **rainforest** and see how the inquiry might be framed.

Form: What is it like? Where is the rainforest? What plants grow there? What animals live there?

Function: How does it work? How do the elements in the rainforest ecosystem function together? What does the rainforest provide for the planet?

Causation: Why is it like this? What weather factors cause a rainforest? What motivates people to study the rainforest? What have been some of the consequences of human action?

Change: How is it changing? How have plant and animal species adapted to survive in the rainforest? What weather cycles are present? How has the rainforest changed throughout time and in recent years?

Connection: How is it connected to other things? What are interdependent relationships in the rainforest? How is the rainforest connected to our trip to the grocery store?

Perspective: What are the points of view? How do the perspectives of business and environmentalists differ? How do local and global opinions and ideas about the rainforest differ?

Responsibility: What is our responsibility? What partnerships are developing to protect the rainforest's indigenous species? What can the average person anywhere in the world do to support the survival of the rainforest?



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

Kindergarten's International Baccalaureate Unit is Who We Are. We are looking at how our senses help us explore and experience the world. We have researched how we can use our senses to learn about ourselves. We have used our senses to explore the natural world around us and we are looking at how our senses are affected for the differently abled.

First Grade

We are just starting our second IB Theme: Where We Are in Place and Time. Our central idea is: People and places change over time. We will spend the first two weeks with inquiry into maps and geography. Our inquiry focus will then switch to studying the past, present, and future. We will make timelines to illustrate changes over time in many areas. The unit will conclude with activities about the history of the Pilgrims and the First Thanksgiving.

Second Grade

What does it mean to vote? Second graders are starting to explore this concept in our second IB Theme transdisciplinary theme: Who We Are. Our central idea is the elective process is a right, and our decisions are influenced by our beliefs and values. We begin by talking about how our school is a great school, but as good as it is, how can we make it better? Students will investigate the importance of leaders in a community. They will learn about the rights and responsibilities of citizens in the community in which they live as well as their school community. They will learn about the voting process and get an introduction into the meaning of democracy. Each classroom will conclude this unit of inquiry by having an election.



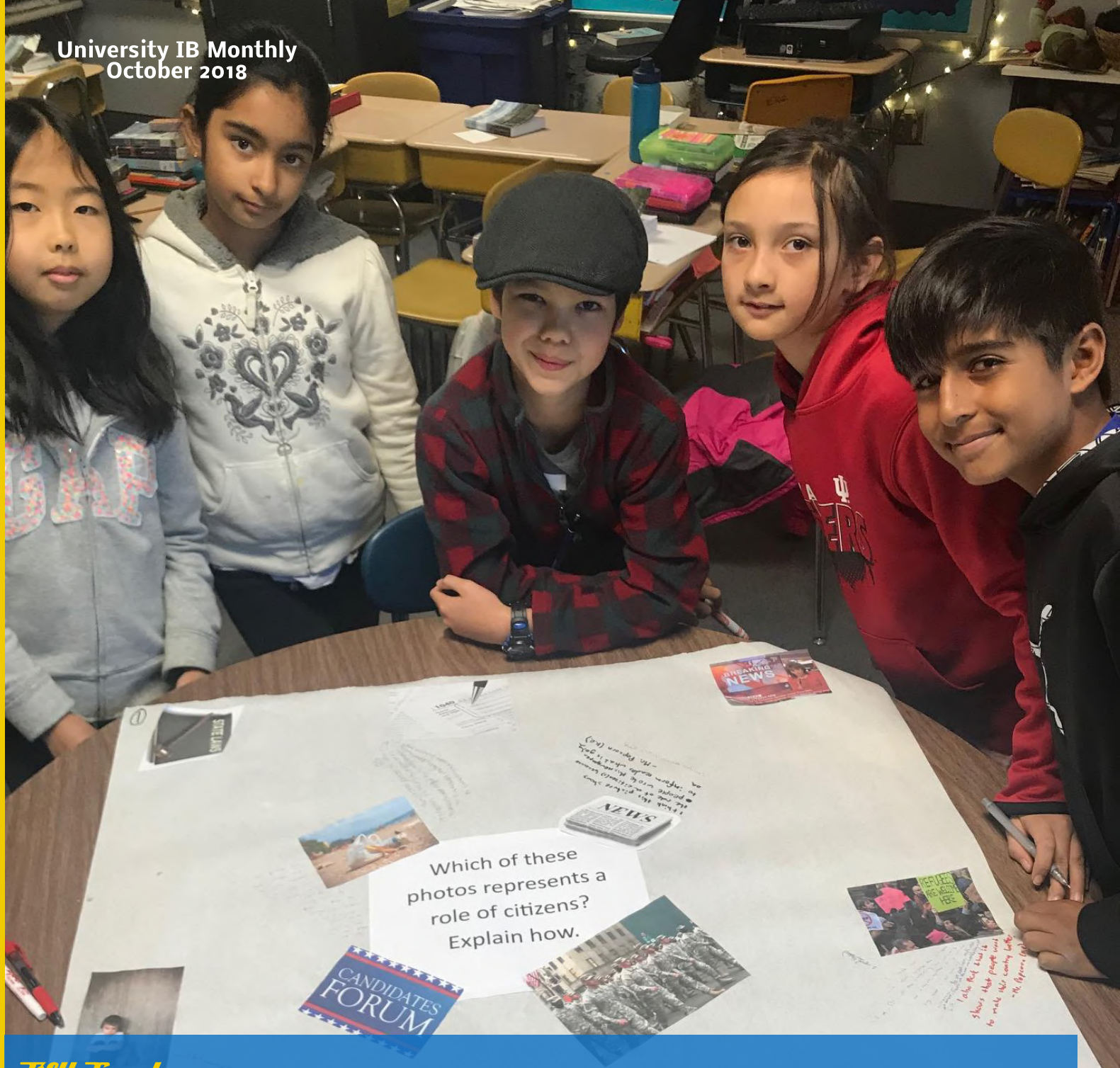


Third Grade

What do Malala, Cesar Chavez, Gandhi, Iqbal, and Nelson Mandela have in common? These individuals took risks to secure freedoms. During this phase of our IB unit, Pay It Forward, students are introduced to various influential people from around the globe who took risks to secure freedoms. Using children literature books and videos, students will be transported back in time where brave men and women, boys and girls were willing to stand up to injustices. Students will learn how these brave individuals were the inspiration to modern day leaders causing a global ripple effect of courage.

Fourth Grade

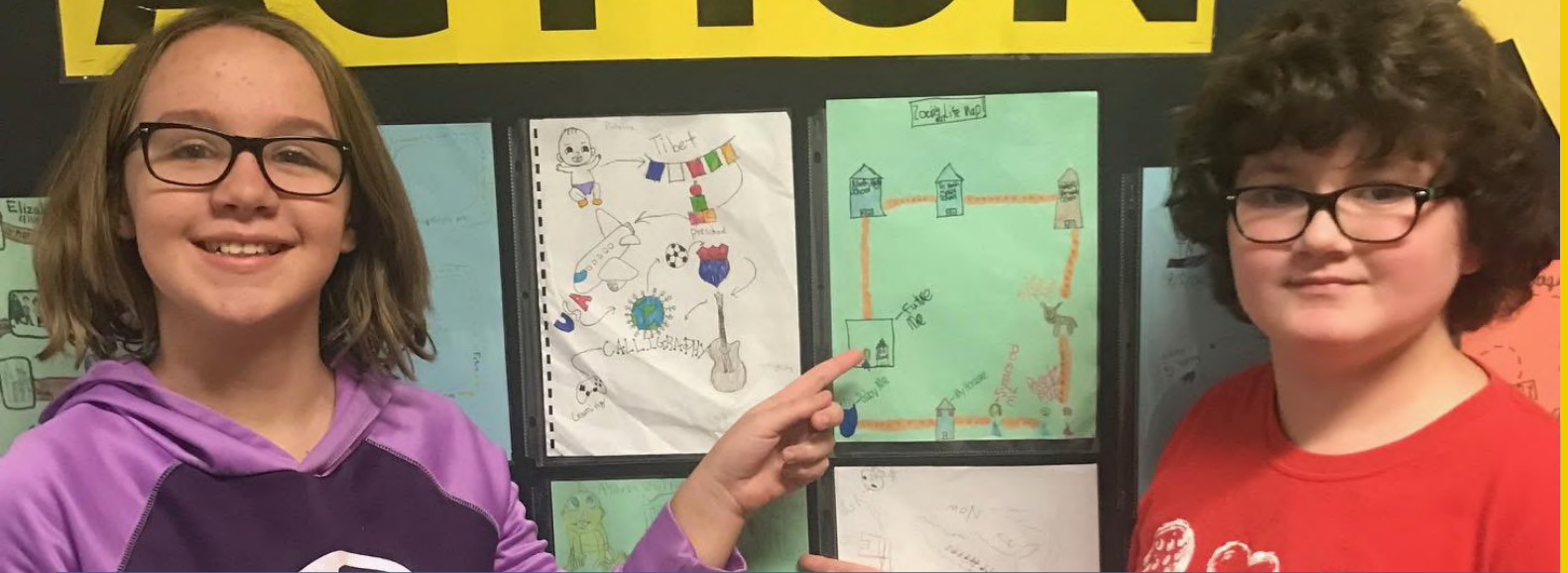
We are learning HOW THE WORLD WORKS. We are focusing on how natural systems change conditions on Earth. The students are learning about this central idea by following the lines of inquiry into how geological regions are established, what causes geological events, and how systems change over time. As the children study the Earth's changing surface and the formation of landforms, they are also learning about the concepts of form, causation, and change; applying this understanding through thinking skills and research skills. Learning about the surface of the Earth leads us to map study as well as learning about the three natural regions of Indiana. We are also studying about glaciation, Karst Topography, and our connection to Lake Michigan and the wonderful system of rivers found throughout Indiana. The children are continuing their learner profile growth as inquirers by becoming knowledgeable and thinking about what they have learned.



Fifth Grade

Fifth grade is about midway through our second IB Unit: How We Organize Ourselves. In this unit we are exploring organization of government through our constitution and how government organizations impact our lives. We are exploring forms, functions, and roles of citizens within that structure. In addition, we explore the organization of the universe through the solar system, and organization of literary and nonfiction topics through exploring interconnectedness of chapters, stanzas, text features, etc.

6TH GRADE TAKES ACTION



6th Grade

6th Grade is just starting 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.

10 Reasons



Primary Years Programme

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.



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