

February 2019

University Elementary *TB Monthly*



PYP in Action

PYP in Action: Going Global in the Classroom

by: Mary D'Eliso - Librarian/IB Coordinator

The value of global mindedness is at the core of the International Baccalaureate. Its mission is to develop a student who is able to use knowledge, attitude and skills in a global context. With schools in over 150 countries, the values and structure of IB is already making an impact on the world.

At PYP schools, global mindedness is taught not in seclusion, but instead incorporated into the subject matter, with the goal of enabling students to make big connections, and to compare and contrast new information to existing knowledge.

Some curricula is ready-made for global invitations. Units on folklore, festivals, weather, and ecosystems units clearly invite worldwide connections. Other units dig deeper to examine topics such as migration, economics, or invention from a worldwide perspective, and often compare the local to the global. We are fortunate to have our students exposed to Spanish language and the cultures of Spanish speaking countries via Señora T.

The global context is a perfect fit for University School, with its tradition of celebrating diversity. Awareness and respect of world cultures has always been a part of our school. The PYP practice of inquiry, reflection, and responsible action take our global mindedness to the next level. And the possibilities in years to come seem endless.

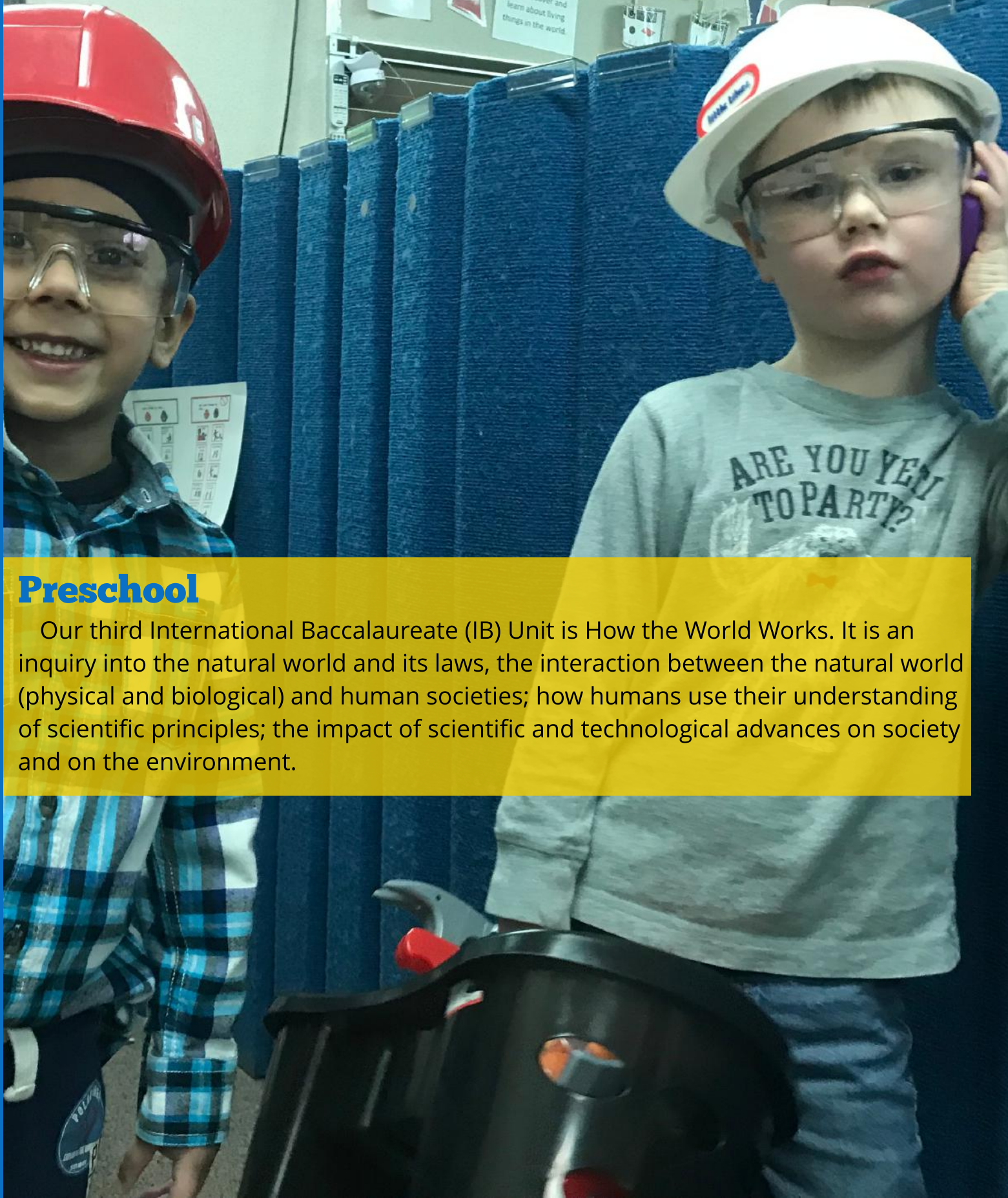
Spanish

As part of the IB/PYP program, students at UES in grades K-6 attend Spanish class each week. In Spanish class, students do many types of activities that incorporate reading, writing, speaking, and listening in Spanish.

Culture is also an important part of Spanish class. Students learn about several different holidays, traditions, and other cultural elements from many different Spanish-speaking countries. We also create natural tie-ins to the IB Units of Inquiry at each grade level.

The current Spanish curriculum is continuously evolving and changes each year as the students have more and more exposure to the language and culture.





Preschool

Our third International Baccalaureate (IB) Unit is How the World Works. It is an inquiry into the natural world and its laws, 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.



Kindergarten

What makes a toy a toy? Can it be hard or soft? Can it roll or stack? Are toys only for kids? Kindergarten students are learning **How the World Works** by taking a closer look at the form, function, and materials of toys, as well as inquiring into the choices made by toy designers. Students are using Venn diagrams to compare toys, exploring what's inside toys, and designing and creating toys of their own. Throughout this unit of inquiry, each kindergarten student has had the opportunity to participate in a variety of STEM (Science, Technology, Engineering, and Math) challenges that have allowed them to design, create, and test their creations.



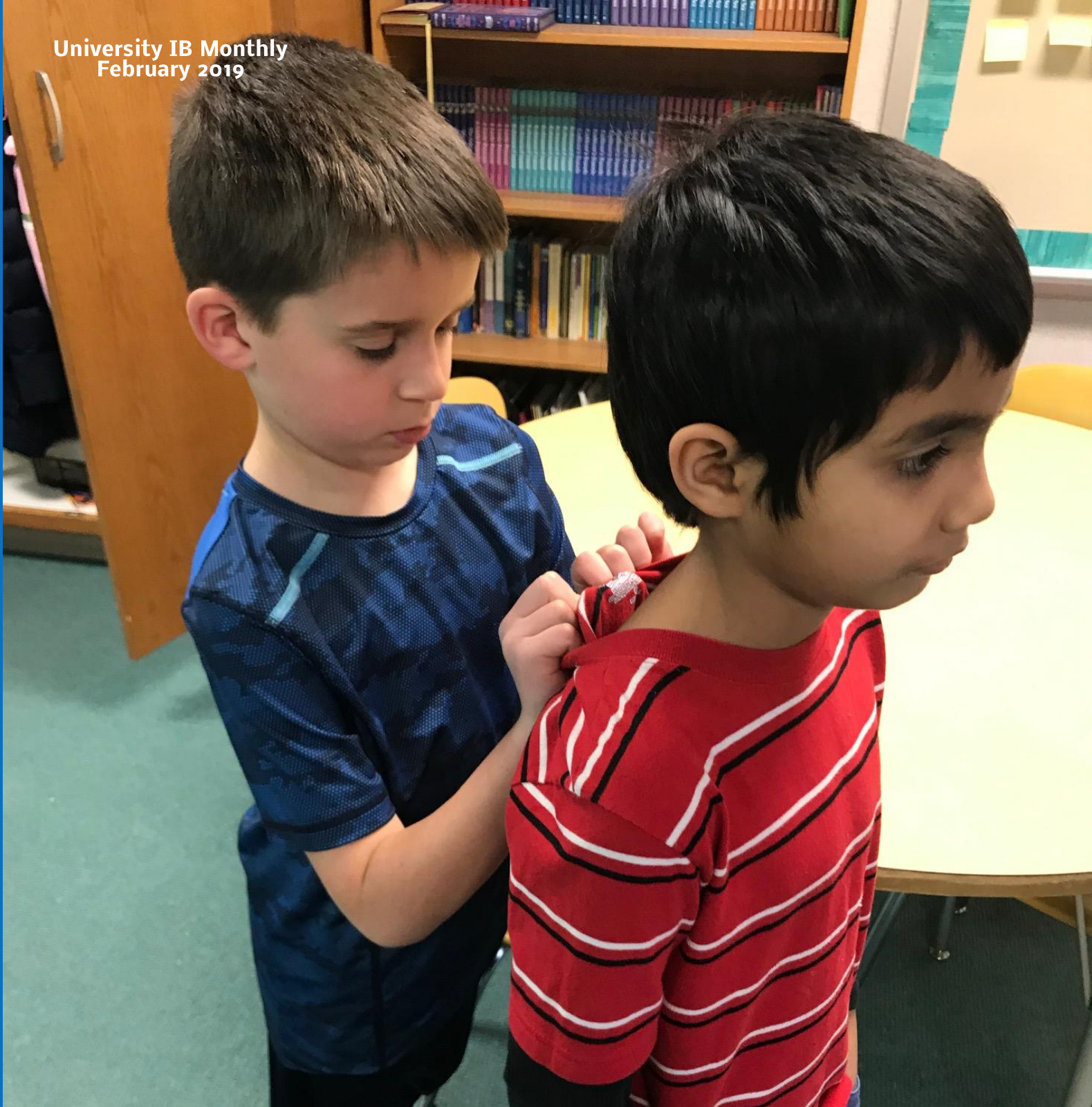
First Grade

First grade will be exploring interactions with the physical world. We are hoping we can learn and teach the Three Little Pigs about building a safe structure. We will kick off How the World Works with a S.T.E.M. challenge using resources, we learned about in January, to build a better pig house. These houses won't have to withstand huffing and puffing, but some other source of energy will put the houses to the test!



Second Grade

We are learning all about making economic choices in second grade with our IB unit *How We Organize Ourselves*. Students have been exploring the difference between needs and wants (and we sure do have a lot of those) and how we are able to obtain those things by having a job. We have learned that jobs can either provide a good or a service, and it is through these jobs that we earn money. However, having money comes with a lot of responsibility, we have to decide when it is wise to spend or to save. Students will discover when they can be a producer or a consumer in society. We will also look into the different types of resources: human, natural, and capital, and how those are used in different occupations. We are excited for the students to explore different types of jobs and learn how they are important to our community and world.



Third Grade

For our next IB Unit students will discover that world is on their heads down to their tippy toes! Hats made in Canada and shoes made China. We will investigate how economic activities affect people and the environment through the world of trade. Come along with us as we begin our winter IB unit World market: How We Organize Ourselves. You, too, might find the world is right in your closet!




Fourth Grade

Fourth graders have had a ball with our **How We Express Ourselves** unit! We kicked off the unit by learning about the lives of inventors. What did they do with their idea? How did they persist? How did their invention impact our world? Simultaneously, we were engaged in a multitude of experiments with electricity and magnetism. This led into our participation in the MCCSC Maker Challenge project. Fourth graders throughout the corporation were introduced to the design process and challenged to design devices that improve quality of life, activities for children in the hospital, or to create a children's space in a hospital. This project combined empathy, engineering, technology, and presentation skills. A group of students from Mrs. Piekarsky's class won best overall design district-wide. This group of girls look forward to presenting their outdoor hospital space next month at the state level of competition.

Fifth Grade

Fifth grade is exploring, **Where in the World? Exploration and the Early Colonies** by delving into the idea of the impact exploration and discovery have on other people, land, and ideas. Although we study the explorations of the 15th and 16th century for our standards, we are expanding this to discuss how this occurs in music, art, science, and mathematics by looking at people who have made a change on our expanded exploration timeline. In addition we are completing a simulation to understand how difficult life was in the early colonies by surviving shipwrecks, starvation, and hostile environments.





Abigail Adams


Born: October 19, 1712, Braintree, MA
 Died: July 18, 1789, Boston, MA

Bibliography:
<http://www.encyclopedia.com>
<https://www.infoplease.com/>



Andy Warhol
 Aug 6, 1928 - Feb 22, 1987

Andy Warhol was an artist that changed the art world forever. He is in the art world like the Campbell Soup Cans artwork and the 1964 portrait of Marilyn Monroe and made them into paintings. Like Elvis Presley in a poster was an poster. This is because his paintings were donated to museums for the people, and only the people. The impact that he put on the paintings made pop art very different and will never be the same.



Cesar Chavez had a great impact on the farm workers in the United States. He was a civil rights activist who started a union in 1962 called the National Farm Workers Union (NFWU). Chavez led thousands of people in non-violent protests until the government agreed to let farm workers work and get a fair wage and better working conditions. In the 1960s he led a hunger strike to get better wages and working conditions for farm workers.



He began exploring America in the city of northern France and Atlantic coast lakes before settling administrative.

loners. Name is good guy

Samuel de Champlain.
 the date of birth of Samuel Champlain was 1567.

Leif Erikson

- 1020 C.E.



Birth: Iceland

Events

Year 1000 C.E. - almost 500 years after Columbus. Leif Erikson was the first European to land in the new world. He was rich with resources like trees and furs that were good for building. Erikson left the new world to go back to Iceland but some people stayed and founded a settlement in the new world. He traded with the natives and they stayed with him as long as they could. He opened up the new world for other Viking explorers and some of the Vikings made it as far as



Italy

OCCUPATION

Marco Polo was an explorer. He traveled 24 years and many people believed that his book was fiction, and his book was false.

Marco Polo was an explorer.

Marco Polo

Sixth Grade

Sixth grade students are working within the International Baccalaureate trans-disciplinary theme of Sharing the Planet in order to better understand how community interactions affect the sustainability of systems. As parts of the unit, students will inquire about factors that affect the organization of the world, how relationships among individuals work to create balance, and how actions and consequences affect the sustainability of a community. Content is focused around medieval society and structures such as the feudal system after the “fall” of Western Rome, as well as how those structures changed due to conflicts and the spread of knowledge, ideas, and culture. Additionally, students are looking at structures in biology and ecology in order to better understand relationships, classification, limiting factors, and invasive species. Throughout the next two weeks, students will contemplate the central idea of our current unit of study, and they will research a social or environmental issue that affects a larger system. Through research students will learn background knowledge about the chosen topic, reflect on possible biases that exist around the topic, ponder multiple perspectives and solutions, and consider trade-offs and balance in order to suggest a solution that will best benefit a larger system. A cereal box format will be used to organize and share researched information, conclusions, and arguments.





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.