

International Baccalaureate (IB) Primary Years Programme at Cypress



IB Coordinator

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Coordinator Responsibilities

- Meet weekly with grade level teams to write and reflect on curriculum
- Team teach
- Communicate with IB

What is an IB education?

- International program found in over 100 countries
- IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.
- Four Programs
 - Primary Years Programme (PYP)
 - Middle Years Programme (MYP)
 - Diploma Programme (DP) - NPHS
 - Career-Related Programme

IB Mission Statement

International Mindedness - The aim of all IB programmes is for students to develop and demonstrate international-mindedness

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Authorization Timeline

1. Site Visit with IB Consultant to provide feedback prior to authorization - first week of November 2021
2. Instructional team writing and implementing Units of Inquiry August-June 2021-2022
3. Submit application in April/ May of 2022
4. IB visit for authorization November 2022

What is the IB Primary Years Programme (PYP)?

The program aims to promote inquiry and foster the development of the whole child through a unique "**transdisciplinary framework**," meaning that children learn in terms of concepts rather than categorically defined subjects.

Key Highlights

- Student centered approach to education
- Inquiry based
- Transdisciplinary, conceptual curriculum framework
- Emphasizes student ownership of their learning

Program of Inquiry (POI)

Grade 1 Programme of Inquiry



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.

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.

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 for the aesthetic.

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 the environment.

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 humankind and the environment.

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

Choices we make affect ourselves and others.

Our locations affects our lifestyle.

Culture, beliefs and values are expressed through art.

The natural world is constantly changing.

Cooperation and organization leads to the success of the community.

Survival depends on fulfillment of needs.

- Decisions are made with respect for individual responsibility and the rights and opinions of others
- Know and understand the symbols, icons and traditions that provide continuity
- Compare and contrast everyday life in different times and places around the world

- Similarities and differences among cultures
- Connect cultural traditions
- Discover our own personal culture

- Understanding important symbols
- Imagination through written expression
- Interpreting mood through art

- The relationships between the Earth, sun, moon and stars
- The properties of matter/ solids, liquids and gas
- Geographical location of places

- Characteristics of a leader
- Types of systems
- The effects of an economy in a community

- Animals use their eyes and ears to adapt
- How animals respond to their environments
- People are responsible for the needs of plants and animals

Key Concepts:

- Connection
- Responsibility
- Perspective

Related Concepts:

- Conflict
- Community
- Symbols
- Change
- Choice
- Relationships

Key Concepts:

- Connection
- Change
- Perspective

Related Concepts:

- Culture
- Relationships

Key Concepts:

- Change
- Perspective
- Form

Related Concepts:

- Beliefs
- Expression
- Imagination

Key Concepts:

- Causation
- Change
- Function

Related Concepts:

- Exploration
- Regions
- Relationships

Key Concepts:

- Connection
- Function

Related Concepts:

- Systems
- Supply
- Demand

Key Concepts:

- Responsibility
- Causation
- Function

Related Concepts:

- Conflict
- Survival
- Light
- Sound
- Choice

6 Transdisciplinary Themes

- Globally significant
- Transdisciplinary - supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects
- Will be revisited throughout the students' years of schooling



Foreign Language

- Students will receive 1 hour of Spanish instruction a week
- Also working to support foreign language speakers in their native language

Learner Profile

- Developing lesson plans with teachers to support the Learner Profile attributes
- Working with IMT (Librarian) to select literature that incorporates diversity and inclusion in connection with the attributes designated by the school each month



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to go outside the experience.</p>
<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forthrightness and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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How Can You Get Involved?

- Support the Learner Profile at home
- Volunteer
- Guest Speakers
- Do you have any special skills or interests?

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