

A LITTLE HISTORY

- *Started in 1968 in Geneva, Switzerland with the Diploma Program in an effort to provide schools internationally with a rigorous curriculum recognized by universities around the world, especially for diplomats, business people, military stationed around the world.**
- *The Primary Years Program (PYP) for elementary, MYP for middle school, and the DP for high schools.**
- *2200 IB schools in 125 countries with the US having the most.**
- *MN has a strong program and association with 20 DP, 21 MYP and 22 PYP programs.**



TELL ME MORE.....

All of the IB programs:

- *Have a strong international dimension
- *Individual and *transdisciplinary* subjects
- *Emphasize learning another language: Scandia students are learning Mandarin Chinese.
- *Individual and collaborative *inquiry*
- *Research
- *Encourage students to be responsible citizens in their community through their actions in the real world

THE PRIMARY YEARS PROGRAM

Specifically, the PYP for ages 3-12 focuses on the development of the whole child as an *inquirer* both in the classroom and in the real world.

- *Emphasizes “international mindedness” through the “Learner Profile”
- *Encourages a positive attitude to learning by engaging students in inquiries and developing a love of learning so they become lifelong learners
- *Reflects real life by encouraging learning beyond silos of traditional silos with in depth study across subjects and real life issues.
- *The program “frames” the learning activities of a school but is flexible enough to incorporate state and national standards.

THE “HEART” OF IB: THE LEARNER PROFILE

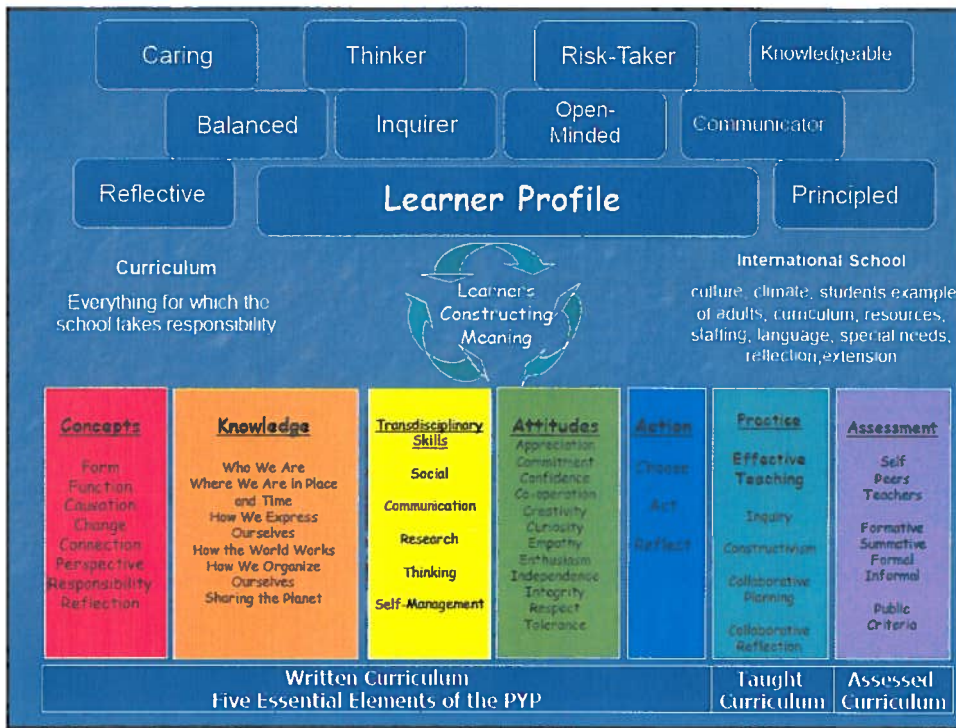
The “Learner Profile” is a set of ten aspirational qualities that inspire and motivate the work of the teachers and students . It is a list of aims and values that unite all IB schools with a common focus on the whole child as a lifelong learner.

- *Inquirers
- *Knowledgeable
- *Thinkers
- *Principled
- *Caring
- *Communicators
- *Open-minded
- *Risk-takers
- *Balanced
- *Reflective

THE TRANSDISCIPLINARY THEMES

The PYP written curriculum has the distinctive feature of the six *transdisciplinary* themes which spiral in rigor from kindergarten through sixth grade. The traditional school subjects and the Minnesota state standards are integrated into these themes. These themes allow students to see how in real life a person’s learning encompasses all subjects.

- *Who We Are
- *How We Are in Place and Time
- *How We Express Ourselves
- *How the World Works
- *How We Organize Ourselves
- *Sharing the Planet



THE PROGRAM OF INQUIRY

How do the teachers teach these six transdisciplinary themes?

They develop a *program of inquiry (POI)* based on a “central idea” for each of the six themes.

Within that central idea the teachers look at the concepts, skills, attitudes, learner profile attributes, and actions that they want the students to know and be able to do at the conclusion of the theme.

In Minnesota, we also need to be sure that the educational standards are covered in these themes. Specifically, at Scandia we integrated many of our social studies, science, art, health, and literacy standards into our program of inquiry.

Scandia Elementary School - PYP-Programme of Inquiry						
Kindergarten	Who We Are An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human rights; equality, justice and fairness; what it means to be human.	Where We Are In Place & Time An inquiry into orientation in place and time; personal histories; human and planetary history, the discovery, exploration and migrations of humankind; the relationships between and the interdependence of individuals, communities, nations, states and global perspectives.	How We Express Ourselves An inquiry into the ways in which we observe and express ideas, feelings, values, attitudes, beliefs and actions; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetics.	How The World Works An inquiry into the natural world and its laws; the interactions 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.	How We Organize Ourselves An inquiry into the organization, structure and functioning 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.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the role of citizenship; peace and conflict resolution; equality, justice and fairness.
Central Idea	WHAT DO YOU WANT? Personal needs and wants are satisfied by goods and services.	ME ON A MAP Maps help us find our place in the world.	EVERYONE CELEBRATES Celebrations have unique properties that have similarities and differences.	LOOK OUTSIDE! Seasons influence our activities.	SCHOOL'S IN! The school community functions more effectively with rules and routines.	IS IT ALIVE? Living and non living things interact to create communities.
Inquiries into ...	<ul style="list-style-type: none"> Characteristics of needs and wants Characteristics of goods and services Needs and wants of individuals, families and communities 	<ul style="list-style-type: none"> Where we live in the world The tools used to locate ourselves in place and time: spatial awareness Characteristics of maps and globes 	<ul style="list-style-type: none"> Properties of celebrations Why people celebrate Differences and similarities with celebrations 	<ul style="list-style-type: none"> Seasonal differences and changes How seasonal changes affect living things How we change activities based on seasonal changes 	<ul style="list-style-type: none"> Communities in which we belong The purpose of rules and routines The function and properties of a school 	<ul style="list-style-type: none"> Characteristics of living and non living things The purpose of rules and routines Sorting and classifying How natural systems interact to create a community
Key Concepts	Causation, function	Perspective, form	Form, perspective	Change, causation	Responsibility, function	Connection, reflection
Related Concepts	Consequences, relationships, interdependence	Properties, transformation	Similarities, differences, beliefs	Cycle, pattern	Citizenship, rights, behavior	Systems, similarities, differences
Trans Skills	Oral communication	Thinking, communication	Social	Research, thinking	Self management	Research
Profile	Deliberate, communicator	Inquirer, know/transferable	Communicator, risk taker, open minded	Thinker, reflective	Principled, caring	Thinker, inquirer
Attitudes	Cooperation, respect	Independence and confidence	Curiousity, interest, creativity	Appreciation, enthusiasm	Integrity, empathy	Caringly, commitment
Dates	2 October - November	5 March - Mid April	3 Dec - Mid January	4 January - February	1 Sept - Mid October	6 Mid April - May

WRITING THE PROGRAM OF INQUIRY

When you come into Scandia Elementary, you will see our entire Program of Inquiry on display.

You can see which of the six transdisciplinary units our grade levels have completed and which one the students are studying now.

This Program of Inquiry was written by the teams and our IB Coordinator, Gerry Seaburg.

It represents many, many hours of work during the school year and in the summer.

The Program of Inquiry is the foundation of the Program of Inquiry.

Concept Based Learning

Now for a little video about how we teach concepts versus topics



WHY IB IS A GOOD FIT FOR SCANDIA

- *The framework allows our teachers to integrate the subjects so students can study more in-depth on a particular theme....using inquiry, research, collaboration, critical thinking.**
- *These are 21st century skills that businesses and professions say they need from our graduates.**
- *Our students will be working in a global society.**
- *Scandia Elementary has a history of academic excellence.**
- *We are a comprehensive elementary school with a focus on academic rigor and college readiness.**



THE PROCESS OF AUTHORIZATION

It is 3-4 year process to become fully authorized.

Started in the "Consideration" phase three years ago.

IB Coordinator facilitates staff training and writing of the POI.

Complete application for "Candidacy" two years ago

All staff attended an IB workshop in Minneapolis, as well as training here at Scandia.

Last spring a consultant from Vancouver came and assessed our work so far.

Teaching all six units this year. Chinese started in K-2.

Application for authorization due April 1.



THANK YOU

We want to thank you for your support in this journey to become an International Baccalaureate School!

We invite you to come out and see IB at work in Scandia!

