

Forest Park IB World School



**Primary Years
Programme**

IB : Our Mission

Forest Park aims to develop active, inquiring, and knowledgeable lifelong learners who achieve high standards and who make a difference through intercultural understanding and respect.

As an IB school, we develop students who demonstrate the attributes of the IB learner profile. “The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Primary Years Programme (PYP)...”

“The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The attributes and descriptors of the learner profile define the type of learner the IBO hopes to develop through its programmes.”

(<http://www.ibo.org>)



IB PYP

Learner Profiles

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. IB learners strive to be:

- Communicator
- Risk-Taker
- Knowledgeable
- Open-Minded
- Reflective
- Principled
- Balanced
- Inquirer
- Thinker
- Caring



IB PYP

Profiles Defined

- **Communicator:** I am a communicator. I talk about my ideas and can express myself by writing and with pictures. I know more than one language.
- **Risk-Taker:** I am a risk taker. I have the courage to try new things. I try to solve problems in a lot of ways and I tell people what I think is right.
- **Knowledgeable:** I am knowledgeable. I can remember what I have found out. I can use this information in my life.
- **Open-Minded:** I know that people are different and may do different things. I know that not everyone will think like me and I try to understand others.
- **Reflective:** I am reflective. I know what I am good at and what I am not. I try to think about these things and make changes when I can.
- **Principled:** I am principled. I am fair, honest and I take care of others. I follow the rules.
- **Balanced:** I am balanced. I am healthy and eat food that is good for me. I exercise and I understand that this is important in my life.
- **Inquirer:** I am naturally curious and enjoy learning. I am inquisitive about the world. I can conduct research by myself. I love learning and discovering new things.
- **Thinker:** I am thoughtful. I can solve problems and make good decisions. I do this independently
- **Caring:** I have a caring attitude towards people and the environment. I want the people around me to be happy and I am sensitive to their needs.



IB PYP

Attitudes

PYP learners should demonstrate these learning attitudes that contribute to the well-being of the individual and of the group.

- Respect
- Tolerance
- Enthusiasm
- Cooperation
- Integrity
- Independence
- Empathy
- Appreciation
- Creativity
- Confidence
- Commitment
- Curiosity



We've got attitude!



IB PYP

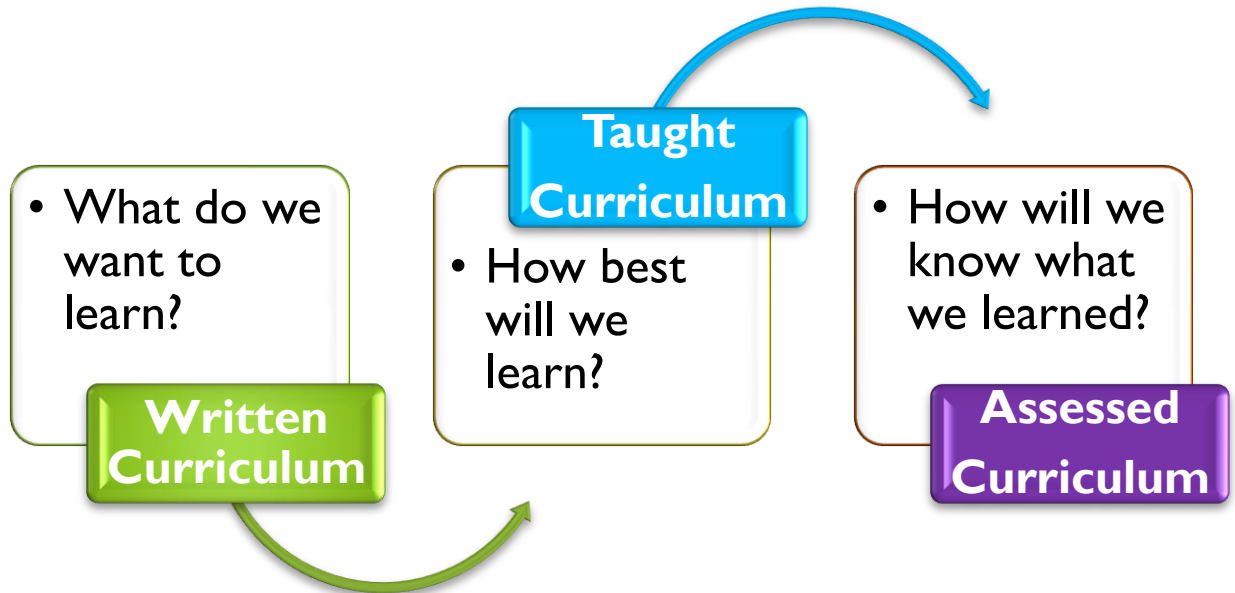
Attitudes Defined

- **Respect:** I treat everyone and everything fairly.
- **Tolerance:** I am patient and accept others.
- **Enthusiasm:** I am excited and show strong interest.
- **Cooperation:** I work together with others.
- **Integrity:** I am honest and do the right thing.
- **Independence:** I am able to complete tasks without much help.
- **Empathy:** I recognize the feelings of others.
- **Appreciation:** I am grateful.
- **Creativity:** I am
- **Confidence:** I believe in myself.
- **Commitment:** I promise to complete.
- **Curiosity:** I am inquisitive and eager to find out.



What is PYP?

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The curriculum is expressed in three interrelated ways:



PYP Curriculum

The Primary Years Programme curriculum includes five essential elements-- concepts, knowledge, skills, attitudes, and action.

These elements are incorporated into our framework so PYP students are given the opportunity to:

- gain knowledge that is relevant and of global significance-for all students in all cultures;
- develop an understanding of concepts, which allow them to make connections throughout learning;
- acquire Transdisciplinary and disciplinary skills ;
- develop attitudes that will lead to international-mindedness; and
- take action as a consequence of their learning.



Inquiry Based Learning

In the PYP it is believed that inquiry is the way in which students learn best. The PYP is committed to “**structured, purposeful inquiry** that engages students actively in their own learning.”

Inquiry, interpreted in the broadest sense, is the **process initiated by the students or the teacher** that moves the students from their current level of understanding **to a new and deeper level of understanding**.

This can mean:

- exploring, wondering and questioning;
- experimenting and playing with possibilities;
- making connections between previous learning and their current thinking;
- making predictions and acting purposefully to see what happens;
- collecting data and reporting findings;
- clarifying existing ideas and reappraising perceptions of events;
- deepening understanding through the application of a concept;
- making and testing theories;
- researching and seeking information;
- taking and defending a position;
- solving problems in a variety of ways; and
- reflecting on their learning.

(Making the PYP Happen)



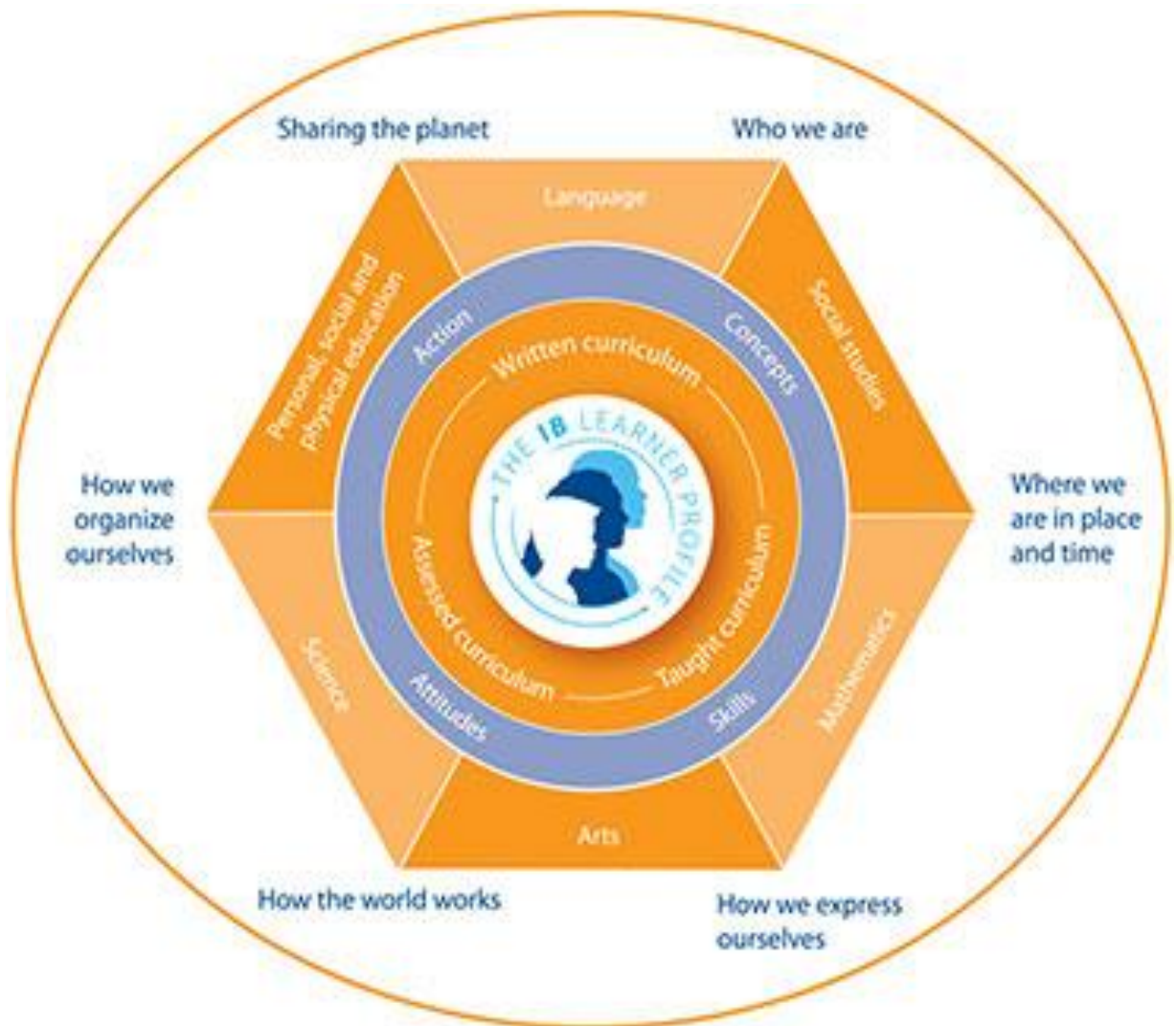
Inquiry Cycle



The Written Curriculum

What do we want to learn?

The PYP can be illustrated by a hexagon with the six Transdisciplinary themes that allows students to "step up" beyond the confines of learning within subject areas.



Students inquire into, and learn about, these globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular Transdisciplinary theme. These units collectively constitute the school's programme of inquiry.



Transdisciplinary Themes

The six Transdisciplinary themes are:

- **Who We Are**

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.

- **Where We Are in Place and Time**

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.

- **How We Express Ourselves**

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.

- **How the World Works**

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.

- **How We Organize Ourselves**

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.

- **Sharing the Planet**

Learning about the rights and responsibilities in sharing finite resources with other people and living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



Key Concepts

The 8 Key Concepts, are presented in the form of broad open-ended questions. These questions, used by both teachers and students in the Units, shape the Units, giving them direction and purpose.

Form- What is it like?

Function- How does it work?

Causation- Why is it like it is?

Change- How is it changing?

Connection- How is it connected to other things?

Perspective- What are the points of view?

Responsibility- What is our responsibility?

Reflection- How do we know?



The Taught Curriculum

How best will we learn?

- The six Transdisciplinary themes help teachers to develop a programme of inquiries—in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students.
- These inquiries are substantial, in-depth and usually last for several weeks
- All students will know that a unit of inquiry will involve them in in-depth exploration of an important idea, and that the teacher will be collecting evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, including on their own and in groups, to allow them to learn to their best advantage.



Grade: Kindergarten

Sample Unit of Study on the Programme of Inquiry

Transdisciplinary Theme: Sharing the Planet

Central Idea: Our choices may help keep and maintain Earth's resources

Provocative Question: What would happen if we choose not to conserve Earth's resources?

Lines of Inquiry

- ✓ Choices we make help conserve Earth's resources.
- ✓ Our environment may respond to the choices we make.

Key Concepts

- ✓ Form
- ✓ Reflection
- ✓ Responsibility

Learner Profiles

- ✓ Caring
- ✓ Reflective



Grade: 1st

Sample Unit of Study on the Programme of Inquiry

Transdisciplinary Theme: Who We Are

Central Idea: Attitudes, Learner profile traits, and responsible choices shape behavior and promote peace and learning.

Provocative Question: "Do all behaviors help you learn?"

Lines of Inquiry

- ✓ Attitudes support an independent learner.
- ✓ Learner profile traits reflect beliefs about learning and behavior.
- ✓ Responsible choices promote peace and learning.

Key Concepts

- ✓ Function
- ✓ Responsibility
- ✓ Reflection

Learner Profiles

- ✓ Reflective
- ✓ Thinker
- ✓ Caring



Grade: 2nd

Sample Unit of Study on the Programme of Inquiry

Transdisciplinary Theme: How We Express Ourselves

Central Idea: People share thoughts and feelings through expression.

Provocative Question: What if we couldn't say how we felt? What if you had to hold everything in?

Lines of Inquiry

- ✓ Poetic styles and structures vary according to audience (culture).
- ✓ Poetry brings about different feelings and emotions.
- ✓ Poetry often conveys an author's experiences.

Key Concepts

- ✓ Form
- ✓ Perspective
- ✓ Reflection

Learner Profiles

- ✓ Risk-Taker
- ✓ Reflective



Grade: 3rd

Sample Unit of Study on the Programme of Inquiry

Transdisciplinary Theme: How the World Works

Central Idea: Humans develop uses for matter based on its states and properties.

Provocative Question: Which state of matter is the most important? Why?

Lines of Inquiry

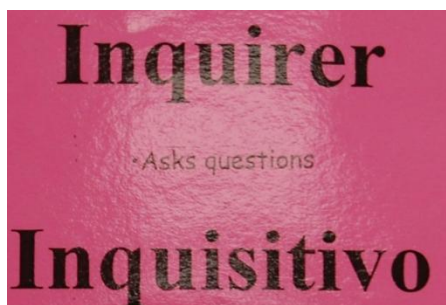
- ✓ Humans classify matter by their physical and chemical properties.
- ✓ Physical or chemical changes transform matter.
- ✓ Humans use matter in a variety of ways.

Key Concepts

- ✓ Change
- ✓ Function

Learner Profiles

- ✓ Inquirer
- ✓ Thinkers
- ✓ Reflective



Grade: 4th

Sample Unit of Study on the Programme of Inquiry

Transdisciplinary Theme: How We Organize Ourselves

Central Idea: Organizations provide structure and can improve the quality of life for humanity.

Provocative Question: What would happen if a game of kickball (or any sport) was not organized?

Lines of Inquiry

- ✓ Civic organizations unify people within communities.
- ✓ Global organizations may lead improved human and environmental conditions.

Key Concepts

- ✓ Function
- ✓ Connection
- ✓ Perspective

Learner Profiles

- ✓ Knowledgeable
- ✓ Caring
- ✓ Risk-Taker



Grade: 5th

Sample Unit of Study on the Programme of Inquiry

Transdisciplinary Theme: Where We Are in Place and Time

Central Idea: Mankind's discoveries in the solar system lead to a better understanding of our place in the universe.

Provocative Question: Do you think there is life on other planets in the universe besides Earth?

Lines of Inquiry

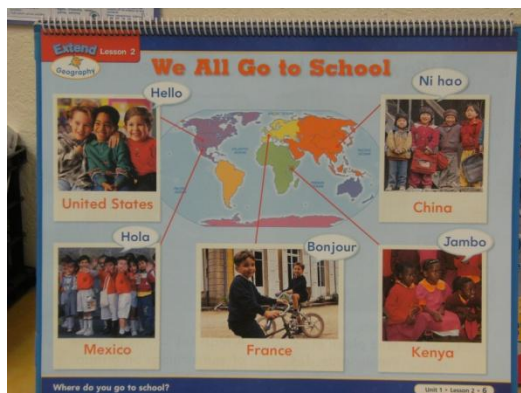
- ✓ Improving technology increases discoveries and mankind's knowledge of Earth and our solar system.
- ✓ The order, characteristics, and composition of planets in our solar system determine the existence of life.

Key Concepts

- ✓ Causation
- ✓ Connection
- ✓ Change

Learner Profiles

- ✓ Principled
- ✓ Thinkers
- ✓ Knowledgeable



The Assessed Curriculum

How will we know what we have learned?

The principal purposes of assessing what has been learned are to:

- determine what the student knows and understands about the world
- inform and differentiate teaching and learning
- monitor student progress in terms of the IB learner profile
- provide feedback to teachers, students and parents
- monitor the effectiveness of the programme
- inform the professional development of teachers.

Essentially, assessment in this programme is of two types, each of which has a specific function.

- **Formative assessment** is interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment and learning activities are directly linked; neither can function effectively or purposefully without the other.
- **Summative assessment** occurs at the end of the teaching and learning process and provides students with opportunities to demonstrate what they have learned. It aims to give teachers and students a clear insight into students' understanding.



Exhibition

Students who are in their final year of the programme are expected to carry out an extended, collaborative inquiry project, known as the exhibition, under the guidance of their teachers.



The exhibition represents a significant event in the life of both the school and student, synthesizing the essential elements of the programme and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the student profile that have been developing throughout their engagement with the programme. It is a culminating experience marking the transition from the PYP to the Middle Years Programme (MYP).

(<http://www.ibo.org>)



Taking Action



- Through successful inquiry, responsible action will take place. This action will be initiated by the student as a result of their learning; and will extend the student's learning, or it may have a large impact.
- Learners are given the opportunity to choose to act; to decide on their actions; and to reflect on these actions in order to make a difference in and to the world.
- Effective action does not need to be on a big scale. It can begin at the most immediate and basic level: with the self; within the family; within the classroom, the hallways and the playground. Effective action can be a demonstration of a sense of responsibility and respect for self, others and the environment.



"Caps of Love" is a USA division of "Bouchons d'Amour", an international charity dedicated to helping the disabled.



Shoes Save Lives With Clean Drinking Water

Provides funds for water purification systems in Haiti and other developing countries.



H2O for life

H2O for Life connects schools in the United States with schools in developing countries to complete WASH (WATER, Sanitation, and Hygiene) in Schools projects.



IB Ambassadors



Forest Park IB Ambassadors are students who demonstrate the traits of the Learner Profile; and work hard to maintain good grades. The IB Ambassador club supports the IB Philosophy of “taking action” to make our campus and community a better place. Every student is given the opportunity to participate in the IB Ambassadors club.



We are Internationally-Minded!



Hydroponic Garden

Students participate in planting and maintaining the Hydroponic garden. We grow vegetables such as lettuce, tomatoes, green peppers, and herbs (i.e. thyme, rosemary, and basil).



Language in the PYP

At Forest Park, all students have Spanish as a part of their Fine Arts rotation. We aim to bring awareness and appreciation, by exposing students to the Spanish culture and language.

¡Hola! ¿Cómo estás? Aquí en nuestra escuela Forest Park todos los estudiantes tienen la clase española como parte de la su rotación de clases de bellas artes. Nuestro objetivo es traer la conciencia y la apreciación, exponiendo a nuestros estudiantes a la cultura española y lengua.

¡ Bienvenido a nuestra escuela!



The Forest Park Peace Pledge

R- I will be respectful to my peers and adults.

O- I will be on-time to school everyday.

A- I will show an IB attitude at all times.

R- I will be responsible for my actions and assignments.

S- I will be dedicated to the safety of myself and others.

By following this peace pledge, I will show that I am caring, reflective, open-minded, principled, and a good communicator.



Thank You for your interest in Forest Park

For more information about the Primary Years Programme at Forest Park Elementary, please visit our school site @

www.edline.net/pages/Forest_Park_ES or contact Simone Green, IB PYP Coordinator @ 561-292-6939

You can also visit the International Baccalaureate web site @

<http://www.ibo.org> or <http://www.ibo.org/pyp/>

