

THE IB PYP

Parent Overview



Meet and Greet

Turn and introduce yourself to your neighbor

ABOUT YOUR COORDINATOR

Erin Knight

eknight@sandi.net



Sessions (1st & 3rd week)
Jefferson (2nd & 4th week)



I Live in Mt. Helix with my husband Ric, son Carter (11) & Cricket our dog & Cosmo our cat.

Originally from La Canada, CA

B.A. in International Relations from USD

Masters in Education- National University

CA Multiple Subject Credential

CA Single Subject Credential- Social Studies

Started my journey with IB as a PBMS Social Studies teacher

IBEN Educator- IB Workshop leader, evaluator and consultant

Have worked at five out of eight IB schools in San Diego Unified (PBMS, Jefferson, McKinley, Birney, Sessions)

I love spending time with my family, travelling, reading, and kundalini yoga

THE IB- *At a Glance*

In the US, 90% of IB schools are public schools

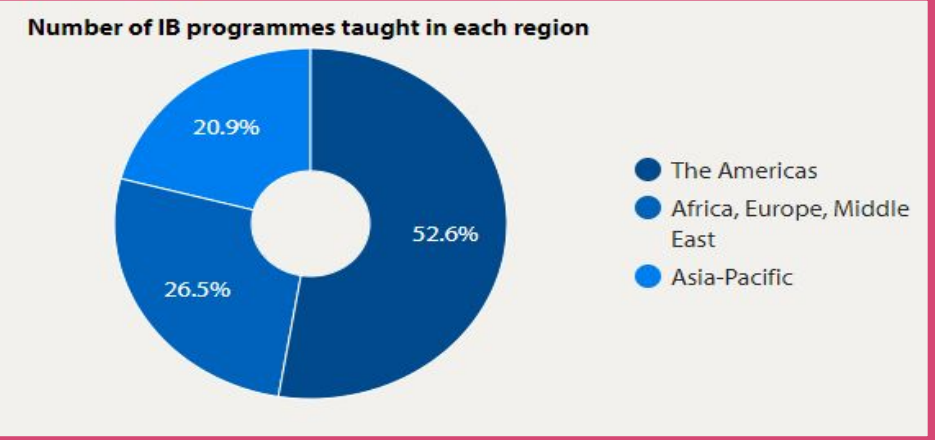
Founded in 1968 in Geneva, Switzerland

Between 2012 and 2017, the number of IB programmes offered worldwide has grown by 39.3%.

The largest concentration of IB schools can be found in the United States with over 1700 schools

There are 5175 IB World Schools in 157 countries

The International Baccalaureate® (IB) offers four high quality international education programmes to more than one million students





3-12

(Age range)



16-19

(Age range)



11-16

(Age range)



16-19

(Age range)



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

SDUSD IB Continuum (Mission Bay Cluster)



PYP



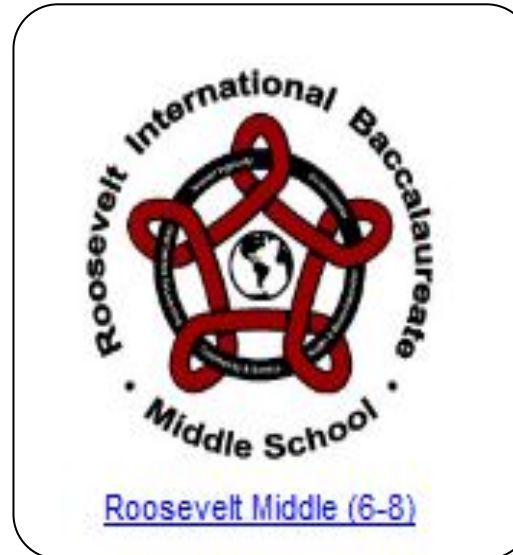
Pacific Beach Middle
An IB World School

MYP



DP

SDUSD IB Continuum (San Diego High Cluster)





International Baccalaureate

- ▶ International Baccalaureate (IB)
- ▶ IB Mission & Vision
- ▶ IB Continuum (schools)
- ▶ IB Learner Profile
- ▶ IB News
- ▶ Why IB?
- ▶ Awards & Distinctions
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Why IB?

[Inquiry-based Learning](#)

[Principled Action](#)

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[Ideal Preparation for University](#)

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Inquiry Based Learning

International Baccalaureate educators are specially trained to develop a child's natural curiosity. They teach students of all ages to develop the skills necessary to be inquisitive, to research new areas, and show independence in learning.

Teaching children and teens to be successful inquirers means that they get to be actively involved in how they learn, rather than passive participants. This active involvement leads to a love of learning that lasts throughout their lives. Each of the three programs build consecutively to develop skills, knowledge, and understanding that is normally reserved for college and university levels.

Beginning in IB pre-school, classes are designed based on the developmental needs of each age. At an early age children learn to ask questions and investigate their interest and inquiries in a supportive and loving environment. As students move throughout the three programs they learn to research, share their increased



WHY IB?

Our kindergarteners will retire around the year 2077.

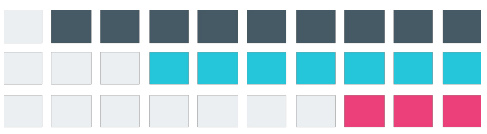
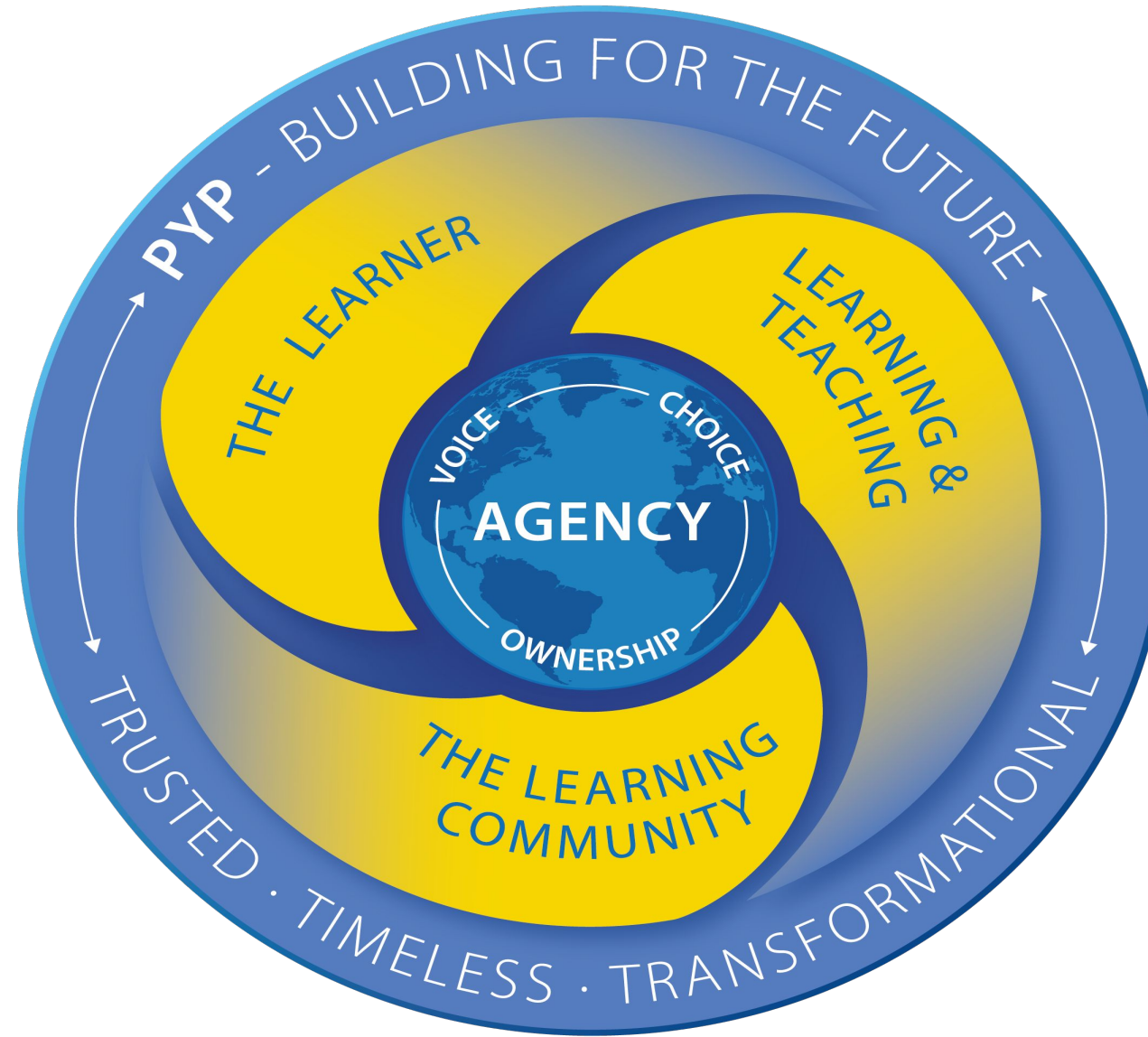
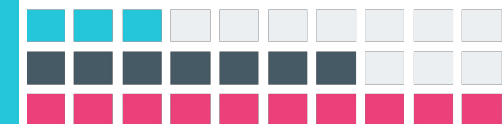
In what ways are we preparing them for success in the years between 2019 and 2080?

What foundations for learning must we establish for them?

What will our children's work place even look like?



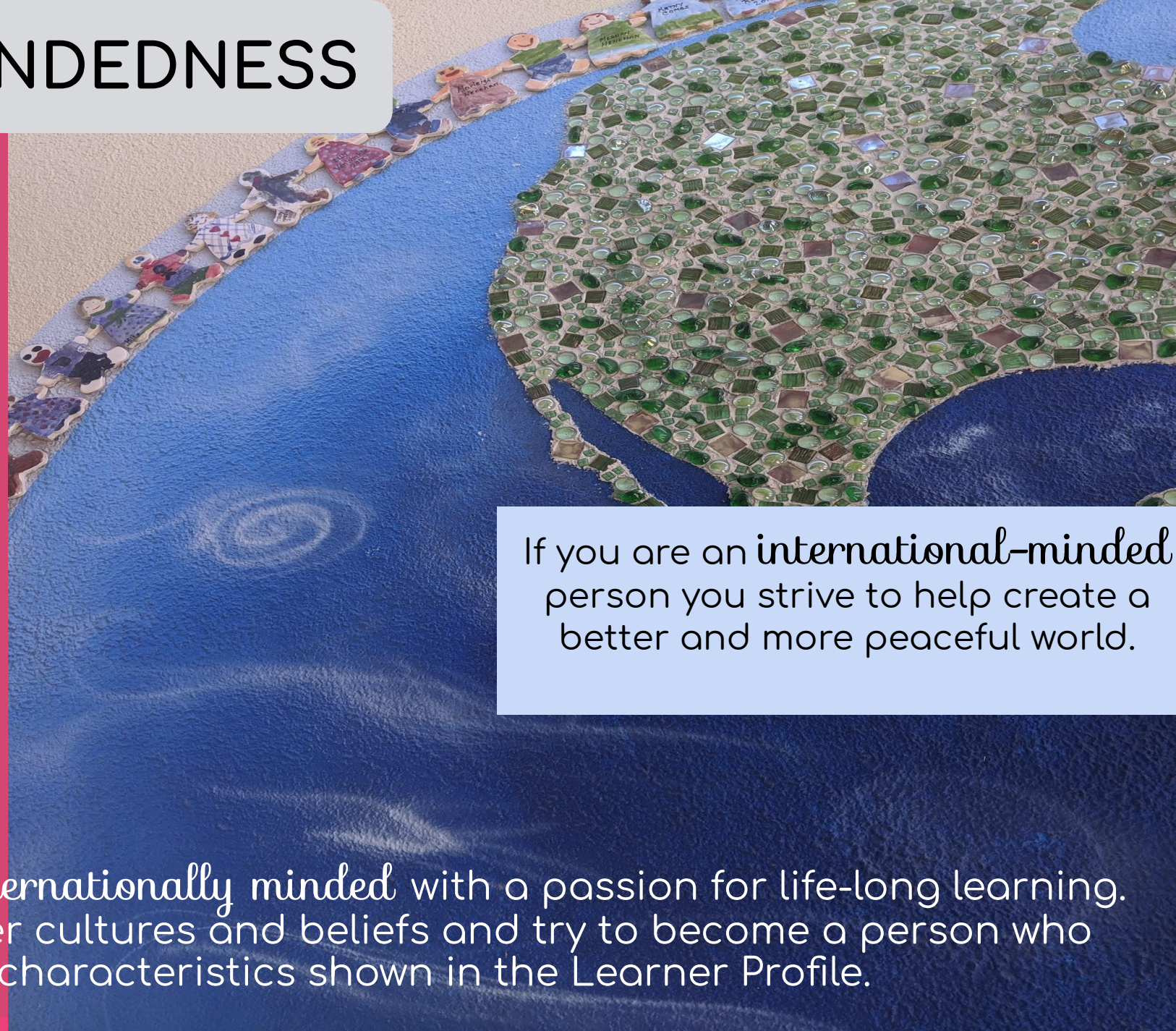
PYP PROGRAM MODEL



INTERNATIONAL MINDEDNESS

At Sessions we define *international mindedness* as knowing we are all different and respecting all cultures, because we understand that we are part of the same global community.

We guide our students to be *internationally minded* with a passion for life-long learning. They learn to appreciate other cultures and beliefs and try to become a person who demonstrates the characteristics shown in the Learner Profile.



If you are an *international-minded* person you strive to help create a better and more peaceful world.

the IB

The IB Learner Profile



learner profile

caring



Someone who cares for and helps others

knowledgeable



They know about many things and remember what they learn

risk-taker



Someone who steps outside their comfort zone

inquirers



someone who learns by asking many questions

thinkers



A thinker is someone takes the time to think about every question

communicators



Some who works well in groups and speaks in class a lot

principled



tells the truth shares and plays well with others

open-minded



open to thoughts and ideas of others

balanced



A person who can balance school sports and friends

reflective



Someone who looks back and learns from past mistakes



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

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



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.



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.

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.

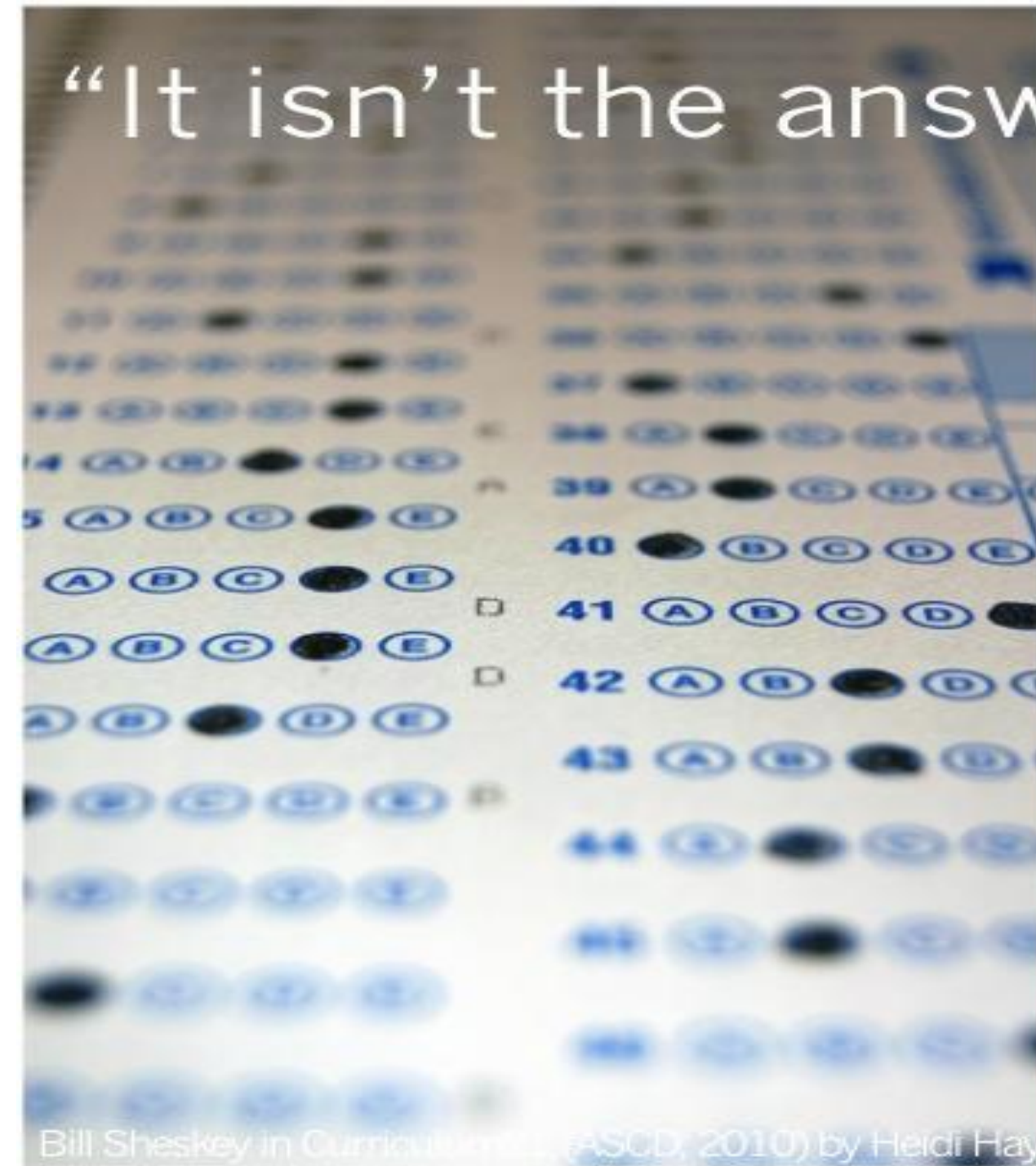
How we express ourselves



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.

PYP Transdisciplinary Themes

“It isn't the answer anymore....



...it is the
question!”

inquiry

“We learn more by looking
for the answer to a question
and not finding it than we do
from learning the answer itself.”

~Lloyd Alexander

TYPES OF PROVOCATIONS

photos
artifacts

experiments

explorations

read Alouds

websites

questions

thinking

create a scenario

music/singing

videos



Autumn Leaves
Exploration

PROVOCATION EXAMPLE- WEBSITE

Student Task: Click
through the slideshow
“WHAT THE WORLD EATS”

What do you notice?

What questions do you have?



PHOTO PROVOCATIONS IB UNIT EXAMPLES



FROZEN LAKE MICHIGAN
NATURAL DISASTERS UNIT



BUILDING PLAYS MUSIC IN RAIN
STRUCTURES, MUSIC OR WEATHER UNIT



TREE STUMP AND FINGERPRINT

HEREDITY UNIT



MALIBU FIRES 2019

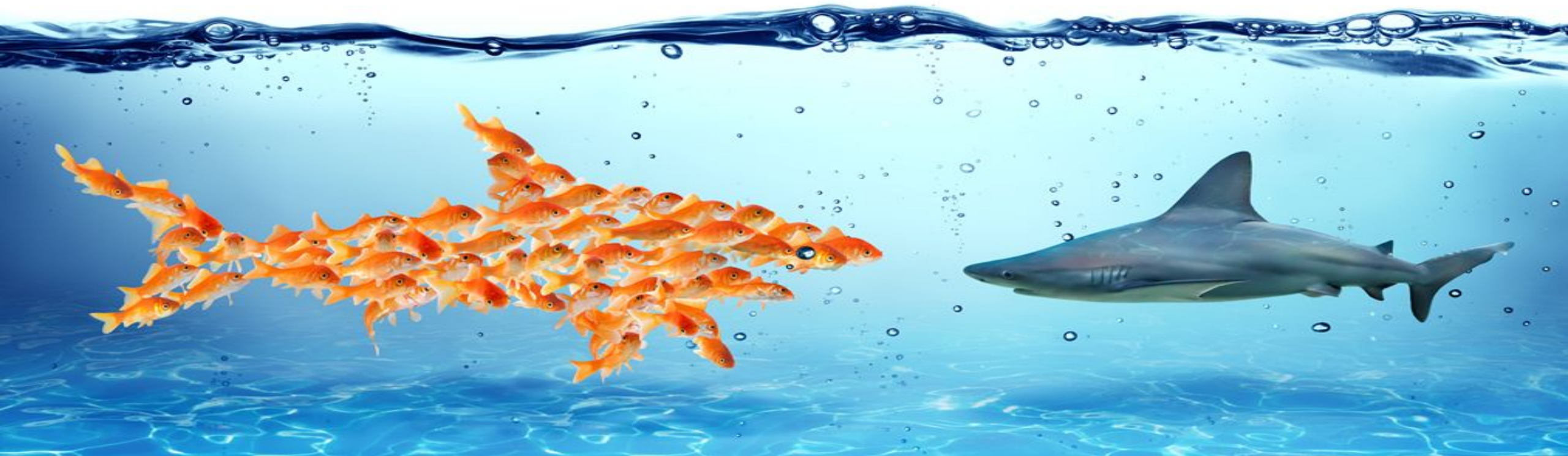
NATURAL DISASTERS UNIT

IB Approaches to Learning (Skills)

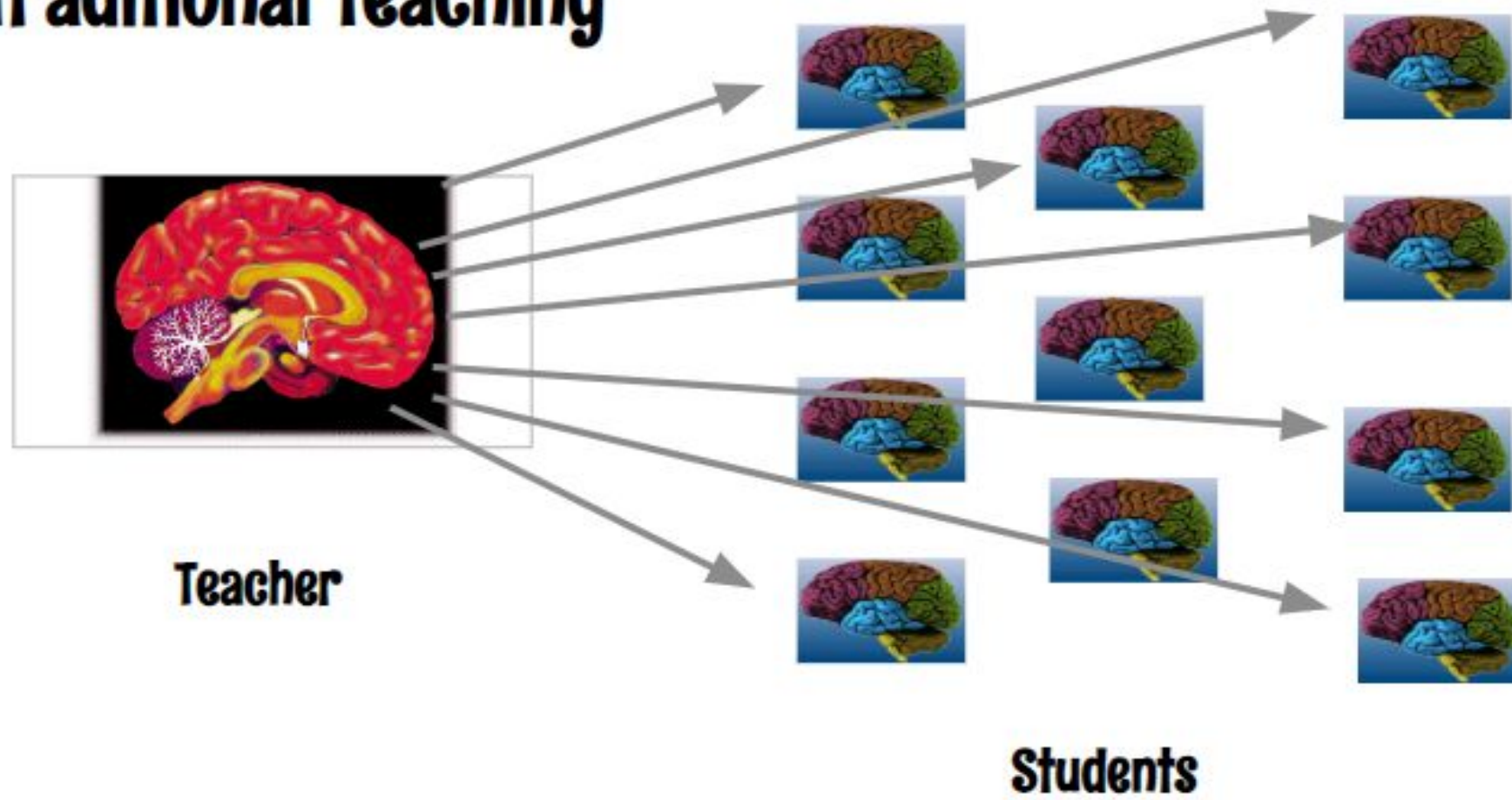
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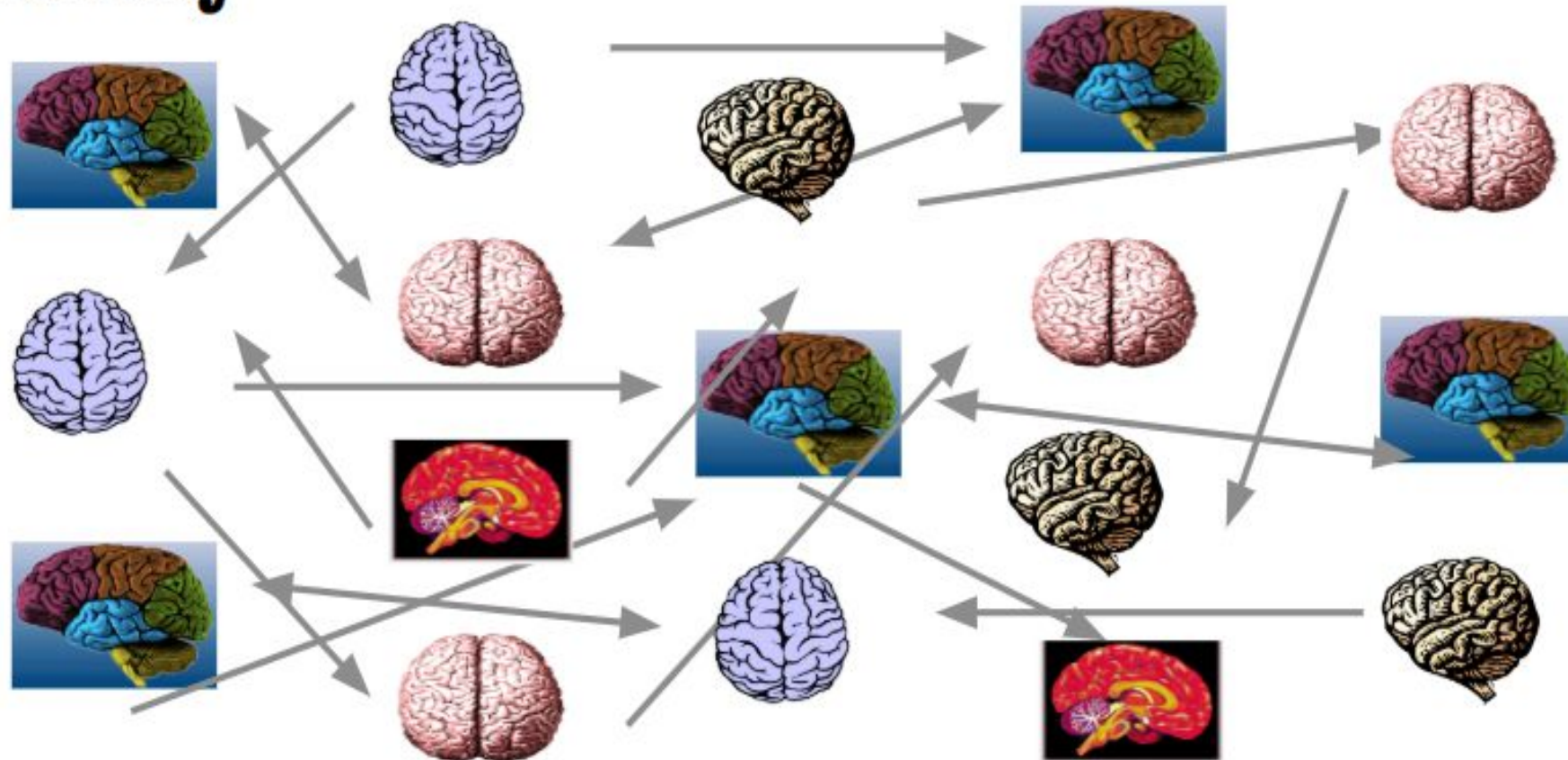
Learning engagements that foster student *collaboration*



Traditional Teaching



IB Teaching



Teachers, Students and Other Adults

IB Key Concepts

RESPONSIBILITY

What is our responsibility?

People make choices based on their understanding and the actions they take as a result do make a difference.

PERSPECTIVE

What are the points of view?

Different ways of looking at information. This leads to different interpretation, understandings, and findings.

REFLECTION

How do we know?

There are different ways of knowing, and that it is important to look at our conclusions, to think about the reasoning, and the evidence we have used.

CHANGE

How is it changing?

Everything is always in a state of transformation from one state to another. This happens to everything and everyone.

FUNCTION

How does it work?

Everything has a purpose, a role, or a way of behaving that can be investigated.

CONNECTION

What is the link to other things?

The universe is a collection of systems made of individual parts that work with and effect each other.

CAUSATION

Why is it like it is?

Things do not just happen. There are always reasons behind events. This is a cause and effect.

FORM

What is it like?

Everything has features or characteristics that can be observed, identified, described, and categorised.

“A Hole in the Concept” – *demonstration*

Read the excerpt on the next slide at normal speed.

Do not skim or give up halfway
(read through to the end.)

Once you've finished, ask
yourself how do you feel about
reading this paragraph.



A newspaper is better than a magazine. A seashore is better place than the street. At first it is better to run than to walk. You may have to try several times. It takes some skill, but it is easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. Rain, however soaks in very fast. Too many people doing the same thing can also cause problems. One needs lots of room. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose from it, however, you will not get a second chance.

Was this paragraph comprehensible?

Meaningless?

Conceptual Hole

Now re-read the excerpt
knowing the title, with no
change to the contents

Note what happens in your mind when the *title* is added

Flying a Kite

A newspaper is better than a magazine. A seashore is better place than the street. At first it is better to run than to walk. You may have to try several times. It takes some skill, but it is easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. Rain, however soaks in very fast. Too many people doing the same thing can also cause problems. One needs lots of room. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose from it, however, you will not get a second chance.

Knowing the Concept – *Making Connections*

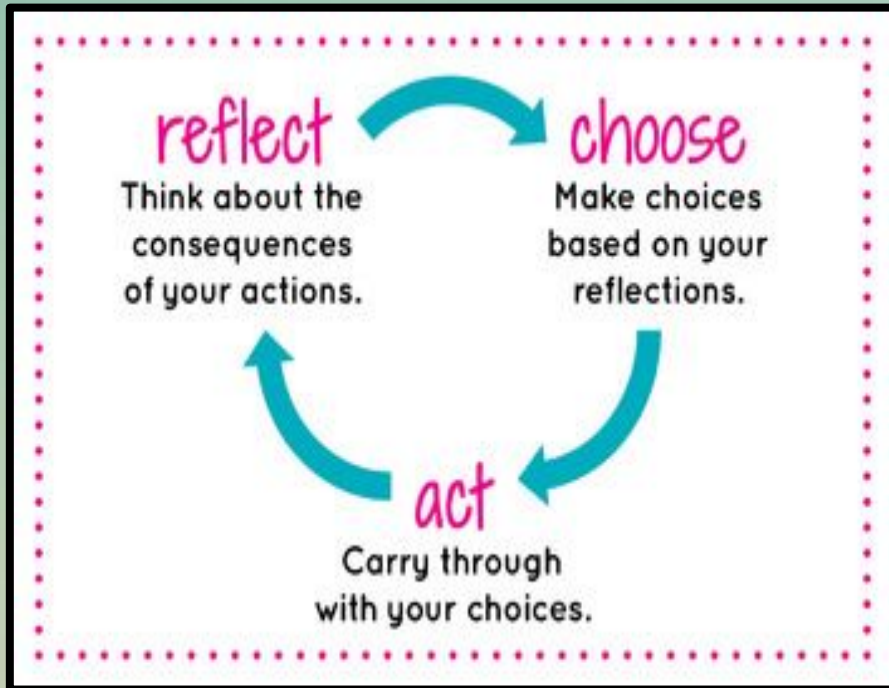
A child in a white dress and straw hat is running through a field of tall grass, flying a large, colorful kite. The kite has a striped pattern and a long tail. The background shows rolling hills under a warm, golden sunset sky.

Now that you have the *concept* you can make
meaningful *connections*.

Every sentence supports what you now *know*.

Taking Action

IB ACTION CYCLE



WHAT KIND OF *action* DO I WANT TO TAKE?

I want to
inform
people

Informative poster
Video
Art project
Persuasive letter
Puppet show
Start a club
Infographic
Digital display
Social media/ blog
Make a website
Photo gallery/essay
Design a game
Present data

I want to
change
my behavior
and choices

Pledge
Petition
Journal reflection
Daily/weekly
challenge
Start a campaign
Contest/ Competition

I want to
inspire
other people to
change their
behavior and
choice

I want to
help
prevent a
problem or
improve a
solution

Design something
How-to-guide
Design an app
Organize an activity
Organize an event
Invent something
Draw blueprints
Persuade
Action plan
Create a game
Sell a product
Propose a change
Compare and contrast

I want to
build
something to
understand
my topic
better

Build a model
Prototype
Alter/improve technology
Build a product
Design a system
Make samples
Make a scoring system
Diorama

I want to
design
a solution

[IB Assessment at *Sessions*]

- **Formative and summative assessment**
- **Authentic Performance Tasks**
 - provide complex challenges that mirror the issues and problems of adults
 - open ended
 - engage students in doing the work or experts in the field
 - require the application of knowledge and skills

G

GOAL



- Your task is...
- The goal is to...
- The problem or challenge is ...
- The obstacles to overcome are...

R

ROLE



- You are...
- You have been asked to...
- Your job is...

A

AUDIENCE



- Your clients are...
- The target audience is...
- You need to convince...

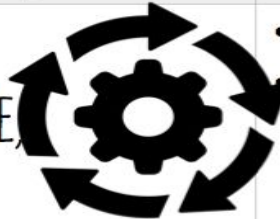
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SITUATION



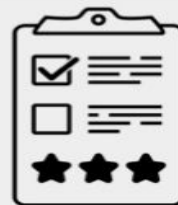
- The context you find yourself in...
- The challenge involves dealing with...

P

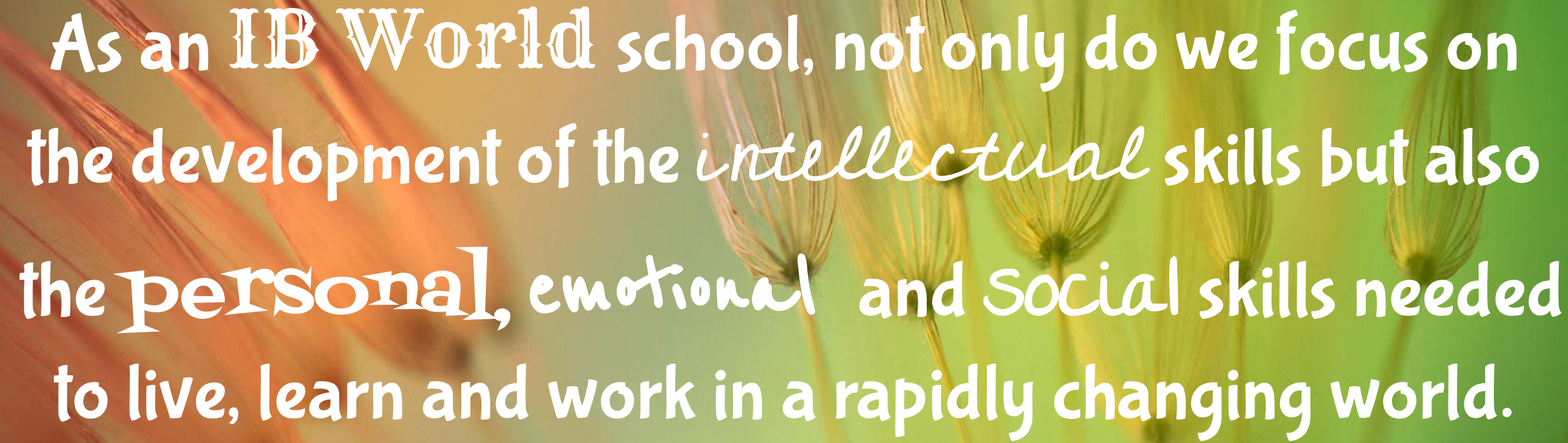
PRODUCT,
PERFORMANCE,
PURPOSE

- You will create a in order to...
- You need to develop.....so that.....

S

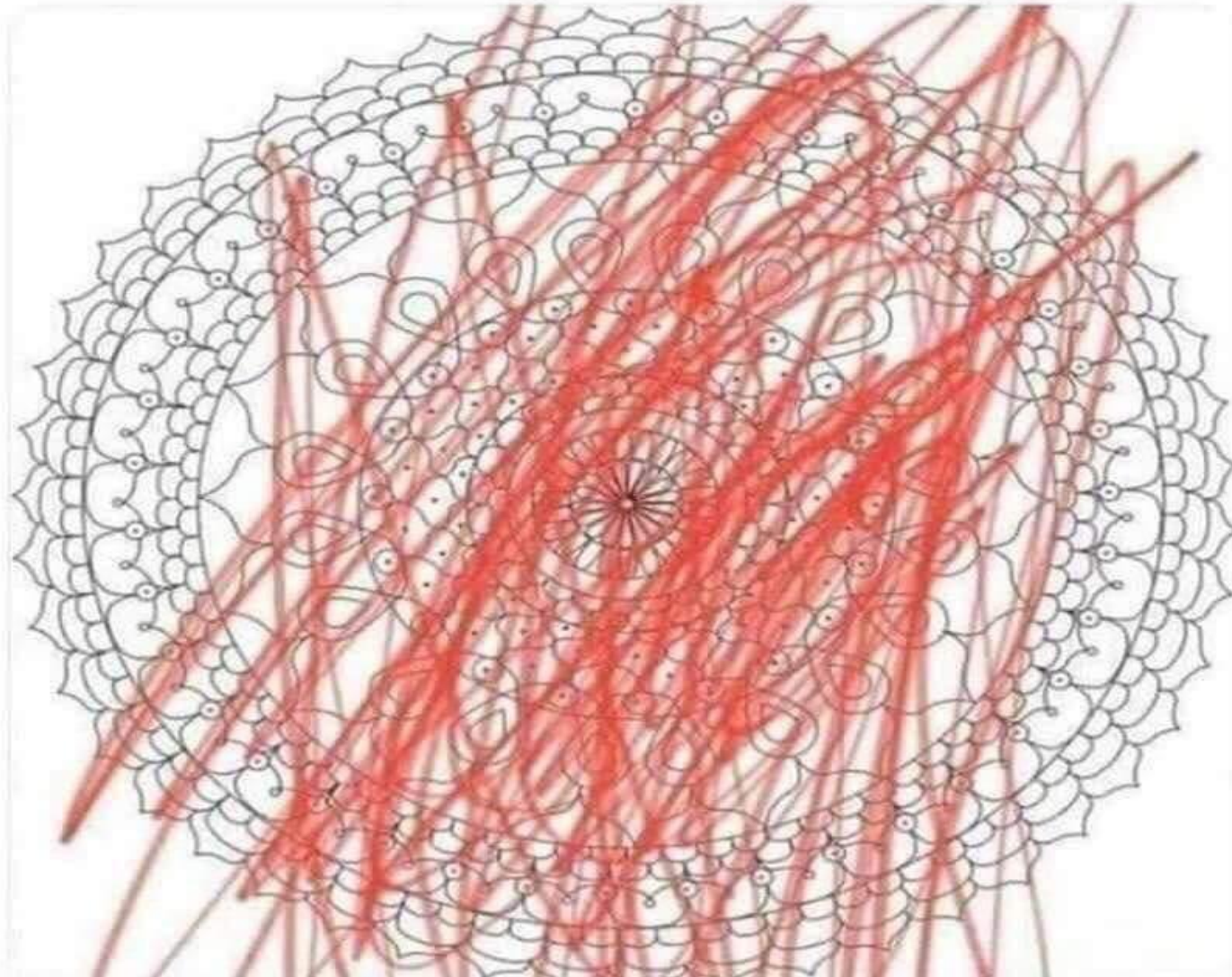
STANDARDS
FOR
SUCCESS

- Your performance needs to
- Your work will be judged by...
- Your product must meet the following standards...
- A successful result will...



As an IB World school, not only do we focus on the development of the *intellectual* skills but also the *personal*, *emotional* and *social* skills needed to live, learn and work in a rapidly changing world.

I have started coloring to manage my stress and anxiety.





Mind Full, or Mindful?

Mindfulness



Mindful

Kindful

Peaceful

Imagination



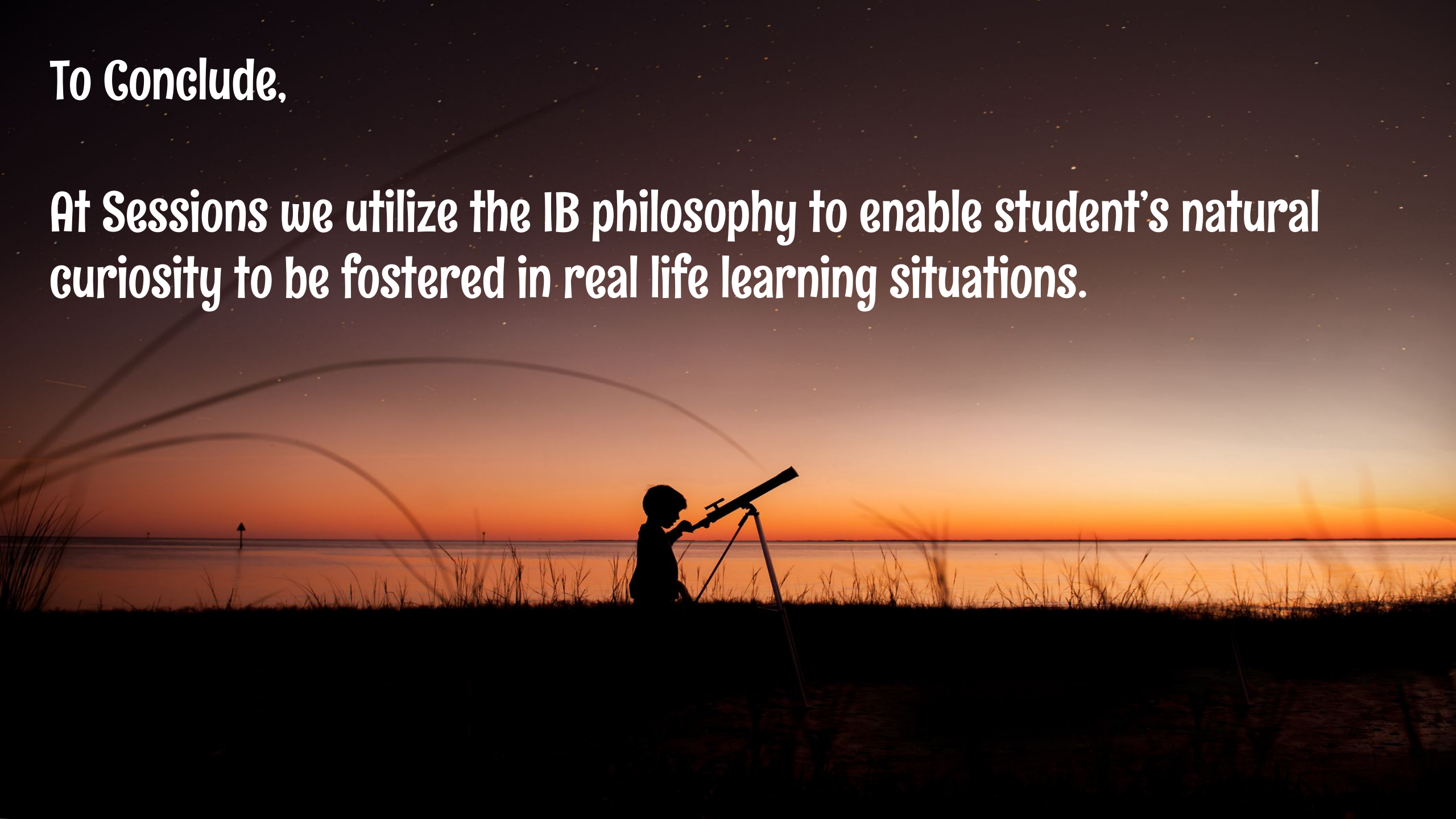


is the residue of
TIME WASTED.

-Albert Einstein-

To Conclude,

At Sessions we utilize the IB philosophy to enable student's natural curiosity to be fostered in real life learning situations.





Sessions IB World *students* hold the *world* in their hands.

”

Any Questions?