

Cypress Elementary School International Baccalaureate Primary Years Programme



What is an IB education?

- An 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 IB Programs
 - Primary Years Programme (PYP)
 - Middle Years Programme (MYP)
 - Diploma Programme (DP)
 - Career-Related Programme

IB Mission Statement

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

Cypress IB Mission Statement

WHY

We believe in guiding students to become productive members of a changing global world and to reach towards their aspirations.

HOW

We do this through a standards-based, comprehensive program which embeds the Primary Years Program of the International Baccalaureate and balances units of inquiry and single subject teaching.

WHAT

Our school values and supports learners in becoming skillful communicators, problem solvers and socially conscious citizens who believe themselves to be capable and able to mold their future as they reflect on their personal accomplishments and direct their own thinking.

What is the PYP?

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- 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



What Does this Mean for Teaching and Learning at Cypress?

IB LEARNER PROFILE

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

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

- UDL (Student Agency) and valuing diversity is embedded in the IB PYP
- Assessment
- Student Action
- Approaches to Learning
- Learner Profile



APPROACHES TO LEARNING

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



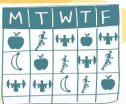
COMMUNICATION SKILLS

- Exchanging information skills
- Literacy skills
- ICT skills



SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



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6 International Baccalaureate Themes Explored Every Year

TK-5

Transdisciplinary themes (Real world problems)



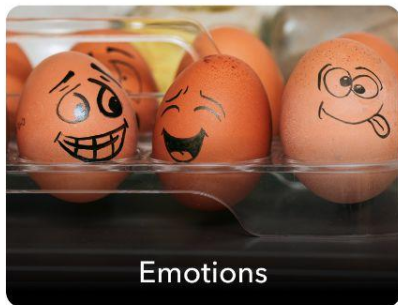
How We Organize Ourselves



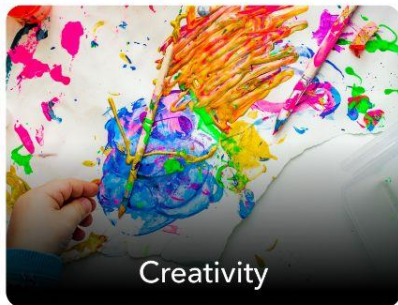
Where We are In Place and Time



Transdisciplinary themes (Real world problems)



Emotions



Creativity



Resources



Equity



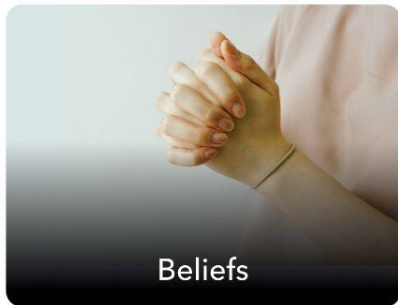
How We Express Ourselves



Sharing the Planet



Culture



Beliefs

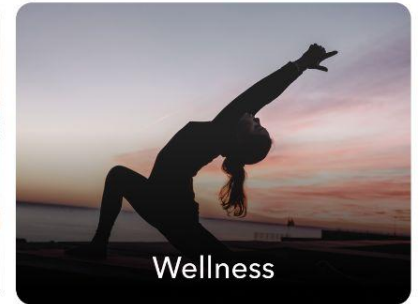
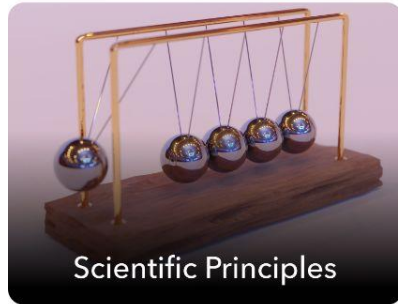
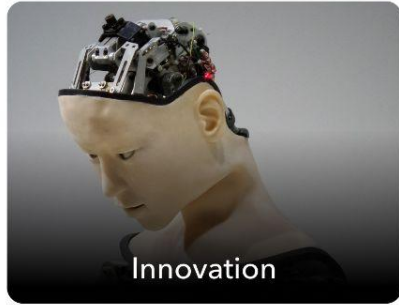


Conflict



Rights & Responsibility

Transdisciplinary themes (Real world problems)



TK

- **Sharing the Planet** - Explore creating a composting bin for the school, planting and charting growth of plants, comparing and contrasting growth of plants using compost vs. regular soil, collecting, and observing.
- **How We Organize Ourselves** - Working in the classroom on calming exercises, listening skills, observation skills, body management and collections. We will also use the outdoor space to extend learning through play based projects that incorporate investigating push and pull with manipulatives, and force and motion.



Kindergarten

- **How the World Works** - Students will use the outdoor space daily to measure weather and climate and make observations. They can collect real data such as temperature, precipitation, etc, and use it to make predictions and weather forecasts. Students will observe the effects of sunlight on the Earth's surface and incorporate math and science standards into designing a shade structure to reduce the warming effects of the sun on the Earth.
- **How We Organize Ourselves** - Students are exploring the roles of community helpers and the tools they use. The outdoor space will allow students to explore more roles and tools than in the classroom alone. Also, they explore communities through mapping activities.



First Grade

- **How We Express Ourselves** - Search for patterns in nature, listen and record sounds found in the outdoor classroom, try to collect items from nature and re-create sounds. Culminating project: perform instruments in the outdoor classroom for parents, families, and other Cypress students.
- **How The World Works** - Observing patterns in nature in the outdoor classroom and the plants we grow (specifically shadows and growth). Observe how living things change/adapt based on weather or light patterns. Observations of patterns of the sun and moon.
- **Sharing the Planet** - Exploring how plants and animals use their external parts to help them survive and grow in their environments. Observe the inheritance of traits in plants and animals and study the human impact on the environment.



Second Grade

How We Organize Ourselves - Students inquire into food production and how it is affected driven by supply, demand and other environmental factors. Students will investigate plant growth and use the garden space to grow food.

Sharing the Planet - Student investigate different habitats and the diversity of living things, investigation of native chaparral, food chain/food web investigations, invasive species research, growing native milkweed and observing monarch butterflies.



Third Grade

How the World Works - Students inquire into force and motion, how we use it in our everyday lives, and how we use force and motion to design tools and machines that impact our daily lives. Students will use the outdoor classroom to make balloon powered cars, Rube Goldberg machines, and push/pull investigations.

Where We Are in Place and Time - Students will inquire into the effect of weather and climate on regional settlements and natural resource availability. Students will use the outdoor classroom for daily weather and climate data collections, compare our local to other regions, build houses with features based on weather in regional areas.



[FlipGrid Video](#)

Fourth Grade

How the World Works - Students will inquire into forms of energy, how energy is transformed and stored, and renewable vs. nonrenewable sources of energy and their effect on the environment. Students will use the outdoor classroom for energy investigations.

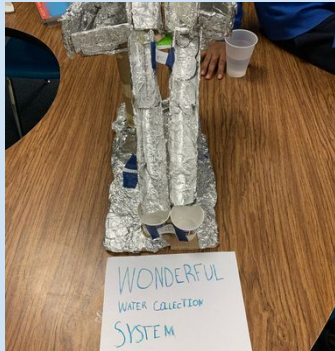
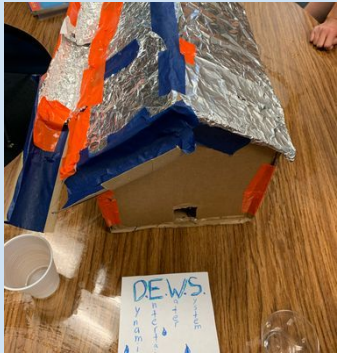
How We Organize Ourselves - Budgeting activities such as identifying the cost to add items to the outdoor classroom.



Fifth Grade

How the World Works - Students study the water cycle, water distribution and water conservation. Students will research, design, and build water collection systems. We would like students to build one for the outdoor classroom.

Where We Are in Place and Time - Students study explorers and their contributions from the past, and present exploration of space. Students will use the outdoor space for mapping activities, observations of patterns of the sun (daylight, shadows, seasons).



QUESTIONS

