

IB PYP Curriculum Overview

The IB Primary Years Program, for students aged 3 to 11, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

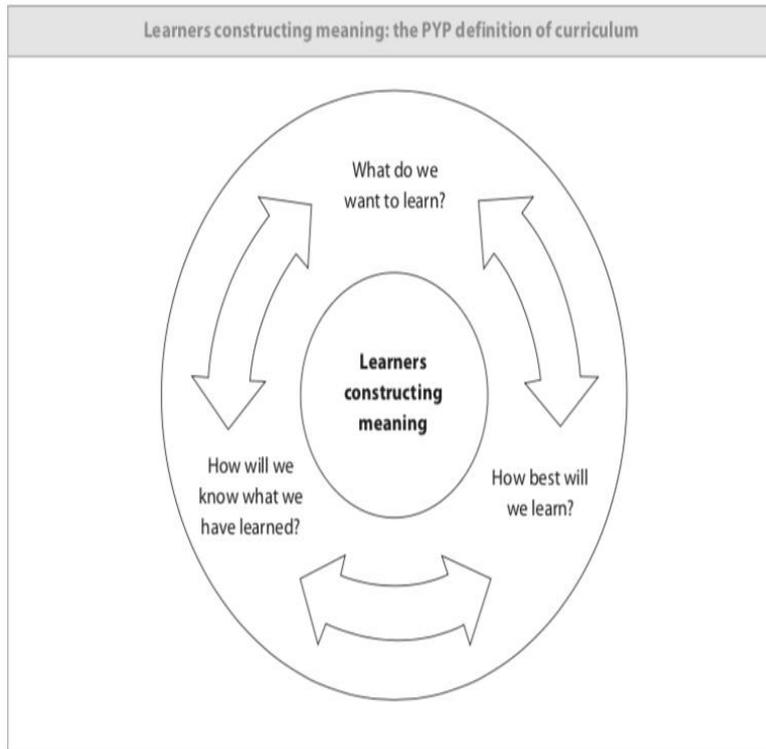
The program:

- encourages international-mindedness in IB students
- encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become lifelong learners
- reflects real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues
- emphasizes, through the learner profile, the development of the whole student – physically, intellectually, emotionally and ethically

The PYP Curriculum Model



The PYP Curriculum Framework



The Written Curriculum

What do we want to learn?

The 5 Essential Elements of the PYP

1. KNOWLEDGE - What do we want students to know about?

PYP Transdisciplinary Themes

<p>Who we are <i>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.</i></p>	<p>How the world works <i>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.</i></p>
<p>Where we are in place and time <i>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p>How we organize ourselves <i>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.</i></p>
<p>How we express ourselves <i>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.</i></p>	<p>Sharing the planet <i>Inquiry into 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.</i></p>

2. CONCEPTS - What do we want students to understand?

PYP is a concept-driven, not content-driven, curriculum. We believe education for the understanding of significant ideas that can be transferred from situation to situation to help students construct meaning, not just memorizing isolated content. Concepts are presented in the units of inquiry in the form of key questions that lead the inquiry.

	Definition	Rationale	Related Concepts
<p>FORM What is it like?</p>	<p>The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.</p>	<p>This concept was selected because the ability to observe, identify, describe and categorize is fundamental to human learning within and across all disciplines.</p>	<p>properties, structure, similarities, differences, pattern</p>
<p>FUNCTION How does it work?</p>	<p>The understanding that everything has a purpose, a role or a way of</p>	<p>This concept was selected because the ability to analyse function, role, behaviour and the ways in which</p>	<p>behaviour, communication, pattern,</p>

	behaving that can be investigated.	things work is fundamental to learning within and across all disciplines.	role, systems
CAUSATION Why is it like it is?	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.	This concept was selected because of the importance of prompting students to ask “Why?” and of helping them to recognize that actions and events have reasons and consequences. The analysis of causal relationships is significant within and across all disciplines.	consequences, sequences, pattern, impact
CHANGE How is it changing?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.	This concept was selected, not only because it is such a universal feature of all existence, but also because it has particular relevance to students developing international-mindedness who are growing up in a world in which the pace of change, both local and global, is accelerating.	adaptation, growth, cycles, sequences, transformation
CONNECTION How is it connected to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	This concept was selected because of the importance of appreciating that nothing exists in a vacuum but, rather, as an element in a system; that the relationships within and among systems are often complex, and that changes in one aspect of a system will have consequences, even though these may not be immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting environments and communities.	systems, relationships, networks, homeostasis, interdependence
PERSPECTIVE What are the points of view?	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.	This concept was selected because of the compelling need to develop in students the disposition towards rejecting simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.	subjectivity, truth, beliefs, opinion, prejudice
RESPONSIBILITY What is our responsibility?	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.	This concept was selected because of the need to develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action. This concept is directly linked to the action component, one of the essential elements in the PYP curriculum.	rights, citizenship, values, justice, initiative
REFLECTION How do we know?	The understanding that there are different ways of knowing, and that it is important to reflect on our	This concept was selected for a series of interrelated reasons. It challenges the students to examine their evidence, methods and	review, interpretation, evidence,

	conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.	conclusions. In doing so, it extends their thinking into the higher order of metacognition, begins to acquaint them with what it means to know in different disciplines, and encourages them to be rigorous in examining evidence for potential bias or other inaccuracy.	responsibility, behaviour.
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3. SKILLS - What do we want students to be able to do?

Within their learning throughout the programme, students acquire and apply a set of transdisciplinary skills. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.



4. ATTITUDES - What do we want students to feel, value and demonstrate?

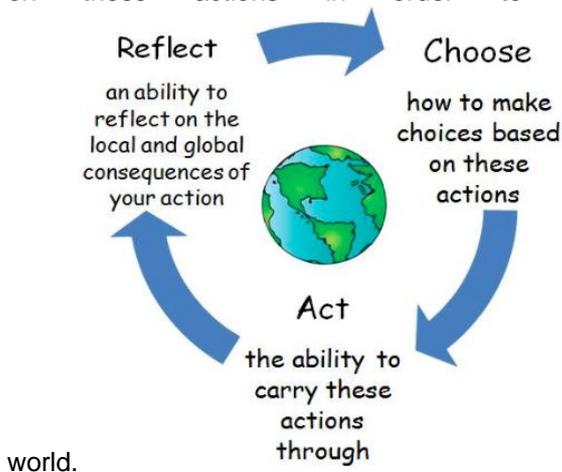
While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally-minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group. By deciding that attitudes need to be an essential element of the programme, the PYP is making a commitment to a values-laden curriculum.

In PYP, students should demonstrate:

Appreciation Commitment	Appreciating the wonder and beauty of the world and its people. Being committed to their own learning, persevering and showing self-discipline
Confidence	and responsibility. Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
Cooperation Creativity	Cooperating, collaborating, and leading or following as the situation demands. Being creative and imaginative in their thinking and in their approach to problems
Curiosity	and dilemmas. Being curious about the nature of learning, about the world, its people and cultures.
Empathy	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
Enthusiasm Independence	Enjoying learning and willingly putting the effort into the process. Thinking and acting independently, making their own judgments based on reasoned
Integrity Respect Tolerance	argument, and being able to defend their judgments. Being honest and demonstrating a considered sense of fairness. Respecting themselves, others and the world around them. Being sensitive about differences and diversity in the world and being responsive to
	the needs of others.

5. ACTION - How do we want our students to act?

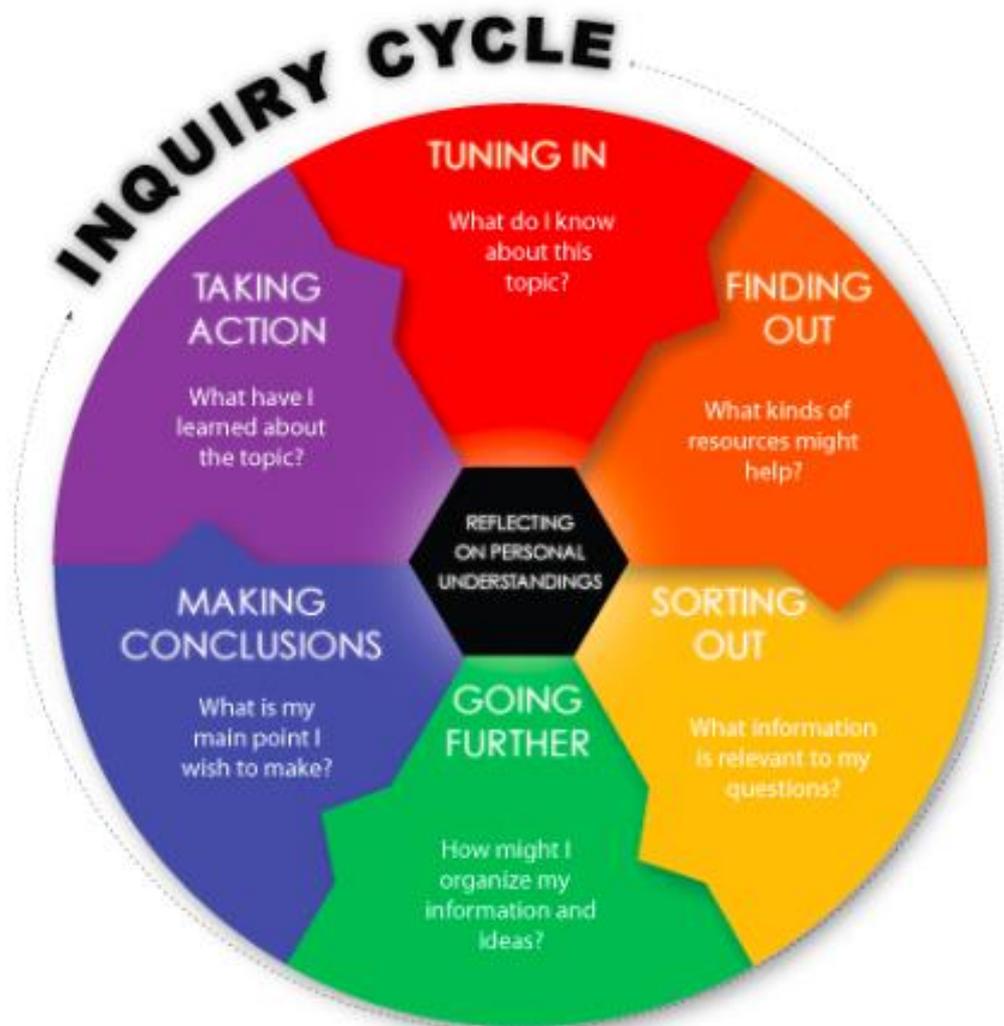
In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. FINT meets the challenge of offering all learners the opportunity and the power 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





The Taught Curriculum

How best will we learn?



Inquiry is the primary teaching methodology of the IB Primary Years Program. An inquiry-based approach enables learners to "draw forth" and to become inquirers and lifelong learners. Questions are at the heart of the inquiry process. Inquiry comes from exploring and being interested in the world. In an inquiry classroom, curriculum is integrated and children are encouraged and given opportunities to question, explore, practice, manipulate, respond, and be engaged in learning. Inquiry classrooms are often lively and loud. Students are engaged in conversations, research, and projects. They are often collaborating to produce an end product that shows their understanding.

An important element of learning is connecting to and building from one's life experiences. This connection is essential to learning. Allowing students to explore, make their own connections, and giving time to share their connections and hear each other's voices is fundamental. The main goals, in any classroom, are to help students learn and to meet the needs of each student.

Use of the inquiry process and inquiry teaching philosophy enables the student and the teacher to explore, develop meaning, and to become active constructors of their own knowledge through experiences that encourage assimilation and accommodation.

What does inquiry look like?

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 current learning
- 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

The Assessed Curriculum

How will we know what we have learned?

The primary aim of assessment at Fagerhaug International School is to support and promote lifelong learning that encourages all students and teachers to be active, reflective thinkers who demonstrate the IB Learner Profile attributes. We believe that assessment is an integral part of our growth, and a rigorous and ongoing process which acts as a mechanism of feedback to inform instruction and enhance learning.

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas - *Assessing, Recording and Reporting*.

ASSESSING - how we discover what the students know and have learned.

Principles of Assessment

- Assessments varied in type (formative and summative) and purpose.
- Clear criteria with learning objectives is given to students prior to an assessment.
- Assessments provide timely feedback to students and parents about progress made and areas for growth.
- Students are allowed multiple opportunities to demonstrate their understanding.
- Assessments are differentiated and modifications are made when necessary to meet the needs of all students.

Effective Assessments

We support and use the following criteria for effective assessments as cited by the IBO:

Effective assessments allow students to:

- demonstrate the range of knowledge, conceptual understanding and skills.
- know and understand in advance the criteria for producing a quality product/performance.
- participate in reflection, self and peer assessment.
- base their learning on real-life experiences that can lead to further inquiries.

Effective assessments allow teachers to:

- inform every stage of the teaching and learning process.
- gather evidence that can be effectively reported and understood by the whole school community.
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts.

Effective assessments allow parents to:

- see evidence of student learning and development.
- develop and understanding of the student's progress.
- provide opportunities to support and celebrate learning.

Types of Assessment

Formative Assessment – Most of the ongoing assessment in the PYP is formative in nature, meant to inform planning and instruction. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle.

* Peer- and Self-assessment – Students in the PYP are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in setting the criteria for work to be assessed.

Exit card- examples

Summative Assessment – Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each unit of inquiry or stand-alone unit of work in any subject has a summative assessment task(s) at the end of the unit.