

Leroy Drive Elementary



International Baccalaureate- Primary Years Programme Candidate School

International Baccalaureate Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PYP at a Glance

The Primary Years Programme is designed to meet the full range of needs of young learners. This transdisciplinary program of international education focuses on the growth of the child as a whole including academic, social, physical, emotional, and cultural needs.

The PYP presents a balanced curriculum emphasizing the development of concepts, knowledge, skills, attitudes, and self-initiated action in students. It combines best research and practice to create a “relevant, engaging, challenging, and significant” framework for all children (Making the PYP Happen, 2007)

A PYP school strives to develop internationally-minded students. Our goal is to guide students to think and act on both a global and local level, to embody the learner profile attributes, and to encourage reflection.

The Six Transdisciplinary Themes of the PYP

The International Baccalaureate Organization Primary Years Programme identifies six themes which provide the organizing structure for the content of the program of inquiry. Each grade level explores the themes in conjunction to using the State of Colorado and Adams Twelve content standards and curricular materials.



PYP Transdisciplinary Themes (Making the PYP Happen, 2007)

WHO WE ARE

An inquiry in 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

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 resolution.

The PYP Curriculum

The IB Primary Years Programme's curriculum revolves around the concept of learners constructing meaning by building on their prior knowledge and engaging in activities that help them build new understandings. In the PYP, students are given opportunities to build meaning and refine their understanding through structured inquiry. It is believed that "learning takes place best when it is connected to what is genuinely a component of the world around the student." (Making the PYP Happen, pg. 7, 2007) The school is a learning community where there is a shared responsibility from all stakeholders — the school, the students, the teachers, parents, and community.

Written Curriculum—What do we want to learn?

Taught Curriculum—How best will we learn?

Assessed Curriculum—How will we know what we have learned?

