

# Joe Mitchell TK-8 IB World School



## What is IB?

Why IB? What is so different? So many things but here are 2 wonderful things to consider:

Inquiry-based learning is a learning approach where students ask questions, investigate topics, and discover answers on their own. It encourages curiosity, critical thinking, and problem-solving by actively involving students in the learning process, rather than passively receiving information from a teacher.

Concept-based teaching is an approach that focuses on helping students understand big ideas, principles, and concepts rather than memorizing facts. It aims to promote deeper understanding and critical thinking by connecting information to overarching concepts, making learning more meaningful and applicable to real-life situations.

At Joe Michell, we aim to develop inquiring, knowledgeable and caring students who strive to understand the world in which they live. This is accomplished through a whole web of well crafted instruction, activities and assessments in an environment where students feel safe to be challenged and to push themselves.



## 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: Communicators; Risk-takers; Knowledgeable; Principled; Balanced; Inquirers; Open-minded; Reflective; Caring; and Thinkers.



# IB LEARNER PROFILE

## CARING



We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## THINKER



We use critical and creative skills to analyse and take responsible action on complex problems; we exercise initiative in making reasoned, ethical decisions.

## BALANCED



We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## INQUIRERS



We nurture our curiosity, develop skills for inquiry and research; we know how to learn independently and with others. We learn with enthusiasm and sustain our learning throughout life.

## COMMUNICATORS



We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## REFLECTIVE



We thoughtfully consider the implications of our choices and those of others; we understand our strengths and weaknesses in order to support our learning and development.

## PRINCIPLED



We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED



We critically appreciate our cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## RISK-TAKER



We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## KNOWLEDGEABLE



We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## **Transdisciplinary Themes**

There are 6 transdisciplinary themes taught throughout the elementary(PYP Primary Years Programme). They are:

### **1. 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.

### **2. 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 and interconnectedness of individuals and civilizations, from local and global perspectives.

### **3. 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.

### **4. 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.

### **5. 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.

### **6. 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.

TK-1st grade may choose not to cover 4- 6 themes.



## Key Concepts

The 8 key concepts are presented in the form of broad open ended questions throughout each unit(Transdisciplinary theme). They are explicitly taught. Each unit will typically focus on one or two key concepts per unit. All concepts will be covered each year, but some years focus more heavily on certain concepts than others. The concepts give the units direction and purpose. The concepts are:

Form- What is it like?

Function- How does it work?

Causation- Why is it like it is?

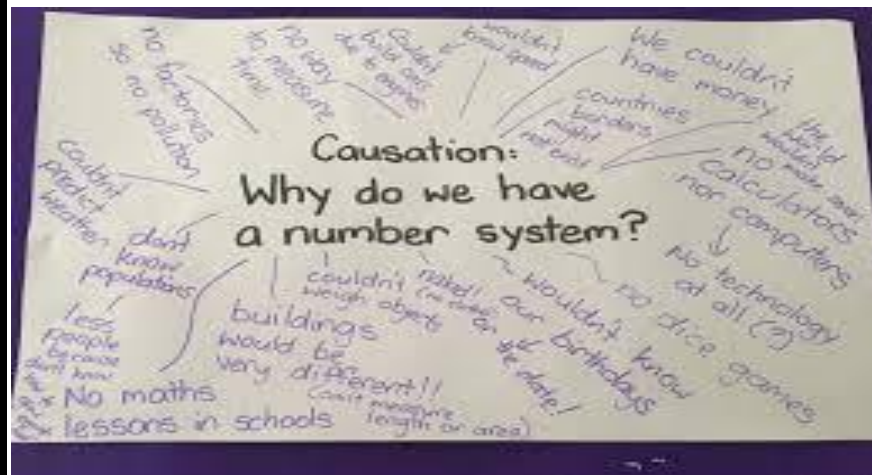
Change- How is it changing? Why is it changing?

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?



## **T-K Sample Unit of Study**

Transdisciplinary Theme: How we organize ourselves

Central Idea: Kind kids create a kind



world.

Provocative Questions:

- \*Why do you want to follow the rules?
- \*Are friends important?
- \*What would happen if there were no rules?
- \*How do you feel when you act responsibly?

Lines of Inquiry

- \*The purpose of routines
- \*Responsibilities to ourselves and others
- \*How we work and make decisions as a group

Key Concepts: Connection, Perspective, Responsibility

Learner Profiles: Principled, Open-minded, Caring



## **Kindergarten Sample Unit of Study**

Transdisciplinary Theme: Sharing the Planet

Central Idea: Plants and mini-beasts play a role in our lives

Provocative Questions:

- \*What do plants need to survive?
- \*What do animals need to survive?
- \*How can you tell the difference between insects and arachnids?

Lines of Inquiry

- \*What plants and mini-beasts need to survive
- \*Their impact on us and the ecosystem

\*How humans can reduce their impact on the environment and other living things

Key Concepts: Causation, Connection, Responsibility

Learner Profiles: Knowledgeable, Thinkers, Principled, Balanced

### **First Grade Sample Unit of Study**



Transdisciplinary Theme: Who We Are

Central Idea: Citizens have a connection to their community

Provocative Question:

\*What makes you unique or different from anyone else?

\*What makes you the same as everyone else?

Lines of Inquiry

\*Interacting with others

\*The choices we make

How we express our own choices and the choices as a group- songs and symbols

Key Concepts: Change, responsibility, connection

Learner Profiles: Caring, Open-minded

### **Second Grade Sample Unit of Study**





Transdisciplinary Theme: How We Organize Ourselves

Central Idea: A community is dependent on the natural resources available.

Provocative Question:

- \*What do people do to stay safe?

- \*What are our responsibilities?

Lines of Inquiry

- \*Human use of natural resources

- \*How producers and consumers are dependent on each other

- \*The individual's role in the economy

Key Concepts: Responsibility, Reflection

Learner Profiles: Thinkers, Principled, Risk-takers

### **Third Grade Sample Unit of Study**

Transdisciplinary Theme: How We Express Ourselves

Central Idea: The elements of a story can communicate culture, beliefs and values.

Provocative Question:

Can you think of a story that tells something important about the traditions of your family?

What story have you read that doesn't quite make sense because the characters behave differently than you expect?



Lines of Inquiry

- \*How elements of a story communicate culture, beliefs and values
- \*How the characters of a story communicate their unique values and beliefs
- \*Making connections to the messages of stories

Key Concepts: Change, Form, Perspective

Learner Profiles: Open-minded, Risk-takers, Balanced

### **Fourth Grade Sample Unit of Study**

Transdisciplinary Theme: How the World Works

Central Idea: Energy can be harnessed and used to satisfy wants and needs.

Provocative Questions:

- \*What is energy?
- \*What is a natural resource?
- \*How do you give something else energy?



\*Are all resources renewable?

Lines of Inquiry:

\*Forms and function of energy

\*The transfer and connection of energy

\*The conversion and responsibility of energy use

Key Concepts: Function, Responsibility, Connection

Learner Profiles: Knowledgeable, Communicators, Thinkers

## Fifth Grade Sample Unit of Study

Transdisciplinary Theme: Where We Are in Place and Time

Central Idea: Migration is a response to challenges, risks and



opportunities.

Provocative Question:

\*Why did they leave?

\*How did they decide where to go?

\*How did they get there?

Lines of Inquiry

\*Causes of Migration

\*The effects of migration on current populations

\*Cultural perspectives in colonial regions

Key Concepts: Change, Causation, Perspective

Learner Profiles: Reflective, Thinker,



Communicator

## **Exhibition**

In the 5th grade, the final year of the PYP, students complete an extended, collaborative inquiry project, known as the Exhibition under the guidance of their teachers and parent mentors. This process is a significant event for both the students and the school, synthesizing the essential elements of the programme and sharing them with the whole school and the community. It incorporates all the key concepts and synthesizes aspects of all six transdisciplinary themes. It provides opportunities for students to engage in action; students should demonstrate an ability to reflect on and apply their learning to choose appropriate courses of action and carry them out; this action may take the form of personal involvement with the planning and implementation of the exhibition and/or service-orientated action; action may not always be clearly or immediately visible or measurable but



evidence should be recorded whenever a particular behaviour results from the learning involved. At Joe Michell, 5th grade students present their finished projects to the school and families on the day and evening of Open House.



## Language

At Joe Michell, all students have the opportunity to participate in Spanish lessons beginning in TK. Our goal is to enrich all students' lives by exposing them to the Spanish culture and language. The PYP Spanish teacher uses a multi-modal approach that includes hand gestures, music, visual art and body movement to help students learn words, syntax and grammar in an integrated manner. Students learn high frequency and functional vocabulary to support meaningful and spontaneous language interactions from the earliest stages of the program. This is continued through to the Middle School years. Towards the end of the school year we celebrate our many families here at school at Multicultural Night. With an evening of songs, dances, music, food, stories, and arts and crafts, we are fortunate to catch just a glimpse of the rich lives we share in



our small



community.





## Science

Science is integrated throughout all units of inquiry, while also being taught in the lab. Ms. Martin sees every class twice a week where she inspires them with a combination of provocations from multiple programs while addressing the required NGS standards. Lizards and guinea pigs are in attendance as curious minds explore and travel through all ranges of topics. Check out Ms Martin's site for her links to some of the current projects she has going on! [Ms. Martin's Link](#)



## Technology

Students have access to technology and they use it appropriately and effectively to enhance inquiry and learning experiences. Students explore ways to investigate, create, communicate, organize, and collaborate using technology. Digital citizenship and academic honesty are taught explicitly as students become increasingly proficient in their use of technology. Students also apply critical thinking, creativity, and innovation using design thinking. We have 1:1 Chromebooks in grades 1-5 and Tablets and iPads are also available in all TK and K classrooms. Software that supports the program is continually upgraded and added, as necessary, to support learning in all areas.

### **Our Garden**

At Joe Michell, the school garden operates as a dynamic outdoor classroom, seamlessly integrating social emotional learning and the core principles of the International Baccalaureate (IB) program. Nestled within our campus, it symbolizes our commitment to experimental learning and sustainability. Friend of Joe Michell (FJMS) volunteers host classes in the garden regularly so that students may engage with nature while embodying the IB learner traits. As they explore the garden, students develop skills in observation, critical thinking, and problem-solving, fostering attributes like inquisitiveness and open-mindedness. Moreover, the garden promotes cooperation, empathy, and reflection as students collaborate on tasks, tend to plants, and appreciate the interconnectedness of ecosystems. It is a space where students not only gain ecological knowledge but also deepen their understanding of themselves and the world, aligning perfectly with the IB's mission to cultivate globally minded, socially aware, and emotionally intelligent learners.



## **Our Home Connection**

Thank you for your involvement in Joe Michell School. Together, we make a community of learning where your students learn to thrive. It was recently stated , "the future belongs to a very different kind of person with a very different kind of mind-creators and empathizers, pattern recognizers and meaning makers. These people-artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers- will reap society's richest rewards and share its greatest joys."

For further information, contact the IB coordinator Mrs. Ball @  
<mailto:mball@lvjUSD.org>



The Granada High School Coordinaton, Jon Cariveau Can be reached  
<mailto:joncariveau@lvjUSD.org>

You can also find more information at the International Baccalaureate  
website @ <https://www.ibo.org/>

