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and Fiscal Analysis**

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Senate

State of Minnesota

**S.F. No. 1052 -Elementary and Middle School International
Baccalaureate Pilot Program**

Author: Senator Sharon Marko

Prepared by: Shelby Winiacki, Senate Research (651/296-5259)

Date: March 24, 2005



Section 1. [Elementary and middle school years education international baccalaureate (IB) pilot program.]

Subdivision 1. [Definitions.] defines “international baccalaureate” to mean an academic curriculum for the elementary and middle school students approved by the International Baccalaureate Organization, “school district” to mean Special School District No. 6, South St. Paul, “pilot program” to be a research and evaluation project implementing the IB curriculum and measuring its effect, and “instructional year” to be one year of full-time instruction for a given grade level.

Subdivision 2. [Legislative finding.] describes an IB program as an internationally recognized academically rigorous curriculum. The school district currently operates an IB diploma program at the secondary level.

Subdivision 3. [Purpose.] provides funding to implement a five-year IB pilot program in the elementary and secondary schools and to measure its effectiveness.

Subdivision 4. [Pilot project plan.] requires the district to file a plan with the commissioner. Following approval of the plan, the commissioner will pay the district up to the amount appropriated. The pilot program will be implemented in the school year 2006-2007 through the end of the 2010-2011 school year.

Subdivision 5 [Reporting requirements.] requires the district to report on the program to the commissioner and the public by September 1 of each instructional year. A final

comprehensive assessment will be prepared with the assistance of the Department for review by the legislative education committees.

Section 2. [Appropriation.]

Subdivision 1. [Department of Education.] appropriates money from the Department.

Subdivision 2. [Elementary and middle school years International Baccalaureate (IB) pilot program.] indicates that the appropriated money be used for the elementary and middle school years IB pilot program for the fiscal years 2006 and 2007. Any balance remaining in the first year is available in the second year. Testing, assessment, and preparation of the annual report will be paid from school district funds. If the district wants to continue an IB program following the conclusion of the pilot program, it must incur all costs.

SW:vs

Senators Marko and Metzen introduced--**S.F. No. 1052: Referred to the Committee on Education.**

1 A bill for an act

2 relating to education; providing for an elementary and

3 middle school years international baccalaureate pilot

4 program; appropriating money.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

6 Section 1. [ELEMENTARY AND MIDDLE SCHOOL YEARS EDUCATION

7 INTERNATIONAL BACCALAUREATE (IB) PILOT PROGRAM.]

8 Subdivision 1. [DEFINITIONS.] The definitions in this

9 subdivision apply to this section.

10 (a) "International baccalaureate" or "IB" means an academic

11 curriculum for elementary and middle school years approved by

12 the International Baccalaureate Organization.

13 (b) "School district" means Special School District No. 6,

14 South St. Paul.

15 (c) "Pilot program" means a research and evaluation project

16 introducing the elementary and middle school years IB program

17 and measuring the effect of this integrated curriculum on

18 student learning.

19 (d) "Commissioner" means the commissioner of the Department

20 of Education.

21 (e) "Instructional year" is one year of full-time

22 instruction under the IB program for a given grade level.

23 Subd. 2. [LEGISLATIVE FINDING.] (a) The IB program is an

24 internationally recognized program of academic studies

25 emphasizing a rigorous curriculum, advanced student performance,

1 and development of critical thinking and application skills.

2 (b) Minnesota has nine IB programs at the secondary level,
3 but as yet no district has adopted this program as the basis for
4 its elementary course of studies for all students.

5 (c) Special School District No. 6, South St. Paul, has had
6 an established and successful secondary IB diploma program for
7 over ten years and is interested in becoming a pilot site for
8 implementation of the elementary and middle school years IB
9 programs as a means of advancing student performance.

10 Subd. 3. [PURPOSE.] The purpose of this section is to
11 provide funding for a five-year pilot program in a district with
12 an established IB program to assess the benefits of implementing
13 IB primary-level and intermediate-level programs across an
14 entire district and to measure its effectiveness in improving
15 student performance and academic achievement.

16 Subd. 4. [PILOT PROJECT PLAN.] (a) The school district
17 must file a plan with the commissioner for introducing the
18 elementary and middle school years IB programs into general use
19 in the district, including a detailed cost analysis, schedule of
20 preparatory activities, in-service for teachers, and curriculum
21 and instructional materials. The plan must include the costs
22 for startup and annual operation, instructional goals,
23 implementation plan, learning outcomes, and timelines for
24 achieving this implementation.

25 (b) Upon approval of the implementation and evaluation plan
26 and budget by the school board and the commissioner, the
27 commissioner shall authorize payment of funds to the district in
28 an amount up to the annual limit of the appropriation.

29 (c) Funds received under this section from any source may
30 not be used for unrelated curriculum, instruction or operating
31 expense purposes, or capital improvements.

32 (d) The pilot program must begin no later than the
33 beginning of the 2006-2007 school year and be completed by the
34 end of the 2010-2011 school year.

35 Subd. 5. [REPORTING REQUIREMENTS.] (a) By September 1 of
36 each instructional year following introduction of the curriculum

1 and for the duration of the pilot program, the school district
2 must report to the commissioner and the public on the funds
3 expended, performance level achieved by students in the program,
4 and overall progress made toward accomplishing the goals of the
5 program.

6 (b) At the completion of the final year of the pilot
7 program, a comprehensive assessment of the success of the
8 project will be prepared with the assistance of the Department
9 of Education and provided to the house of representatives and
10 senate committees having jurisdiction over kindergarten through
11 grade 12 education.

12 Sec. 2. [APPROPRIATION.]

13 Subdivision 1. [DEPARTMENT OF EDUCATION.] The sums
14 indicated in this section are appropriated to the Department of
15 Education in the fiscal years indicated.

16 Subd. 2. [ELEMENTARY AND MIDDLE SCHOOL YEARS INTERNATIONAL
17 BACCALAUREATE (IB) PILOT PROGRAM.] For the elementary and middle
18 school years IB pilot program:

19	<u>\$750,000</u>	<u>.....</u>	<u>2006</u>
20	<u>\$400,000</u>	<u>.....</u>	<u>2007</u>

21 Of this amount, up to \$750,000 may be used for
22 preinstructional startup costs, including staff, training,
23 curriculum materials, and preparation costs.

24 Up to \$400,000 may be used for operating costs for school
25 instructional years one through five.

26 Any balance remaining in the first year does not cancel but
27 is available in the second year.

28 Costs for testing, other assessment, and preparation of the
29 annual report must be paid from school district funds.

30 At the conclusion of the pilot program, the school district
31 must decide whether to continue the IB program and to pay all
32 costs for continuing the curriculum.

1 Senator moves to amend S.F. No. 1052 as follows:

2 Page 2, line 5, delete "Special School District No. 6,
3 South St. Paul, has" and insert "School districts have"

4 Page 2, line 11, delete "a district with" and insert
5 "Special School District No. 6, South St. Paul, Independent
6 School District No. 283, St. Louis Park, and a third district to
7 be selected by the commissioner of education. The districts
8 must have"

9 Page 3, lines 19 and 21, delete "\$750,000" and insert
10 "\$....."

11 Page 3, lines 20 and 24, delete "\$400,000" and insert
12 "\$....."

1 Senator Kelley from the Committee on Education, to which
2 was referred

3 S.F. No. 1052: A bill for an act relating to education;
4 providing for an elementary and middle school years
5 international baccalaureate pilot program; appropriating money.

6 Reports the same back with the recommendation that the bill
7 be amended as follows:

8 Page 2, line 5, delete "Special School District No. 6,
9 South St. Paul, has" and insert "School districts have"

10 Page 2, line 11, delete "a district with" and insert
11 "Special School District No. 6, South St. Paul, Independent
12 School District No. 283, St. Louis Park, and a third district to
13 be selected by the commissioner of education. The districts
14 must have"

15 Page 3, lines 19 and 21, delete "\$750,000" and insert
16 "\$....."

17 Page 3, lines 20 and 24, delete "\$400,000" and insert
18 "\$....."

19 And when so amended the bill do pass and be re-referred to
20 the Committee on Finance. Amendments adopted. Report adopted.

21
22 .....
23 (Committee Chair)

24
25 March 29, 2005.....
26 (Date of Committee recommendation)

Senators Bachmann, Jungbauer and Olson introduced--
S.F. No. 1137: Referred to the Committee on Education.

1 A bill for an act
2 relating to education; enacting the American Heritage
3 Education in Minnesota Public Schools Act; proposing
4 coding for new law in Minnesota Statutes, chapter 120B.
5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
6 Section 1. [120B.25] [AMERICAN HERITAGE EDUCATION.]
7 (a) School districts shall develop and establish a policy
8 for grade-level instruction to assure that all students are
9 encouraged, and have the opportunity, to read and study
10 America's founding documents that are pertinent to understanding
11 the principles, character, and world view of America's founders;
12 including documents that contributed to the foundation or
13 maintenance of America's representative republican form of
14 limited government, the Bill of Rights, our free-market economic
15 system, and patriotism. Districts shall permit a principal or
16 teacher to use, read, or post in a public school building,
17 classroom, or at any public school event any excerpts or
18 portions of the documents, writings, speeches, proclamations, or
19 records relating to the history, heritage, or foundation of the
20 United States or the state of Minnesota, including, but not
21 limited to:
22 (1) the Mayflower Compact;
23 (2) the Declaration of Independence;
24 (3) the Constitutions of the United States and the state of
25 Minnesota;

- 1 (4) the Northwest Ordinance of 1787;
- 2 (5) the Federalist Papers;
- 3 (6) the Pledge of Allegiance;
- 4 (7) the national anthem;
- 5 (8) Washington's farewell address to the nation;
- 6 (9) Lincoln's Gettysburg address;
- 7 (10) the acts and published records of Congress; and
- 8 (11) the United States Supreme Court decisions and records.

9 (b) Districts may not limit or restrain instruction in
 10 American or Minnesota state history or heritage based on
 11 religious references in documents, writings, speeches,
 12 proclamations, or records described under paragraph (a). These
 13 and any other materials must be used for educational purposes
 14 and not to establish any religion.

15 (c) Students may voluntarily choose to read, write, share,
 16 report, or otherwise study a topic which is religious in nature
 17 provided other students are provided with the same opportunity
 18 to freely choose a topic.

19 [EFFECTIVE DATE.] This section is effective the day
 20 following final enactment.

21 Sec. 2. [TITLE.]

22 Minnesota Statutes, section 120B.25, shall be known as the
 23 American Heritage Education in Minnesota Public Schools Act.

24 [EFFECTIVE DATE.] This section is effective the day
 25 following final enactment.

1 Senator moves to amend S.F. No. 1137 as follows:

2 Delete everything after the enacting clause and insert:

3 "Section 1. [120B.25] [AMERICAN HERITAGE EDUCATION.]

4 (a) School districts shall permit grade-level instruction
5 to assure that ^{for students} students have the opportunity to read and study
6 America's founding documents, including documents that
7 contributed to the foundation or maintenance of America's
8 representative form of limited government, the Bill of Rights,
9 our free-market economic system, and patriotism. Districts
10 shall permit a principal or teacher to use, read, or post in a
11 public school building, classroom, or at any public school event
12 any excerpts or portions of the documents, writings, speeches,
13 proclamations, or records relating to the history, heritage, or
14 foundation of the United States or the State of Minnesota.

15 (b) Districts may not limit or restrain instruction in
16 American or Minnesota state history or heritage based on
17 religious references in documents, writings, speeches,
18 proclamations, or records described under paragraph (a). These
19 and any other materials must be used for educational purposes
20 and not to establish any religion.

21 (c) Students may voluntarily choose to read, write, share,
22 report, or otherwise study a topic which is religious in nature
23 provided other students are provided with the same opportunity
24 to freely choose a topic.

25 [EFFECTIVE DATE.] This section is effective the day
26 following final enactment.

27 Sec. 2. [TITLE.]

28 Minnesota Statutes, section 120B.25, shall be known as the
29 American Heritage Education in Minnesota Public Schools Act.

30 [EFFECTIVE DATE.] This section is effective the day
31 following final enactment."

Senators Larson, Kierlin, Ruud and Robling introduced--
S.F. No. 1186: Referred to the Committee on Education.

1 A bill for an act

2 relating to higher education; Minnesota State Colleges
3 and Universities; providing for centers of excellence;
4 appropriating money; proposing coding for new law in
5 Minnesota Statutes, chapter 136F.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

7 Section 1. [136F.31] [CENTERS OF EXCELLENCE.]

8 Subdivision 1. [BOARD DESIGNATION.] The board must
9 designate at least three and up to eight different program
10 centers of excellence in manufacturing technology,
11 science/engineering, health care, information technology,
12 business, and teacher education. The board must determine the
13 form and required information contained in applications from
14 member institutions. A center of excellence must include no
15 more than one state university working with up to two community
16 and technical colleges.

17 Subd. 2. [CENTER SELECTION CRITERIA.] The board must
18 select programs based on institutional proposals demonstrating:

19 (1) a comprehensive academic plan that includes a seamless
20 continuum of academic offerings in the program area including
21 associate, baccalaureate, and customized training and continuing
22 education;

23 (2) a specific development plan that includes a description
24 of how the institution will pursue continuous improvement,
25 accountability and work toward becoming nationally recognized;

1 (3) identified commitments from employers that include a
2 measurable financial and programmatic commitment to the center
3 of excellence on the part of employers who will benefit from the
4 development of the center. A center for teacher education must
5 demonstrate support from local school districts;

6 (4) a commitment from the institution that demonstrates
7 support from the entire institution for the proposal, and that
8 new designated funding will not supplant current budgets for the
9 programs; and

10 (5) a separate endowment amount created for the program
11 within current institutional foundations.

12 Subd. 3. [ADVISORY COMMITTEE AND REPORTS REQUIRED.] A
13 center of excellence must create an advisory committee
14 representing local, statewide, and national leaders in the
15 field. By January 15 of each odd-numbered year, each designated
16 center must provide a report to the governor and the chairs of
17 the senate Higher Education Budget Division and the house Higher
18 Education Finance Committee that includes annual and integrated
19 data on program enrollment, student demographics, student
20 admission data, endowment growth, graduation rates, graduation
21 outcomes, employer involvement, and other outcomes as determined
22 by the board. A report under this subdivision must also include
23 the use of any funds made available by a legislative
24 appropriation for incentive payments to faculty or staff.

25 Sec. 2. [APPROPRIATION.]

26 \$12,500,000 in fiscal year 2006 and \$12,500,000 in fiscal
27 year 2007 are appropriated from the general fund to the Board of
28 Trustees of the Minnesota State Colleges and Universities for
29 the purposes of section 1. Of this appropriation, \$2,500,000
30 each year is for incentive payments to faculty or staff for
31 initiatives that promote excellence in student learning. To the
32 extent practicable, the board must make payments under this
33 section available first to faculty or staff associated with a
34 designated center of excellence.

1 Senator Kelley from the Committee on Education, to which
2 was referred

3 S.F. No. 1186: A bill for an act relating to higher
4 education; Minnesota State Colleges and Universities; providing
5 for centers of excellence; appropriating money; proposing coding
6 for new law in Minnesota Statutes, chapter 136F.

7 Reports the same back with the recommendation that the bill
8 be amended as follows:

9 Delete everything after the enacting clause and insert:

10 "Section 1. [136F.31] [CENTERS OF EXCELLENCE.]

11 Subdivision 1. [BOARD DESIGNATION.] The board must
12 designate at least three and up to eight different program
13 centers of excellence. The board must determine the form and
14 required information contained in applications from member
15 institutions.

16 Subd. 2. [CENTER SELECTION CRITERIA.] The board must
17 select programs based on institutional proposals demonstrating:

18 (1) the capacity to build multistate regional or national
19 recognition of the program within five years;

20 (2) a commitment to expanding the influence of the center
21 to improve results in related programs in participating
22 institutions;

23 (3) the capacity to improve employment placement and income
24 expectations of graduates from the program;

25 (4) a strong partnership between a four-year and at least
26 one two-year institution that maximizes the leverage of academic
27 and training capacities in each institution;

28 (5) a comprehensive academic plan that includes a seamless
29 continuum of academic offerings in the program area that
30 supports career development at multiple levels in related
31 employment fields;

32 (6) a specific development plan that includes a description
33 of how the institution will pursue continuous improvement and
34 accountability;

35 (7) identified commitments from employers that include
36 measurable financial and programmatic commitment to the center
37 of excellence on the part of employers who will benefit from the
38 development of the center. A center for teacher education must

1 demonstrate support from local school districts;

2 (8) a commitment from the institution that the new
3 designated funding will not supplant current budgets from
4 related programs;

5 (9) a strong existing program upon which the proposed
6 center will build; and

7 (10) a separate fund for donations dedicated for the
8 program within current institutional foundations.

9 The board may adopt additional criteria that promote
10 general goals of the centers. The board shall give priority to
11 programs that integrate the academic and training outcomes of
12 the center with business clusters that have a significant
13 multiplier effect on the state's economy based on projections of
14 job, income, or general economic growth. The board shall
15 consult with the Department of Employment and Economic
16 Development to identify these clusters and the potential
17 economic impact of developing a center for excellence.

18 Subd. 3. [ADVISORY COMMITTEE AND REPORTS REQUIRED.] A
19 center of excellence must create an advisory committee
20 representing local, statewide, and national leaders in the
21 field. By January 15 of each odd-numbered year, each designated
22 center must provide a report to the governor and the chairs of
23 committees of the legislature with jurisdiction over higher
24 education finance, that includes annual and integrated data on
25 program enrollment, student demographics, student admission
26 data, endowment growth, graduation rates, graduation outcomes,
27 employer involvement, indicators of student or graduate
28 employment success, and other outcomes as determined by the
29 board. After a center has been in existence for three years,
30 the report must include measures of the program's impact on the
31 local economy. A report under this subdivision must also
32 include the use of any funds made available by a legislative
33 appropriation for incentive payments to faculty or staff.

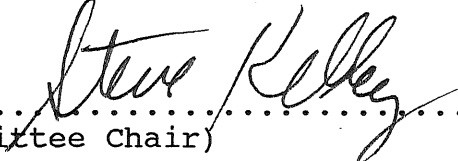
34 Sec. 2. [APPROPRIATION.]

35 \$..... in fiscal year 2006 and \$..... in fiscal year
36 2007 are appropriated from the general fund to the Board of

1 Trustees of the Minnesota State Colleges and Universities for
2 the purposes of section 1."

3 And when so amended the bill do pass and be re-referred to
4 the Committee on Finance. Amendments adopted. Report adopted.

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.....
(Committee Chair)

March 29, 2005.....
(Date of Committee recommendation)

Senators Kelley, Saxhaug, Hann and Skoe introduced--
S.F. No. 144: Referred to the Committee on Education.

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A bill for an act

relating to education policy; requiring outcome standards for supplemental service providers.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. [RULES FOR SUPPLEMENTAL SERVICE PROVIDERS.]

The commissioner of education must amend Minnesota Rules, part 3512.5400, relating to supplemental service providers to include outcome standards. The commissioner must include in the amended rules criteria to remove an education service provider from the listing of approved service providers if they fail to meet the outcome standards.

1 Senator moves to amend S.F. No. 1186 as
2 follows:

3 Delete everything after the enacting clause and insert:

4 "Section 1. [136F.31] [CENTERS OF EXCELLENCE.]

5 Subdivision 1. [BOARD DESIGNATION.] The board must
6 designate at least three and up to eight different program
7 centers of excellence. The board must determine the form and
8 required information contained in applications from member
9 institutions.

10 Subd. 2. [CENTER SELECTION CRITERIA.] The board must
11 select programs based on institutional proposals demonstrating:

12 (1) the capacity to build multistate regional or national
13 recognition of the program within five years;

14 (2) a commitment to expanding the influence of the center
15 to improve results in related programs in participating
16 institutions;

17 (3) the capacity to improve employment placement and income
18 expectations of graduates from the program;

19 (4) a strong partnership between a four-year and at least
20 one two-year institution that maximizes the leverage of academic
21 and training capacities in each institution;

22 (5) a comprehensive academic plan that includes a seamless
23 continuum of academic offerings in the program area that
24 supports career development at multiple levels in related
25 employment fields;

26 (6) a specific development plan that includes a description
27 of how the institution will pursue continuous improvement and
28 accountability;

29 (7) identified commitments from employers that include
30 measurable financial and programmatic commitment to the center
31 of excellence on the part of employers who will benefit from the
32 development of the center. A center for teacher education must
33 demonstrate support from local school districts;

34 (8) a commitment from the institution that the new
35 designated funding will not supplant current budgets from
36 related programs;

1 (9) a strong existing program upon which the proposed
2 center will build; and

3 (10) a separate endowment amount created for the program
4 within current institutional foundations.

5 The board may adopt additional criteria that promote
6 general goals of the centers. The board shall give priority to
7 programs that integrate the academic and training outcomes of
8 the center with business clusters that have a significant
9 multiplier effect on the state's economy based on projections of
10 job, income, or general economic growth. The board shall
11 consult with the Department of Employment and Economic
12 Development to identify these clusters and the potential
13 economic impact of developing a center for excellence.

14 Subd. 3. [ADVISORY COMMITTEE AND REPORTS REQUIRED.] A
15 center of excellence must create an advisory committee
16 representing local, statewide, and national leaders in the
17 field. By January 15 of each odd-numbered year, each designated
18 center must provide a report to the governor and the chairs of
19 committees of the legislature with jurisdiction over higher
20 education finance, that includes annual and integrated data on
21 program enrollment, student demographics, student admission
22 data, endowment growth, graduation rates, graduation outcomes,
23 employer involvement, indicators of student or graduate
24 employment success, and other outcomes as determined by the
25 board. After a center has been in existence for three years,
26 the report must include measures of the program's impact on the
27 local economy. A report under this subdivision must also
28 include the use of any funds made available by a legislative
29 appropriation for incentive payments to faculty or staff.

30 Sec. 2. [APPROPRIATION.]

31 \$12,500,000 in fiscal year 2006 and \$12,500,000 in fiscal
32 year 2007 are appropriated from the general fund to the Board of
33 Trustees of the Minnesota State Colleges and Universities for
34 the purposes of section 1. Of this appropriation, \$2,500,000
35 each year is for incentive payments to faculty or staff for
36 initiatives that promote excellence in student learning. To the

- 1 extent practicable, the board must make payments under this
- 2 section available to faculty or staff associated with a
- 3 designated center of excellence."

1 Senator moves to amend S.F. No. 1137 as follows:

2 Delete everything after the enacting clause and insert:

3 "Section 1. [120B.25] [AMERICAN HERITAGE EDUCATION.]

4 (a) School districts shall permit grade-level instruction

5 to assure that students have the opportunity to read and study *for students*

6 America's founding documents, including documents that

7 contributed to the foundation or maintenance of America's

8 representative form of limited government, the Bill of Rights,

9 our free-market economic system, and patriotism. Districts

10 shall permit a principal or teacher to use, read, or post in a

11 public school building, classroom, or at any public school event

12 any excerpts or portions of the documents, writings, speeches,

13 proclamations, or records relating to the history, heritage, or

14 foundation of the United States or the State of Minnesota.

15 (b) Districts may not limit or restrain instruction in

16 American or Minnesota state history or heritage based on

17 religious references in documents, writings, speeches,

18 proclamations, or records described under paragraph (a). These

19 and any other materials must be used for educational purposes

20 and not to establish any religion.

21 (c) Students may voluntarily choose to read, write, share,

22 report, or otherwise study a topic which is religious in nature

23 provided other students are provided with the same opportunity

24 to freely choose a topic.

25 [EFFECTIVE DATE.] This section is effective the day

26 following final enactment.

27 Sec. 2. [TITLE.]

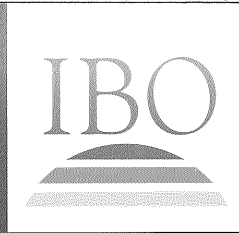
28 Minnesota Statutes, section 120B.25, shall be known as the

29 American Heritage Education in Minnesota Public Schools Act.

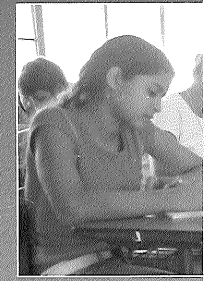
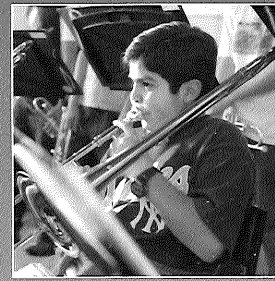
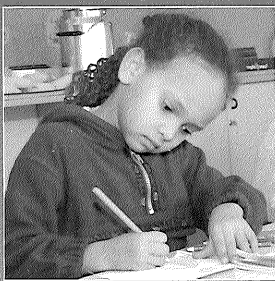
30 [EFFECTIVE DATE.] This section is effective the day

31 following final enactment."

Time placed manner



TODAY'S STUDENTS for TOMORROW'S WORLD



AN INTERNATIONAL EDUCATION



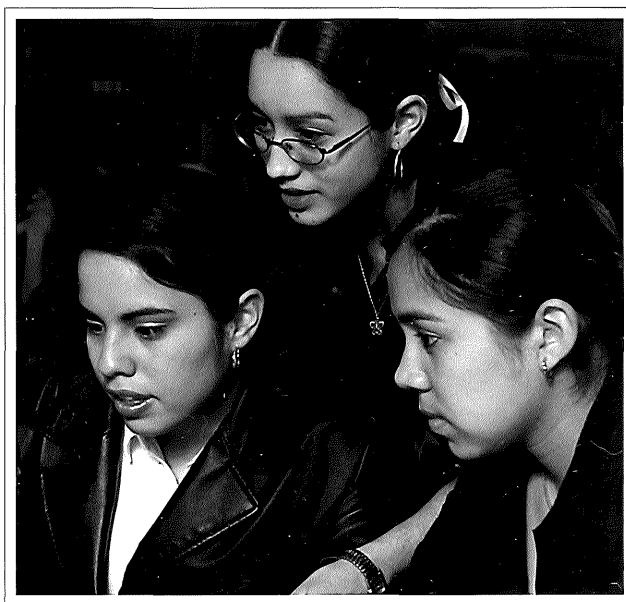


International Baccalaureate Organization
Headquarters • Route des Morillons 15 • Grand-Saconnex • Geneva CH-1218 • Switzerland

www.ibo.org

A pioneer in international education

The International Baccalaureate Organization is a non-profit, Swiss educational foundation that was established in 1968. The Diploma Programme for which it is best known was developed by a group of schools seeking to establish a common curriculum and a university entry credential for geographically mobile students. They believed that an education emphasizing critical thinking and exposure to a variety of points of view would encourage intercultural understanding and acceptance of others by young people. They designed a comprehensive curriculum for the last two years of secondary school that could be administered in any country and that would be recognized by universities worldwide.



Grants from Unesco, the Twentieth Century Fund, the Ford Foundation and other groups made it possible to further develop the Diploma Programme which is now offered by a wide variety of schools and is accepted by universities around the world.

The IBO today

Today the IBO offers three programmes to schools. The Diploma Programme is for students in the final two years of secondary school. The Middle Years Programme, adopted in 1994, is for students aged 11 to 16, and the Primary Years Programme, adopted in 1997, is for students aged 3 to 12. The IBO in June of 2003 had 1,438 authorized schools in 114 countries. The number is nearly evenly divided between state schools and private, including international, schools.



The IBO provides a wide range of services to the schools that are authorized to administer its programmes. These include curriculum and assessment development, professional development activities for teachers, and research on issues related to international education. The IBO's web site provides information about the organization and its programmes: www.ibo.org

The IBO is governed by a Council of Foundation, whose members include regional representatives from governments and authorized schools and others in the field of education. Its headquarters are in Geneva, Switzerland, its curriculum and assessment activities and the business and financial operations are located in Cardiff, United Kingdom (UK) and its research activities are in Bath (UK). A worldwide network of regional offices and representatives works with authorized schools and with those interested in applying for authorization.

**THE INTERNATIONAL
BACCALAUREATE ORGANIZATION**

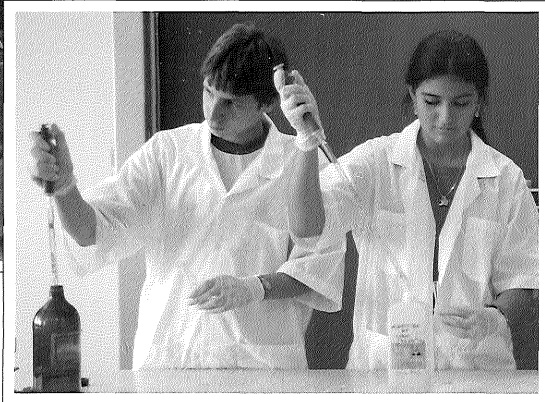
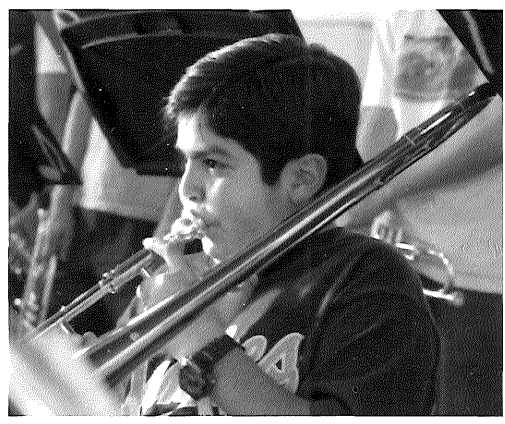
aims to develop inquiring,
knowledgeable and caring young people
who help to create a better and more
peaceful world through intercultural
understanding and respect.

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.

IBO Mission Statement
November 2002





The

Three Programmes

Introduction

The IBO offers three programmes of international education that span the primary, middle and secondary school years. The Primary Years Programme (PYP) is designed for students aged 3-12, the Middle Years Programme (MYP) for students aged 11-16, and the Diploma Programme (DP) for students aged 16-18. While these programmes form a continuous sequence, each may be offered independently.

The three programmes share a common philosophy and common characteristics. They develop the whole student, helping students to grow intellectually, socially, aesthetically and culturally. They provide a broad and balanced education that includes science and the humanities, languages and mathematics, technology and the arts. The programmes teach students to think critically, and encourage them to draw connections between areas of knowledge and to use problem-solving techniques and concepts from many disciplines. They instill in students a sense of responsibility towards others and towards the environment. Lastly, and perhaps most importantly, the programmes give students an awareness and understanding of their own culture and of other cultures, values and ways of life.

In all three programmes, the IBO offers to schools curriculum documentation, assessment procedures, teacher training workshops, school authorization and evaluation, and comprehensive support services in English, French and Spanish. In addition, both the PYP and the MYP can be taught in other languages provided certain conditions are met. Chinese has now been added as a fourth language in the MYP.

The Primary Years Programme

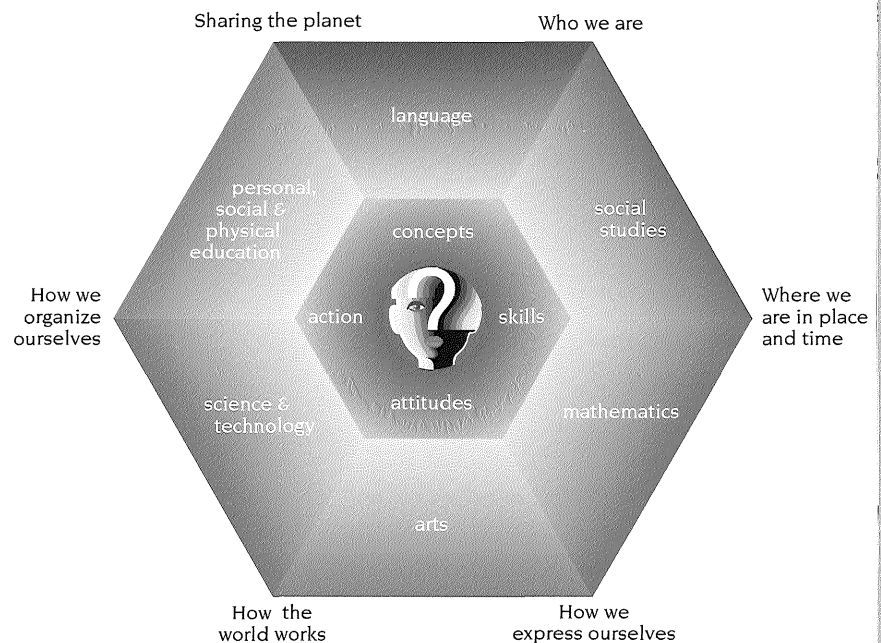
The Primary Years Programme (PYP), for students aged 3-12, focuses on the development of the whole child, addressing social, physical, emotional and cultural needs. At the same time, it gives children a strong foundation in all of the major areas of knowledge: mathematics, social studies, drama, language, music, visual arts, science, personal and social education, and physical education. The PYP strives to help children develop an international perspective—to become aware of and sensitive to the points of view of people in other parts of the world.

The curriculum in the PYP is organized around six themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

These themes are intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world.

The Primary Years Programme



Each theme works particularly well with one or two subject areas. For example, the theme “How we express ourselves” is often used to explore literature or the arts. “Where we are in place and time” lends itself to studying history.

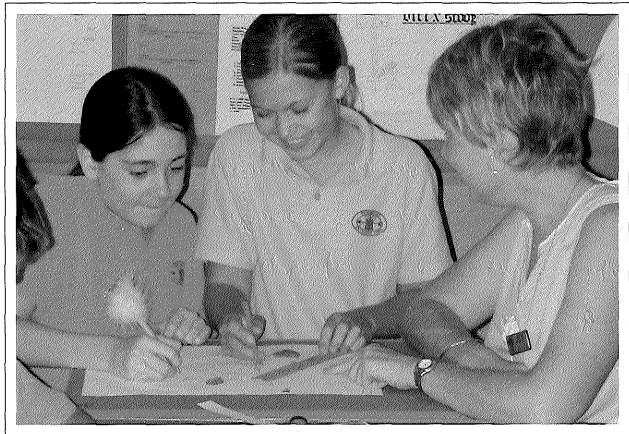
However, the six themes are also transdisciplinary. That is, they go beyond any one of the subject areas. “How the world works,” for example, can serve as a theme for learning about electricity and how it is produced, how it affects our daily lives, how people lived (and continue to live) without electricity, and how to use electricity safely. The purpose of the themes is to encourage students to think broadly and deeply. In addition, by focusing on experiences and challenges shared by people throughout the world, they help students develop a sense of responsibility towards others.

Students in the PYP explore each theme by looking at a “unit of inquiry” that is related to the theme yet more narrowly defined. A unit of inquiry about stories might be based on the theme “how we express ourselves.” Students could talk about what a story is and why people tell stories. They might describe their favourite stories, discuss what they learn from them, consider how stories are told in theatre, music, puppetry and images, and create their own stories.

In each unit of inquiry, teachers pose a series of open-ended questions that encourage students to explore all of its aspects. These questions serve as starting points for a discussion and prompt students to come up with their own questions.

They include the following:

- **Form:** *What does it look like?*
- **Function:** *How does it work?*
- **Causation:** *Why is it the way it is?*
- **Change:** *How does it change over time?*
- **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?*



Students look for answers to these questions in a variety of ways. They conduct surveys and analyse the results; they collect data, plot graphs, and look for patterns. They observe and measure physical characteristics, and develop and test hypotheses.

The PYP is based on the principle that children learn by using their previous experience to make sense of new information. To explore the concept of “the home,” based on the theme “Who we are,” a teacher might invite students to paint, model or provide photographs of their own homes and share stories about different homes and the experience of moving from one place to another. The teacher might pose such questions as “What makes the place where you live a home?” and “Do all people need a home?” This approach encourages students to reflect on their own experiences and those of others and to think beyond those experiences.

Language

The process of learning language in the PYP includes applying the skills of speaking, listening, reading and writing to a meaningful activity so that students can understand why they are important. For example, in a unit of inquiry on the home, students might write to their grandparents to ask them for a photograph of the grandparents’ home, or they might write or record a description of their own home to send to a friend who lives far away.

Mathematics

Similarly, one of the ways that students learn about mathematics is by applying their understanding of numbers, patterns and measurement to a project so that they can see the purpose. They might learn to measure accurately by building a kite. They might learn about whether to round numbers up or down by calculating how many buses are needed to bring all of the students to school.



The PYP exhibition

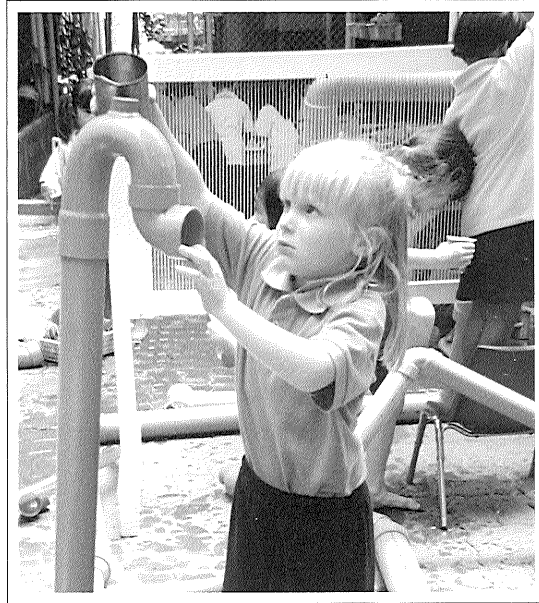
Students between the ages of 10 and 12, who are in the final year of the PYP, carry out a whole class project, or “exhibition”. The exhibition represents the culminating activity of the PYP. It requires students to analyse and propose solutions to a real-world issue or problem, drawing on what they have learned in the PYP. It must include written work, oral presentations, the use of technology, and performances in one or more of the arts. The exhibition may take the form of individual student projects, each of which addresses an aspect of an issue. It may constitute projects produced by groups of students. Or it can be a single project created by an entire class working together. In all cases, it must represent a collaborative effort and each student must make a substantial, identifiable contribution.

At one school, which was considering the addition of a new sports facility, a class researched what kind of facility the school should build. The students interviewed parents, students and community groups about their priorities. They talked to architects. They then used computers to create three-dimensional models of several facilities which they presented to the school.

An international perspective

In every aspect of school life, the PYP seeks to give students an appreciation of the perspectives of people from other cultures, regions and nations. The units of inquiry use resources and examples from a variety of cultures. Teachers encourage students to recognize that for any question or issue, there are different points of view.

In addition, all students have the opportunity to study a second language by age seven. Children learn to communicate in another language and also gain an understanding of the cultures in which the language is spoken.



Assessment

Assessment is used to guide teaching and as an opportunity for children to show, in a variety of ways, what they know and what they can do. In the PYP, it takes many forms that range from checklists to monitor progress to a portfolio of a student’s work. The IBO offers schools substantial guidance for assessment, including a detailed handbook and professional development workshops. Student portfolios and records of PYP exhibitions are reviewed on a regular basis by the IBO as part of programme evaluation.

Middle Years Programme

Δ12

The Middle Years Programme (MYP), for students aged 11-16, recognizes that students in this age group are particularly sensitive to social and cultural influences and are struggling to define themselves and their relations to others. The programme helps students develop the skills to cope with this period of uncertainty. It encourages them to think critically and independently, to work collaboratively and to take a disciplined approach to studying.

The MYP seeks to give students an international perspective—to help them become informed about the experiences of people and cultures throughout the world. It also fosters a commitment to help others and to act as a responsible member of the community at the local, national and international levels.

Students in the MYP study all the major disciplines, including languages, humanities, sciences, mathematics, arts, technology and physical education. The framework is flexible enough to allow a school to include subjects that are not part of the MYP curriculum but which might be required by local authorities. While the courses provide students with a strong knowledge base, they emphasize the principles and concepts of the subject. In science courses, students learn to develop and test a hypothesis, to design and conduct experiments, and to assess the validity of their conclusions. History courses teach students to evaluate and interpret historical evidence.

MYP courses approach topics from a variety of points of view, including the perspectives of other cultures. In mathematics classes, students explore how cultural, societal and historical forces have shaped mathematical thought. Art classes expose students to art forms and aesthetic values of cultures throughout the world.

Areas of interaction

Every subject group is organized, in part, around a set of perspectives that provide a framework for learning. These perspectives, known as “areas of interaction,” encourage students to make connections between subjects, to link what they learn to the real world and to global issues, and to reflect and act on their learning. The list opposite defines each perspective and gives examples of how they are developed in each of the subjects.

Personal project

In the final year of the MYP, students carry out individual projects on a topic that is of particular interest to them. The project may be an original work of art, an essay, a piece of fiction, an original experiment, or an invention. It is intended to be the culmination of the student’s experience with the five areas of interaction.

One student came up with an original design for a bike cart that can carry goods, such as groceries, → p. 10

Areas of interaction

Examples:

Art: Using drama to raise awareness of issues of teenage pregnancy or substance abuse

Humanities: Giving readings of plays or poetry in retirement homes or youth centres

Examples:

Science: Learning techniques for separating impurities from water; discussing the standards of water purity and how can we produce enough drinking water to meet the world's needs

Art: Analysing the use of graffiti

Examples:

History: Finding information from diverse sources; analysing, interpreting, and using data; reflecting on bias in historical sources

Science: Planning a fair test; constructing and testing a hypothesis

APPROACHES TO LEARNING ►

Teaches students "how to learn," including how to analyse information; how to develop, organize and present their ideas; how to access information from the library, the Internet and other media; how to work independently and collaborate with others; and how to solve problems. Students explore different learning styles and develop effective learning strategies.

◀ COMMUNITY AND SERVICE

Encourages students to use their skills and awareness of public issues gained in the classroom to help their communities and, equally important, to reflect upon their experience and consider how they can make a difference.

HOMO FABER ►

Looks at efforts to change or improve our lives and our world, focusing on the creation and discovery of technology, ideas, art, culture, languages, and systems (such as legal, government, health). Considers the ethical dimensions of advances in science, technology, medicine, and other areas.

◀ ENVIRONMENT

Examines our interdependence with the environment.

HEALTH AND SOCIAL EDUCATION ►

Increases students' understanding of health issues; develops their ability to evaluate and make decisions about health hazards they may face.

Examples:

Theatre: Investigating the setting, location, and construction of Greek amphitheatres

Science: Tracing the discovery and development of the x-ray

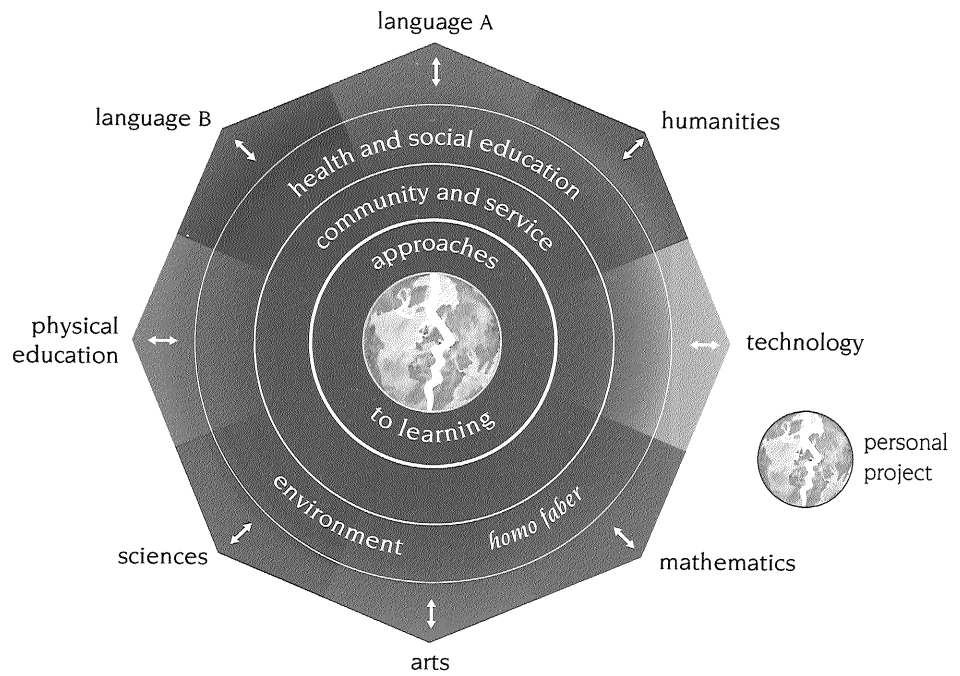
Geography: Comparing methods of energy production and reflecting on the implications

Examples:

Science: Exploring genetically modified foods

Statistics and probability: Assessing the use of data from disease-control centres





p. 8 → books, or beach gear. The project was an example of *homo faber*—the creation of a new product. It also, however, was intended as a service to the community. By designing a bike cart, the student hoped to increase the carrying capacity of bikes for people living in Holland and Asia, where the bike is a common form of transportation, and in developing countries that have little public transportation. He hoped as well that by increasing the utility of a bike, the cart would encourage people to use bikes more often, which would be good for the environment and good for their health.



Assessment

MYP teachers use a variety of tools to assess student progress, including oral presentations, tests, essays and projects, and they apply assessment criteria established by the IBO. Schools may opt for official IBO certification by asking the IBO to validate their internal assessment. This is often referred to as the “moderation system.” In this process, the IBO reviews samples of the schools’ assessment of student work and checks that the schools are correctly applying the MYP grading systems and criteria. The IBO offers guidance for teachers in the form of published examples of assessment.



Diploma Programme

The Diploma Programme (DP), for students aged 16-19, is a two-year course of study. Recognized internationally as a qualification for university entrance, it also allows students to fulfil the requirements of their national education system. Students share an educational experience that emphasizes critical thinking as well as intercultural understanding and respect for others in the global community.

The DP offers a broad and balanced curriculum in which students are encouraged to apply what they learn in the classroom to real world issues and problems. Wherever possible, subjects are taught from an international perspective. Economics courses, for example, look at economic systems from throughout the world. Students study six courses selected from six subject groups, including both the sciences and the humanities.

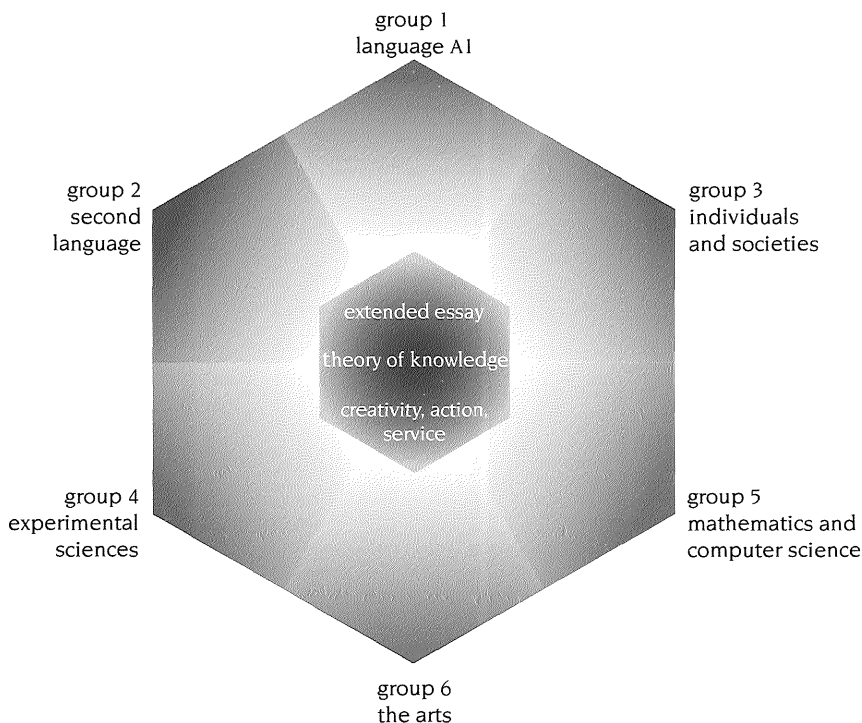
- **Group 1: *language A1***

Group 1 consists of literature courses in a student's first language. The courses introduce students to literature from a variety of periods, genres and styles. Students refine their skills in writing, speaking and analysis, and learn techniques of literary criticism. The courses help students maintain strong ties to their own cultures while giving them an international perspective through the study of literature from around the world.

- **Group 2: *language ab initio, language B, language A2***

The acquisition of a second language carries great importance in the Diploma Programme. Students learn to understand and use the language, and gain insights into the cultures of the countries where the language is spoken. This subject group includes courses for beginners (*ab initio*); second-language learners

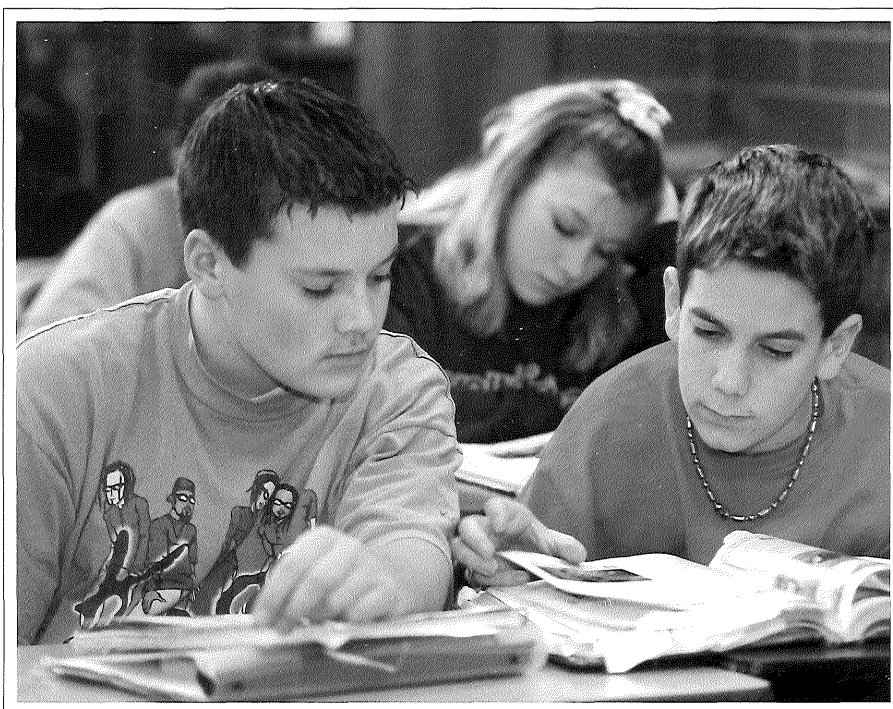
The Diploma Programme



with previous experience with the language (language B) and bilingual students with a high level of fluency (language A2).

- **Group 3: *individuals and societies***

This group includes nine subjects: economics, geography, history, philosophy, psychology, social and cultural anthropology, business and management, Islamic history, and information technology in a global society. By studying human experience and behaviour, as well as economic and social environments and institutions, students gain an appreciation of diverse perspectives and values. They learn to analyse concepts and theories, and to use quantitative and qualitative methods of data collection and analysis.



- **Group 4: *experimental sciences***

The sciences offered in this group are biology, chemistry, physics, environmental systems, and design technology. Students become familiar with the body of knowledge, methods and techniques that characterize science and technology, and learn practical laboratory skills.

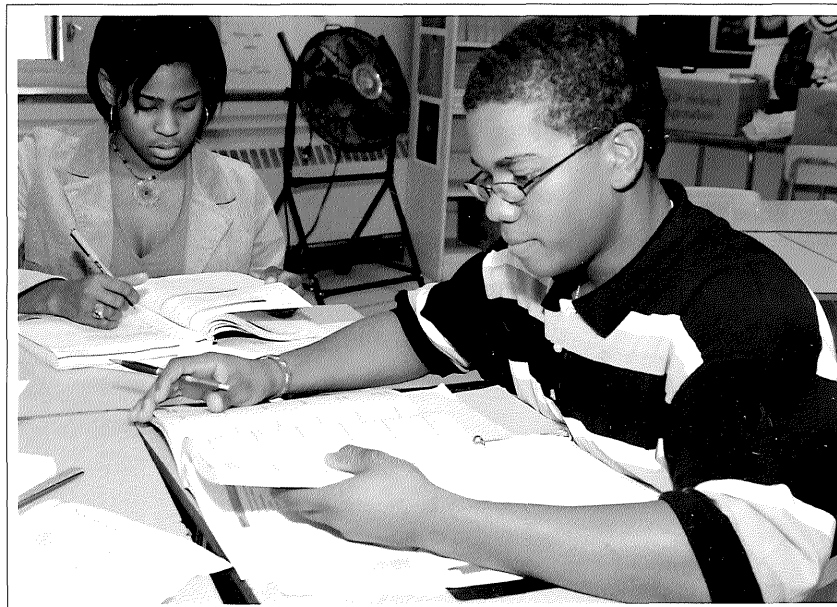
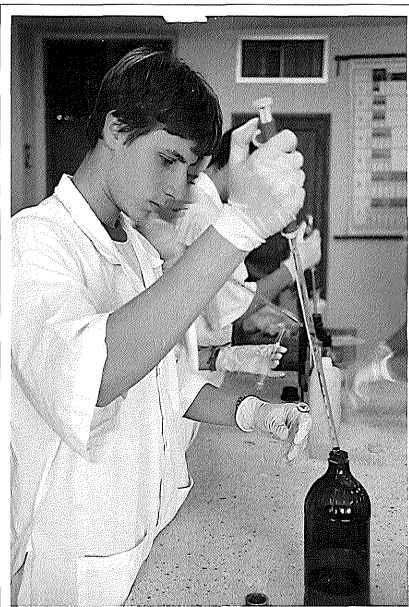
- **Group 5: *mathematics and computer science***

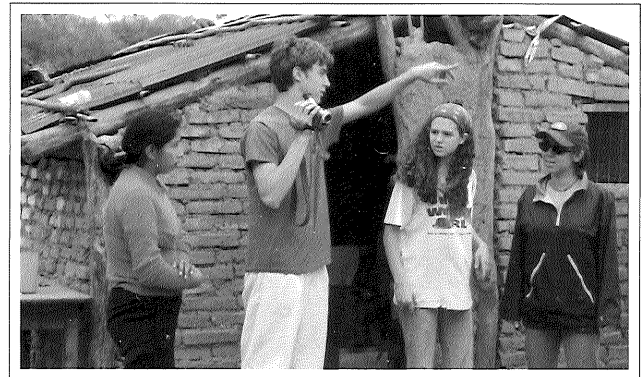
This group includes courses designed for a range of abilities and interests. Some are aimed at students who wish to study mathematics in depth, while others are for those who need mathematics to enhance their understanding of

other subjects. The courses seek to provide students with mathematical knowledge and principles. They help students develop logical and creative thinking in mathematics, and use abstraction and generalization to reach conclusions.

- **Group 6: *the arts***

The arts group includes visual arts, music and theatre arts. The emphasis is on making art. That is, students gain an understanding of the arts and learn to express themselves artistically by creating, producing or performing works of art. In addition, they explore art forms from cultures throughout the world.





Core requirements

At the heart of the Diploma Programme are three requirements that students must fulfil in addition to their coursework in six subjects.

Theory of knowledge

One of the most important components of the Diploma Programme is the theory of knowledge course, which challenges students to question the bases of knowledge—to reflect critically on how they know what they believe to be facts or the truth. It consists almost entirely of exploring questions about different sources of knowledge (perception, language, emotion, reason) and different kinds of knowledge (scientific, artistic, mathematical, historical), such as:

- Do we construct reality or do we recognize it?
- Does knowledge always require some kind of rational basis? Is there any kind of knowledge which can be attained solely through emotion?
- Is scientific knowledge progressive; has it always grown? Can we reach a point where everything important in a scientific sense is known?

Creativity, action and service

Another important component of the Diploma Programme is creativity, action and service (CAS). To fulfil this requirement, students must take part in artistic activities (creativity); sports, expeditions or local or international projects (action); or community or social-service projects (service). Participation in CAS raises students' awareness of community needs and gives them an opportunity to apply what they have learned in the classroom to address those needs. It also gives them confidence in their ability to bring about change. The projects must have tangible results and offer real benefit to others.

The extended essay

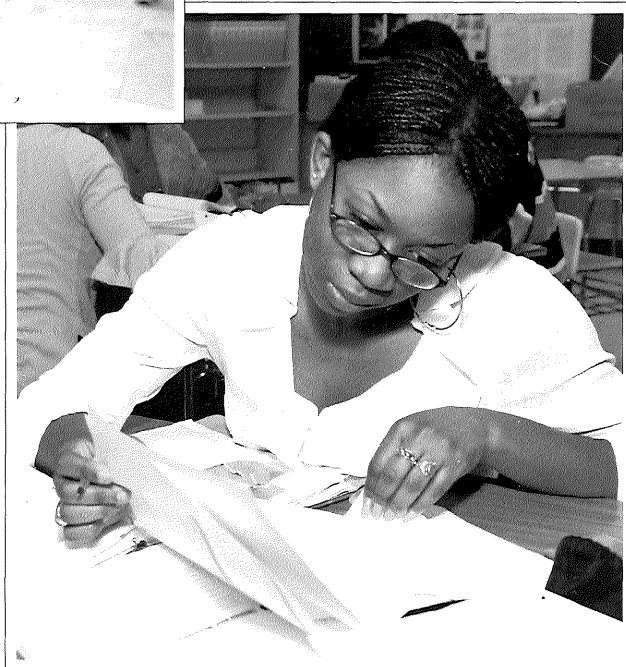
An extended essay of 4,000 words offers students an opportunity to conduct an in-depth study of a topic of special interest. The experience and skills gained in carrying out independent research and producing a structured, substantial piece of writing provide excellent preparation for research at university level.



Assessment

The assessment of student work in the Diploma Programme is largely external. At the end of the programme, students take examinations which are marked by outside examiners who work closely with the IBO. The types of questions posed in the examination papers range from multiple-choice questions, essay questions, and data analysis questions to case studies. Students are also graded on the extended essay and on an essay and oral presentation for the theory of knowledge course.

A smaller part of the assessment of student work is carried out within a school by DP teachers. The work that is assessed includes oral commentaries in the languages, practical experimental work in the sciences, fieldwork and investigations, and exhibitions and performances in the arts. Examiners check the assessment of samples of work from each school to ensure that IBO standards are consistently applied.



For each examination session, approximately 80% of full diploma candidates are awarded diplomas. The majority of students register for the full diploma, but students may also register for a limited number of subjects, for which they are awarded certificates with the final grade.



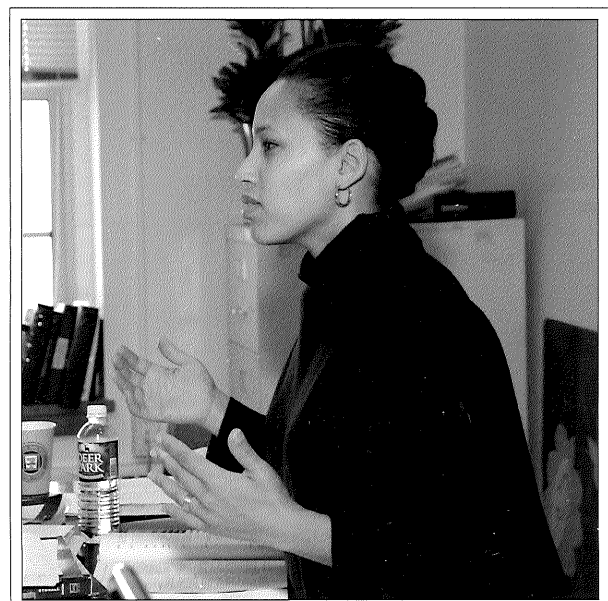
Professional Development for Teachers

The IBO offers a wide range of professional development resources and activities to teachers of the PYP, MYP and DP. Its professional development division works both independently and in collaboration with universities and professional development organizations.

One of the IBO's most widely used resources is the online curriculum centre (OCC). The OCC is a password-protected site available in English, French and Spanish, with Middle Years Programme materials also available in Chinese. The site provides over 3,000 education materials, including IBO training modules, lesson plans and suggestions posted by other teachers from around the world. Teachers may consult with an online panel of experts who have extensive experience with IB programmes and substantial knowledge of their subject areas. The site enables teachers to interact with an online, international community of learners who are committed to sharing ideas and helping each other.

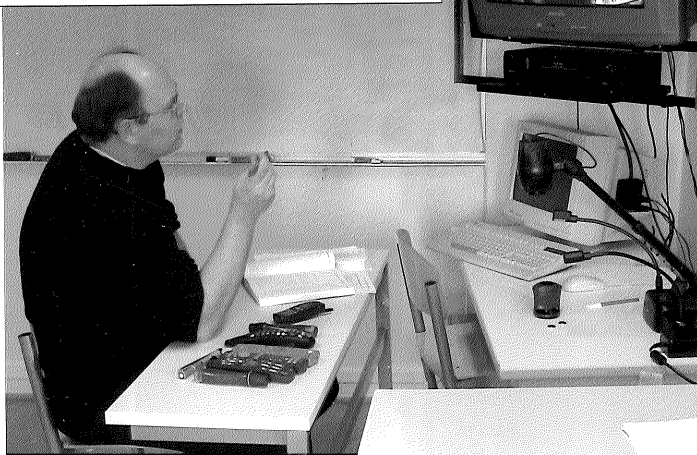
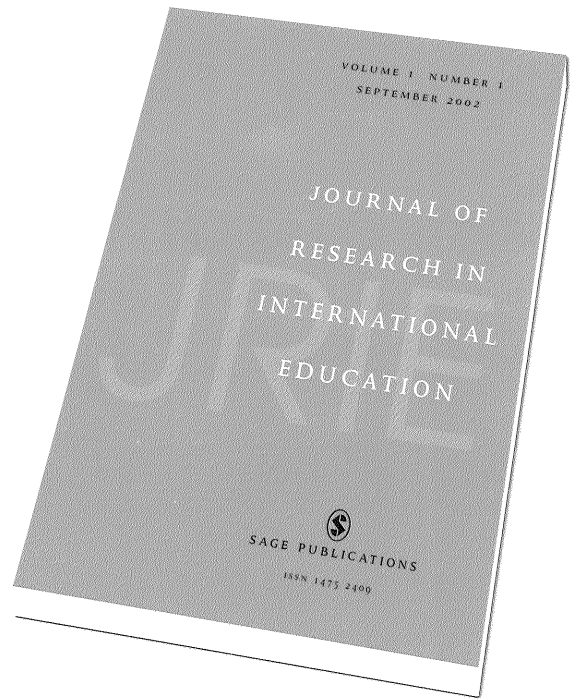
Teachers may also participate in professional development workshops which are led by practising IB teachers. The workshops are organized by the four regional offices of the IBO, which are located in Geneva, New York, Singapore and Buenos Aires. The IBO supports workshop leaders with a series of training programmes and comprehensive sets of support materials. Workshop leaders use a secure area of the OCC to collaborate with other leaders around the world in designing workshops and developing supplementary materials.

The screenshot displays the IBO Online Curriculum Centre (OCC) interface. At the top, it identifies the site as the 'INTERNATIONAL BACCALAUREATE ORGANIZATION' and 'Online curriculum centre'. Navigation options include 'DP home page', 'MYP home page', and 'PYP home page'. A search bar is prominently featured. The main content area is titled 'OCC home' and includes a welcome message, a brief description of the site's purpose, and a list of resources such as 'Forums', 'View resources', and 'Add resources'. A 'Hot reads for the PYP' section is also visible, listing recommended reading materials.



Research

The International Baccalaureate research unit (IBRU) conducts and supports research on curriculum development, professional development and assessment in the field of international education. These issues include the impact of the core values of the programmes on students as well as broader questions about international education. IBRU frequently collaborates with other research organizations and undertakes externally funded research. Current research projects include the evaluation of distance teaching using videoconferencing, interactive intergenerational learning, online assessment, and cultural influences in web-based learning technologies. The research unit maintains an international education research database as a resource for teachers and educators. It produces a peer-reviewed *Journal of Research in International Education* that is published three times a year and an online quarterly newsletter, *IB Research Notes*.



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New International School of Thailand, Thailand
Pembroke School, Australia
Poudre High School, USA
Seisen International School, Japan
Shuren Private School, China



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1. Censored Text

The Mayflower Compact

In ye name of God, Amen. **We** whose names are underwritten, the loyal subjects of...King James, by ye grace of God...having undertaken, for ye glory of God, and advancement of ye Christian faith, and honor of our king & country, a voyage to plant ye first colony in ye Northern parts of Virginia, **do by these presents** solemnly & mutually in ye presence of God, and one of another, covenant & **combine our selves together into a civil body politic...**

"We...so, by these presents (this document) combine ourselves into a civil body politic (group)...to enact, constitute, and frame such just and equal laws...for the general good of the colony...."

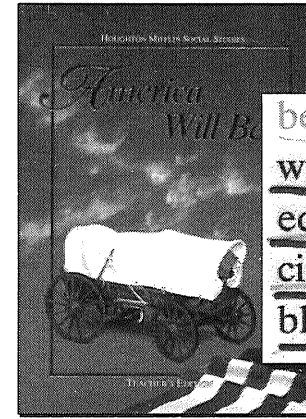
Mayflower Compact
November 11, 1620

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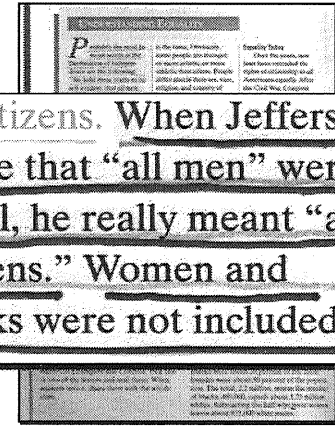
SF 1137
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2. Redefined Meaning

18th Century Words; Modern Dictionary



be citizens. When Jefferson wrote that "all men" were equal, he really meant "all citizens." Women and blacks were not included.



5th Grade Houghton Mifflin

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3. Censored Context

Alexis De Tocqueville

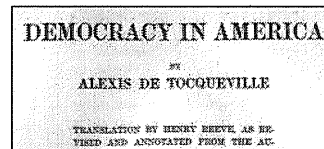
Tocqueville found much both to admire and to criticize as he traveled the country. Though impressed by the equality of opportunity in the American democracy, he wondered how a society so devoted to materialism and the pursuit of individual self-interest could produce the civic spirit needed for self-government. (REFERING TO FRANCE)

Textbook author's conclusion:

large part on the success of the democratic society. Good citizenship for Tocqueville, therefore, was nothing other than enlightened self-interest.

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French Historian: Alexis De Tocqueville Why America Succeeded and France Failed:



392 DEMOCRACY IN AMERICA.
The Americans combine the notions of Christianity and of liberty so intimately in their minds, that it is impossible to make them conceive the one without the other; and

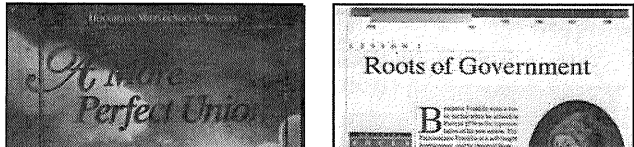
Alexis De Tocqueville

Democracy in America... the Americans combine the notions of Christianity and of liberty so intimately in their minds, that it is impossible to make them conceive the one without the other; and

Democracy in America... the Americans combine the notions of Christianity and of liberty so intimately in their minds, that it is impossible to make them conceive the one without the other; and

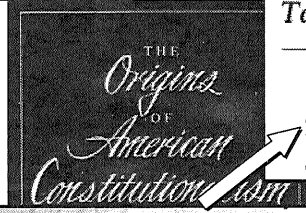
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Redefined Roots of American Government



Enlightenment thinkers in the American colonies were excited. Here they were, the first people in history to have the chance to create an entirely new government based on Enlightenment principles. But what form should

The Origins of American Constitutionalism, Louisiana State University, 1988



other, was the French philosopher Baron de Montesquieu. The English philosophers David Hume and John Locke were the next two runners-up.

Table 2. Frequency of Citation

- 1. Montesquieu 8.3%
- 2. Blackstone 7.9
- 3. Locke 2.9

4. Gordon (Caro)	1.4
5. De Lolme	1.4
6. Pufendorf	1.3
7. Coke	1.3
8. Cicero	1.2
9. Hobbes	1.0
10. Robertson	.9
11. Grotius	.9
12. Rousseau	.9
13. Bolingbroke	.9
14. Bacon	.8
15. Pricc	.8

These thirty-six writers together account for about half the cut-off for this table are: Burlamaqui, Goddard, Hooker, Burlingame, Hoadley, Molesworth, Hutcheson, Burgh, Defoe, Paley, Fortescue, Virgil, P...

The Origins of American Constitutionalism, Louisiana State University, 1988

	1760s	1770s	1780s	1790s	% of Total N
1. Montesquieu					8.3%
2. Blackstone					7.9
3. Locke					2.9
Bible					34%
Common Law	12	4	9	15	
Classical	8	11	10	11	
Other	14	3	4	5	
	100%	100%	100%	100%	100%

collective people to define it."6 When it came to building and running civil societies, few American Whigs in the 1770s saw any conflict between what they read in Locke or Montesquieu and what they read in the Bible.

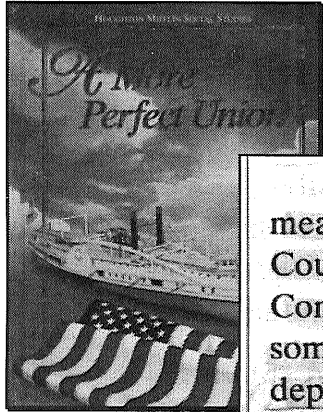
mean, the stability and duration of the government must depend upon the stability and duration of the virtues which it is sustained.

Now the *virtue* which had been infused into the Constitution of the United States, and was to give to its vital existence the stability and duration to which it was destined, was no other than the concretion of those abstract principles which had been first proclaimed in the Declaration of Independence — namely, the self-evident truths of the natural and unalienable rights of man, of its republican character, consisted in its conformity to the principles proclaimed in the Declaration of Independence, and as its administration must necessarily

This was the platform upon which the Constitution of the United States had been erected. Its VIRTUES, its republican character, consisted in its conformity to the principles proclaimed in the Declaration of Independence, and as its administration must necessarily

had consented to be placed at the head of this new and

Without the Declaration of Independence, the Constitution can be redefined to mean anything.

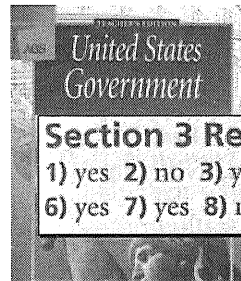


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Change Without Amendment
The Constitution is not a rigid document. Because of imprecise language in some sections,

By unofficial methods is meant, first, the Supreme Court's interpretation of the Constitution, which differs sometimes from court to court, depending on the views of new justices. The second unofficial

Without the Declaration Principles the Bill of Rights *limit the People, rather than government.*



APPLICATION
At Home
Have students brainstorm with someone at home the things a person can do at home to be a good citizen. For example, people can keep informed about government by watching the news.

Section 3 Review Answers
1) yes 2) no 3) yes 4) yes 5) no
6) yes 7) yes 8) no 9) no

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Some government leaders think that all young people should be required to do some service to their community. The service could be military or civilian. Some schools and colleges require students to provide a number of hours of community service before they can graduate.
Some people feel that young people should be paid for the community service they do. Others think it should be unpaid. They believe that young people will take pride in giving service to their community. Young Americans have many talents to share with other people. Some people believe that the country would be stronger if more people shared their talents with others.
SECTION 3 REVIEW On a separate sheet of paper, answer the following questions with a yes or no.
1) May citizens worship as they please?
2) May citizens assemble to make a list?
3) May citizens sue how they feel about the government without fear of punishment?
4) May citizens write a letter to the newspaper about government?
5) May citizens petition in order to have a certain group?

9) May citizens enjoy rights that are not listed in the Bill of Rights?

Bill of Rights is Old Fashioned...



As fundamental and lasting as its guarantees have been, the U.S. Bill of Rights is a document of the eighteenth century, reflecting the issues and concerns of the age in which it was written. The rights guaranteed to Americans

4. Examine each of the rights in the Universal Declaration of Human Rights that is not protected specifically in our Constitution. Is the right you have

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Minnesota 7th Grade Quiz:
"Sovereignty" = *Absolute Authority*!"



C 1. The term *sovereignty* refers to
c. the absolute authority a government has over its citizens.

False 6. Neither the United States nor Russia are sovereign states.
because the gov. has absolute authority the citizens

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3/29/05 SF 152

Office of the Superintendent

104 5th Avenue South • South St. Paul, Minnesota 55075-2332 • (651) 457-9465 • Fax (651) 457-9484

MEMORANDUM

TO: Board of Education and Dr. Dana Babbitt, Superintendent
FROM: H. Butch Moening, High School Principal
DATE: January 24, 2005
RE: Report from the Task Force on the Feasibility of Implementing International Baccalaureate (IB) Primary Years (PYP) and Middle Years Programs (MYP)

INCLUDED IN THIS REPORT ARE:

1. Task Force Membership
2. Task Force Activities
3. General Recommendations
4. International Baccalaureate Organization (IBO) Programme Overview
5. Rationale for Adapting the MYP and PYP Program Models
6. Strengths and Concerns
7. Cost Summary
8. PYP and MYP Implementation Plan
9. Appendix
 - The IB PYP Frequently Asked Questions
 - The IB MYP Frequently Asked Questions
 - Bibliography

TASK FORCE MEMBERSHIP

Dr. Dana Babbitt, ex officio

Kay Ericson, ex officio

Ingrid Aasan-Reed	Kathleen Johnson
Conrad Anderson	John Laliberte
Kathy Fleming	Kate McCarthy
Doug Frisk	Butch Moening
Connie Garling	Susan O'Brien
Patty Heminover	Jane Stassen

TASK FORCE ACTIVITIES

After attending an initial IB Overview training offered by the Minnesota Department of Education in October, the IB Feasibility Task Force spent four months of reflective study and planning. The large group met numerous times and sub-committees were formed to analyze implementing primary and middle years programs, financial needs, and job descriptions. Task force members and teaching staff conducted site visits to Crosswinds Middle School and Highland Elementary, both local examples of IB Programmes. IB documentation and recommendations were reviewed. The group also reviewed and discussed current literature for best practices in educational programming and preparing students for a global workforce. Information about Primary and Middle Years programs was shared with community members through principal's newsletters, at parent meetings, at Curriculum and Instruction Advisory Committee meetings, and with staff through building faculty meetings and weekly bulletins.

GENERAL RECOMMENDATIONS

- All South St. Paul students should be provided with a rigorous curriculum that is academically responsive to their readiness level.
- South St. Paul Schools should prepare for the implementation of International Baccalaureate Primary Years and Middle Years Programmes beginning September 2005.

INTERNATIONAL BACCALAUREATE ORGANIZATION (IBO) PROGRAMME OVERVIEW

The three programs of the International Baccalaureate Organization—Diploma Programme (DP), Middle Years Programme (MYP), and Primary Years Programme (PYP)—aim to offer structured, challenging, educational programs to students around the world. In addition to offering an appropriate curriculum at each grade level, the IBO is committed to the promotion of international understanding through education.

The **Diploma Programme**, for juniors and seniors in high school, is a college-prep program that is recognized by colleges and universities around the world. Its system of external assessments, by which student work is sent to examiners around the world who assign grades based on standardized criteria, affords the DP its well-deserved reputation as a challenging and worthwhile high school curriculum. Participation in the Diploma Programme delivers a tangible reward in the form of advanced placement in colleges and universities that graduates may receive for good IB scores.

South St. Paul High School has been authorized to offer the Diploma Programme since 1987, and more than 40% of our students each year self-select into IB classes. Our participation in the DP has not only kept high-achieving students in the District, but it also continues to attract more than one hundred students a year to our high school through the State's open-enrollment option.

The **Middle Years Programme** will include all students in grades 7–10 in South St. Paul Junior and Senior High Schools. As part of the MYP, a student studies eight traditional subjects each year which

are organized around a framework for learning that is especially appropriate for the developmental level of students in this age group. The five elements of this framework, called the "Areas of Interaction," are addressed within each subject area, and across subject areas. For example, in the area "Approaches to Learning," a student will be introduced, perhaps in two or three separate classes, to various study skills and methods of learning, to discover how he/she can best learn new concepts and material. In the area "Community and Service," students come to realize their responsibility as a global citizen, and they undertake service projects in their school, local community, and in the world at large. In tenth grade, the final year of the MYP, each student completes a "Personal Project" on a topic that is of special interest to them. The student might make a canoe, create a story in cartoons, write a traditional paper—whatever enables them to follow their interests.

The MYP has no external assessments as in the DP; however, in each subject area students must be assessed according to criteria established by the IBO. Schools may choose to offer the MYP "Record of Achievement," an award for achievement in an individual subject, or the MYP "Certificate," indicating that the student has successfully fulfilled requirements in all eight subject areas and the Personal Project.

The **Primary Years Programme** will be offered to all students attending Kaposia Education Center and Lincoln Center, and the PYP curriculum units will be the same at both elementary schools. A PYP student covers the traditional elementary school subjects. The curriculum is organized around age-appropriate themes that reflect the best practices in teaching at the elementary level. For example, in addressing one of the six themes, "Where we are in place and time," a student might go beyond the traditional study of South St. Paul to find links to other river cities around the world, asking such questions as, How are they like South St. Paul? How are they different from my community? Why are they different? In addressing each of the themes, teachers guide the students to higher levels of knowledge by using a process of inquiry, building on the students' own knowledge and innate ability to ask questions. The PYP concludes with a whole-class project in the sixth grade, a project which requires the students to address a real-world issue or problem. It must include written work, oral presentations, the use of technology, and performances in one or more of the arts.

There are no external assessments in the PYP; the quality of the program is maintained by adherence to PYP guidelines, collaboration among teachers, teacher training workshops sponsored by the IB office in North America, and by IBNA evaluations.

For more information on the MYP and PYP, visit our school's website, or check out the IBO website at www.ibo.org, and look for links to the North American regional office.

RATIONALE FOR ADOPTING THE MYP AND PYP PROGRAM MODELS

The South St. Paul Public Schools are committed to preparing our students for the future and accomplishing this in the most effective way possible. The future workplace will be constantly evolving to keep up with international competition. The majority of the new jobs created will require a minimum of two years of post secondary education or training. The unemployment rate in low-literacy groups will continue to rise. In that same future the number of students in high school will decline approximately 10.3% and this group will become increasingly diverse. Because the number of people entering the workforce is shrinking, workers must be better prepared so they can assume more demanding jobs and learn new skills as the job market changes.

To help our students meet the demands of the future workplace we need to provide them with a high quality education – one that is based on high international standards; one that utilizes the best strategies for teaching and motivating students; and one that focuses on developing life-long learners. The International Baccalaureate Programs meet these requirements. The programs focus on developing thinking skills and promoting an enjoyment of learning. The curriculum is developed locally using a step-by-step framework provided by IBO. District teachers are trained to incorporate IBO standards, Minnesota standards, and research based practices into trans-disciplinary units. Care is taken to ensure that students of all ability levels are engaged and challenged. The IBO programs develop attitudes and actions alongside the more academic areas and include an emphasis on community service. Their goal is to help students connect life at school with life at home and in the world.

Another key component of the programs is on-going assessment and reflection. The curriculum must be approved by the IBO and undergo periodic reviews. Teachers are taught to reflect on their practice and to review the units of study on a regular basis to improve them and to make them more effective. Students are also assessed before and after each unit to monitor their growth as well as the strengths and weaknesses of the units.

Change is difficult, and changing an entire school is particularly challenging. A cohesive, comprehensive model for change such as that provided by the IBO increases the chances for successful change. The IBO organization provides a framework for implementation, consultation services, and training for teachers and administrators. Teachers work together to develop the curriculum and to support each other in the change process. This will be made easier in our case because the district schools have been working toward becoming Professional Learning Communities (DuFour and Eaker) over the past few years. The staff is familiar with the concepts of teaming and reflecting on their teaching practice. The IBO training can build on this base.

Becoming an International Baccalaureate district would provide us with an identity that truly sets us apart from our neighboring districts. It would align us with a program that has a reputation for quality and high standards. It is a program that espouses the principles of educating the whole person for a life of active, responsible citizenship.

STRENGTHS AND CONCERNS

Strengths

- Cohesive educational model with a unifying educational philosophy K-12.
- Interdisciplinary approach to education which eliminates redundancy and provides greater depth in curriculum.
- Units designed using an inquiry approach to learning that builds on students' prior knowledge.
- Philosophy focused on the whole child.
- Developmentally appropriate curriculum.
- Early involvement in a world language.
- Inclusive program that sets high expectations for all students.
- Frequent assessment using rubrics.
- Global perspective that connects classroom to the outside world.
- PYP and MYP will lead to greater success in the diploma program.
- Differentiated instruction is built into all units of study.
- On-going professional development for teachers.
- Reputation of the IB program will keep SSP students here and draw students to the district.

Concerns

- Large financial commitment.
- Possible change in school calendar for staff training and team planning.
- Possible legislative changes in IBO and staff development funding.
- Graduation requirements may have to be adjusted.
- May require staffing changes for grades 7-10.
- May require a change in student schedule for grades 7-12.
- Community reaction to the program is not certain.
- Acceptance of the program by staff members is not certain.
- SSP may lose students because of fewer elective choices in grades 9 and 10.
- Implications for bargaining unit agreements.
- Implications for the pre-school program.

COST SUMMARY

2004-2005	COST	RESOURCE	TOTAL
Administrative (Application A Fees)	\$12,900	Educational Foundation?	
Staff Development	\$58,000	District	
Staffing (Grant Writer)	\$5,000	District-New	\$75,900
SUMMER 2005			
Staff Development	\$6,000	District	
Curriculum Development	\$18,292	District	
Curriculum Materials	\$50,000	District-New Capital	\$74,292
2005-06			
Administrative (Application B Fees)	\$13,500	District	
Administrative (Re-evaluate student schedule 7-12, course offerings 7-10, and graduation requirements)	Unknown	Unknown	
Staff Development	\$114,000	Outside	
Staffing (Coordinators)	\$150,000	Outside	\$277,500
SUMMER 2006			
Curriculum Development	\$22,017	District-New	
Curriculum Materials	\$100,000	District-Capital	\$122,017
2006-07			
Staff Development	\$6,000	District	
Staff Development	\$171,000	Outside	
Staffing (Coordinators)	\$150,000	Outside	
Staffing (Spanish Specialists)	\$100,000	District-New	\$427,000
SUMMER 2007			
Curriculum Development	\$37,126	District-New	
Curriculum Materials	\$150,000	District-Capital	\$187,126
2007-08			
Staff Development	\$150,000	Outside	
Staffing (Coordinators)	\$150,000	Outside	
Staffing (Spanish Specialists)	\$100,000	District-New	\$400,000
SUMMER 2008			
Ongoing Curriculum Revisions	Unknown	District	
Ongoing Curriculum Materials	Unknown	District	UNKNOWN
2008-09			
Administrative (Annual Basic Fee)	\$9,300	District-New	
Ongoing Staff Development	Unknown	Outside	
Staffing (Coordinators)	\$150,000	Outside	
Staffing (Spanish Specialists)	\$100,000	District-New	\$259,300

Educational Foundation?	\$12,900
District	\$101,792
District-Capital	\$250,000
District-New	\$373,443
District-New Capital	\$50,000
Outside	\$1,035,000
TOTAL	\$1,823,135

PYP AND MYP IMPLEMENTATION TIMELINE

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
<u>IB: Consideration Phase</u>			
2004-05	<p><u>Administrative</u></p> <p>Submit Application to South St. Paul Educational Foundation to cover costs of Application A fees (due May 2004). Coordinate with Foundation to develop Special Projects Fund to organize local community/business support. This Special Projects Fund could serve as a matching grant incentive for future corporate sponsorship.</p> <p>Explore implementation of all-day, every-day Kindergarten program as an invaluable beginning for the academic and social components of IB.</p> <p>Calendar committee creates a 2-year calendar for 2005-06 and 2006-07 school years.</p> <p>Explore Bellevue, Washington Model of late-start staff development for possible inclusion in the 2-year calendar. This model would allow for a K-12 late start/early release one day per week and extending the school day of remaining four days to maintain current level of student contact time. This late start/early release would provide critical professional collaborative time for teaching staff to develop and implement IB curricular concepts. Topics to be explored would include: prep time, union agreements, community response, impact on Community Education/Kid's Choice, and impact on busing.</p>		
MAY	<p>Complete Application form Part A: Application for Candidate status for Lincoln Center, Kaposia Education Center, and Junior High.</p> <ul style="list-style-type: none"> • 3 @ \$4,300 	\$12,900	SSP Ed Foundation
<u>Staff Development</u>			
FEBRUARY	<p>Attend the IB Level I Training in held in February:</p> <p>HS/Junior High: Conrad Anderson, Joe Burk, Stacy Jeffery, Kathleen Johnson, Butch Moening, Chuck Ochocki, Abby Weis, Jim Woodburn.</p> <p>Elementary: Terry Bretoi, Connie Garling, Janelle Johnson, John Laliberte, Kate McCarthy and Jane Stassen.</p> <ul style="list-style-type: none"> • 14 @ \$1,500 	\$21,000	Title Programs

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
IB: Consideration Phase (continued)			
MARCH	Secondary teachers/administrators visit an established Middle Years Programme. <ul style="list-style-type: none"> 8 Sub Days @ \$125 	\$1,000	Junior High Budget
APRIL	One teacher from each elementary building at each grade level, both assistant principals, certified Title teachers, IB Coordinators, and six secondary teachers will attend Level I IB Training. <ul style="list-style-type: none"> PYP: 14 Teachers, 2 Administrators, 2 Coordinators, MYP: 6 Teachers 24 @ \$1,500 	\$36,000	Title Programs
	<u>Curriculum</u>		
SPRING	Work on coordinating curriculum between Crosswinds Middle School and South St. Paul High School. <u>Staffing</u>		
MARCH-APRIL	Finalize Job Description for IB Coordinator positions. Interview and recommend candidates prior to April training.	Beginning 2005-06	
SPRING	Re-evaluate roles and responsibilities of Gifted and Talented Coordinator and Reading Improvement Coordinator. Grant Writer	Not Determined \$5,000	General Fund

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
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IB: Consideration Phase

SUMMER 2005 Staff Development

School Board members and district office personnel attend IB Regional Meetings.

- | | | |
|--|---------|--------------------|
| • 2 Board Members | \$3,000 | Board of Education |
| • 1 Director of Curriculum and Instruction | \$1,500 | C & I |
| • 1 Superintendent | \$1,500 | Superintendent |

Curriculum

Training of trainers for William and Mary Curriculum: Stassen/McCarthy

\$2,500	Staff Development
---------	-------------------

Training for 2-10 Language Arts teachers in William and Mary Curriculum.

\$5,000	C & I
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Collaborative time for development of one PYP unit at each grade level K-6.

7th and 8th grade language arts inter-disciplinary unit development and planning

- | | | |
|--|---------|----------------|
| • 16 Teachers (2 per grade level/2 coordinators) @ \$28.78/hour/15 hours:
Garling/Laliberte | \$6,907 | Title Programs |
| • 8 Teachers, 1 Coordinator @ \$28.78/hour/15 hours: Johnson | \$3,885 | Title Programs |

Curriculum materials will be identified to support the development of the first PYP unit at each grade level (K-6) in each elementary school.

\$50,000	C & I
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Curriculum materials will be identified to support MYP.

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
IB: Candidate Phase: Trial Implementation			
2005-06	<u>Administrative</u>		
	Re-evaluate student schedule for grades 7-12, course offerings for grades 7-10, and graduation requirements.	Unknown	
	Host 2-day PYP consultant visit.		
	Host 2-day MYP consultant visit.		
June	Complete Application B for Lincoln Center, Kaposia Education Center, and Middle Years.		
	<ul style="list-style-type: none"> • 3 @ \$4,500 	\$13,500	District
	<u>Staff Development</u>		
	Continue Level I training for teaching staff.		
	<ul style="list-style-type: none"> • PYP – 28 Teachers @ \$1,500 	\$42,000	Outside Funding
	<ul style="list-style-type: none"> • MYP – 12 Teachers @ \$1,500 	\$18,000	Outside Funding
	Begin Level II training for teaching staff		
	<ul style="list-style-type: none"> • PYP – 14 Teachers @ \$1,500 	\$21,000	Outside Funding
	<ul style="list-style-type: none"> • PYP – 4 Administrators @ \$1,500 	\$6,000	Outside Funding
	<ul style="list-style-type: none"> • MYP – 12 Teachers @ \$1,500 	\$18,000	Outside Funding
	<ul style="list-style-type: none"> • MYP – 6 Administrators @ \$1,500 	\$9,000	Outside Funding
	<u>Curriculum</u>		
	7 th and 8 th grade social studies and language arts implementation.		
	7 th and 8 th grade remaining subject areas planning		
	9 th grade social studies and language arts planning.		
	Implement one PYP inter-disciplinary unit K-6.		
	<u>Staffing</u>		
	IB Coordinators up to 3 FTE (ongoing)	\$150,000	Outside Funding
	Re-evaluate roles and responsibilities of Elementary Media Specialists in areas of curriculum and technology support.		

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
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IB: Candidate Phase: Trial Implementation

SUMMER 2006 Curriculum

Collaborative time for development of two PYP units at each grade level K-6. 16 teachers (2/grade level/2 coordinators) @ \$28.78/hour/15 hours: Garling/Laliberte	\$7,771	Elementary Budget
7 th and 8 th grade all remaining subjects inter-disciplinary unit development and planning 16 teachers, 1 coordinator @\$28.78/hour/15 hours: Johnson	\$7,339	Jr. High Budget
9 th grade planning in social studies and language arts 16 teachers @ \$28.78/hour/15 hours	\$6,907	High School Budget

Curriculum materials will be identified to support the development of the two PYP units at each grade level (K-6) in each elementary school. \$100,000 C & I

Curriculum materials will be identified to support MYP.

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
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IB: Candidate Phase: Trial Implementation

2006-07

Administrative

PYP Exhibition for students in last year of programme (grade 6)

Staff Development

School Board members and district office personnel attend IB Regional Meetings.

\$6,000

Board of Education

Continue Level I training for teaching staff.

- PYP—38 Teachers @ \$1,500

\$57,000

Outside Funding

- MYP—20 Teachers @ \$1,500

\$30,000

Outside Funding

Continue Level II training for teaching staff.

- PYP—14 Teachers @ \$1,500

\$21,000

Outside Funding

- MYP—16 Teachers @ \$1,500

\$24,000

Outside Funding

Begin Level III training for teaching staff.

- PYP—14 Teachers @\$1,500

\$21,000

Outside Funding

- MYP—12 Teachers @ \$1,500

\$18,000

Outside Funding

Curriculum

Require one trimester of language survey for 7th graders and one year of world language for 8th graders. This will require a change in staffing to be more efficient.

Work on planning and implementing remaining subject areas in grades 9 and 10 for next school year.

Full implementation for grades 7 and 8

Staffing

IB Coordinators up to 3 FTE (ongoing)

\$150,000

Outside Funding

Hire Spanish language teachers, one at each elementary building, serving prep time, and teaching students grades second half of two through six and consultation and direct instruction for grades K-1 (ongoing).

\$100,000

General Fund

Media Specialists no longer provide building-wide prep time K-6. They would provide prep/direct instruction to students in grades K-1 and first half of grade 2 along with curriculum support of grades 2-6.

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
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IB: Candidate Phase: Trial Implementation

Summer 2007 Curriculum

Collaborative time for development of three PYP units at each grade level K-6. 16 teachers (2/grade level/2 coordinators) @ \$28.78/hour/30 hours: Garling/Laliberte	\$15,541	Elementary Budget
9 th grade all remaining subjects inter-disciplinary unit development and planning 16 teachers, 1 coordinator @\$28.78/hour/30 hours: Johnson	\$14,678	High School Budget
10 th grade planning in social studies and language arts 8 teachers @ \$28.78/hour/30 hours	\$6,907	High School Budget
Curriculum materials will be identified to support the development of the three PYP units at each grade level (K-6) in each elementary school.	\$150,000	C & I
Planning for remaining subject areas in grades 9 and 10.		

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
2007-08	<u>Staff Development</u>		
	Continue Level I training for teaching staff.		
	<ul style="list-style-type: none"> • PYP—38 teachers @ \$1,500 	\$57,000	Outside Funding
	<ul style="list-style-type: none"> • MYP—32 teachers @ \$1,500 	\$48,000	Outside Funding
	Continue Level II training for teaching staff.		
	<ul style="list-style-type: none"> • 30 teachers @ \$1,500 	\$45,000	Outside Funding
	<u>Curriculum</u>		
	Full implementation for grades 7-10		
	Full implementation for grades K-6		
	<u>Staffing</u>		
	IB Coordinators up to 3 FTE (ongoing)	\$150,000	Outside Funding
	Spanish Specialists (ongoing)	\$100,000	General Fund

TIME LINE	RECOMMENDATIONS	COST	RESOURCE
Summer 2008	<u>Curriculum</u>		
	Ongoing curriculum revisions and improvements	Unknown	C & I
	Ongoing curriculum materials	Unknown	C & I

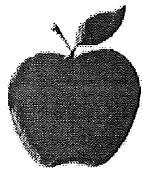
TIME LINE	RECOMMENDATIONS	COST	RESOURCE
2008-09	<u>Administrative</u>		
	IB annual basic fee 3 @ \$3,100 (ongoing)	\$9,300	General Fund
	<u>Staff Development</u>		
	Ongoing training for teaching staff and teachers not yet trained	Unknown	
	<u>Staffing</u>		
	IB Coordinators up to 3 FTE (ongoing)	\$150,000	Outside Funding
	Spanish Specialists (ongoing)	\$100,000	General Fund

APPENDIX

IB PYP Frequently Asked Questions

IB MYP Frequently Asked Questions

Bibliography



South St. Paul
PUBLIC SCHOOLS
SPECIAL SCHOOL DISTRICT NO. 6



The IB Primary Years Programme

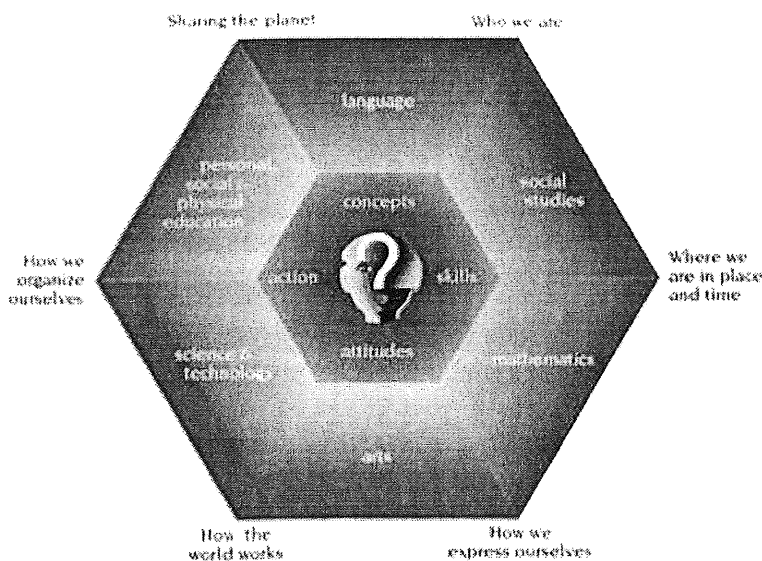
The South St. Paul School District is exploring the feasibility of adopting the International Baccalaureate (IB) Primary Years and Middle Years Programmes (PYP and MYP) in addition to the Diploma Programme (DP) that has been offered at the high school since 1986. The following are frequently asked questions about the MYP:

How is the Primary Years Programme different from other elementary school programmes?

The Primary Years Programme (PYP) provides an educational framework based upon what is currently known about how young children learn. It draws on the best practices in elementary school instruction. The PYP requires all teachers in the school to plan units of instruction and lessons collaboratively around six important themes. The collaboration facilitates a carefully thought-out and sequential development of skills, knowledge

and attitudes, while the organizing themes provide both students and teachers a rich and inviting learning environment in which they can explore. In brief, the six organizing themes are: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; and How we share the planet.

In the PYP, students are taught to understand that learning is about asking questions and looking for answers, which in turn may generate new, and perhaps more complex questions in need of answers. As teachers work with students through this programme of guided inquiry, they also help students understand what their relationship and responsibility is towards what they are learning. In the PYP character-building shares a prominent place alongside learning.



The PYP Curriculum Model

At the centre of the PYP curriculum are five essential elements: knowledge, concepts, skills, attitudes, and action. The aim of the programme is to help students acquire a holistic understanding of six main themes, shown on the outside of the programme model, through the interrelatedness of these essential elements.

ideal tool for learning. While the IBO does not define curriculum content in the Primary Years Programme, it does require all schools to develop their curricula around the following themes each year of the programme: *Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; and How we share the planet.* These themes represent six broad ideas that are seen by the IBO as worthy of exploration by all schools everywhere. Teachers, then, develop units of inquiry around each theme using content knowledge as appropriate and the questions students themselves formulate. A school's programme of inquiry represents an articulated curriculum for the primary grades.

What does the Primary Years Programme mean by "a programme of inquiry"?

The philosophy of the Primary Years Programme is based on a commitment to structured inquiry as an

Does the Primary Years Programme’s “programme of inquiry” allow teachers to continue to teach what they have always taught?

A significant part what teachers have always taught, or what the state or province requires them to teach, can be integrated into the PYP’s programme of inquiry. However, schools may choose to address some parts of the curriculum outside the programme of inquiry framework. Regardless of what parts of the curriculum teachers decide are best taught inside or outside the programme of inquiry, all of their planning and assessing should be informed by the Primary Years Programme’s philosophy.

Can students with special needs participate in the Primary Years Programme?

Yes. IB-authorized schools are expected to involve all of their students in the Primary Years Programme, regardless of their learning needs. The IBO refers to this as a “whole-school approach.” The IBO expects that schools will make any necessary accommodation for students with special needs.

The Primary Years Programme (PYP), for students aged 3 to 12, focuses on the development of the whole child, in the classroom but also in the world outside, through other environments where children learn. It offers a framework that meets children’s several needs: academic, social, physical, emotional and cultural.

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How are students assessed in the Primary Years Programme?

Assessment in the Primary Years Programme is developed by the classroom teacher, rather than by the IBO. The IBO encourages schools to employ a wide range of assessment strategies that are both formative and summative. Any standardized tests required by local or national authorities may form a part of the PYP school’s assessment strategy. The IBO views assessment as needing to be authentic, essential, rich, engaging and feasible, and incorporates students in the evaluative process. Formative assessment is interwoven within the daily learning and helps teachers and students find out what they already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without

the other. Summative assessment takes place at the end of the teaching and learning process and gives students the opportunity to demonstrate what has been learned. The IBO provides guidance on appropriate assessment in the PYP Assessment Handbook.

Do all students in a school have to follow the Primary Years Programme?

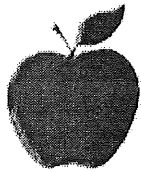
Yes. The IB Primary Years Programme is expressly designed for every student on campus. Schools are expected to implement the PYP using what is referred to as “a whole-school approach,” making appropriate accommodations for students with different learning needs. The IBO believes that all students can find tremendous growth and value in the Primary Years Programme.

Do Primary Years Programme students have to take IB examinations?

There are no IB examinations in the PYP. All student assessment is organized and conducted by the teachers in the school.

For more information about the IB Primary Years Programme...

- Check out the IB website at www.ibo.org
- Contact Connie Garling (Lincoln Center Principal)
(651) 457-9426 or cgarling@sspps.org
- Contact John Laliberte (KEC Principal)
(651) 451-9260 or jlaliberte@sspps.org



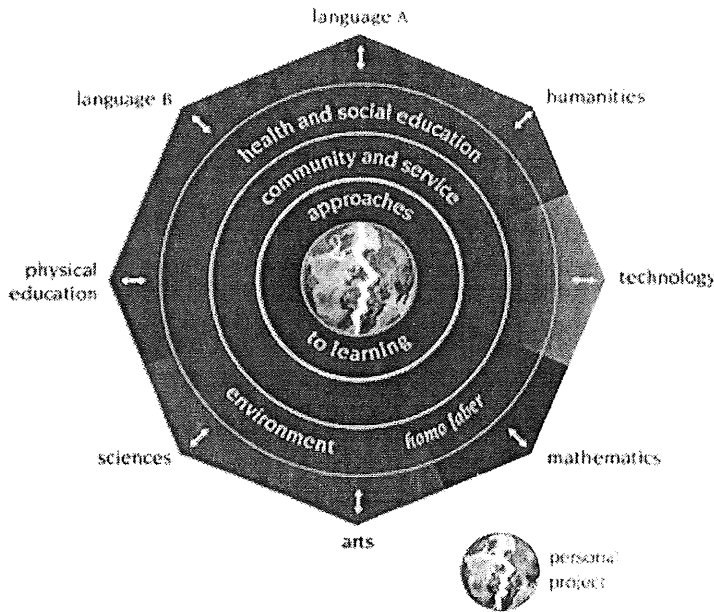
The IB Middle Years Programme

The South St. Paul School District is exploring the feasibility of adopting the International Baccalaureate (IB) Primary Years and Middle Years Programmes (PYP and MYP) in addition to the Diploma Programme (DP) that has been offered at the high school since 1986. The following are frequently asked questions about the MYP:

What is the International Baccalaureate (I.B.) Middle Years Programme?

The Middle Years Programme (MYP) is an educational framework that requires students to study in eight subjects (literature taught in the student's native language, foreign language, social studies, science, math, arts, physical education and technology) in each of the five years the programme lasts. Local, state, provincial, or national, curriculum requirements are the basis of each subject's content. Teachers

present their curriculum focused through the MYP's Areas of Interaction, so that the instructional strategies change, rather than the subject content. The model embodies three fundamental concepts: communication (valuing language acquisition in at least two languages); holistic learning (finding the connections across and within the subjects and grade levels); and internationalism (a growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures).



The MYP Curriculum Model

The MYP provides a thorough study of various disciplines. It also accentuates the interrelatedness of them, acknowledging the role of the subject disciplines and transdisciplinary study.

What grades does the Middle Years Programme encompass?

In most schools in North America, the IB Middle Years Programme is a five-year programme that begins with grade 6 and continues through grade 10. In some schools, such as those in Québec, the MYP begins with grade 7 and continues through grade 11. There are some schools, however, where the MYP is only a four-year programme. In those cases, the programme begins in grade 7 and

continues through grade 10. The decision between a four- or five-year programme is determined by the local educational structures that exist.

Do all students in a school have to follow the Middle Years Programme?

The IBO believes that all students can find tremendous growth and value in the Middle Years Programme. It was designed to be inclusive, meaning that all students should be able to participate in it. Having said that, the IBO recognizes varying local needs and therefore permits schools the flexibility to determine which students it will enroll in the programme.

Do Middle Years Programme students have to take IB examinations?

No. There are no IB examinations in the Middle Years Programme. Instead, classroom teachers design their own examinations, using a common set of IB-designed assessment criteria to mark the examinations. The classroom teachers' marks are reviewed by a team of specially trained MYP teachers from around the world to ensure that the assessment criteria are applied equally to the work of all MYP students.

Does the Middle Years Programme lead directly to the Diploma Programme?

The IB Middle Years Programme (MYP) is an excellent preparation for the Diploma Programme. Many of the concepts, programme elements, and the underlying philosophy found in the MYP are consistent with those found in the Diploma Programme. Nevertheless, the MYP is not a prerequisite. Indeed,

An educational programme needs to provide them with discipline, skills and challenging standards, but also with creativity and flexibility. The IBO builds its programme around these considerations but it is also concerned that students develop a personal value system by which to guide their own lives, as thoughtful members of local communities and the larger world.

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schools and school districts may not offer both the MYP and Diploma Programme. Further, because schools and school districts establish their own enrollment criteria for participating in the Diploma Programme, a student's prior involvement with the MYP is not a guarantee of entry into the Diploma Programme.

Do Middle Years Programme students receive any acknowledgement for their work?

Students who complete the Middle Years Programme may receive an IBO certificate of achievement. While the certificate is not considered a diploma or a school-leaving certificate, it is evidence of a student's good preparation for further studies, such as the IB Diploma or other rigorous programmes. It represents significant achievement and takes into account academic as well as non-academic aspects, such as community service and the creation of a personal project.

How does a school become a Middle Years Programme school and how long does it take?

Schools wishing to offer the Middle Years Programme (MYP) to its students must be officially authorized by the International Baccalaureate Organization (IBO) to do so. Authorization is granted to schools that successfully complete the application process, wherein schools present detailed plans and evidence that they are prepared to offer the complete MYP and have spent at least one full year implementing the programme on a trial basis.

For more information about the IB Middle Years Programme...

- Check out the IB website at www.ibo.org
- Contact Butch Moening (Principal - Grades 9-12)
(651) 457-9402 or bmoening@sspps.org
- Contact Kathleen Johnson (Principal - Grades 7-8)
(651) 457-9403 or kmjohnson@sspps.org

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TESTIMONY IN FAVOR OF THE AMERICAN HERITAGE IN MINNESOTA PUBLIC SCHOOL ACT

HF0867; SF1137

Michael J. Chapman; March 29, 2005

My name is Michael J. Chapman. I am a resident of Eden Prairie, father of two children, a full time technical writer, and an author and education researcher. I am also a collector of rare books and the founder of American Heritage Research. For many years, I have conducted curriculum reviews and given in-service training on teaching accurate, balanced history to educators throughout the nation.

Thank you for the opportunity to speak in favor of House File 0867 (Senate File 1137).

I'd like to begin by reading just a few lines from Concurrent Resolution 129 presented by Senator Lieberman and passed unanimously in the US House and Senate during the 106th congress:

“Whereas basic knowledge of United States history is essential to full and informed participation in civic life...; and citizens who lack knowledge of United States history will also lack an understanding and appreciation of the democratic principles that define and sustain the Nation as a free people...;

Now therefore, be it Resolved that...State officials responsible for higher education...should promote requirements in United States history; and history teachers and educators at all levels should redouble their efforts to bolster the knowledge of US history among students of all ages and to restore the vitality of America's civic memory.” [Congressional Record; June 30,2000, p.S6260-S6261]

The American Heritage in Minnesota Public Schools Act previously passed the Minnesota House twice and is the answer to congress's concurrent resolution. As you have seen from David Barton's testimony, there is an entire segment of our history that is little known or understood. Over the years, I've also found that textbook publishers often omit certain facts of our heritage.

For example, this popular Minnesota textbook is typical of the censorship of religious references in the Mayflower Compact. Notice the ellipses:

“We...do, by these presents [this document] combine ourselves into a civil body politic [group]...to enact, constitute, and frame such just and equal laws...for the general good of the colony...”¹ [as appears in text]

Below is just a portion of what was omitted from the textbook. (The underlined words were those included in the textbook and separated by ellipses):

¹ Smith, United States Government, Teachers Edition, American Guidance Service, Inc., Circle Pines, MN, 2001, p. 1.

“In the name of god, amen. **We** whose names are underwritten, the loyal subjects of...King James, by the grace of God...having undertaken for the glory of God, and advancement of ye Christian faith and honor of our king and country, a voyage to plant ye first colony in ye Northern parts of Virginia, **do by these presents** solemnly & mutually in the presence of God, and one of another, covenant and **combine ourselves together into a civil body politic...**”

The missing language clearly changes the context and emphasis of this important historical document. The Mayflower traveler’s faith in God was obviously a very significant part of why they came to America and sought to establish civil unity.” Why is this language so often left out? The missing language represents important facts from our American history.

Reporting the truth about what was written or what the pilgrims believed is not state-sponsorship of religion; it’s simply accurate history. Leaving it out is nothing but censorship.

Another way that our Founders and their related documents are censored in textbooks is by their words being taken out of context. Contextual censorship of our Founders leads to a faulty understanding of essential principles. The importance of these principles can be seen in the fact that America is the longest standing Constitutional Republic in the history of the world today.

Take for example, applying modern meaning to the 18th century words in the Declaration of Independence not only paint Jefferson in a negative light, but also change the original meaning of the document. This Houghton Mifflin textbook quotation is typical:

“When Jefferson wrote that ‘all men’ were equal, he really meant ‘all citizens.’ Women and blacks were not included.”²

First of all, Jefferson wrote, “all men are *created* equal” and the term “men” was used to denote “mankind” – both *male* and *female* – not the specific gender. Furthermore, Jefferson was a tireless fighter against slavery. In his original draft of the Declaration of Independence, the first and longest complaint was that the King forced the continuation of the slave trade against the wishes of most of our colonies. In Jefferson’s Notes on Virginia (summarized on the wall of the Jefferson Memorial), his words explain his true concern regarding slavery:

“And can the liberties of a nation be thought secure when we have removed their only firm basis; a conviction in the minds of the people that these liberties are the gift of God; that they are not to be violated but with His wrath? Indeed, I tremble for my country, when I realize that God is just, and His justice cannot sleep forever!”³

Another historic figure taken out of context is Alexis De Tocqueville, the French historian and author of “Democracy in America.” He is often discussed in textbooks, but minus his conclusions regarding the influence of religion on America. The Center for Civic Education, authors of the No Child Left Behind funded civics textbook, “We the People,” assigns Tocqueville a faulty conclusion based on his censored work:

² America Will Be, Teachers Edition, Houghton Mifflin 5th grade Social Studies, Boston, 1994, p. 264.

³ Jefferson Notes on Virginia, Writings, Bergh editor, 1905, Vol. II, p. 227.

“Tocqueville...wondered how a society so devoted to materialism and the pursuit of individual self-interest could produce the civic spirit needed for self-government.⁴
[Ellipses in textbook.]

The surrounding text leaves readers with the clear idea that Tocqueville is wondering this about America. The truth, however is that he was referring to Europe in comparison to America. In Tocqueville’s uncensored book, he writes: “*amongst the Americans materialism may be said to hardly exist.*”⁵

Later, on the same page, the textbook author concludes: “...*Good citizenship for Tocqueville, therefore, was nothing other than enlightened self-interest.*” [Emphasis in textbook]. This is nothing but the author’s opinion based on censored text. Tocqueville never used the term “enlightened self-interest,” and his conclusions about America were entirely different. Tocqueville’s own uncensored words reveal the truth:

“The Americans combine the notions of Christianity and of liberty so intimately in their minds, that it is impossible to make them conceive the one without the other; ...”

“There are persons in France who look upon republican institutions only as a means of obtaining grandeur.... When these men attack religious opinions, they obey the dictates of their passions, and not of their interests. Despotism may govern without faith, but liberty cannot.”⁶

This misrepresentation of Tocqueville fits well with the popular redefinition of America’s root principles of government. According to “A More Perfect Union,” a popular 7th grade Minnesota textbook, American government was based upon “Enlightenment principles.” Although few textbooks include footnotes, this particular one explained how it arrived at this conclusion:

According to the textbook, a study of 15,000 quotations from our founding era revealed that the top three sources most often quoted by our founders were philosophers: Baron De Montesquieu, David Hume and John Lock. Attributing these three to the enlightenment movement sweeping Europe, the authors conclude that America must be enlightenment-based.⁷

Unfortunately, the authors ignore important facts from the original study. Not mentioned in the textbook, but revealed in the actual study, the HISTORICAL FACTS are that the Bible was directly quoted by our founders TWICE as often as the top three individuals combined!⁸ Ignoring

⁴ We the People, CCE, Calabasas, CA, 10th printing, 2002, p. 191

⁵ Tocqueville, *Democracy in America*, trans by Reeve, Century Co., NY, 1898, Vol II, p. 167.

⁶ *Ibid.*, Vol. I, p. 392 – 393.

⁷ A More Perfect Union, HMSS, 8th grade textbook, Boston, 1991, p. 83 & 109.

⁸ Lutz, *The Origins of American Constitutionalism*, Louisiana State University Press, 1988, p. 141 – 142. Not only did the textbook ignore the Bible, it also skipped over Sir William Blackstone and listed Hume instead. “Blackstone’s Commentaries on the Law” served 160 years as America’s Law textbook. It was Blackstone that defined the phrase, “The Laws of Nature and of Natures God” mentioned in our Declaration of Independence as “the will of God.” Further, Blackstone explains: “... This law of nature dictated by God Himself is of course superior in obligation to any other law. This law of nature is binding over all the globe, in all countries at all times. No human laws are of any validity if they are contrary to this...No human law is to contradict this law of nature and natures God found in the Holy Scripture.” [Blackstone, *Commentaries on the Laws of England*, Vol I, Clarendon Press, Oxford, 1765, pp. 41-42]

Furthermore, based upon the quotations our founders chose regarding the other two individuals, the study concludes: “*When it came to building and running civil societies, few American Whigs in the 1770s saw any conflict between what they read in Locke or Montesquieu and what they read in the Bible.*”, Lutz, *Origins...*, p. 140.

this fact, the textbook concludes about the American Founders: "*Here they were, the first people in history to have the chance to create an entirely new government based on Enlightenment principles.*"⁹ The uncensored study clearly shows that the Bible had much more influence on our founding than did the principles of the enlightenment.

The French Revolution, which *was* based on enlightenment principles, led to anarchy and the reign of terror and finally to the dictatorship of Napoleon. France has been through seven completely different forms of government since its revolution. America alone has remained a stable nation and is now the longest running constitutional republic in history.

The credit goes to America's founding charter: The Declaration of Independence. Lately, the Declaration has been demoted or snipped entirely from study. Current textbooks present it as nothing more than an announcement or a list of grievances to justify our separation from England. Erich Martel, for example, a High School History teacher from Washington DC, has called it an "*historical error*" to consider the Declaration a *founding document that sets forth guiding principles for our nation...*" explaining: "*The Declaration is only symbolically a founding document, since it proclaimed independence. It has no legal status and establishes no rights or duties.*"¹⁰

The Declaration of Independence was more than just a proclamation and list of grievances. It was a statement of principles that our founders believed to be timeless and true. Among these was the belief that our rights come from a Creator God and apply equally to all mankind, and therefore government's primary duty is to secure those Creator-given rights. The Declaration contains 12 such principles that are nowhere found in the Constitution itself.

John Quincy Adams explained the relationship between the Declaration and Constitution at the 50th anniversary of the Inauguration of George Washington:

"Now the virtue which had been infused into the Constitution of the United States... was no other than the concretion of those abstract principles which had been first proclaimed in the Declaration of Independence – namely, the self-evident truths of the natural and unalienable rights of man... and dissolvent sovereignty of the people, always subordinate to the Supreme Ruler of the universe.... This was the platform upon which the Constitution of the United States had been erected. It's VIRTUES, its republican character, consisted in its conformity to the principles proclaimed in the Declaration of Independence."¹¹

The Constitution, then, were the working papers "*written in order to form a more perfect union*" that put the Declaration principles into action. Without that understanding, the Constitution can be made to say anything – even without amendment. And that, unfortunately, is what the textbook publishers seem to believe. Houghton Mifflin's textbook, "A More Perfect Union" has a heading title, "Change Without Amendment" and explains:

⁹ A More Perfect Union, HMSS, p. 83

¹⁰ Posted testimony on MDE website during Social Studies Standards debate, 2004.

¹¹ J.Q. Adams, Jubilee of the Constitution. A Discourse..., New York, Samuel Colman VIII, publisher, 1839, p. 54.

“The Constitution is not a rigid document. ...By unofficial [change] method is meant, first, the Supreme Court’s interpretation of the Constitution, which differs sometimes from court to court, depending on the view of new justices.”¹²

Without the understanding that our rights come from God, the only thing left is to believe that our rights come from the *government* itself (or, in the case above, the Supreme Court).

Many textbook authors actually come to that conclusion. For example, AGS, Inc’s textbook, “United States Government,” asks the question: “*May citizens enjoy rights that are not listed in the Bill of Rights?*” According to the Teacher’s Edition, the proper answer is “NO”¹³ – In other words, you have no rights unless specifically granted by a government document.

This is a terribly false statement – especially in light of the uncensored 9th and 10th amendments,¹⁴ which clearly prove the opposite true – that all non-listed rights are “retained by the *people*.” Our Constitution is a document that *limits* the power of the federal government by specifically enumerating what *it* has the authority to do. Access to original and complete documents would assure that students are exposed to historical facts and more able to freely discern for themselves any misinterpretations from any source.

The Universal Declaration of Human Rights is gaining popularity among textbook authors as the greater document over America’s Bill of Rights, (See: “We the People” by the CCE, for example). However, the Universal Declaration is a document that gives all power to government and limits the rights of people. After listing what rights you may have, Article 29.3 takes them away: “*These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.*”

The “We the People” textbook, written by the CCE does not focus a single lesson on the 2nd, 9th or 10th amendments while demoting the Bill of Rights as an 18th century relic; nor does it highlight Article 29.3 of the Universal Declaration of Human Rights as it is venerated. These lessons seem to be taking hold. A distraught mother gave me a copy of her daughter’s quiz that showed her “correct” answer: “*Our government has absolute authority over the citizens!*” [see attachment]

In conclusion:

If we expect our children – the future voters, citizens, representatives, and defenders of America – to understand and cherish American principles of Liberty, we must ensure them access to the original documents and writings of our Founders.

Study after study reveals a deplorable lack of American history-knowledge among our students. Yet there is an interesting correlating fact that Minnesota's 250 pages of rules governing the licensing of teachers require ALL TEACHERS (even gym teachers) to "understand the cultural content, world view, and concepts [of] Indian Tribal Government," and the "vital role of the

¹² A More Perfect Union; p. 396.

¹³ Smith, United States Government, p. 238.

¹⁴ I mentioned the *uncensored* 9th and 10th amendments since these seem missing from any meaningful discussion in most textbooks. See Quist, Textbook Review of “We the People” by the CCE, available at www.Edwatch.org, for example.

American Indian value system...."¹⁵ There is nothing wrong with studying Native American History, but those same rules do not likewise require, even among our History Teachers, an understanding of *America's founding principles, world view, or the vital role of our Founder's value system.*

The preamble to our Minnesota State Constitution says that we are "grateful to God for our Civil and Religious liberty." How can the people of the state of Minnesota perpetuate those blessings if we continue to censor its founding and source?

The purpose of this Bill is to go the extra step beyond the basic and general framework of the recently passed social studies standards by ending that censorship and proactively ensuring that our children have full access to our Founding Principles of Freedom.

America's education system has traditionally been about the free exchange of ideas. This Bill in no way threatens that tradition, but rather guarantees it, by eliminating the censorship of our history based upon religious writings. It simply seeks to balance history with the too often missing perspective from the Founders' documents of ideas.

President Woodrow Wilson once explained: "A nation which does not remember what it was yesterday, does not know what it is today nor what it is trying to do." Likewise, James Russell Lowell once said: "How long will the American Republic endure? As long as the ideas of the men who founded it continue dominant."

Thank you for considering this important bill meant to pass on the ideas that will perpetuate the blessings of civil and religious liberty for your children and mine.

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¹⁵ Taken from the passed - Proposed Rules Governing the Licensing of Teachers, p.7, Sec. 8710.2000, Subp. 4G; also p. 165, D.(4)