

## Knowledge: what do we want students to know about?

### PYP transdisciplinary themes:

#### Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

#### Where we are in time and place

An inquiry into our orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

#### How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, cultural beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

#### How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

#### How we organise ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. of the world of work, its nature and its value; of employment and unemployment and their impact.

#### How we share the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

**Concepts:** what do we want students to understand?

### **Form**

**Key question**

What is it like?

**Definition**

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

**Examples of related concepts**

Properties, structure, similarities, differences, pattern

### **Function**

**Key question**

How does it function?

**Definition**

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

**Examples of related concepts**

Behavior, communication, pattern, role, systems

### **Causation**

**Key question**

Why is it like it is?

**Definition**

The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.

**Examples of related concepts**

Consequences, sequences, pattern, impact

### **Change**

**Key question**

How is it changing?

**Definition**

The understanding that change is the process of movement from one state to another, it is universal and inevitable.

**Examples of related concepts**

Adaptation, growth, cycles, sequences, transformation

## **Connection**

- Key question** How is it connected to other things?
- Definition** The understanding that we live in a world of interacting systems in which the action of any individual element affect others.
- Examples of related concepts** Systems, relationships, networks, homeostasis, interdependence

## **Perspective**

- Key question** What are the points of view?
- Definition** The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
- Examples of related concepts** Subjectivity, truth, beliefs, opinion, prejudice

## **Responsibility**

- Key question** What is our responsibility?
- Definition** The understanding that people make choices based on their understandings and the actions they take as a result do make a difference.
- Examples of related concepts** Rights, citizenship, values, justice, initiative

## **Reflection**

- Key question** How do we know?
- Definition** The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning and the quality and the reliability of the evidence we have considered.
- Examples of related concepts** Review, interpretation, evidence, responsibility, behavior

**Skills:** what do we want students to be able to do?

### **Thinking skills**

<b>Acquisition of knowledge</b>	Gaining specific facts, ideas, vocabulary; remembering in a similar form.
<b>Comprehension</b>	Grasping meaning from material learned; communicating and interpreting learning.
<b>Application</b>	Making use of previously acquired knowledge in practical or new ways.
<b>Analysis</b>	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.
<b>Synthesis</b>	Combining parts to create wholes; creating designing, developing and innovating.
<b>Evaluation</b>	Making judgments or decisions based on chosen criteria; standards and conditions.
<b>Dialectical thought</b>	Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view.
<b>Metacognition</b>	Analyzing one's own and others' thought processes; thinking about how one thinks and how one learns.

### **Social Skills**

<b>Accepting responsibility</b>	Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.
<b>Respecting others</b>	Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.
<b>Cooperating</b>	Working cooperatively in a group; being courteous to others; sharing materials; taking turns.
<b>Resolving conflict</b>	Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.

<b>Group decision-making</b>	Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.
<b>Adopting a variety of group roles</b>	Understanding what behavior is appropriate in a given situation of and acting accordingly; being a leader in some circumstances, a follower in others.

### **Communication skills**

<b>Listening</b>	Listening to directions; listening to others; listening to information.
<b>Speaking</b>	Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.
<b>Reading</b>	Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusion.
<b>Writing</b>	Interpreting and analyzing visuals and multimedia; understanding the ways in which image and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.
<b>Viewing</b>	Interpreting and analyzing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.
<b>Presenting</b>	Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.
<b>Non-verbal communication</b>	Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.

### **Self-management skills**

<b>Gross motor skills</b>	Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.
<b>Fine motor skills</b>	Exhibiting skills in which precision in delicate muscle systems is required.

<b>Spatial awareness</b>	Displaying a sensitivity to the position of objects in relation to oneself or each other.
<b>Organization</b>	Planning and carrying out activities effectively.
<b>Time management</b>	Using time effectively and appropriately.
<b>Safety</b>	Engaging in personal behavior that avoids placing oneself or others in danger or at risk.
<b>Healthy lifestyle</b>	Making informed choices to achieve a balance in nutrition rest, relaxation and exercise; practicing appropriate rules or operating procedures of groups of people.
<b>Informed choices</b>	Selecting an appropriate course of action or behavior based on fact or opinion.

### **Research skills**

<b>Formulating questions</b>	Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.
<b>Observing</b>	Using all the senses to notice relevant details.
<b>Planning</b>	Developing a course of action; writing an outline; devising ways of finding out necessary information.
<b>Collecting data</b>	Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.
<b>Recording data</b>	Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.
<b>Organizing data</b>	Drawing conclusions from relationships and patterns that emerge from organized data.
<b>Present research findings</b>	Effectively communicating what has been learned; choosing appropriate media.

**Attitudes:** what do we want students to feel, value and demonstrate?

In PYP schools, students should demonstrate:

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