

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

Acquisition of knowledge	Gaining specific facts, ideas, vocabulary; remembering in a similar form.
Comprehension	Grasping meaning from material learned; communicating and interpreting learning.
Application	Making use of previously acquired knowledge in practical or new ways.
Analysis	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.
Synthesis	Combining parts to create wholes; creating designing, developing and innovating.
Evaluation	Making judgments or decisions based on chosen criteria; standards and conditions.
Dialectical thought	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.
Metacognition	Analyzing one's own and others' thought processes; thinking about how one thinks and how one learns.

Social Skills

Accepting responsibility	Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.
Respecting others	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.
Cooperating	Working cooperatively in a group; being courteous to others; sharing materials; taking turns.
Resolving conflict	Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.

Group decision-making	Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.
Adopting a variety of group roles	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

Listening	Listening to directions; listening to others; listening to information.
Speaking	Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.
Reading	Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusion.
Writing	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.
Viewing	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.
Presenting	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.
Non-verbal communication	Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.

Self-management skills

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

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

Research skills

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

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