# KEEPING THE PYP SIMPLE

## TRANSDISCIPLINARY THEMES

### Who We Are
AN INQUIRY INTO IDENTITY AS INDIVIDUALS AND AS PART OF A COLLECTIVE THROUGH:
* PHYSICAL, EMOTIONAL, AND SPIRITUAL HEALTH AND WELL-BEING
* RELATIONSHIPS AND BELONGING
* LEARNING AND GROWING

### How the World Works
AN INQUIRY INTO THE UNDERSTANDINGS OF THE WORLD AND PHENOMENA THROUGH:
* PATTERNS, CYCLES, SYSTEMS
* DIVERSE PRACTICES, METHODS, AND TOOLS
* DISCOVERY, DESIGN, INNOVATION, POSSIBILITIES, AND IMPACTS

### Where We Are in Place and Time
AN INQUIRY INTO HISTORIES AND ORIENTATION IN PLACE, SPACE, AND TIME THROUGH:
* PERIODS, EVENTS, AND ARTIFACTS
* COMMUNITIES, HERITAGE, CULTURE, AND ENVIRONMENT
* NATURAL AND HUMAN DRIVERS OF MOVEMENT, ADAPTATION, AND TRANSFORMATION

### How We Organise Ourselves
AN INQUIRY INTO SYSTEMS, STRUCTURES, AND NETWORKS THROUGH:
* INTERACTIONS WITH AND BETWEEN SOCIAL AND ECOLOGICAL SYSTEMS
* APPROACHES TO LIVELIHOODS AND TRADE PRACTICES: INTENDED AND UNINTENDED CONSEQUENCES
* REPRESENTATION, COLLABORATION, AND DECISION-MAKING

### How We Express Ourselves
AN INQUIRY INTO THE DIVERSITY OF VOICE, PERSPECTIVES, AND EXPRESSION THROUGH:
* INSPIRATION, IMAGINATION, CREATIVITY
* PERSONAL, SOCIAL, AND CULTURAL NOTES AND PRACTICES OF COMMUNICATION
* INTENTIONS, PERCEPTIONS, INTERPRETATIONS, AND RESPONSES

### Sharing the Planet
AN INQUIRY INTO THE INTERDEPENDENCE OF HUMAN AND NATURAL WORLDS THROUGH:
* RIGHTS, RESPONSIBILITIES, AND DIGNITY OF ALL
* PATHWAYS TO JUST, PEACEFUL, AND REIMAGINED FUTURES
* NATURE, COMPLEXITY, COEXISTENCE, AND WISDOM

## THE SPECIFIED CONCEPTS

SPECIFIED CONCEPTS ARE A STARTING POINT. THEY HELP TO FRAME A UNIT OF INQUIRY AND DRIVE LEARNING EXPERIENCES. WHEN THESE CONCEPTS ARE EXPLORED AS THROUGH QUESTIONS, THE INQUIRY IS PURPOSEFUL AND MANAGEABLE. THE QUESTIONS ASSOCIATED WITH THE SPECIFIED CONCEPTS REPRESENT AN INTRODUCTION TO A WAY OF THINKING ABOUT LEARNING AND TEACHING. THEY CAN BE USED IN ANY ORDER AND AS REGULARLY AS THE LEARNERS AND EDUCATORS REQUIRE. THERE CAN BE MORE THAN ONE SPECIFIED CONCEPT IN AN INQUIRY.
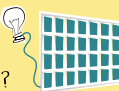
### FORM
What is it like?
THE UNDERSTANDING THAT EVERYTHING HAS A FORM WITH RECOGNIZABLE FEATURES THAT CAN BE OBSERVED, IDENTIFIED, DESCRIBED AND CATEGORIZED.

* PROPERTIES
* STRUCTURE
* SIMILARITIES
* DIFFERENCES
* PATTERN

### FUNCTION
How does it work?
THE UNDERSTANDING THAT EVERYTHING HAS A PURPOSE, A ROLE OR A WAY OF BEHAVING THAT CAN BE INVESTIGATED.

* BEHAVIOUR
* COMMUNICATION
* PATTERN
* ROLE
* SYSTEMS

### CAUSATION
Why is it as it is?
THE UNDERSTANDING THAT THINGS DO NOT JUST HAPPEN; THERE ARE CAUSAL RELATIONSHIPS AT WORK, AND THAT ACTIONS HAVE CONSEQUENCES.

* CONSEQUENCES
* SEQUENCES
* PATTERN
* IMPACT

### CHANGE
How is it transforming?
THE UNDERSTANDING THAT CHANGE IS THE PROCESS OF MOVEMENT FROM ONE STATE TO ANOTHER. IT IS UNIVERSAL AND INEVITABLE.

* ADAPTATION
* GROWTH
* CYCLES
* SEQUENCES
* TRANSFORMATION

### CONNECTION
How is it linked to other things?
THE UNDERSTANDING THAT WE LIVE IN A WORLD OF INTERACTING SYSTEMS IN WHICH THE ACTIONS OF ANY INDIVIDUAL ELEMENT AFFECT OTHERS.

* SYSTEMS
* RELATIONSHIPS
* NETWORKS
* HOMEOSTASIS
* INTERDEPENDENCE

### PERSPECTIVE
What are the points of view?
THE UNDERSTANDING THAT KNOWLEDGE IS MODERATED BY DIFFERENT POINTS OF VIEW WHICH LEAD TO DIFFERENT INTERPRETATIONS, UNDERSTANDINGS AND FINDINGS; PERSPECTIVES MAY BE INDIVIDUAL, GROUP, CULTURAL OR SUBJECT-SPECIFIC.

* SUBJECTIVITY
* TRUTH
* BELIEFS
* OPINION
* PREJUDICE

### RESPONSIBILITY
What are our obligations?
THE UNDERSTANDING THAT PEOPLE MAKE CHOICES BASED ON THEIR UNDERSTANDINGS, BELIEFS AND VALUES, AND THE ACTIONS THEY TAKE AS A RESULT DO MAKE A DIFFERENCE.

* RIGHTS
* CITIZENSHIP
* VALUES
* JUSTICE
* INITIATIVE

## ADDITIONAL CONCEPTS

ALONGSIDE THE SPECIFIED CONCEPTS, ADDITIONAL CONCEPTS ARE EXPLORED WITHIN AND OUTSIDE OF UNITS OF INQUIRY. FOR EXAMPLE, ALL SUBJECTS HAVE CONCEPTS THAT REFLECT THE NATURE OF THE SUBJECT. IN SCIENCE, "ADAPTATION" COULD BE A CONCEPT CONNECTED TO THE SPECIFIED CONCEPT OF "CHANGE"; IN INDIVIDUALS AND SOCIETIES, "SUSTAINABILITY" COULD BE A CONCEPT ASSOCIATED WITH "CHANGE AND RESPONSIBILITY".

**EXAMPLES**

## LEARNING PROGRESSIONS
* OBSERVATION • ROLE-TAKING
* QUESTIONING • TURN-TAKING
* DECISION MAKING

## AGENCY

### VOICE
* students question, guide and direct learning
* students propose and initiate action
* students participate in decision making

### CHOICE
* students co-construct learning goals
* students engage with multiple perspectives

### OWNERSHIP
* students define own learning goals
* students reflect on own learning goals
* student ideas are supported throughout planning and taking action.

## Action

CHOOSE
REFLECT
ACT

SWITCH OFF THE LIGHTS WHEN LEAVING THE ROOM
ALWAYS FINISH YOUR FOOD
BRING YOUR OWN BOTTLE TO SCHOOL

USE LESS PAPER

### PARTICIPATION
contributing as individual or group

### ADVOCACY
action to support social / environmental / political change

### SOCIAL JUSTICE
relation to rights, equality and equity, social well-being and justice

### SOCIAL ENTREPRENEURSHIP
innovative, resourceful and sustainable social change

### LIFESTYLE CHOICES
eg. consumption, impact of choices

## LEARNER PROFILE ATTRIBUTES

* INQUIRERS
* KNOWLEDGEABLE
* THINKERS
* COMMUNICATORS (你好 / hello)
* PRINCIPLED (The Easy Thing / The Right Thing)
* OPEN-MINDED
* CARING
* RISK-TAKERS
* BALANCED
* REFLECTIVE

## CENTRAL IDEA
STATEMENTS THAT DEFINE THE POTENTIAL SCOPE OF AN INQUIRY

### LINES OF INQUIRY
THE PRIMARY CONCEPTUAL LENS THAT FRAMES THE TRANSDISCIPLINARY UNIT OF INQUIRY AND SUPPORT STUDENTS' CONCEPTUAL UNDERSTANDINGS OF THE TRANSDISCIPLINARY THEME UNDER WHICH IT IS SITUATED

| THE LEARNER | LEARNING AND TEACHING | THE LEARNING COMMUNITY |
|---|---|---|
| AGENCY | TRANSDISCIPLINARY LEARNING | COMMUNITY OF LEARNERS |
| EARLY LEARNER | APPROACHES TO LEARNING | INTERNATIONAL MINDEDNESS |
| LEARNER PROFILE | INQUIRY | LEADERSHIP |
| ACTION | CONCEPTS | COLLABORATION |
| THE EXHIBITION | DEVELOPING A PROGRAMME OF INQUIRY | LEARNING ENVIRONMENTS |
| | ASSESSMENT | TECHNOLOGY |
| | LANGUAGE | |

## APPROACHES TO LEARNING

### SOCIAL SKILLS
* Developing positive interpersonal relationships and collaboration skills
* Developing social-emotional intelligence

### RESEARCH SKILLS
* Information-literacy skills
* Media-literacy skills
* Ethical use of media/information

### THINKING SKILLS
* Critical-thinking skills
* Creative-thinking skills
* Transfer skills
* Reflection/metacognitive skills

### COMMUNICATION SKILLS
* Exchanging-information skills
* Literacy skills
* ICT skills

### SELF-MANAGEMENT SKILLS
* Organization skills
* States of mind

## APPROACHES TO TEACHING
* BASED ON INQUIRY
* FOCUSED ON CONCEPTUAL UNDERSTANDING
* DEVELOPED IN LOCAL AND GLOBAL CONTEXTS
* FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION
* DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS
* INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

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