



BEING INTERNATIONALLY MINDED @ KUNYUNG PS

What we want students to learn

The IB PYP Written Curriculum

INTERNATIONAL BACCALAUREATE (IB) Mission Statement



The International Baccalaureate 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 organization 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'

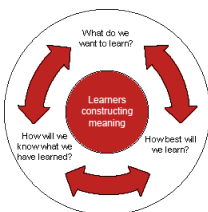
IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



IB learners strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> 	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> 	<p>RISK-TAKERS- COURAGEOUS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> 	<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> 	<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> 
<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> 	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> 	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>	<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> 	<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>



OUR LEARNING CYCLE

What is the written curriculum?




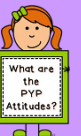

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action.

WRITTEN CURRICULUM

What do we want to learn?







The ESSENTIAL ELEMENTS of our curriculum are:

<p>1. KNOWLEDGE Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.</p> 	<p>2. CONCEPTS Powerful ideas that have relevance within the subject areas but also transcend them and students must explore and re-explore in order to develop a coherent, in-depth understanding.</p> 	<p>3. SKILLS Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.</p> 	<p>4. ATTITUDES Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.</p> 	<p>5. ACTION Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.</p> 
---	--	---	---	---

1. KNOWLEDGE

What do we want students to know about?

TRANSDISCIPLINARY THEMES

<p>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.</p> 	<p>WHERE WE ARE IN PLACE & TIME An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> 	<p>HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> 	<p>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.</p>	<p>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.</p>	<p>SHARING 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 relationship within and between them; access to equal opportunities; peace and conflict resolution.</p> 
--	--	---	--	---	---






2. CONCEPTS

What do we want students to understand?

<p>FORM <i>What is it like?</i> The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.</p>	<p>FUNCTION <i>How does it work?</i> The understanding that everything has a purpose, a role or a way of behaving that can be investigated.</p>	<p>CAUSATION <i>Why is it like it is?</i> The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.</p>	<p>CHANGE <i>How is it changing?</i> The understanding that change is the process of movement from one state to another. It is universal and inevitable.</p>	<p>CONNECTION <i>How is it connected to other things?</i> The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.</p>	<p>PERSPECTIVE <i>What are the points of view?</i> 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.</p>	<p>RESPONSIBILITY <i>What is our responsibility?</i> The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.</p>	<p>REFLECTION <i>How do we know?</i> 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.</p>
---	--	---	---	---	--	---	---








3. SKILLS

What do we want students to be able to do?

<p>THINKING SKILLS</p> <p>Acquisition of knowledge Gaining specific facts, ideas, vocabulary; remembering in a similar form.</p> <p>Comprehension Grasping meaning from material learned; communicating and interpreting learning.</p> <p>Application Making use of previously acquired knowledge in practical or new ways.</p> <p>Analysis Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.</p> <p>Synthesis Combining parts to create wholes; creating, designing, developing and innovating.</p> <p>Evaluation Making judgments or decisions based on chosen criteria; standards and conditions.</p> <p>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.</p> <p>Metacognition Analysing one's own and others' thought processes; thinking about how one thinks and how one learns.</p> 	<p>SOCIAL SKILLS</p> <p>Accepting responsibility Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.</p> <p>Respecting others Listening sensitively to others; making decisions based on fairness and equality; recognising that others' beliefs viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.</p> <p>Cooperating Working cooperatively in a group; being courteous to others; sharing materials; taking turns.</p> <p>Resolving conflict Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.</p> <p>Group decision-making Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.</p> <p>Adopting a variety of group roles Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.</p> 	<p>COMMUNICATION SKILLS</p> <p>Listening Listening to directions; listening to others; listening to information.</p> <p>Speaking Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.</p> <p>Reading Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.</p> <p>Writing Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.</p> <p>Viewing Interpreting and analysing 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.</p> <p>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.</p> <p>Non-verbal communication Recognising the meaning of visual and kinesthetic communication; recognising and creating signs; interpreting and utilizing symbols.</p>	<p>SELF-MANAGEMENT SKILLS</p> <p>Gross motor skills Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.</p> <p>Fine motor skills Exhibiting skills in which precision in delicate muscle systems is required.</p> <p>Spatial awareness Displaying a sensitivity to the position of objects in relation to oneself or each other.</p> <p>Organization Planning and carrying out activities effectively.</p> <p>Time management Using time effectively and appropriately.</p> <p>Safety Engaging in personal behaviour that avoids placing oneself or others in danger or at risk.</p> <p>Healthy lifestyle Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.</p> <p>Codes of behaviour Knowing and applying appropriate rules or operating procedures of groups of people.</p> <p>Informed choices Selecting an appropriate course of action or behaviour based on fact or opinion.</p> 	<p>RESEARCH SKILLS</p> <p>Formulating questions Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.</p> <p>Observing Using all the senses to notice relevant details.</p> <p>Planning Developing a course of action; writing an outline; devising ways of finding out necessary information.</p> <p>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.</p> <p>Recording data Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.</p> <p>Organizing data Sorting and categorising information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.</p> <p>Interpreting data Drawing conclusions from relationships and patterns that emerge from organised data.</p> <p>Presenting research findings Effectively communicating what has been learned; choosing appropriate media.</p>
---	--	--	---	---

4. ATTITUDES

What do we want students to feel, value and demonstrate?

<p>EMPATHY</p> <p>Projecting themselves into another's situation, in order to understand his/her thoughts, reasons and emotions.</p> 	<p>CONFIDENCE</p> <p>Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.</p> <p>- WALT DISNEY</p> <p>THE SECRET OF MAKING GREAT THINGS THAT CAN BE REMEMBERED IN HEARTS, IS NOT IN GENIUS, CONFIDENCE, COURAGE AND CONSCIENCE, AND THE GREATEST OF THESE IS CONFIDENCE.</p>	<p>CREATIVITY</p> <p>Being imaginative in our thinking and approach to problems and dilemmas.</p> <p>"CREATIVE" people are curious, flexible, open-minded, playful, and independent, with a tremendous spirit of adventure.</p> <p>"A love of ability."</p> <p>HELEN MERRILL</p>	<p>ENTHUSIASM</p> <p>Enjoying learning and willingly putting the effort into the process.</p> 	<p>RESPECT</p> <p>Having consideration of ourselves, others and the world around them</p> 	<p>INDEPENDENCE</p> <p>Thinking and acting by oneself. Making their own judgements based on reasoned principles and being able to defend their judgements.</p> <p>AND WHEN YOU GET THE CHOICE TO SIT IT OUT OR DANCE I HOPE YOU DANCE</p>
<p>CURIOSITY</p> <p>Wanting to learn about the world, its people and cultures.</p> <p>curiosity</p> <p>We keep moving forward opening new doors doing new things because we're curious</p> <p>curiosity</p> <p>keeps leading us down new paths</p> <p>Walt Disney</p>	<p>CO-OPERATION</p> <p>Working together and leading or following as the situation demands.</p> 	<p>TOLERANCE</p> <p>Feeling sensitivity towards differences and diversity the world and being responsive to the needs of others.</p> 	<p>APPRECIATION</p> <p>Being grateful for the wonder of the world and its people.</p> 	<p>COMMITMENT</p> <p>Sticking to a task until its complete, and showing self-discipline and responsibility.</p> <p>It always seems impossible until it is DONE.</p>	<p>INTEGRITY</p> <p>Having a firm sense of fairness and honesty</p> 

5. ACTION

How do we want students to act?

Effective action:

- ; Should be modelled by the adults in the school community—the action in which schools may engage will be based on the needs of the school community and the local community
- ; Should be voluntary and involve students in exercising their own initiative
- ; Is best grounded in the students' concrete experiences
- ; Is most beneficial to the students when they are able to witness the outcomes
- ; Usually begins in a small way and arises from genuine concern and commitment
- ; Should include anticipation of consequences, and accepting of responsibility
- ; May require appropriate adult support in order to facilitate students' efforts and to provide them with alternatives and choices.

References:
 IB (2009) Making the PYP Happen in Classrooms
 IB (2013) What is an IB education?



"An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process"