

# Warren T. Jackson Elementary PYP at a Glance

## TRANSDISCIPLINARY THEMES:

### WHAT DO WE WANT TO KNOW ABOUT?

**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 place and time** - An inquiry into 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, nature, culture, 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 organize 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.

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

## APPROACHES TO LEARNING:

### WHAT DO WE WANT TO BE ABLE TO DO?

- **Thinking Skills** - Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition
- **Social Skills** - Accepting responsibility, respecting others, Cooperating, resolving conflict, Group decision-making, Adopting a variety of group roles
- **Communication Skills** - Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication
- **Self-Management Skills** - Gross motor skills, Fine motor skills, Spatial awareness, Organization, Time management, Safety, Healthy life style. Codes of behavior, Informed choices
- **Research Skills** - Formulating questions, Observing, Planning, collecting data, recording data, organizing data, Interpreting data. Presenting research findings

## CONCEPTS:

### WHAT DO WE WANT TO UNDERSTAND?

**Form - What is it like?** The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

**Function - How does it work?** The understanding that everything has a purpose, a role or way of behaving that can be investigated.

**Causation - Why is it like this?** The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

**Change - How is it changing?** The understanding that change is the process of movement from one state to another. It is universal and inevitable.

**Connection - How is it connected to other things?** The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

**Perspective - What are the points of view?** 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.

**Responsibility - What is our responsibility?** The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

**Reflection - How do we know?** The understanding that there are different ways of knowing and that it is important to reflect on our conclusion, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.

## ACTION:

### HOW DO WE WANT TO ACT?



## LEARNER PROFILE:

### WHAT DO WE WANT TO EMBODY?

**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.

**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.

**Thinkers**: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**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.

**Risk-Takers**: 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.

**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.

**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.

**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.

**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.

**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.