

Grade 1 Coffee Meeting

Monday, March 9, 2020

Word Sort

With others, sort the words into categories.

You choose how to organise the words.

Elements of the PYP

Knowledge

Concepts

Approaches to Learning (Transdisciplinary Skills)

Action

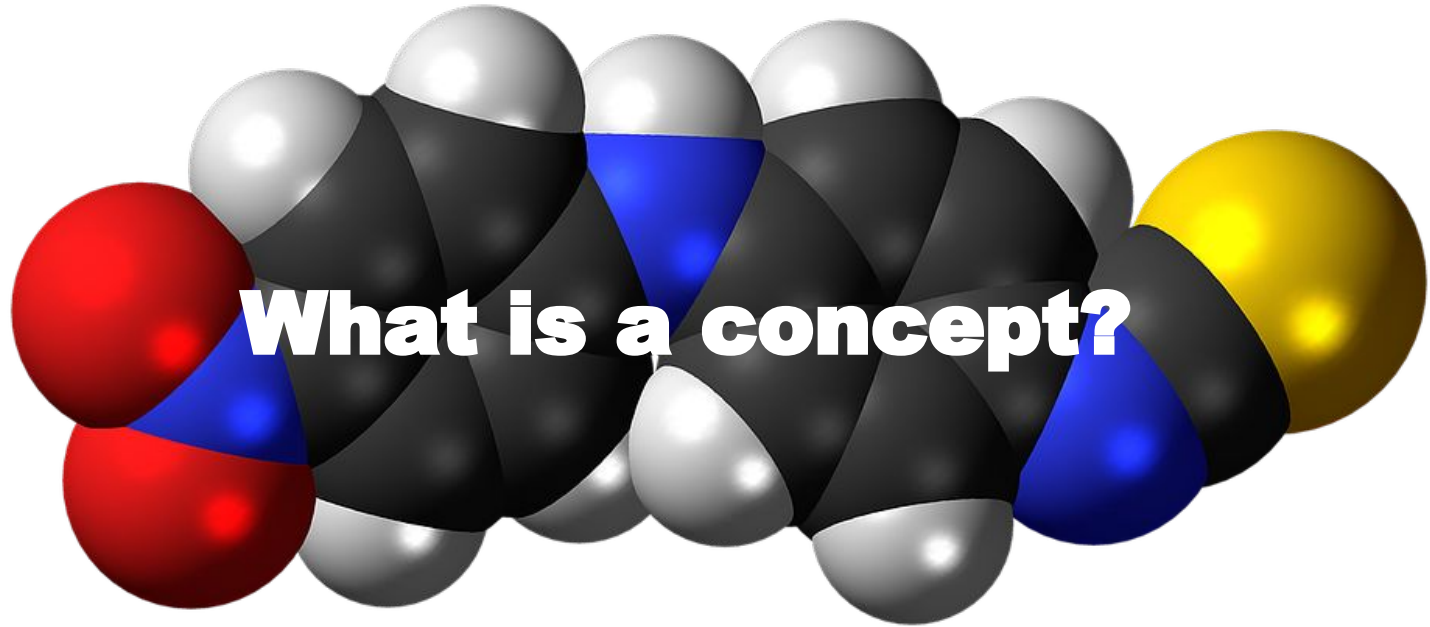
*Essential Elements
resonate throughout the
entire curriculum.*



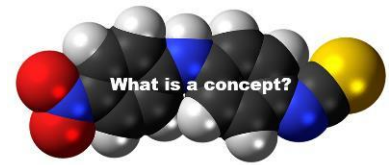
Concept-driven learning

BRAINSTORM

As a table group share your ideas of what concept-driven learning looks like.



A **concept** is a “**big idea**”—a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time.



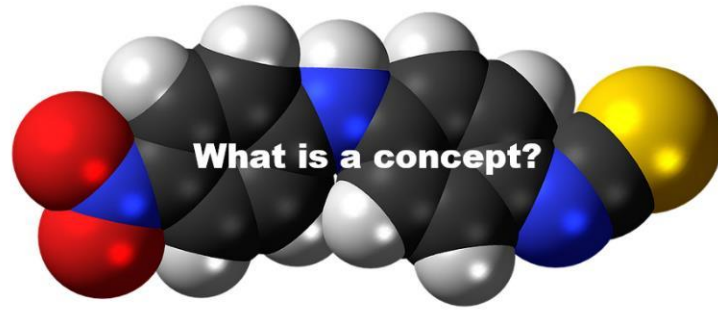
Concepts represent ideas that are broad, abstract, timeless and universal.

Concepts add depth and rigour in student thinking to the traditional “two-dimensional” curriculum consisting of facts and skills.

Concepts place no limits on breadth of knowledge or on depth of understanding, and therefore are accessible to every student.

Concepts are powerful, broad and abstract organizing ideas that may be transdisciplinary or subject-based. They represent the vehicle for students’ inquiry into the opportunities and challenges of local and global significance.

Concepts are concise; they are usually represented by one or two words.



Concepts **connect the ways of knowing** and **thinking** across the subjects, allowing students to **engage with complex ideas** and to **transfer learning** across disciplines.

FACT / TOPIC

- Knowledge-based
- Content-driven
- Skills-related
- Supported by evidence
- Frequently topical
- Encourage recall and comprehension

Example: the rainforest

v CONCEPTS

- ✓ Open-ended
- ✓ Enable exploration of big idea
- ✓ Highlight opportunities to compare and contrast
- ✓ Explore contradictions
- ✓ Lead to deeper disciplinary and transdisciplinary understanding
- ✓ Promote transfer to familiar or less familiar situations, issues, ideas or contexts
- ✓ Encourage analysis and application

Example: ecosystems

Sorting -

What is a concept? What is a topic?

**Look again at the words
you have sorted and
re-sort them into
concepts and
non-concepts.**

Key concepts

Key concept	Key question	Definition
Form	What is it like?	The understanding that everything has a form, with recognisable features that can be observed, identified, described and categorised.
Function	How does it work?	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it like it is?	The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.
Change	How is it transforming?	The understanding that changes is the process of movement from one state to another. It is universal and inevitable.
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.
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.
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.

Key and related concepts

Important ideas can be grouped under a set of overarching or **key concepts**, each of which has major significance, regardless of time or place, within or across disciplines.

The **related concepts** deepen an understanding of the subject areas while providing further opportunities to make connections throughout the learning, from one subject to another, and between disciplinary and transdisciplinary learning.

Key concepts provide a lens for conceptual understandings of a central idea associated with a transdisciplinary theme; **related concepts** provide a lens for conceptual understandings within a specific subject.

Central ideas

Transition of a fact to an enduring understanding ...



The Chinese immigrants who came to San Francisco in the 1800's established the hui kuan.



**Chinese immigrants in the
United States established
various forms of social
organizations.**



**All groups that have immigrated
or migrated to the United States
have established social
organizations.**



In all societies, forms of social organizations emerge to satisfy the needs of individuals and groups.

Taken from “Stirring the Head, Heart and Soul redefining Curriculum and Instruction” by Lynn H Erickson.

**In all societies, forms of
Social organizations
emerge to satisfy the needs
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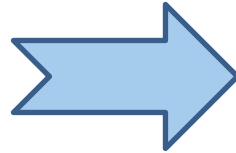
**Taken from “Stirring the Head, Heart and Soul
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Narrow
Time - specific
Not universal
Concrete

Broad
Timeless
Universal
Abstract

The Chinese immigrants who came to San Francisco in the 1800's established the hui kuan.



Social organizations emerge to satisfy the needs of individuals and groups.

If I had more time



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Questions ...

<https://youtu.be/g8fKU9LZ2kw>



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