

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

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.

- **central idea**

Colour can be used to evoke different responses

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Using Maya Angelou's poem 'Life Doesn't Frighten Me' and the accompanying illustrations by Jean Michel Basquiat as a stimulus, students will make a painting on canvas that uses colour to represent themselves as bold and brave and to create a background of colours that seem frightening. Using a conference sheet, each student will be given the opportunity to discuss their painting to assess their understanding.

Class/grade: Kindergarten

Age group: 5-6 years

School:

School code:

Title:

Teacher(s):

Date:

Proposed duration: 8 hours over 8 weeks



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Change
Reflection
Perspective

What lines of inquiry will define the scope of the inquiry into the central idea?

- How colours change when they are mixed together
- How we respond to the use of colour in painting
- How we use colour in painting to evoke different responses

What teacher questions/provocations will drive these inquiries?

- What can happen when they are mixed together?
- How can tints and shades be made?
- What words can we use to describe different colours?
- How can we describe our responses to the use of colour in paintings?
- What different points of view might there be about the same painting?

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

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.*

- **central idea**

Language use reflects social and cultural contexts.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students work in groups to explore four centres that address different language aspects: intonation, the richness of language, context and language use, and word origins.

a) Language intonation: View videos representing different versions of spoken Spanish and English from different parts of the world. Write a reflection based on the following questions: What are the commonalities/differences in the language(s) used in these videos? Why are intonations different? Evidence of learning was shown in their written explanations that there are certain elements (location of the country, social situations, and so on) that influence the use of language.

b) Richness of language: Develop definitions for 10 words chosen by the teacher and write an original story of at least two paragraphs. The selected words cannot be used in the story, which provides an opportunity for students to extend and explore their language use. Evidence of their learning is demonstrated in the actual stories that reflect a wide range of vocabulary and descriptive writing. Students explain how the use of words, as well as their position in a sentence, can change the meaning and intention of the message.

c) Context and language use: Students communicate the message "Se te safó [sic] un tornillo" ("You have a loose screw") to a variety of audiences/context: president, plumber, psychologist, football player and an engineer. Evidence of learning is demonstrated by their ability to change their language use depending on the audience they are addressing.

d) Word origins: Students used cook books, dictionaries and the internet to explore how Spanish cooking terminology has different meanings throughout Latin America and Spain. Students explored the etymological roots of many products that we consume every day. Evidence of learning is demonstrated by their reflections in the closure of the activity, when they explain how Spanish uses words from a wide variety of cultures they have previously studied.

After experiencing the centres, the group is guided in their reflections using the following questions: How do we communicate differently in different situations? What did you discover about language use in different social and cultural contexts? What are your strengths/challenges with regards to language learning?

Evidence to look for: an understanding of the following conceptual understandings from the PYP Language scope and sequence (2009).

Phase 3—Listening and speaking: People interpret messages according to their unique experiences and ways of understanding.

Phase 4—Listening and speaking: Thinking about the perspective of our audience helps us to communicate more effectively and appropriately

Phase 3—Reading: The structure and organization of written languages influences and conveys meaning.

Class/grade:

Age group: 9–10

School:

School code:

Title:

Teacher(s):

Date:

Proposed duration: 20 hours over 5 weeks



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: perspective, function, connection

Related concepts: language, context, communication

What lines of inquiry will define the scope of the inquiry into the central idea?

- *Interconnectedness between language, society and culture (perspective, connection)*
- *Elements that influence language use (function)*
- *Using language differently for different purposes (perspective, connection, function)*

What teacher questions/provocations will drive these inquiries?

How/why is language used in different situations?

How is language use influenced by different factors?

Teachers presented students with a number of texts (video, audio, cartoons and written) that reflected different purposes, contexts and audiences. Teacher question prompts encouraged students to explore:

- *the purpose of the text*
- *the connection between the audience and the purpose of the text*
- *types of language used in various texts.*

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme: 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.

- **central idea**

Individual's choices can impact their well being.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students will select a line of inquiry to guide them in working on a public service announcement. The announcement will illustrate a healthy choice that can be made and how this choice could improve a persons' well-being. They can choose one of the following tasks:

Students can participate in making video skits of dangerous situations around school which will be shown to other classes to analyze and suggest solutions to avoid these situations.

Students can use a computer software (such as ComicLife) to design public service posters to be hung at home, school or local establishments.

Students can design and create handmade public service posters to be displayed at home, school or local establishments.

Students can create video announcements to be broadcast on our local TV channel as student news.

Students can work individually or in small groups to plan and create their public service announcements. The announcements will be shared during a first grade assembly. Some advertisements will be selected to be broadcasted on the school morning show. Evidences include students using appropriate vocabulary and examples.

Class/grade:

Age group: 6 – 7 years old

School:

School code:

Title: Healthy living

Teacher(s):

Date:

Proposed duration: 6 weeks



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: responsibility, causation

Related concepts: choice, well-being

What lines of inquiry will define the scope of the inquiry into the central idea?

- An active lifestyle
- Staying healthy
- Personal safety

What teacher questions/provocations will drive these inquiries?

- What is an active lifestyle?
- How do we feel when we are active?
- How do people get sick? Stay well?
- What does "being safe" mean to you? Who is responsible for keeping us safe?

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

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.

- **central idea**

The accessibility of opportunities affects equality.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Formal summative assessments will focus on each student's achievements in relation to the PYP concepts, transdisciplinary skills, PYP attitudes as well as understanding of the central idea. Evidence of student engagement and learning in the exhibition will be collected throughout the unit using a range of tools, including a ning and individual reflection journals. Teachers will also keep anecdotal assessment records that will provide both formative and summative information.

Concept groups: students will select a concept and explore the central idea through a related concept question. They will present their findings and be assessed by their peers and teachers in relation to knowledge and understanding of the selected concept.

Transdisciplinary skills and attitudes: The processes of planning, engaging, and presenting in the exhibition are opportunities to assess students' development and application of transdisciplinary skills and PYP attitudes. Using criteria developed by students, assessment of skills will involve self-assessment, peer assessment as well as an opportunity for parents to provide feedback.

Class/grade:

Age group: *11–12 years*

School:

School code:

Title: *PYP exhibition unit*

Teacher(s):

Date:

Proposed duration: *8 weeks*



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: *All the key concepts will be explored through the exhibition*

Related concepts: *equality, justice, rights*

What lines of inquiry will define the scope of the inquiry into the central idea?

- *Our right to live freely.*
- *How opportunities enhance or hinder our future.*
- *Influences that affect opportunities.*
- *Action that can be taken to ensure human rights are being met.*

What teacher questions/provocations will drive these inquiries?

- *What are our rights?*
- *What opportunities do people have? What limits or enhances these opportunities?*
- *How can we ensure that human rights are being met?*

1. What is our purpose?

To inquire into the following:

- transdisciplinary theme**

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.

- central idea**

Over time, living things need to adapt in order to survive.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea?

What evidence, including student-initiated actions, will we look for?

Students will share their knowledge on a plant/animal/person and

- its adaptations (structural and/or behavioural)*
- the challenges facing it (now and/or near future)*
- how it may need to adapt in future because of environmental changes brought about by humans*
- the likelihood that this adaptation could happen in time.*

	Highly Proficient	Proficient	Developing	Emerging
Communicator Communication Skills	You effectively communicate your understanding using supporting facts and details and sophisticated subject-specific vocabulary.	You communicate your understanding using supporting facts and details and subject-specific vocabulary.	You communicate your understanding using limited supporting facts, details and subject-specific vocabulary.	You need lots of support to communicate your understanding using supporting facts and details and subject-specific vocabulary.
Knowledgeable Thinking Skills	You demonstrate clear, accurate and thorough understanding of your animal and its adaptations to its environment.	You demonstrate a clear and accurate understanding of your animal and its adaptations to its environment.	You demonstrate some understanding of your animal and its adaptations, but you have missed some important information or made some mistakes.	You share facts about your animal without connecting it to its environment.
Knowledgeable, Inquirer Thinking Skills	You give knowledgeable and varied information about the challenges facing your animal and its environment now or in the near future.	You give knowledgeable information about the challenges facing your animal and its environment now or in the near future.	You give information about the challenges facing your animal and its environment now or in the near future.	You need lots of support to give information about the challenges facing your animal and its environment now or in the near future.
Communicator Thinking Skills	You clearly describe in detail the adaptations your animal may need to make because of environmental changes brought about by humans.	You describe in detail the adaptations your animal may need to make because of environmental changes brought about by humans.	You partly describe the adaptations your animal may need to make because of environmental changes brought about by humans.	You need support to describe the adaptations your animal may need to make because of environmental changes brought about by humans.

Class/grade:

Age group: 8–9 years

School:

School code:



Title:

Teacher(s):

Date:

Proposed duration: 90 hours over 6 weeks

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: *Change, connection*

Related concepts: *Adaptation, evolution*

What lines of inquiry will define the scope of the inquiry into the central idea?

- Concept of adaptation*
- Circumstances that lead to adaptation*
- How plants and animals adapt or respond to environmental conditions*

What teacher questions/provocations will drive these inquiries?

- What changes have caused living things to become extinct?*
- What adaptation helps this living thing survive in this environment?*
- In what ways have living things adapted?*
- What environmental conditions will require living things to adapt in order to survive?*

Provocations:

- Change the norms of communication (teacher uses a different language).*
- Tape forefingers to thumbs to remove the opposable thumb.*
- “What if” questions associated with transplanting an animal into a different habitat.*

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- **transdisciplinary theme**

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.*

- **central idea**

Cooperation is essential to achieve team goals.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Reflective moment of students:

- *Student reflection on changes in their thinking about cooperation for team success.*
- *Student reflection on changes in their own cooperative abilities and how that is affecting their team(s).*
- *Student reflection on evidence of cooperation on teams outside of school (professional teams, Olympic teams, after-school teams).*

Student performance as cooperative team members:

- *At the beginning of the unit, the class brainstorms the concept of cooperation (formative assessment). This will be used at the end of the unit for the peer-to-peer assessment. It will provide the criteria that will be included in a rubric.*

Class/grade:

Age group: 7–11 year olds

School:

School code:

Title:

Teacher(s): PE Team

Date:

Proposed duration: *Each class has 2 x 45 mins every week for 8 – 9 weeks*



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Connection: For example, "How do I contribute to the success of my team?"

Responsibility: For example, "What responsibility do I have within the team?"

What lines of inquiry will define the scope of the inquiry into the central idea?

- *Role of setting team objectives/goals*
- *Group communication*

What teacher questions/provocations will drive these inquiries?

What does cooperation look like?

How does cooperation between teams affect a game? (Following rules, following the referee or umpire)

What do we need to be successful in cooperation?

What are our team goals?