



# Growing in PYP



# Our Agenda



1

Introduction



2

The PYP is...



3

Questions







# PYP Flips the Learning

Traditional learning teaches disconnected information which we hope children can tie together into larger understandings.

**Learning in the PYP starts with the larger themes and connects content that children are curious about as they explore big ideas.**






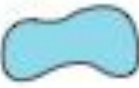

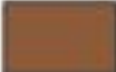
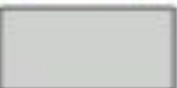

# Inquiry vs. Traditional

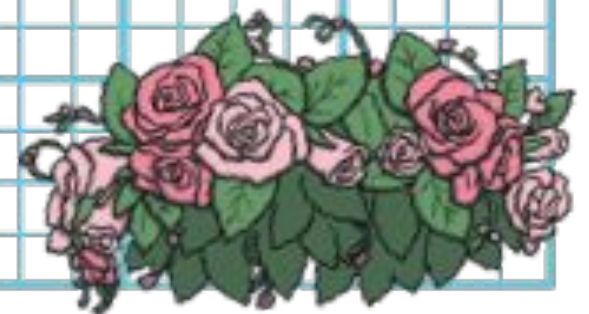
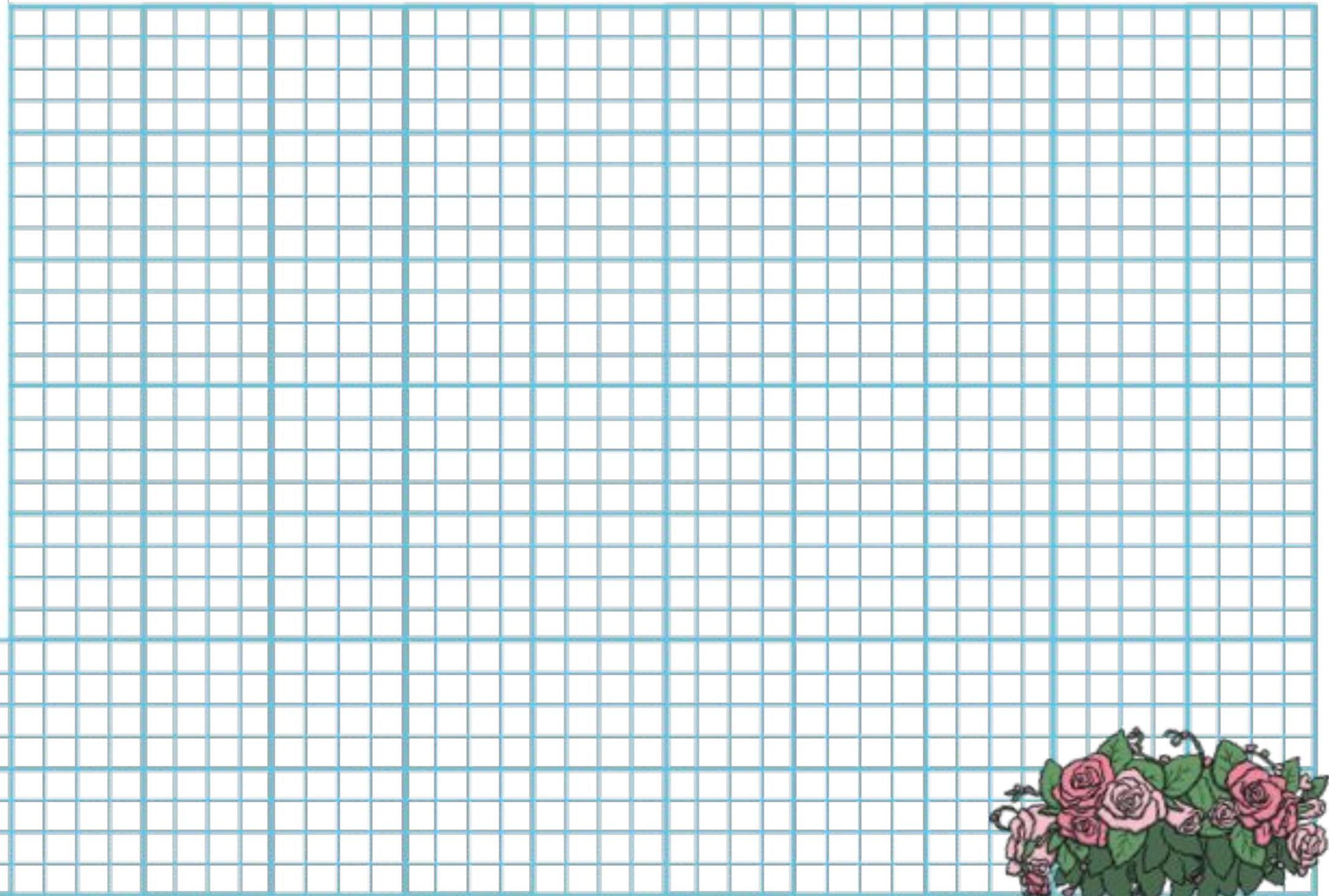


## PYP Provocation for “Sharing the Planet”

### My Garden Design

**Key**

	bushes
	tree
	bench
	pond
	fence
	shed
	patio
	flowers





# What would they be learning?

## **Math -**

- Geometry and Space - area, perimeter, volume
- Number Sense - operations (+/-/x), money, budgeting,

## **Literacy -**

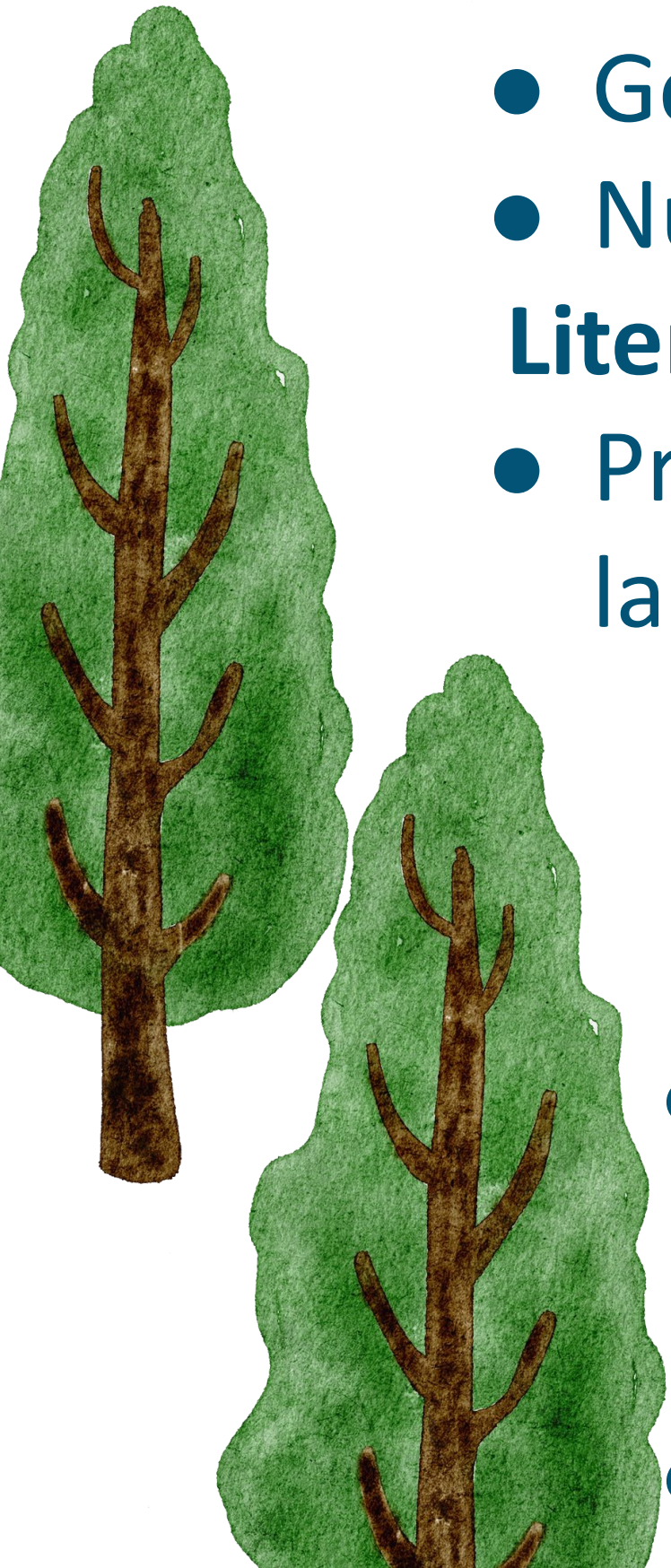
- Prompts from nature walks, poems, non-fiction, figurative language, sensory details, compare/contrast
  - Real world connections - marketing, compare and contrast, persuasion, researching, media literacy

## **Science -**

- Biology - botany, life cycle, invertebrates, composting, ecology

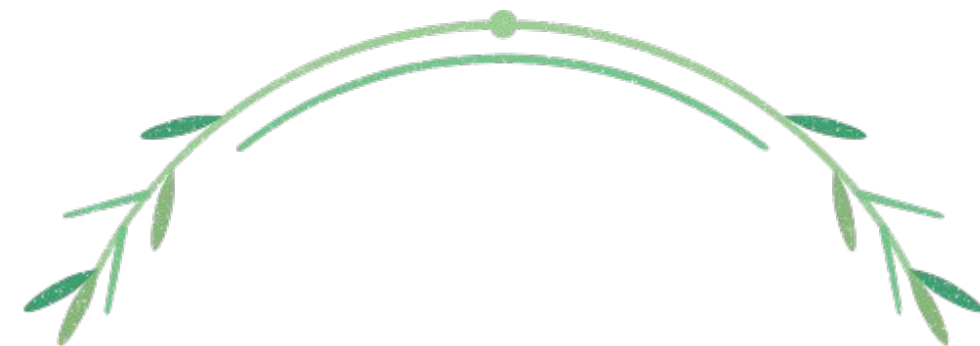
## **Social Studies -**

- Natural resources, physical features of an area, economics

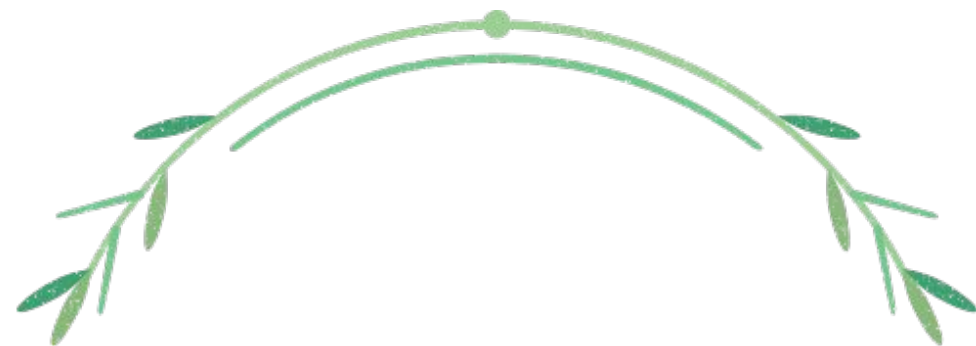




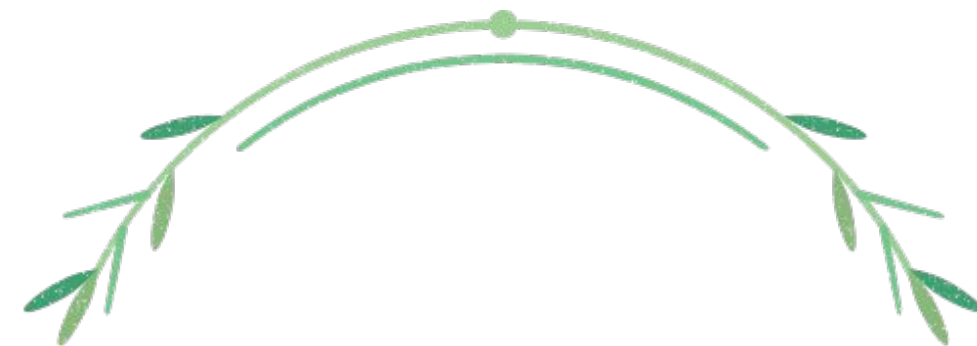
# The Whole Child



Academics



Social  
Emotional



Global  
Mindedness





# Academics



**UoI** - Six Unit of Inquiry themes - linked with different content, including specialists

- *Who We Are*
- *How We Express Ourselves*
- *Where We Are in Place & Time*
- *How the World Works*
- *How We Organize Ourselves*
- *Sharing the Planet*

Each have a **central idea** and three **lines of inquiry**, to focus the learning.

**CI** - Living things have certain requirements in order to grow and stay healthy

**Lol 1** - How living things change over time

**Lol 2** - Our needs and the needs of other living things

**Lol 3** - Responsibility for the well-being of other living things



# How can I help a plant grow?



Think about what plants need to grow. Talk about how can you help a plant grow inside. What about plants outside? What are the differences in how you care for inside and outside plants?



**stem**



**sun**



**roots**



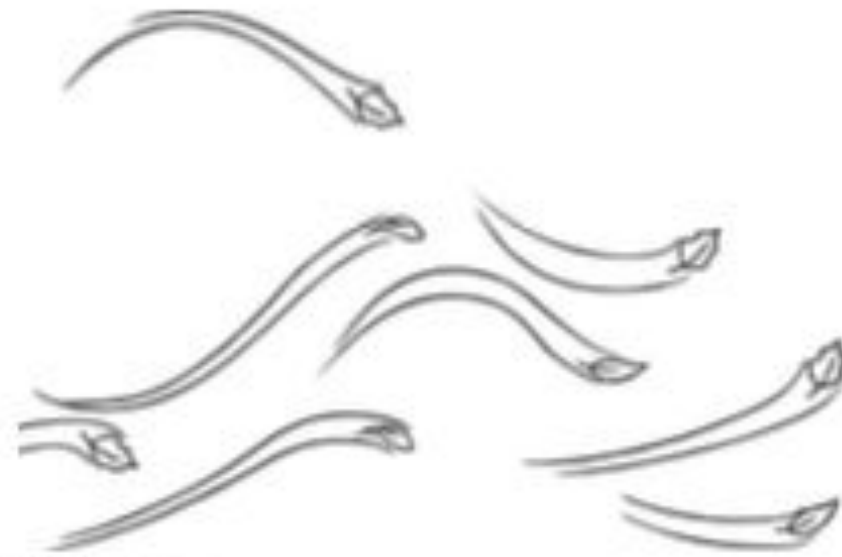
**space**



**seed**



**air**



**water**



**flower**





**A Plant's  
Life Cycle**





# Academics



**Approaches to Learning** - ways to learn to optimize learning

- *Social Skills*
- *Communication Skills*
- *Research Skills*
- *Thinking Skills*
- *Self-Management Skills*

**Learner Profile** - Open minded, Principled, Risk-taker, Communicator, Balanced, Knowledgeable, Caring, Inquirer, Thinker, Reflective

**Classroom environment** - Creating spaces that invite wondering

**Inquiry** - Asking questions versus being given answers

**Action** - Helping others

**Agency** - Advocating for themselves and others

**Key Concepts** - How learning is connected, such as *causation* or *perspective*

**Global Mindfulness** - Connecting to issues outside of local community, real-world problem solving

**Assessments** - Rubrics and continuums used - no points or percentages



# Inquiry in the PYP



## What does inquiry look, sound and feel like?

- Taps into what children like to do and are interested in
- Provides spaces and resources to explore those interests
- Classroom discussions about what they are learning posted around the room and referred to often.
  - Some examples for EY
    - Water table - floating, sinking, boats/transportation, volume, natural resources
    - Blocks - shapes, sizes, balance, weight, patterns
    - Costumes - community, vocabulary, responsibility, literature connections





# Inquiry in the PYP



## Grade 1 to Grade 5 inquiry skills and activities

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understandings
- researching and seeking information
- establishing and testing theories
- solving problems in a variety of ways
- taking and defending a position



# Social & Emotional



## Five SEL Goals

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Making responsible decisions

ISD uses a program called ***Second Step*** to help build these skills

- Empathy and Caring
- Growth Mindset and Goal Setting
- Problem Solving
- Emotion Management





# Global Mindedness



- **Appreciation of Different Perspectives**

Global-mindedness involves understanding and respecting diverse viewpoints, cultures, and experiences.

- **Awareness of Global Issues**

Students are encouraged to understand global challenges and issues, such as climate change, poverty, inequality, and human rights.

- **Sense of Responsibility**

Global-mindedness promotes a sense of responsibility towards others and the planet.

- **Respect for Cultural Diversity**

Students are encouraged to value and celebrate cultural differences.

- **Commitment to Peace and Sustainability**

A commitment to peace and sustainability is central to global-mindedness.