

Introduction to the PYP At ISNS

ISNS小学项目介绍





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Welcome to ISNS from the PYP Coordinators!

小学课程协调员欢迎大家加入ISNS大家庭!



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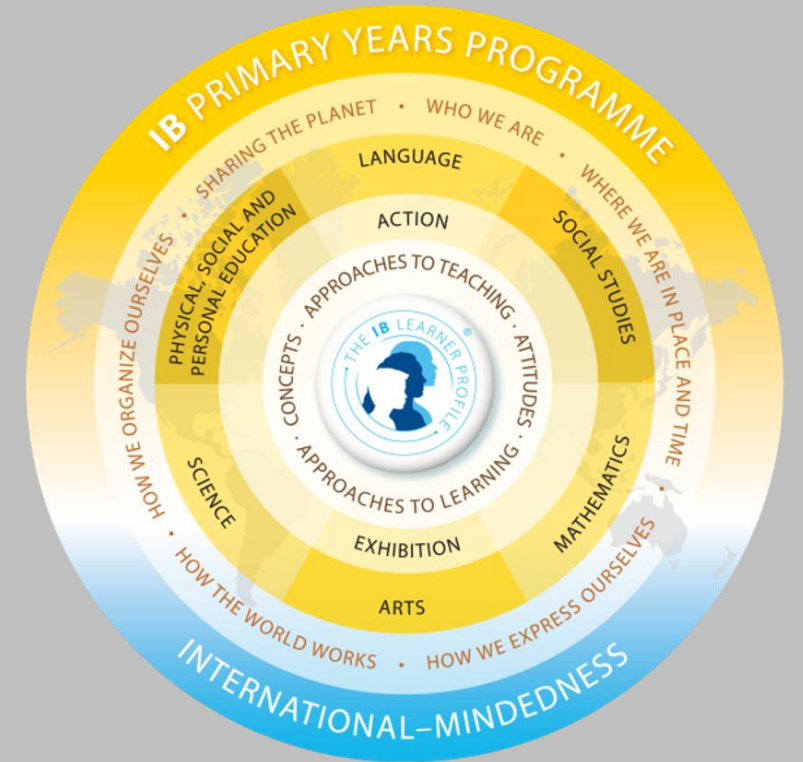


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Primary Years Programme (PYP) 小学项目
K3 – Grade 5 at ISNS K3-5年级

Middle Years Programme (MYP) 中学项目
Grade 6 – Grade 10 at ISNS 6-10年级

Diploma Programme (DP) 大学预科项目
Grade 11 – Grade 12 11-12年级



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The IB Mission Statement IB使命宣言

- 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**.
- 国际文凭组织的目标是培养**勤学好问、知识渊博、富有爱心**的年轻人，他们通过对多元文化的理解和尊重，为开创更美好、更和平的世界贡献力量
- The IB PYP offers a holistic education to all students. Its teaching philosophy is a thoughtful and critical perspective that applies to who we are and what we do.
- 国际文凭小学项目为所有学生提供全面的教育，其教学理念即深刻全面又富有批判性思维，适用于我们是谁以及我们做什么。

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The ISNS Vision & Mission ISNS的愿景 & 使命

ISNS Vision 愿景

ISNS will be an inspirational force for young people to reach their full potential as successful, empowered citizens of the world.

ISNS将成为激励年轻人充分发挥其潜力的一股力量，使他们成为成功的、有能力的世界公民。

ISNS Mission Statement 使命宣言

ISNS develops globally responsible and compassionate young people by encouraging them to become active and inquiring life-long learners within an intercultural community.

ISNS的使命是培养具有全球责任感和同情心的年轻人，鼓励他们在跨文化社区中成为积极探究的终身学习者。

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What the IB is NOT

IB课程不是

- The IB PYP is not prescribed learning.
- IB小学项目不是墨守成规的学习
- The IB PYP is not taught in the same way in every school or context because teachers use different inquiry-based strategies.
- IB小学项目在每所学校或环境中的教学方式并不是相同的，因为教师使用不同的探究策略
- The IB PYP does not focus on teaching individual subjects separately.
- IB小学项目不专注于单独的学科教学
- The IB PYP is not specific to one country.
- IB小学项目不是特定于某个国家的课程
- The IB PYP does not focus on teaching through rote memorization.
- IB小学项目不采用死记硬背的教学方式





Teaching and Learning and ISNS

ISNS的教与学

- Learning is driven by inquiry 学习是由探究驱动的
- Learning takes place collaboratively 学习是以合作的方式展开的
- Learning is focused on conceptual understandings 学习的重点是对概念的理解
- Learning is designed to develop the whole child 学习的目的培养学生全面发展
- Learning is a process that develops key skills 学习是一个发展关键技能的过程
- Learning is differentiated 差异化学习
- Learning is aimed at creating caring global citizens 学习的目的是培养学生成为有爱心的全球公民
- Students are given agency 学生被赋予能动性



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The Transdisciplinary Themes

跨学科主题

Who we are 我们是谁

Where we are in place and time 我们身处的时空

How we express ourselves 我们如何表达自我

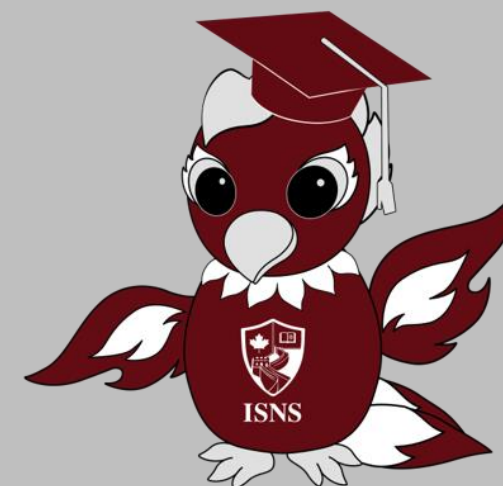
How the world works 世界如何运作

How we organize ourselves 我们如何组织自己

Sharing the planet 共享地球

These are framed through science and social studies.

这些主题都在科学和人文学科框架中



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The Five Essential Elements

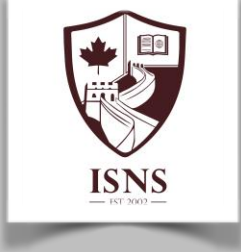
五个基本要素

The Five Essential Elements form the foundation of the IB PYP teaching framework. These are the fundamental philosophies that serve all approaches to teaching and learning in a PYP school.

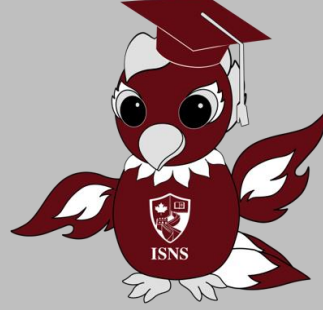
五个基本要素构成了IB小学项目教学框架的基础。

这些基本理念服务于小学项目学校的所有教学方法。

1. Knowledge - 知识
2. Concepts - 概念
3. Approaches to Learning - 学习技能
4. Learner Profile Attributes - IB学习者良好品质
5. Action - 行动



The Five Essential Elements 五个基本要素

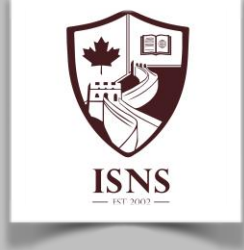


Knowledge – Facts and content that frame the learning.

知识 – 构成学习框架的事实和内容

- At ISNS, these facts are provided through the New Brunswick curricular outcomes coupled with the IB PYP outcomes.
- 在ISNS，教学内容是根据加拿大新不伦瑞克课程大纲和IB小学项目教学大纲而制定的
- The subjects in the PYP Homeroom include: Social Studies, Science, Math and Literacy. PYP班主任教授的科目包括：社会研究、科学、数学、阅读和写作
- Single Subjects in the PYP include: Mandarin, PE, Music, and Art
- PYP的单科科目包括：中文、体育、音乐和艺术

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The Five Essential Elements

五个基本要素

Concepts - 'Big Ideas' in units that transfer.

概念-单元主题中能够转换的“大的概念”

Form 形式

Function 功能

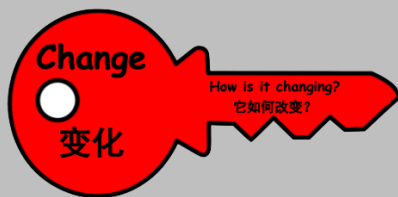
Causation 原因

Change 变化

Connection 联系

Responsibility 责任

Perspective 观点





The Five Essential Elements 五个基本要素

ATL Skills – Transferrable skills that students need to know to be successful in the PYP, MYP, DP, and beyond.



学习技能 – 学生在PYP、MYP、DP阶段和未来取得成功所需掌握的可转移的技能

- Social 社交技能
- Self-management 自我管理技能
- Thinking 思辨技能
- Communication 沟通技能
- Research 研究技能

Research Skills

- Asking questions
- Planning & observing
- Collecting data
- Organizing data
- Analyzing data
- Sharing findings

Self-Management Skills

- Organization
- Time management
- Mindfulness
- Perseverance
- Healthy choices
- Safety

Social Skills

- Being fair and respecting others
- Supporting others
- Resolving conflict
- Having self-control
- Showing empathy
- Making wise choices

Communication Skills

- Listening & speaking
- Reading & writing
- Non-verbal communication
- Using technology/internet to exchange information responsibly

Thinking Skills

- Thinking critically
- Thinking creatively
- Thinking flexibly
- Thinking of questions
- Making connections
- Reflecting & being metacognitive



The Five Essential Elements

五个基本要素

Learner Profile Attributes – Dispositions towards learning and developing the individual as a whole.

IB学习者良好品质- 培养学生良好的学习品质和促进其全面发展的品质



The Five Essential Elements

五个基本要素

Action - What students do as a result of their learning

行动- 完成学习后，学生要做什么

				
Participation	Advocacy	Social Justice	Social Entrepreneurship	Lifestyle Choices
Being actively involved in the learning community and showing commitment to contributing as individuals and as members of a group.	Taking action individually or collectively to publicly support positive social, environmental or political change.	Taking action for positive change, relating to human rights, equality and equity. Being concerned with the advantages	Supporting positive social change through responding to the needs of local, national and global communities; applying prior knowledge and skills to identify and address challenges and opportunities in innovative, resourceful and sustainable ways.	Making positive lifestyle changes in response to learning





How are the Units of Inquiry Structured?

探究单元的框架是如何构成的？

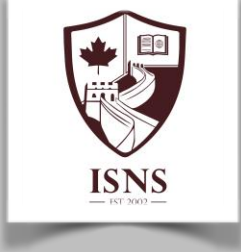
The 6 Transdisciplinary Themes & their descriptors in the PYP

小学项目中的6个跨学科主题及其描述

TRANSDISCIPLINARY THEME	Who We Are	How The World Works	How We Express Ourselves	Where We Are In Place And Time	How We Organize Ourselves	Sharing The Planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <u>human relationships</u> including families, friends, communities, and cultures; <u>rights and responsibilities</u> ; what it means to be human.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</u>	<u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	<u>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.</u>	<u>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.</u>	<u>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</u>
UNIT TITLE	Active Citizens	Structures	Media	Migration	Production	Ecosystems
CENTRAL IDEA	Active citizens advocate for the rights of others.	The design of structures depends on the location and purpose.	Media can be used to persuade people.	Human migration involves challenges and opportunities.	Production, distribution and consumption of products impacts the environment.	Ecosystems have important relationships that sustain life.
LINES OF INQUIRY	An Inquiry into Children's rights around the world. The impact when children's rights aren't respected Actions that promote change	An Inquiry into Designing structures Building Strong & Stable Structures Structures and the Environment	An Inquiry into Messages in the media Tactics used to persuade Responding critically to media	An Inquiry into Reasons people migrate The effects of migration People's perspectives on migration	An Inquiry into The process of production, distribution, & consumption The environmental impact of consumer choices Actions we can take as consumers	An Inquiry into Interactions between living things & the environment The components of a healthy ecosystem
KEY CONCEPTS	Connection Causation Responsibility	Function Form Change	Form Perspective Function	Causation Connection Perspective	Change Connection Responsibility	Adaptations to changes in an ecosystem Connection Causation Responsibility
RELATED CONCEPTS	Advocacy Equality Human Rights Choice Consequences	Properties Shape Materials Balance (symmetry) Environment Aesthetics	Manipulation Motivation Visual Text Audience Aesthetics	Diversity Conflict Stereotype Misconception Adversity Assimilation	Resources Supply & Demand Process Sustainability Behavior Renewable/non-renewable	Systems Habitat Balance Survival

For each theme, each grade has a Unit of Inquiry (UOI)

每个主题，每个年级的都有探究单元 (UOI)



How are the Units Structured?

探究单元的框架是如何构成的？

The UOI for this Theme
探究单元的主题

Transdisciplinary Theme
跨学科主题

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.

Transdisciplinary Theme
Descriptor
跨学科主题描述

Central Idea: Authors communicate a message.

Lines of Inquiry:

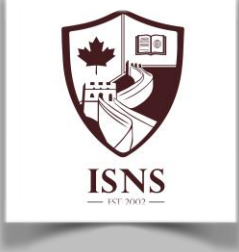
- Similarities and differences between fairy tales
- Emotions from fairy tales
- Perspectives of characters in fairy tales

Key Concepts: Form, Reflection and Perspective

Related Concepts: Imagination, Creativity, Process, Meaning

The central idea is explored through lines of inquiry which are short statements.
中心思想是通过探究线（简短的陈述）来探讨的

The key concepts that help students transfer their understandings to other subjects and disciplines.
帮助学生将他们的理解转移到其它学科的关键概念



How are the Units Structured?

探究单元的框架是如何构成的？

Math is taught through the UOI or independently depending on the outcomes.

数学教学是通过探究单元或根据数学教学大纲独立进行的

Literacy is taught through the UOI but also independently when needed.

阅读和写作（识字课）是通过探究单元进行教学，在必要时也会进行独立教学

Mandarin integrates through the literacy strands and reinforces literacy taught through the homeroom but also focuses on specific Mandarin skills.

中文课与阅读写作课相结合，并通过主班课堂加强阅读写作的教学，但同时也注重具体的中文学习技能

Other single subjects integrate with the UOI through Lines of Inquiry, key concepts, related concepts, ATL skills, or the Learner Profile where authentic.

其它单科课程也与探究单元相结合（通过探究线、关键概念、相关概念，学习技能，学习者培养目标）

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Thank you!

Please check out our other parent resources. If you have further questions, please contact us!

谢谢您！

如果您有任何疑问，请联系我们！