

PYP Synopsis - Unit of Inquiry: *(Insert title of unit here)*

Teacher Planning	Essential Elements				International-Mindedness			
Planners	Knowledge – what do we want the students to know about?	Concepts – what do we want the students to understand?	Skills – what do we want the students to be able to do?	Attitudes – what do we want the students to feel, value and demonstrate?	Action- how do we want the students to act?	IB Learner Profile		
1. What is our purpose? Central Idea: <i>(insert here)</i> Transdisciplinary Theme Summative Assessment Task	PYP Transdisciplinary Themes	Form What is it like?	Social Skills 1. Accepting responsibility 2. Respecting others 3. Cooperating 4. Resolving conflict 5. Group decision making 6. Adopting a variety of roles	Appreciation Valuing of the wonder and beauty of the world and its people		Inquirers Ask questions Are curious about the world around them		
		Function How does it work?		Commitment Serious about learning, shows self-discipline and responsibility			Confidence Confident in their ability as learners, courage to take risks, applying what they have learned and making appropriate choices	
2. What do we want to learn? Key Concepts: <i>(insert here)</i> Related Concepts: <i>(insert here)</i> Lines of Inquiry: <i>(insert here)</i> Teacher Questions/ Provocations	Who we are	Causation Why is it like it is?	Communication Skills 1. Listening 2. Speaking 3. Reading 4. Writing 5. Non-verbal communication	Cooperation Works in a group, collaborating and leading/following as the situation demands	Voluntary action based on the needs of the student community	Thinkers Use what they know Link with something new Build on other people's ideas		
	Where we are in time and place	Change How is it changing?		Curiosity Curious about learning and of the world and its people and cultures		Service > To self (at home and school) > To fellow students (in classroom and playground) > To staff > To community	Communicators Follow directions Express feelings, thoughts and ideas in words, mathematics, art and music	
3. How might we know what we have learned? Assessing prior knowledge and skills Assessing student learning What evidence will we look for	How we express ourselves	Connection How is it connected to other things?	Thinking Skills 1. Acquisition of knowledge 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation 7. Dialectical thought 8. Metacognition	Creativity Creative and imaginative in thinking and in approach to problems	Community Service	Knowledgeable Learn more about themselves and the world around them		
	How the world works	Perspective What are the points of view?		Empathy Able to project themselves into another's situation in order to understand others		Risk Takers Are willing to make mistakes Are prepared to try new things Are willing to try and do things in different ways		
4. How best might we learn? Learning Experiences	How we organize ourselves	Responsibility What is our responsibility?	Research Skills 1. Formulating questions 2. Observing 3. Planning 4. Collecting data 5. Recording data 6. Organizing data 7. Interpreting data 8. Presenting research	Enthusiasm Enjoying learning	Charity Work	Principled Are honest Make good decisions Are responsible learners		
	How we share the planet	Reflection How do we know?		Independence Thinking and acting alone, making judgments and being able to defend them		Caring Recognize they are part of a group Are thoughtful Help others		
5. What resources need to be gathered?	Disciplinary Subject Areas	Reflection How do we know?	Self-management skills 1. Gross motor skills 2. Fine motor skills 3. Spatial awareness 4. Organization 5. Time management 6. Safety 7. Healthy lifestyle 8. Codes of behaviour 9. Informed choices	Integrity Being honest and demonstrating a considered sense of fairness.	Reflection on actions taken	Balanced Learn more about the importance of being healthy Use time wisely Are organized		
6. To what extent did we achieve our purpose?				Enthusiasm Enjoying learning			Independence Thinking and acting alone, making judgments and being able to defend them	Open Minded Listen to other people's thoughts and ideas Accept that there is more than one way to look at things
7. To what extent did we include the elements of the PYP?	Languages		Self-management skills 1. Gross motor skills 2. Fine motor skills 3. Spatial awareness 4. Organization 5. Time management 6. Safety 7. Healthy lifestyle 8. Codes of behaviour 9. Informed choices	Integrity Being honest and demonstrating a considered sense of fairness.	Reflection on actions taken	Balanced Learn more about the importance of being healthy Use time wisely Are organized		
	Mathematics			Respect Respect themselves, others and the world around them			Open Minded Listen to other people's thoughts and ideas Accept that there is more than one way to look at things	
8. What student-initiated inquiries arose from the learning?	Science				Self-management skills 1. Gross motor skills 2. Fine motor skills 3. Spatial awareness 4. Organization 5. Time management 6. Safety 7. Healthy lifestyle 8. Codes of behaviour 9. Informed choices	Integrity Being honest and demonstrating a considered sense of fairness.	Reflection on actions taken	Balanced Learn more about the importance of being healthy Use time wisely Are organized
	Social Studies					Respect Respect themselves, others and the world around them		
9. Teacher Notes	Arts						Self-management skills 1. Gross motor skills 2. Fine motor skills 3. Spatial awareness 4. Organization 5. Time management 6. Safety 7. Healthy lifestyle 8. Codes of behaviour 9. Informed choices	Integrity Being honest and demonstrating a considered sense of fairness.
	PSPE	Respect Respect themselves, others and the world around them	Open Minded Listen to other people's thoughts and ideas Accept that there is more than one way to look at things					
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