

KEY CONCEPTS



Connection: The understanding that we live in a world of interacting systems in which the actions of any individual element affect others. (How is it connected to other things?)

Perspective: The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary. (What are the points of view?)

Responsibility: The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference. (What is our responsibility?)
considered. (How do we know?)

TRANSDISCIPLINARY THEMES



How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

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.

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.

LEARNER PROFILE

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



APPROACHES TO LEARNING

THINKING

Critical-thinking skills

- Analyzing issues and ideas
- Evaluating issues and ideas

Creative-thinking skills:

- Generating novel ideas
- Considering new perspectives

Transfer skills

- Using skills and knowledge in multiple contexts

Reflection/metacognition skills

- (re)considering the process of learning

RESEARCH

Information-literacy skills

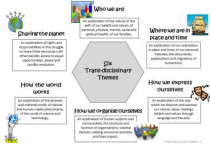
- Formulating and Planning
- Data gathering and Recording
- Synthesizing and Interpreting
- Evaluating and communicating

Media-literacy skills

- Interacting with media to use
- Creating ideas and information



TRANSDISCIPLINARY THEMES



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.

Where we are in place and time

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.

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.

KEY CONCEPTS



Form: The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized. (What is it like?)

Function: The understanding that everything has a purpose, a role or way of behaving that can be investigated. (How does it work?)

Causation: The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences. (Why is it like this?)

Change: The understanding that change is the process of movement from one state to another. It is universal and inevitable. (How is it changing?)

APPROACHES TO LEARNING

COMMUNICATION

Exchanging information

- Listening
- Interpreting
- Speaking

Literacy skills

- Reading
- Writing
- Using language to gather and communicate information

SOCIAL

Developing positive interpersonal relationships and collaboration skills

- Using self-control
- Managing setbacks
- Supporting peers

Developing social-emotional intelligence

SELF-MANAGEMENT

Organization skills

- Managing time
- Managing tasks effectively

States of mind

- Mindfulness
- Perseverance
- Emotional management
- Self-motivation
- Resilience



LEARNER PROFILE



Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way.

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

El perfil de la comunidad de aprendizaje del IE

- Indagadores
- Informados e instruidos
- Pensadores
- Buenos comunicadores
- Íntegros
- De mentalidad abierta
- Solidarios
- Audaces
- Equilibrados
- Reflexivos



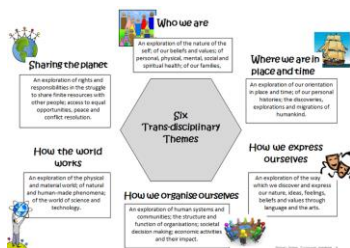
Profil de l'apprenant de l'IE

- chercheurs ;
- informés ;
- sensés ;
- communicatifs ;
- intègres ;
- ouverts d'esprit ;
- altruistes ;
- audacieux ;
- équilibrés ;
- réfléchis.



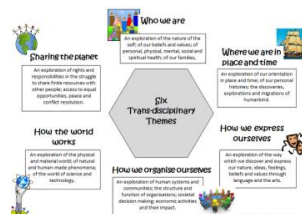
TEMAS TRANSDISCIPLINARIOS

- Quiénes somos
- Dónde nos encontramos en el tiempo y el espacio
- Cómo nos expresamos
- Cómo funciona el mundo
- Cómo nos organizamos
- Cómo compartimos el planeta



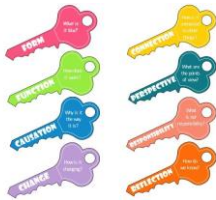
THEMES TRANSDISCIPLINAIRES

- *Qui nous sommes*
- *Où nous nous situons dans l'espace et le temps*
- *Comment nous nous exprimons*
- *Comment le monde fonctionne*
- *Comment nous nous organisons*
- *Le partage de la planète*



7 CONCEPTS CLES

forme : comment est-ce ?
fonction : comment cela fonctionne ?
causalité : pourquoi est ainsi ?
changement : comment cela change-t-il ?
relation : comment est-ce lié à d'autres choses ?
perspective : quels sont les différents points de vue ?
responsabilité : quelle est notre responsabilité ?



LOS CONCEPTOS CLAVE

Forma: ¿Cómo es?
Función: ¿Cómo funciona?

Causa: ¿Por qué es así?

Cambio: ¿Cómo está cambiando?
Conexión: ¿Cómo está conectado con otras cosas?
Perspectiva: ¿Cuáles son los puntos de vista?
Responsabilidad: ¿Cuál es nuestra responsabilidad?

