

## Concepts:

### What do we want our students to understand?

The PYP Concept-driven Curriculum is structured around **8 Key Concepts**, which act, as *lenses for research* or *approaches to a way of thinking*. These Concepts provide a structure for exploring significant and authentic content. Concepts help to move learning beyond the memorization of isolated facts and mastery of skills out of context and instead support the development of **deeper and more meaningful understanding of significant ideas**. The PYP 8 Key Concepts have importance, each with “major significance, regardless of time or place, within and across disciplines” (Making the PYP Happen, p. 16, 2009).

Concept	Definition	Rationale
<b>Form</b>	What is it like?	Observe, identify, describe and categorize
<b>Function</b>	How does it work?	Analyze function, role, behavior and the ways in which things work
<b>Causation</b>	Why is it like this?	Actions and events have reasons and consequences
<b>Change</b>	How is it changing?	This is a universal feature and has relevance to students who are growing up in a world where the pace of change (local & global) is accelerating
<b>Connection</b>	How is it connected to other things?	Nothing exists in isolation but is an element of a system that is interdependent
<b>Perspective</b>	What are the points of view?	Rejecting simple and biased interpretations & seeking/considering other points of views
<b>Responsibility</b>	What is our responsibility?	Identifying and assuming responsibility; taking socially responsible action
<b>Reflection</b>	How do we know?	Examine evidence, methods and conclusions and engage in higher order metacognition; examine evidence rigorously for bias and inaccuracy

(Making the PYP Happen, 2009)