



The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

ISHCMC Students are:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

By being:

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



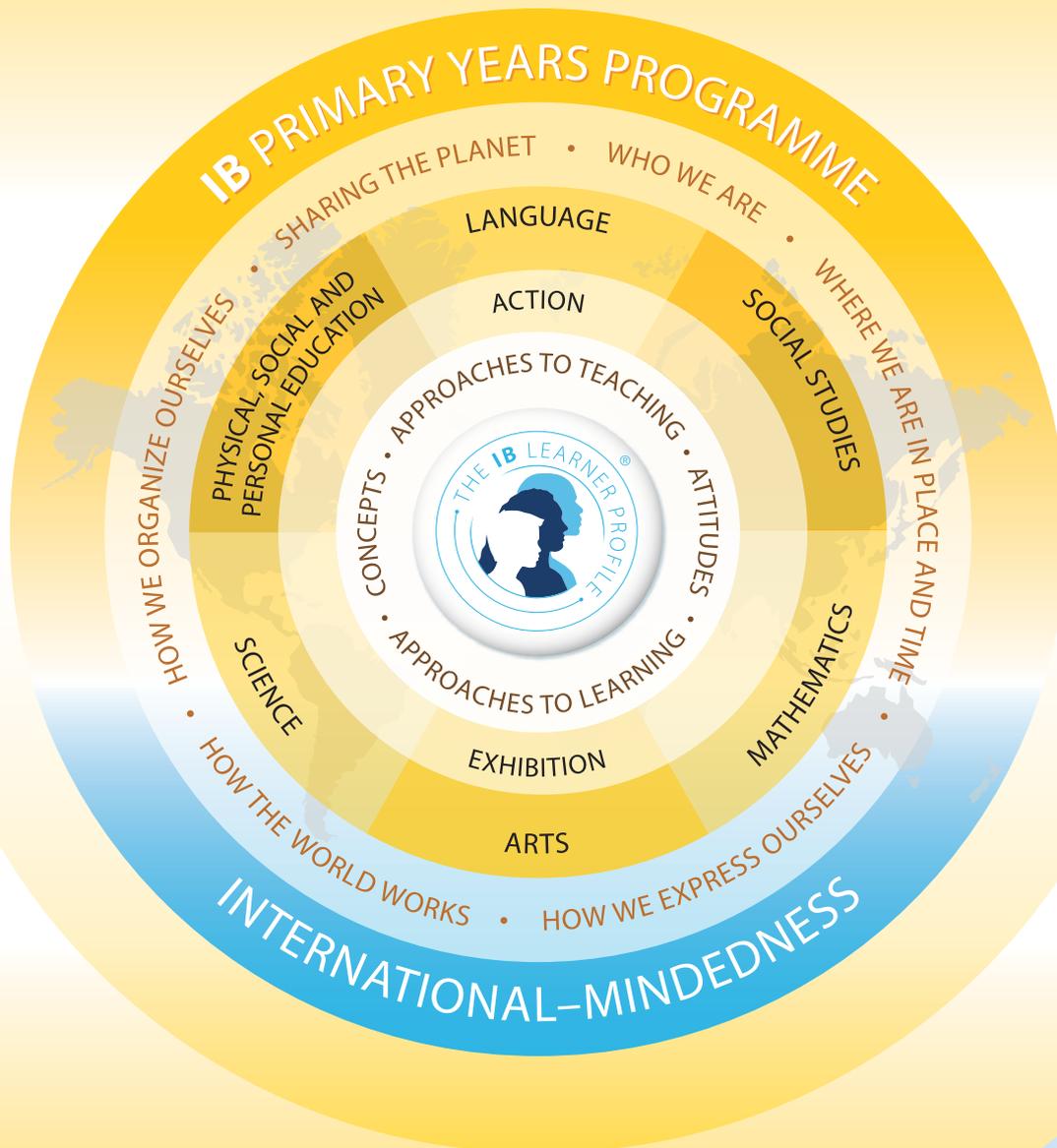
Primary Years Programme

ESSENTIAL ELEMENTS OF THE PYP

Knowledge Significant, relevant content that we want the students to know about.	Concepts Students must revisit powerful and relevant ideas in order to fully understand.	Skills The skills students need to demonstrate to succeed in a changing, challenging world.	Attitudes Positive values, beliefs and feelings about learning, the environment and people.	Action Demonstrations of learning through responsible action and behavior.
<p>Transdisciplinary Themes Each year students complete one Unit of Inquiry under each theme. Students in EE are required to complete 4 Units of Inquiry (UOI) per year but they must do one unit in the strands marked*.</p> <ul style="list-style-type: none"> • Who we are* • Where we are in place and time • How we express ourselves* • How the world works • How we organize ourselves • Sharing the planet <p>Subject Areas Wherever authentic links can be made these subjects are taught within the transdisciplinary UOI. All Science and Social Studies are taught within the UOI.</p> <ul style="list-style-type: none"> • Language • Mathematics • Science • Social Studies • Personal, Social and Physical Education • The Arts 	<p>Form What is it like?</p> <p>Function How does it work?</p> <p>Causation Why is it like it is?</p> <p>Change How is it changing?</p> <p>Connection How is it connected to other things?</p> <p>Perspective What are the points of view?</p> <p>Responsibility What is our responsibility?</p> <p>Reflection How do we know?</p>	<p>Thinking skills</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation • Dialectical thought (Thinking about two or more different points of view) • Metacognition (Thinking about how you learn) <p>Social skills</p> <ul style="list-style-type: none"> • Accepting responsibility • Respecting others • Cooperating • Resolving conflict • Group decision making • Adopting a variety of group roles <p>Communication skills</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Viewing • Presenting • Non-verbal communication <p>Self-management skills</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills • Spatial awareness • Organization • Time management • Safety • Healthy lifestyle • Codes of behavior • Informed choices <p>Research skills</p> <ul style="list-style-type: none"> • Formulating questions • Observing • Planning • Collecting data • Recording data • Organizing data • Interpreting data • Presenting research findings 	<p>Appreciation Appreciating the wonder and beauty of the world and its people.</p> <p>Commitment Being committed to their own learning, persevering and showing self discipline and responsibility.</p> <p>Confidence Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.</p> <p>Cooperation Cooperating, collaborating, and leading or following as the situation demands.</p> <p>Creativity Being creative and imaginative in their thinking and in their approach to problems and dilemmas.</p> <p>Curiosity Being curious about the nature of learning, about the world, its people and cultures.</p> <p>Empathy Imagining themselves in another's situation in order to understand their reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.</p> <p>Enthusiasm Enjoying learning and willingly putting the effort into the process.</p> <p>Independence Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.</p> <p>Integrity Being honest and demonstrating a considered sense of fairness.</p> <p>Respect Respecting themselves, others and the world around them.</p> <p>Tolerance Being sensitive about differences.</p>	<p>All students are given the opportunity to take action every year. Action will look different depending on the age of the student and it will take their learning beyond the intellectual.</p> <div data-bbox="1225 792 1453 981" data-label="Diagram"> </div> <p>Action can involve service to fellow students or the wider community.</p> <p>Action can take place inside or outside of school.</p> <p>Action should be voluntary and involve students exercising their own initiative.</p> <p>Action is best grounded in students' concrete experiences.</p> <p><i>Action as a result of learning may not be witnessed by the teacher and often happens beyond the classroom. If your child changes their behavior or takes some other form of action as a result of their learning in school, please let your child's classroom teacher know.</i></p>



Preparing students for active participation
in a lifelong journey of learning



EDUCATION FOR A BETTER WORLD

ibo.org/pyp

INTRODUCING THE PYP STUDIO 5/YEAR 6

Units of Inquiry					
Who we are	How the world works	How we organize ourselves	Sharing the planet	How we express ourselves	Where we are in place and time
Transdisciplinary Theme					
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.	An inquiry into the natural 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.	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.	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.	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.	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 civilisations, from local and global perspectives.
Central Idea					
Our choices about how to act define who we are and who we are becoming, as individuals and as a community.	Thinking scientifically helps us make sense of the world.	Entrepreneurial spirit connects our passions with actions.	Decisions and actions lead to peace or conflict.	The Arts reveal, provoke and inspire.	People respond and adapt to the demands of a changing world.

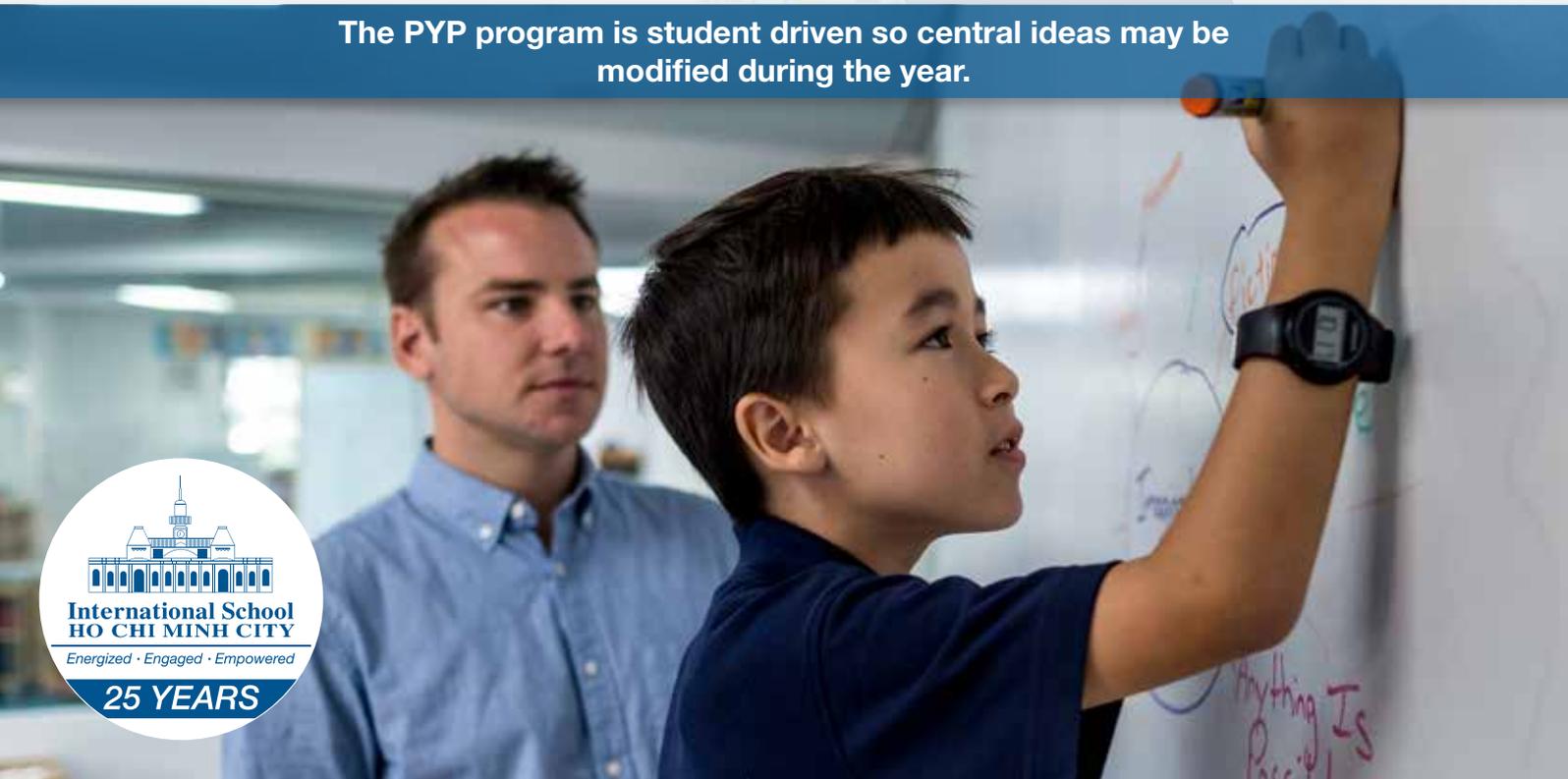
The PYP program is student driven so central ideas may be modified during the year.



INTRODUCING THE PYP STUDIO 4/YEAR 5

Units of Inquiry					
Who we are	Sharing the planet	How we organize ourselves	How we express ourselves	Where we are in place and time	How the world works
Transdisciplinary Theme					
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.	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.	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.	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.	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 civilisations, from local and global perspectives.	An inquiry into the natural 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.
Central Idea					
Our choices about how to act define who we are and who we are becoming, as individuals and as a community.	Economic activities impact societies. Merged unit		Being a poet gives us the freedom to express meaning beyond words.	The world we live in has been shaped by its past.	The properties of water make it an essential component of the earth system.

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INTRODUCING THE PYP

GRADE 3/YEAR 4

Units of Inquiry					
Who we are	How we organize ourselves	Where we are in place and time	How we express ourselves	How the world works	Sharing the planet
Transdisciplinary Theme					
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.	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.	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 civilisations, from local and global perspectives.	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.	An inquiry into the natural 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.	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.
Central Idea					
Our choices about how to act define who we are and who we are becoming, as individuals and as a community.	Using digital tools allows people to organize themselves and connect with each other.	Humans are motivated to explore the unknown.	Performers use techniques and skills to communicate.	People apply their understanding of forces to innovate, create and solve problems.	Rights and responsibilities influence people's lives.

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INTRODUCING THE PYP

GRADE 2/YEAR 3

Units of Inquiry					
Who we are	How the world works	How we express ourselves	How we organize ourselves	Sharing the planet	Where we are in place and time
Transdisciplinary Theme					
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.	An inquiry into the natural 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.	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.	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.	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.	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 civilisations, from local and global perspectives.
Central Idea					
Our choices about how to act define who we are and who we are becoming, as individuals and as a community.	Curiosities about nature can lead to discoveries.	We all have a story to tell and can choose how to share it.	All life is governed by time.	People, animals and places need protection.	Challenges, risks and opportunities are causes and effects of human migration.

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INTRODUCING THE PYP

GRADE 1/YEAR 2

Units of Inquiry					
Who we are	How we organize ourselves	How we express ourselves	How the world works	Sharing the planet	Where we are in place and time
Transdisciplinary Theme					
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.	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.	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.	An inquiry into the natural 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.	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.	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 civilisations, from local and global perspectives.
Central Idea					
Our choices about how to act define who we are and who we are becoming, as individuals and as a community.	A community depends on people working together.	Imagination extends our ability to think, create and express ourselves.	People use different materials for different purposes because of their properties.	People process and consume resources that come from and go back to nature.	Landmarks help us to identify what people and places are important to us.

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INTRODUCING THE PYP KINDERGARTEN/YEAR 1

Units of Inquiry			
Who we are	Where we are in place and time	Sharing the planet	How we express ourselves
Transdisciplinary Theme			
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.	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 civilisations, from local and global perspectives.	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.	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.
Central Idea			
Our choices about how to act define who we are and who we are becoming, as individuals and as a community.	Our personal history reflects our growth.	Nature can inspire awe and wonder.	Interacting with light leads us to new discoveries.

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INTRODUCING THE PYP EARLY EXPLORERS

Units of Inquiry			
How the world works	Who we are	How we express ourselves	Sharing the planet
Transdisciplinary Theme			
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 understand of scientific principles; the impact of scientific and technological advances on society and on the environment.	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.	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.	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.
Central Idea			
Play encourages exploration and discovery.	Our choices about how to act define who we are and who we are becoming, as individuals and as a community.	There are many ways to tell a story.	We share the world with many other living things.

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