

CONCEPTS



International Baccalaureate

Prepare for today's lesson...

1. Take out a pencil or pen and a sheet of paper.
2. At the top of the paper please write the following:
 - your first and last name
 - your home base teacher
 - your advisory teacher
3. Put on your thinking cap!



You have already learned about the **global contexts**...Do you remember what they are and what they mean?

Warm Up

On your paper, write “Warm Up” and under that number 1-6 as shown at the right→

Now, list as many of the 6 global contexts that you remember and what they mean.

	Warm Up	First Last Name Home Base Teacher Advisory Teacher
	1.	
●	2.	
	3.	
	4.	
	5.	
●	6.	

Did you get them all? If not, here they are. Write them down.

- 1. Identities and Relationships:** Exploring identities and relationships allows you to make discoveries about yourself and build confidence for success in any situation.
- 2. Personal and Cultural Identity:** It helps explain how the changes fit in a bigger picture, both globally and personally.
- 3. Orientations in Space and Time:** This global context is about creativity and forms of expression. It is also about seeing things from different points of view.
- 4. Scientific and Technical Innovation:** Scientific inquiry into the natural world helps you understand your world and the impact you have on it.
- 5. Fairness and Development:** This global context addresses the nature of conflict and peace and how they both relate to the issue of fairness and sustainability.
- 6. Globalization and Sustainability:** This global context is about how connected we are worldwide, how we make decisions about global issues and how we can act in a responsible way to make the world a better place.

OK, it is time to learn about today's topic– **CONCEPTS!**



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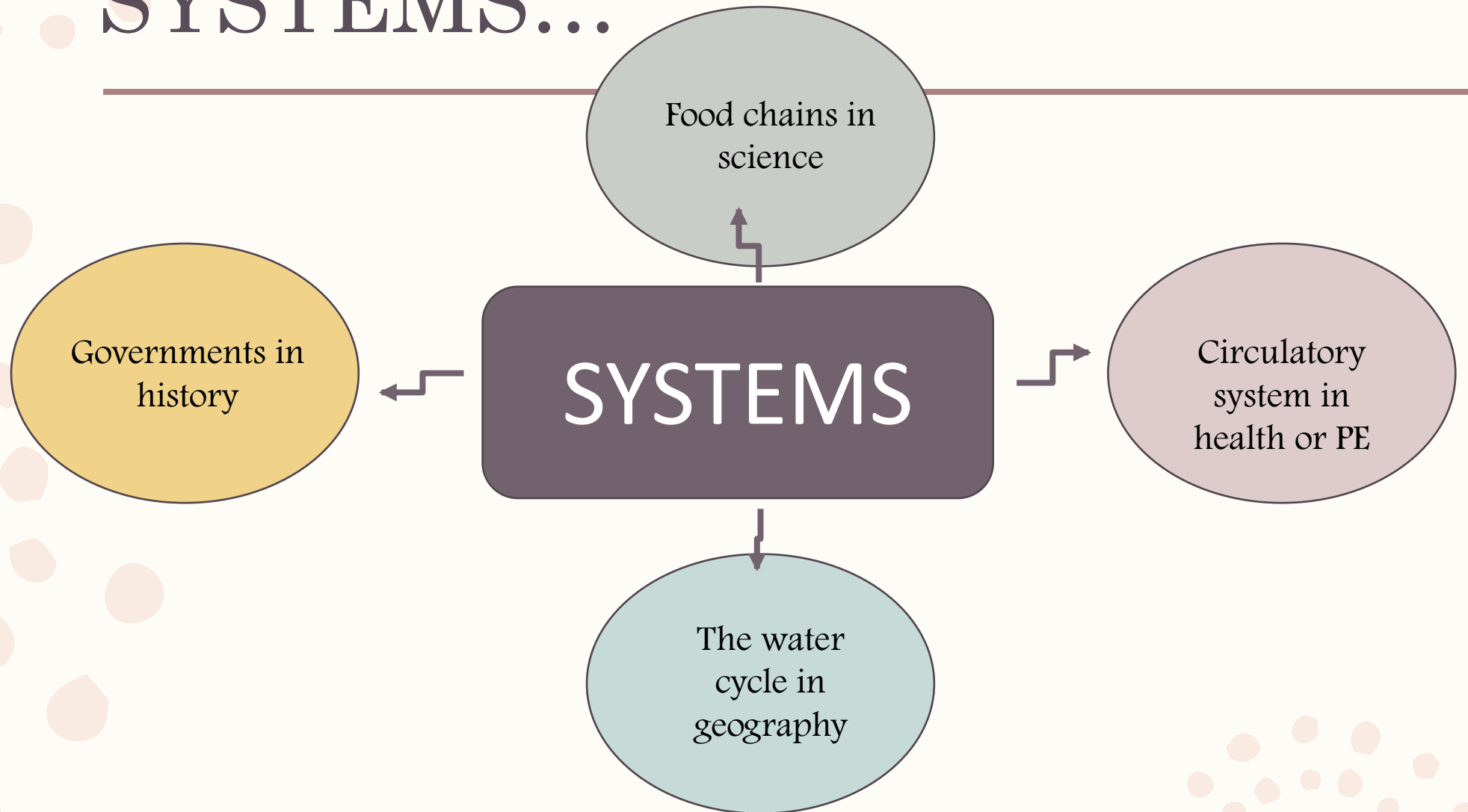
What is a “CONCEPT”?

- They are the **BIG IDEAS** behind what you are learning.
- They **help you organize facts and information** that you learn so you can remember them more easily.

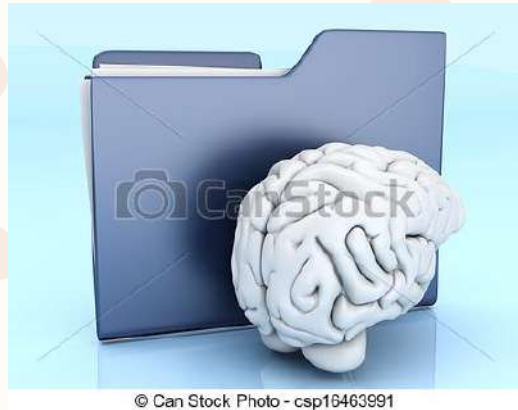
Consider the concept of *SYSTEMS...*

- You will learn about all kinds of *systems* in school, *and have probably already over the years!*
- For example, in **math** you will soon learn about, or may remember already learning about, the **real number system**. [It includes Natural Numbers, Whole Numbers, Integers, Rational, and Irrational Numbers.]

Let's look at some other SYSTEMS...



How do CONCEPTS help?



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- You can keep all the information that shares the concept of systems together in one “mental folder.”
- Concepts are always three things: **universal, timeless, and abstract.**

CONCEPTS are **Universal**

- **Universal:** Understood and used by everyone, everywhere
- Concepts **go across all subjects** and are therefore considered universal (like “systems” can be found in math, science, health, etc...)
- **Benefits of being universal:** You have a shared understanding of a concept with almost everyone- no matter where you are!



Time to REFLECT

Warm Up

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

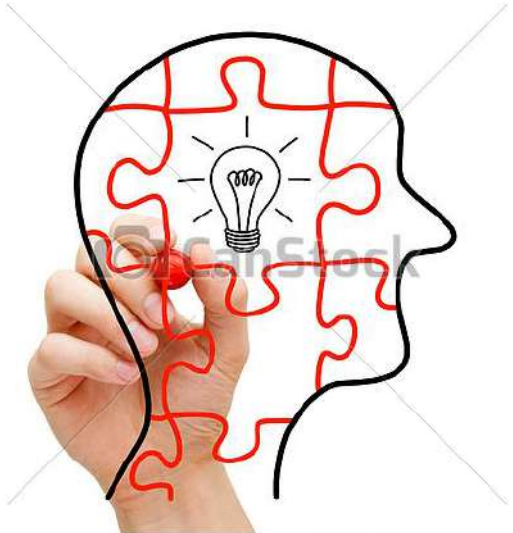
Reflection Questions

- 1.
- 2.
- 3.

- Under where you wrote your warm up, write the title “Reflection Questions.”
- Answer the reflection questions on the upcoming slides thoughtfully. There are a total of 7 questions you will answer during this lesson. Do not number them in advance in case you need extra space as you work.
- As always, write in complete sentences.

Reflection Questions

1. What is a concept in your own words?
2. What are the characteristics of concepts? (Or what is unique about concepts?)



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Reflection Questions, continued...

3. One of the KEY CONCEPTS in the IB Middle Years Programme (MYP) is **CHANGE**. For each subject below, **give one example** of how the concept of change applies. The first one is done for you as an example.

EX) **Physical and health education:** *Changing your running technique can improve your performance.*

- a) **Individuals and Societies**
- b) **Language Acquisition**
- c) **Mathematics**
- d) **Sciences**
- e) **Visual Arts**

CONCEPTS are **Timeless**



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- The world we live in changes all the time and very quickly. Almost daily new ideas, new products and new systems appear.
 - The things we used last year may no longer be up-to-date today, like a computer game or cell phone.
 - This is what makes CONCEPTS special. They are as useful TODAY as they were YESTERDAY or will be TOMORROW!

Reflection Questions, continued...

4. Look at the words below. Decide which ones are TIMELESS (and are therefore CONCEPTS) and which ones do not meet the definition. Then, make a table on your paper and write them in the appropriate columns.

Symbols

Shakespeare

Industry

Poverty

Internet

Relationships

Culture

Television

Function

Climate Change

Reflection Questions									
1.									
2.									
3.									
4.	<table border="1"><thead><tr><th>Concepts</th><th>NOT Concepts</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>	Concepts	NOT Concepts						
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CONCEPTS are **Abstract**

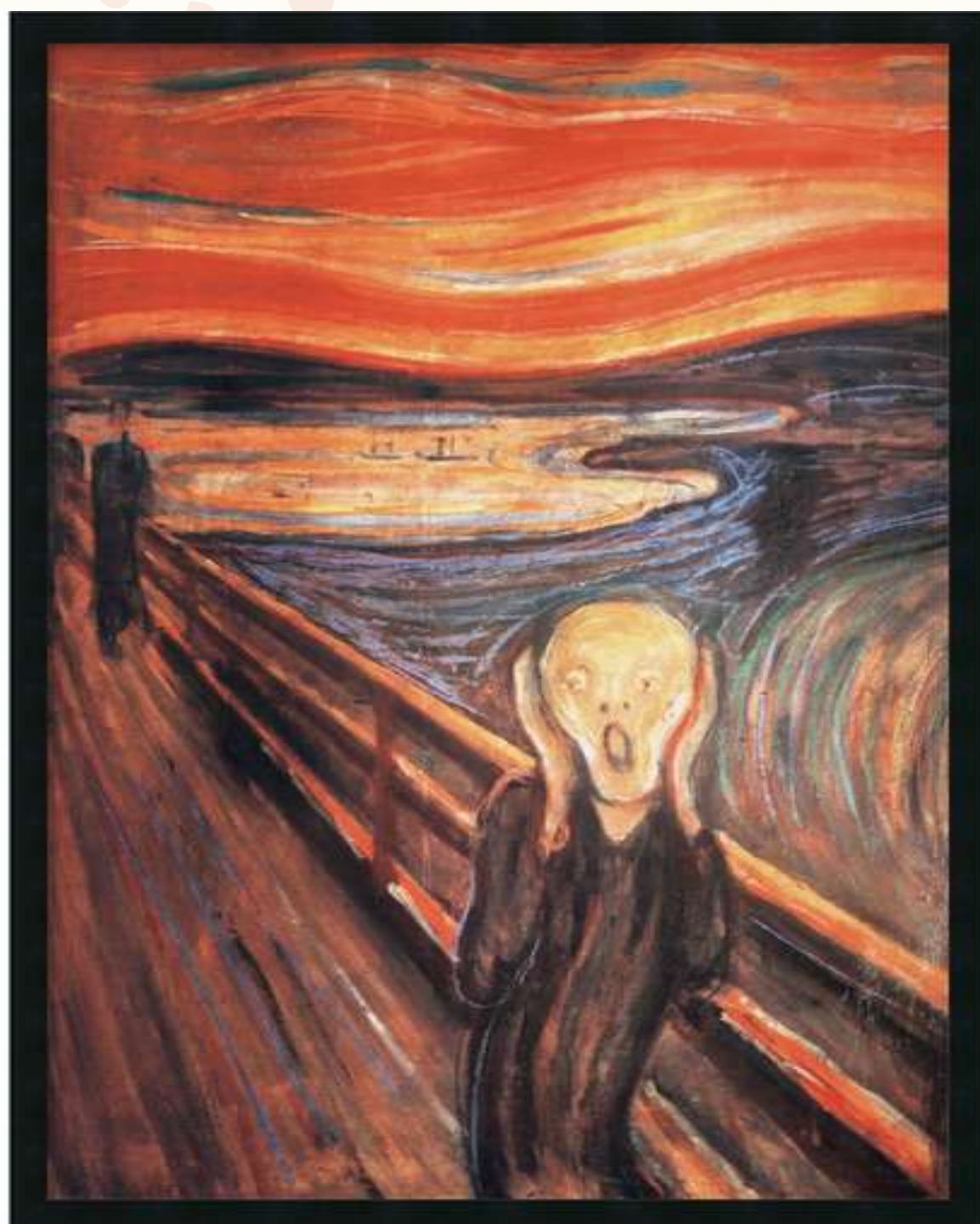
- If we look at language, the nouns *love* and *hate* are abstract, but **ball** and **hat** aren't. We can see and touch a ball and a hat, but *can't touch love or hate*.
- That is because they are CONCEPTS. They do not exist physically, they only exist in the idea we have of them.



Visual Arts class and the concept of Abstract

- In visual arts with Ms. Czerwinski you may have learned about some abstract artists such as Pablo Picasso, Henri Matisse, and Edvard Munch who painted *The Scream*.





Edvard Munch's *The Scream*

Look carefully at the painting.
What makes it abstract?

For one, the artist is not being entirely realistic or literal. You can tell there is some water, a walkway, a sky, and a person, but they are suggested more than they are real.

Reflection Questions, continued...

5. Read over the list of nouns below. **Make a list** of the ones you think are abstract and **give your reasoning** as to why you believe so.

Tree

Anger

Friendship

Education

Pain

Peace

Station

Progress

Beauty

Reflection Questions, continued...

6. Look at this painting below, by Johan Hoekstra, of the
momma and baby elephant.

Is it realistic or abstract?

Give reasons for your answer.





There are **16 KEY CONCEPTS** in the MYP

- Key concepts can overlap subjects. For example, you may use “form” in both mathematics and visual arts classes.
- Look at the chart on the next slide to learn more about the 16 key concepts.

Key Concepts

A concept is a big idea—a principle or conception that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time (Wiggins and McTighe 1998).

Communities

Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

Time, space and place

The intrinsically linked concept of time, space and place refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").

Identity

Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, areas, places, symbols and styles. Identity can be observed, or it can be constructed, exerted and shaped by external and internal influences.

Creativity

Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.

Aesthetics

Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.

Systems

Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

Culture

Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.

Change

Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

Relationships

Relationships are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live.

Global interactions

Global interactions, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

Communication

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).

Perspective

Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.

Connections

Connections are links, bonds and relationships among people, objects, organisms or ideas.

Logic

Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions.

Development

Development is the act or process of growth, progress or evolution, sometimes through iterative improvements.

Form

Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.

Reflection Questions, continued...



7. Look at these concepts below. List them on your paper and tell **which school subject** you think they go with. (Some relate to more than one.)

Audience

Function

Invention

Knowledge

Health

Patterns

Trade

Space

Movement

Recap of CONCEPTS...

- **Concepts are:**
 - **universal**- everyone has a **shared understanding** of a concept
 - **timeless**- they **stay valid** over time
 - **abstract**- they do not exist physically, they only exist in the **idea** we have of them
- The MYP has **16 key concepts**- they allow **connections between different subjects**, and some of them are shared among a few subjects.

You are now complete with today's lesson. 😊

- Read back over your answers to make sure they are clearly written and in complete sentences.
- Take this paper with you and turn it in to your home base teacher to put in your class file.

Credits

- Information for this slide show was taken from the book *Discovering the MYP: Concepts* © 2014.

