



PYP Program of Inquiry

2018-2019

| Grade Age: 3-4 years old | | | | | | |
|-----------------------------|--|---|--|---|--|---|
| Transdisciplinary Theme | 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 |
| | 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 civilizations, 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 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 | 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 |
| Subject Focus | PSE | | PSE | Science Social Studies PSE | | Science PSE |
| Central Idea | People’s unique characteristics shape their identity | | Understanding our feelings helps us express ourselves in different ways. | Water exists in the world in different forms and is used in various ways | | Animals adapt to their environment in order to grow and survive |

| | 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 |
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| Lines of inquiry | <ul style="list-style-type: none"> * Describing my characteristics * How people are the same and different *How I change over time | | <ul style="list-style-type: none"> * Identification of our feelings * Ways people express their feelings * Our responsibility in expressing our feelings | <ul style="list-style-type: none"> * Sources of water * How does water change * Uses of sources of water | | <ul style="list-style-type: none"> *Characteristics of animals *Different habitats for different animals * Our responsibility towards animals |
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| Key concepts | Form, connection, change | | Form, perspective, responsibility | Form, change, function | | Form, function, causation |
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| Grade Age: 4-5 years old | | | | | | |
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| Transdisciplinary Theme | 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 |
| | 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 civilizations, 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 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 | 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 |
| Subject Focus | Social Studies PSE | | PSE | Science PSE | | Science PSE |
| Central Idea | Developing relationships require mindful interactions | | Arts are modes of expression that promote creativity | Understanding the way the materials behave and interact determines how people use them to meet their needs | | Plants are living things that have a role in our lives |

| Grade | | | | | | |
|-------------------|---|--------------------------------|---|---|---------------------------|---|
| Age: years old | | | | | | |
| | 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 |
| Lines of inquiry | <ul style="list-style-type: none"> * How relationships develop * Setting goals to promote relationships * My role as member in a classroom community | | <ul style="list-style-type: none"> * Different forms of arts * Using the arts as means of expression * How people interpret arts | <ul style="list-style-type: none"> * Exploring different materials * Manipulation of material * Reusing material | | <ul style="list-style-type: none"> * Characteristics of plants * The different uses of plants * Our responsibility towards plants in our environment |
| Key concepts | Causation, perspective, responsibility | | Form, function, perspective | Form, change, function | | Form, perspective, responsibility |
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| Grade Age: 5-6 years old | | | | | | |
|-----------------------------|--|---|--|---|--|---|
| Transdisciplinary Theme | 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 |
| | 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 civilizations, 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 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 | 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 |
| Subject Focus | PSE | | Social Studies Language PSE | Science Social Studies PSE | PSE | Science Social Studies PSE |
| Central Idea | Increasing awareness of personal abilities allows people to challenge and improve themselves | | Stories communicate ideas and beliefs that connect people to different cultures | Exploring light allows people to use it to meet their interests and needs | Play allows us to explore and express ourselves in different ways | Small creatures interact with their environments and make differences in the world around us |

| Grade | | | | | | |
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| Age: years old | | | | | | |
| Lines of inquiry | Who we are * Identifying personal abilities * Exploring various strategies to improve our abilities * Setting goals to improve ourselves | Where we are in place and time | How we express ourselves * Different genres that tell a story * Why stories are created * Stories stem from different cultures | How the world works *Different sources of light * The uses of light to meet people’s needs * The impact of light on our lives | How we organize ourselves * What is play * How reflecting on our play helps us to improve * How we share our ideas and interpretations with others | Sharing the planet *Small creatures that live on our environment * The role of small creatures in the environment * Human responsibility towards small creatures |
| | Key concepts Form, function, responsibility | | Form, function, connection | Form,function, causation | | Form, function, responsibility |
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| Grade 1 Age: 6-7 years old | | | | | | |
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| Transdisciplinary Theme | 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 |
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| Subject Focus | PSE | Social Studies PSE | Science Social Studies PSE | Science PSE | Social Studies PSE | Science Social Studies PSE |
| Central Idea | Friendships enrich our lives and require nurturing in order to develop | Celebrations are a reflection of various cultures | Simple machines impact our daily lives | People use their senses to investigate properties of matter | School communities may be enriched by their members and the different ideas they bring | Living things interact within their habitats to meet their needs |

Grade 1

Age: 6-7 years old

| Lines of inquiry | 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 |
|-------------------------|---|---|--|---|---|--|
| | <ul style="list-style-type: none">* Maintaining a good friendship* Importance of friendships* Characteristics that develop a healthy friendship | <ul style="list-style-type: none">* Characteristics of celebrations* The history of celebrations* Similarities and differences of celebrations around the world | <ul style="list-style-type: none">* Different types of simple machines* How the use of simple machines depend on force and energy* The effect of machines on our lives | <ul style="list-style-type: none">* Properties of matter* Changes in matter* Our senses as tools to investigate | <ul style="list-style-type: none">* Who are the people who work in a school community* What different roles are played by members of our school community* How do members of our school community work together | <ul style="list-style-type: none">* Characteristics of living things* How living things meet their needs within their habitats* Our responsibility in maintaining healthy habitats |
| Key concepts | | Function- causation- connection | Form, function, connection | Form, change, function | | |
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| Grade 2 Age: 7-8 years old | | | | | | |
|-------------------------------|--|---|--|---|--|---|
| Transdisciplinary Theme | 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 |
| | 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 civilizations, 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 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 | 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 |
| Subject Focus | Social studies- PSE | Social Studies- PSE | Science- Social Studies- PSE- | Science- Social Studies-PSE | Social Studies- PSE | Science- PSE |
| Central Idea | Our individual characteristics can make a contribution to our community. | Exploring the past reveals the way people are connected. | People manipulate materials to express their creativity. | Earth's predictable patterns determine the behavior of living things. | Cities have special characteristics that make them unique. | All living things go through a process of change. |

Grade 2
Age: 7-8 years old

| Lines of inquiry | 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 |
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| Key concepts | | | | | | |
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1. What makes a person significant
 2. Factors that influence our choice of relationships
 3. Our responsibilities as role model

1. The history of the place we come from
 2. The geographical characteristics of a place
 3. How aspects of our history influence our identity

1. What are the characteristics of different materials
 2. Manipulation and application of materials to new purposes
 3. Our understanding of these creative achievements

1. Patterns related to Earth’s natural cycles (sun, moon, gravity)
 2. Natural Cycles (day/night, seasons)
 3. Assessing the impact of natural cycles on living things

1. The natural features of cities
 2. Similarities and differences between cities
 3. Attractions that make cities special and unique

1. Life cycles
 2. How living things change over their lifetime
 3. Developmental stages of various living things

| Grade 3 Age: 8-9 years old | | | | | | |
|-------------------------------|---|--|---|--|---|--|
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| Subject Focus | Social Studies- PSE | Social Studies- PSE | Social Studies- PSE | Science- PSE | Science- Social Studies- PSE | Science- Social Studies- PSE |
| Central Idea | The role of rights and responsibilities in our society (year Long). | The relationship of ancient civilizations to the modern world. | Appreciating what people believe can enable us to become global citizens. | Uses of different forces causes change in the environment. | Human activities have an interdependence with the natural world. | People can make choices to support the sustainability of water. |

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| Lines of inquiry | 1. What are rights and responsibilities 2. The impact of rights and responsibilities on humankind and the environment 3. Influences on rights and responsibilities | 1. Characteristics of civilizations 2. Achievements of ancient civilizations 3. How past civilizations relate to our current lives | 1. Characteristics of a global citizen 2. Similarities and differences among belief systems 3. How do we express ourselves as global citizens | 1. The different uses of force 2. The changes caused by the use of force 3. How understanding force helps us understand our world | 1. Characteristics of biomes 2. Effects of human economic activities on biomes 3. Our responsibility in maintaining sustainable biomes | 1. properties and states of water 2. The availability & distribution of water 3. The choices people make to manage the use of water |
| Key concepts | Form, Change, Causation | Form, Change, Connection | Form, Perspective, Function | Function, Change, Connection | Form, Causation, Responsibility | Change, Causation, Responsibility |
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| Grade 4 Age: 9-10 years old | | | | | | |
|--------------------------------|--|---|--|---|--|---|
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| Subject Focus | Science PSE | Social studies | Science Social studies PSE | Science | Social studies | Science Social studies PSE |
| Central Idea | •The human body is a complex machine dependent on its systems | •Human migration is a response to challenges, risks and opportunities | •Inventions shape the lives of humankind | •Light and sound help people experience their world | •Economic systems and conditions guide decision making | •Our use of natural resources entails social and environmental consequences |

| | 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 |
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| Lines of inquiry | <ul style="list-style-type: none"> •Body systems and how they function •The interdependence of body systems • Systems in our body interact to achieve balance | <ul style="list-style-type: none"> •Reasons why people migrate •Migration throughout history •Effects of migration on communities cultures and individuals. | <ul style="list-style-type: none"> •How inventions stem from ideas • Evolution of inventions • Impact of inventions on everyday life | <ul style="list-style-type: none"> •Sources of light and sound • Ways lights and sounds are experienced • How light and sound can be changed | <ul style="list-style-type: none"> •Characteristics of economic systems •How different economic systems work together internationally •How economic systems have an impact on us | <ul style="list-style-type: none"> •What natural resources are •Consumption of natural resources •The responsibility of stakeholders in conserving natural resources. |
| Key concepts | | | | | | |
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| Grade 5 Age: 10-11 years old | | | | | | |
|---------------------------------|--|---|--|---|--|---|
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| Subject Focus | <p>Science</p> <p>Social studies</p> <p>PSE</p> | Social studies | <p>ICT</p> <p>PSE</p> | <p>Science</p> <p>Social studies</p> | Social studies | <p>Science</p> <p>Social studies</p> |
| Central Idea | Many factors play a role in developing a sense of self | The time and place of events shape lives and experiences throughout history | Media informs the way we understand the world | Our everyday life depends on reliable energy sources. | Government structures and institutions regulate the way we live | Maintaining healthy ecosystems supports life on Earth |

| | 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 |
|-------------------------|--|---|---|---|---|---|
| Lines of inquiry | <ul style="list-style-type: none"> •The characteristic that identify self-knowledge •How self-efficacy can be developed •Addressing the complexity of evolving identity | <ul style="list-style-type: none"> • How geography has a role in history • The history of events affects the lives of people. •The geo- political analysis of current events | <ul style="list-style-type: none"> •The use of persuasive language, images and sound in media •How media affects values, perceptions and knowledge •What it means to be media literate | <ul style="list-style-type: none"> •The different forms and changes of energy •The different sources of energy •Our responsibility in harnessing energy in a sustainable way | <ul style="list-style-type: none"> •Government systems •Why governments are formed •How different governments interact and cooperate | <ul style="list-style-type: none"> •Ecosystems are part of the natural environment •The interdependent relationships in ecosystems •Human responsibilities towards maintaining balanced ecosystems |
| Key concepts | | | | | | |
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