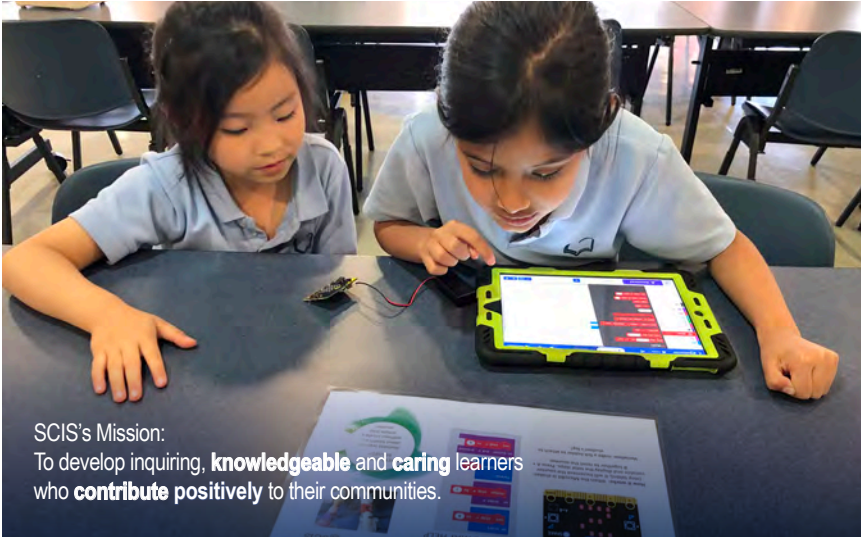


PRIMARY YEARS PROGRAMME (PYP) NURSERY TO GRADE 5



SCIS's Mission:
To develop inquiring, **knowledgeable** and **caring** learners
who **contribute positively** to their communities.



PROGRAMME OF INQUIRY

Languages | Social Studies | Mathematics | Science and Technology | Personal, Social, and Physical Education | The Arts

Transdisciplinary Themes

NURSERY

PRE-SCHOOL & PRE-KINDERGARTEN

KINDERGARTEN

GRADE 1

GRADE 2

GRADE 3

GRADE 4

GRADE 5

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.

ME AT SCHOOL

Central Idea:
I do many things at school.

An inquiry into:

- Things I do at school.
- Things I do by myself at school.
- Things I do with others at school.

ALL ABOUT ME

Central Idea:
As I grow and change I discover new things about who I am and what I can do.

An inquiry into:

- What am I like
- The ways that I change
- My responsibilities as a learner that help me grow

SURPRISING SENSES

Central Idea:
People use their senses to help them learn.

An inquiry into:

- How do the five senses help us learn?
- How senses help us connect to our world
- How we care for our senses

HEALTHY LIVING

Central Idea:
Choices we make affect our health.

An inquiry into:

- Whole-body wellness (nutrition, fitness, dental, mental health)
- How food choices affect health, well-being and the environment
- Humans responsibility to make balanced choices.

WE ARE A TEAM!

Central Idea:
Individuals have a responsibility to ensure the success of the group.

An inquiry into:

- Behaviors that make teams successful.
- Our responsibility as a group member.
- Resolving conflict and group decision making.

CULTURE SHAPES US

Central Idea:
Our culture shapes who we are.

An inquiry into:

- Understanding culture
- The similarities and differences in cultures
- How culture impacts life.

MINDSET

Central Idea:
Mindset affects individual and group growth.

An inquiry into:

- How the brain functions.
- How to grow a mindset.
- The effects of different mindsets on individual and group growth.

HUMAN BODY

Central Idea:
Body systems are interrelated and interdependent.

An inquiry into:

- The function of each body system.
- How body systems depend on each other.
- How our choices affect our health.

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.

CULTURAL CELEBRATIONS

Central Idea:
People celebrate in many ways for many reasons.

An inquiry into:

- Characteristics of celebrations
- The reasons for celebrations
- Similarities among celebrations

PERSONAL HISTORIES

Central Idea:
Our lives are shaped by events, people, and places.

An inquiry into:

- Personal histories
- Connections between events, people, and places.
- The impact of people, places and events on our lives.

SIMPLE MACHINES

Central Idea:
People have improved their daily lives by using simple machines.

An inquiry into:

- Simple and Compound Machines
- The function of simple machines
- The impact of simple machines on our lives over time.

PAST CIVILIZATIONS

Central Idea:
People prepare for the future by analyzing the past.

An inquiry into:

- How locations impact daily life.
- How civilizations have changed over time (labor).
- How tools and techniques have impacted societies.

EXPLORATIONS

Central Idea:
Exploration leads to discovery and develops new understandings.

An inquiry into:

- The impact of explorations
- Reasons for exploration (historical and personal)
- The forms of exploration

HUMAN MIGRATION

Central Idea:
Human migration is a response to challenges, risks and opportunities.

An inquiry into:

- Reasons for migration.
- How migration changes individuals, communities and cultures
- Migration as a human right

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 creativity; our appreciation of the aesthetic.

IMAGINATIVE PLAY

Central Idea:
Through play we connect to our world.

An inquiry into:

- Different forms of play
- My role in play
- Imaginative Play

ART AND ARTISTS

Central Idea:
Artists create art to express themselves in different ways.

An inquiry into:

- Different forms of art
- Learning through art
- Artists and how they work

INVENTIONS

Central Idea:
People follow a process to create.

An inquiry into:

- The process of creating.
- Why people create
- How people improve their creations

SIGNS AND SYMBOLS

Central Idea:
Signs and symbols are designed to communicate.

An inquiry into:

- The design of signs and symbols
- How signs and symbols communicate information and meaning.

STORYTELLING

Central Idea:
Stories are influenced by culture

An inquiry into:

- Storytelling
- Commonalities among folktales, (fairytales and fables) across cultures
- Storytelling as a means to express beliefs and values

PERSUASION

Central Idea:
Persuasion influences thinking and behavior.

An inquiry into:

- Persuasive techniques
- How persuasive techniques can influence thinking and behavior
- Our responsibility to persuade honestly

HEROES

Central Idea:
Heroes reveal values and beliefs.

An inquiry into:

- The qualities that make a hero
- Similarities of hero stories across cultures.
- How heroes symbolize beliefs and values.

EXPRESSION

Central Idea:
Creating and responding to art develops our understanding of ourselves and the world around us.

An inquiry into:

- The ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values.
- Creative expression.
- Presentation and aesthetics.

HOW THE WORLD WORKS?

An inquiry into the natural world and its laws; 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.

MOVEMENT

Central Idea:
We move from place to place in different ways.

An inquiry into:

- Things that help us move
- Moving safely
- How our bodies move

LITTLE CHEFS

Central Idea:
We learn about our world through food.

An inquiry into:

- Different types of food
- How food changes
- Being a responsible cook

WE ARE SCIENTISTS

Central Idea:
Through the process of investigation, we test our theories to make new discoveries.

An inquiry into:

- How scientists conduct experiments
- How scientists make observations and record findings
- How scientists make conclusions and share their results

NATURAL CYCLES

Central Idea:
Natural cycles are connected and impacted in different ways.

An inquiry into:

- Natural cycles of the earth
- The connection between cycles
- What impacts natural cycles

THE EARTH, SUN, AND MOON

Central Idea:
The universe is a system made up of many connected parts.

An inquiry into:

- How the earth, sun, and moon function as a system.
- Understanding the connections within the universe.
- How researchers find topics of interest.

THE CHANGING EARTH

Central Idea:
The earth continually changes.

An inquiry into:

- The components of the earth
- The changing earth over time
- The impact of processes (natural/human) on the changing earth

LIGHT AND SOUND

Central Idea:
Exploring the properties of light and sound enables us to use them for dramatic effect.

An inquiry into:

- The characteristics and properties of light and sound.
- How people have/are innovating and using light and sound.
- How light and sound are used for dramatic effect.

UNDERSTANDING MATTER

Central Idea:
Understanding the nature of matter allows us to transform it and use it.

An inquiry into:

- Changes of matter can be permanent or reversible.
- The interaction between the natural world and human societies
- Using matter and materials responsibly

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.

BUILD IT! CREATE IT!

Central Idea:
People use materials to build things for enjoyment or problem solving.

An inquiry into:

- Different materials and their properties
- Structures
- Shapes used to make stable, weight bearing structures

MY COMMUNITY

Central Idea:
Everyone has a role to play in the community.

An inquiry into:

- What makes a community
- How communities work
- The responsibilities of community members

I'M IN CHARGE!

Central Idea:
Choices affect our learning.

An inquiry into:

- The rules and routines that shape our school day
- Our responsibilities as a learner
- The impact of our choices on learning

COMMUNITIES AND THE ENVIRONMENT

Central Idea:
Communities organize themselves around the environment.

An inquiry into:

- The impact of the environment on the community.
- How communities are organized.
- Interdependence of communities

STRUCTURES

Central Idea:
Strength and stability of structures is dependent on the design and materials available.

An inquiry into:

- The purpose of structures and how they work
- The structural design process and unique elements of structures
- The impact of the environment on structures

MARKETPLACE

Central Idea:
Marketplaces depend on the ability to produce goods and supply services that can be exchanged.

An inquiry into:

- Systems of trade (exchange of goods and services)
- Interconnectedness of economies
- Ethics of consumerism

POLITICAL SYSTEMS

Central Idea:
Political systems influence the lives of citizens.

An inquiry into:

- Types of political systems
- How political institutions meet the needs and wants of individuals and society.
- Citizenship and the role of a citizen.

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 relationship within and between them; access to equal opportunities; peace and conflict resolution.

TOGETHER WE CAN TAKE CARE OF THE COMMUNITY.

Central Idea:
Living things have certain needs to grow and stay healthy.

An inquiry into:

- Taking care of the community.
- My role in the community.

LIVING THINGS

Central Idea:
Living things have certain needs in order to grow and stay healthy

An inquiry into:

- Characteristics of living things
- The needs of living things.
- How living things change through their life.

OUR RELATIONSHIPS WITH ANIMALS

Central Idea:
Relationships between humans and animals are affected by our actions.

An inquiry into:

- Animals and what they need to live
- How humans impact animals' lives
- How humans care for animals

WATER, A PRECIOUS RESOURCE

Central Idea:
The distribution of water creates challenges for life on earth.

An inquiry into:

- The dependence of living things on water
- Why fresh water is limited for some
- Our responsibilities and challenges with water

INTERDEPENDENCE OF LIVING THINGS

Central Idea:
Animals adapt to changes in their environment

An inquiry into:

- How animals adapt to their environments
- The positive and negative impact that humans and animals have on each other
- Humans' responsibility to protect animals

PLANTS

Central Idea:
Plants have distinct characteristics that make them vital to humans and the planet.

An inquiry into:

- Plant parts and how they work.
- Human and animal dependency on plants.
- Environmental conditions that may threaten plant life and humans' responsibility to protect plants.

ECOSYSTEMS

Central Idea:
Living things share and impact the environment.

An inquiry into:

- The ways in which living things within an ecosystem are interdependent
- The consequences of imbalance within ecosystems.
- Human impact on ecosystems

EXHIBITION

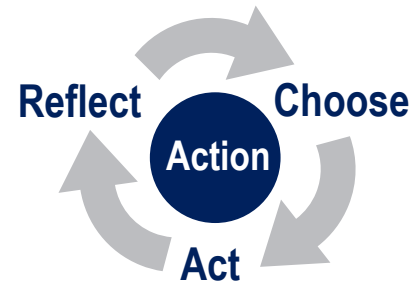
Central Idea:
Change can be achieved by taking action on local and global issues.

An inquiry into:

- Rights and responsibilities in the struggle to share finite resources with other people and other living things.
- Communities and the relationship within and between them.
- Access to equal opportunities.
- Peace and conflict resolution.



What should we do after we learn?



What skills do we want to be able to do?

APPROACHES TO LEARNING	Thinking Skills	<p>Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical thought</p> <p>Metacognition</p>	<p>I can learn new things. I can understand what I learn and tell others about it. I can use what I've learned in a new way. I can break down the things I learn and take a closer look. I can put together the things I learn together and look at the big picture. I can decide if something is good or bad. I can think about different points of view at the same time in order to debate with others. I can think about the way I learn.</p>
	Social Skills	<p>Accepting Responsibility Respecting others Cooperating Resolving conflict Group decision-making Adopting a variety of group roles</p>	<p>I can take on a job and finish it. I can listen to others and act fairly. I can work well with others. I can work out problems with others by listening and compromising. I can work well in groups to make decisions. I can lead sometimes and follow other times.</p>
	Communication Skills	<p>Listening Speaking Reading Writing Viewing Presenting Non-verbal communication</p>	<p>I can listen to directions and to others. I can speak clearly when working with others or presenting information. I can read different things for different reasons. I can write different things for different reasons. I can look at things carefully to learn as much as I can. I can share the things I've learned to others. I can communicate with others without using words.</p>
	Self-management Skills	<p>Gross motor skills Fine motor skills Spatial awareness</p> <p>Organization Time management Safety Healthy lifestyle</p> <p>Codes of behavior Informed choices</p>	<p>I can use my bigger muscles to show my strength. I can use my smaller muscles to show how precise I can be. I can maintain a bubble around my body and not invade others' personal space. I can plan and carry out those plans well. I can use my time well. I can keep myself out of danger. I can make good decisions about what I eat, how I relax, how I stay fit, and how I stay clean. I can understand and follow the unwritten "rules" of being in a group. I can make a decision based on what I know or what I think.</p>
	Research Skills	<p>Formulating questions Observing Planning Collecting data Recording data Organizing data Interpreting data</p> <p>Presenting research findings</p>	<p>I can think of relevant questions. I can use all five senses to notice different features of an object. I can plan how I'm going to learn something. I can gather information from different places. I can write down the information I learn from different places. I can sort and organize the information I've learned from different places. I can understand what the information means that I've gathered from different places. I can share the things I've learned to others.</p>