

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



PRIMARY YEARS PROGRAMME (PYP) NURSERY TO GRADE 5

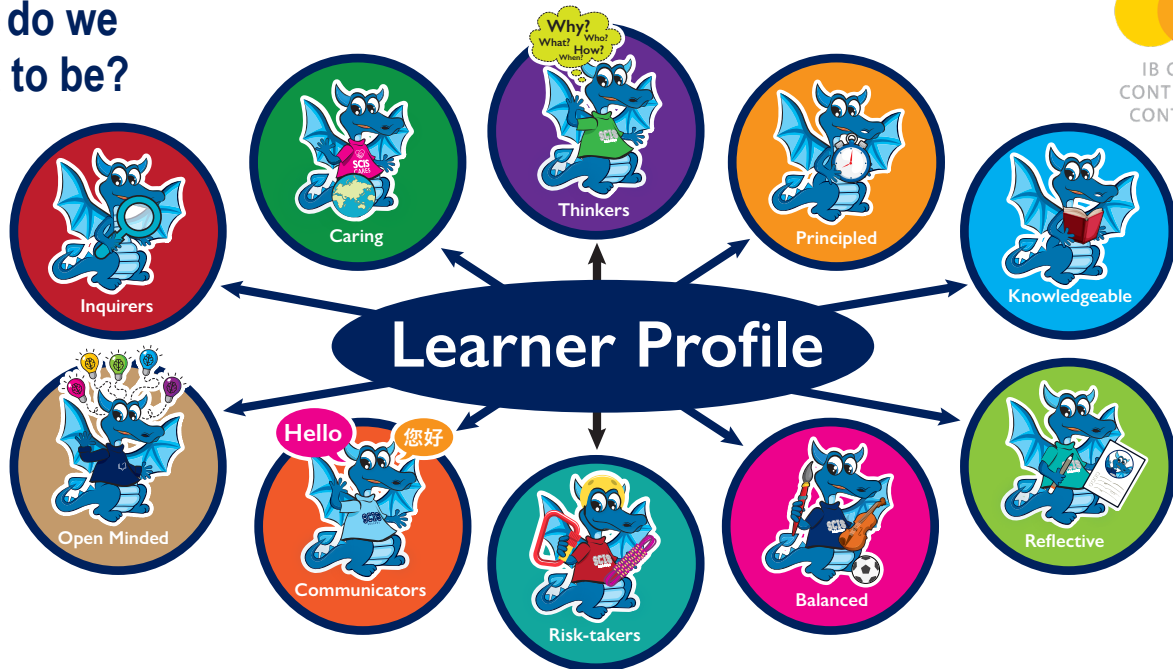


Shanghai Community International School is a Primary Years Programme Authorized School and an IBO World School.

PROGRAMME OF INQUIRY

Transdisciplinary Themes	Nursery	Preschool	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p>COMMUNITY BUILDING Central Idea: Our choices define who we are as individuals and as a community. An Inquiry into: • our diverse community (Perspective) • the design and use of our learning environment (Function) • using the Learner Profile to guide our choices (Responsibility)</p>								
<p>WHO WE ARE An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being relationships and belonging learning and growing 	<p>ALL ABOUT ME Central Idea: We are alike and different in many ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> myself (Form) caring for our families (Perspective) getting to know our classmates (Connection) 	<p>SCHOOL COMMUNITY Central Idea: Understanding who we are affects our classroom community.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the members of our classroom (Form) our responsibility as a classroom member (Responsibility) building positive relationships (Connection) 	<p>OUR CULTURES Central Idea: Connecting to our cultures helps us learn who we are.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> connecting with others to build relationships (Connection) diversity around us (Perspective) our uniqueness (Form) 	<p>COMMUNITIES Central Idea: Our roles and actions impact our communities.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> our communities (Form) our roles and responsibilities within communities (Function) how our behavior and actions affect our communities (Causation) 	<p>RELATIONSHIPS Central Idea: Actions influence how we connect with others to build relationships.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> our relationships (Perspective) our responsibility in relationships (Responsibility) how actions affect relationships (Causation) 	<p>RIGHTS Central Idea: In a community, rights come with responsibilities.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> rights and responsibilities (Form) relationship between rights and responsibilities (Responsibility) situations that impact our rights (Causation) 	<p>IDENTITY Central Idea: Our diverse identities create our classroom community.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> internal and external identities (Form) personal assumptions and perceptions (Perspective) the influence of our perspectives on how we understand each other (Causation) 	<p>CURIOSITY Central Idea: Inquiring into our curiosity helps us learn.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> our agency as learners (Causation) pursuing our curiosity to grow as learner (Perspective) planning and accountability strategies (Responsibility) 	<p>BODY SYSTEMS Central Idea: Body Systems depend on each other to contribute to human health and survival.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> choices that affect our bodies (Causation) systems in our body (Function) the connection between body systems (Connection) changes our bodies go through during puberty (Change)
<p>WHERE WE ARE IN PLACE AND TIME An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	<p>JOURNEYS Central Idea: Journeys take people places to explore.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> how we travel safely and respectfully (Function) where journeys take us (Change) what we discover in places (Connection) 	<p>PLACES Central Idea: Our world is made up of different places.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> physical, virtual, and imaginary places (Perspective) our connection to places (Connection) the story of a place (Function) 			<p>HOMES Central Idea: The location of a place impacts how people live their lives.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> homes around the world (Form) availability and access to resources in different locations (Causation) the connection between a place and the way people live their lives (Connection) 	<p>JOURNEYS Central Idea: Human journeys help us understand the world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> diverse personal journeys (Perspective) reasons for human movement (Causation) the effects of journeys on people and places (Change) 	<p>INVENTIONS Central Idea: Inventions influence society and create future possibilities.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> situations and events that led to inventions (Causation) the change of inventions over time (Change) impact and contributions of inventions on people's lives (Connection) 	<p>PAST CIVILIZATIONS Central Idea: Elements of past civilizations (complex societies) continually influence the development of society.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the essential elements of a societies (Form) lasting contributions evident today (Causation) ways to bring history to life (Connection) 	<p>EVENTS Central Idea: Analyzing events allows us to evaluate the perspectives of those involved.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> sequence of events (Causation) perspectives on events (Perspective) significant impact of events (Change)
<p>HOW WE EXPRESS OURSELVES An inquiry into the ways in An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	<p>DISCOVERY Central Idea: Play invites discovery.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> discoveries made through play (Perspective) communicating in play (Function) our responsibilities in play (Responsibility) 	<p>CREATIVITY Central Idea: Play gives us opportunities for connection and expression.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the nature of play (Form) expressing ourselves through play (Perspective) making connections through play (Connection) 	<p>IDEAS Central Idea: People use creativity to express themselves and connect with others.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the creative process (Perspective) how people express themselves through "The Arts" (Form) our responses to "The Arts" (Connection) 	<p>GAMES Central Idea: People learn and express themselves through games.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> learning while playing games (Form) communication during games (Function) the role of imagination in games (Perspective) 	<p>INSPIRATION Central Idea: Artists are inspired by the world around them.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> an artist's inspiration (Connection) an artist's process (Function) how artists share an idea or story (Perspective) 	<p>TRADITIONS Central Idea: Stories are shared to maintain and express our cultural values and traditions.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> different cultures, values, traditions (Perspective) maintaining cultural values through stories (Connection) using cultural values to guide actions (Responsibility) 	<p>PERFORMING ARTS Central Idea: Performing arts are an avenue for creative expression.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> purpose of performing arts (Perspective) the process of putting on a performance (Function) giving and receiving feedback (Connection) 	<p>ADVOCACY Central Idea: Art can be an inspiration for change.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> experiences that motivate artists (Perspective) how activists use art to provoke emotions (Connection) the use of art to advocate for change (Change) 	<p>PYP EXHIBITION Central Idea: Student developed for the PYP Exhibition.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Student developed for the PYP Exhibition.
<p>HOW THE WORLD WORKS An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools discovery, design, innovation; possibilities and impacts 		<p>CHANGE Central Idea: Change leads to new discoveries.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> predicting change (Change) making discoveries (Connection) stages of transformation (Causation) 	<p>MATERIALS Central Idea: People can change, adapt, or combine materials to achieve a goal.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> properties of materials (Form) how materials behave (Causation) the ways people use materials for a purpose (Function) 	<p>SCIENTISTS Central Idea: Scientists explore the world to make discoveries.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> scientists and what they do (Connection) discoveries made through scientific explorations (Function) communicating our discoveries (Responsibility) 	<p>GLOBAL WEATHER Central Idea: Living things respond to global weather changes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> global weather (Form) changes in daily and seasonal cycles (Change) responses to weather (Causation) 	<p>SIMPLE MACHINES Central Idea: Simple machines benefit our daily lives.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> how simple machines function (Function) the benefits of simple machines (Causation) problem solving using simple machines (Causation) 	<p>STRUCTURES Central Idea: The design of structures involves consideration of different factors.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> factors that impact structures (Function) the Design Cycle (Causation) effective collaboration that supports design (Perspective) 	<p>DIGITAL TECHNOLOGY Central Idea: Digital technology assists us in creating change to enhance learning.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> impact of digital technology (Responsibility) development of coding language and digital technology (Function) applying our understanding of coding (Change) 	<p>NATURAL DISASTERS Central Idea: Communities share the responsibility to reduce the impact of natural disasters.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> causes and consequences of natural disasters (Causation) collaborative responses to natural disasters (Responsibility) individual experiences and possible actions (Perspective)
<p>HOW WE ORGANIZE OURSELVES An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihood and trade practices; intended and unintended consequences representation, collaboration and decision-making 	<p>NEIGHBORHOODS Central Idea: Neighborhoods are made up of places, people and the tools they use.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> different roles people in neighborhoods have (Form) different functions places in neighborhoods have (Function) specific tools people use to do their jobs (Connection) 				<p>TRANSITIONS Central Idea: Resources and strategies help us with change and transitions.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> resources that support us (Connection) similarities and differences between school systems (Change) strategies that support us (Causation) 	<p>ACTION Central Idea: Learners develop through a process of decision-making, action & reflection.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the process of learning as a scientist (Function) reflecting and taking action as a scientist (Responsibility) the impact of action on the world around us (Causation) 	<p>CONSUMERISM Central Idea: Goods and services are provided based on wants, needs, and available resources.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> interdependence of producers and consumers (Connection) the supply chain (Form) responsible production and consumption (Responsibility) 	<p>ENTREPRENEURSHIP Central Idea: Knowledge of the market inspires entrepreneurship.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> elements of a successful business (Form) connection between the market and entrepreneurs (Connection) the study of trends to inform decisions (Causation) 	<p>MANAGING CHANGE Central Idea: Communities create structures to share accountability for managing change.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> structures that support growth and learning (Function) considerations when dealing with change (Perspective) strategies to manage change and transitions (Responsibility)
<p>SHARING THE PLANET An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> rights, responsibilities and dignity for all pathways to just, peaceful and reimagined futures nature, complexity, coexistence and wisdom 			<p>LIVING THINGS Central Idea: Humans have a responsibility to care for other living things.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the characteristics and needs of living things (Form) the relationships between living things and plants (Connection) how to be a responsible human (Responsibility) 	<p>ANIMALS Central Idea: Researching animals and their relationships with humans encourages responsible behavior.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the characteristics and needs of animals (Form) the connection between humans and animals (Connection) the importance of learning about animals (Responsibility) 	<p>NATURAL RESOURCES Central Idea: Humans have an impact on natural resources.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> natural resources (Form) the use of natural resources (Function) our responsibility to sustain natural resources (Responsibility) 	<p>HABITATS Central Idea: Animals have distinct characteristics for growth and survival.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> life cycles of animals (Change) adaptations for growth and survival (Function) protection of animals and their habitats (Responsibility) 	<p>PLANTS Central Idea: Plants have distinct characteristics that make them vital to life on earth.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the growth and adaptation of plants (Change) how living things rely on plants for different purposes (Connection) the impact of human activities on plants (Responsibility) 	<p>CONSERVATION Central Idea: Our decisions affect the natural world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the interconnected natural world (Connection) human impact and sustainable conservation practices (Perspective) ethical decision making (Responsibility) 	<p>ENERGY Central Idea: Energy can be transformed and used for human purposes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> different forms of energy (Form) transformations of energy (Change) applications of energy in society (Causation)

Who do we want to be?



APPROACHES TO LEARNING (ATL'S)

Thinking Skills

Critical thinking

Analysing and evaluating issues and ideas, and forming decisions

Creative thinking

Generating novel ideas and considering new perspectives

Information transfer

Using skills and knowledge in multiple contexts

Reflection and metacognition

Using thinking skills to reflect on the process of learning

Communication Skills

Exchanging information

Listening, interpreting and speaking

Literacy

Reading, writing and using

language to gather and communicate information

ICT

Communicating using technology to gather, investigate and share information

Social Skills

Interpersonal relationships, social and emotional intelligence

Developing positive interpersonal relationships and collaboration

Self-management Skills

Organization

Managing time and tasks effectively

States of mind

Using strategies that manage state of mind

Research Skills

Information literacy

Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Media literacy

Interacting with media to use and create ideas and information

Ethical use of media/information

Understanding and applying social and ethical technology

What action can we take to be a positive contributor?

