Primary Years Program (PYP) Cypress Elementary Program of Inquiry (POI) 2025-2026

Transdisciplinary Theme Descriptors	Who We Are An inquiry into identity as individuals as a part of a collective through: ‣ Physical, emotional, social, and spiritual health and well-being ‣ Relationships and belonging ‣ Learning and growing	How the World Works An inquiry into the understandings of the world and phenomena through: ‣ Patterns, cycles, systems ‣ Diverse practices, methods, and tools ‣ Discovery, design, innovation, possibilities, and impacts	Where We Are in Place & Time An inquiry into histories and orientation in place, space and time through: ‣ Periods, events, artifacts ‣ Communities, heritage, culture and environment ‣ Natural and human drivers of movement, adaptation, and transformation	How We Organize Ourselves An inquiry into systems, structures, and networks through: ‣ Interactions with and between social and ecological systems ‣ Approaches to livelihoods and trade practices: intended and unintended consequences ‣ Representation, collaboration, and decision-making	How We Express Ourselves An inquiry into the diversity of voice, perspectives and expression through: ‣ Inspiration, imagination, creativity ‣ Personal, social and cultural notes and practices of communication ‣ Intentions, perceptions, interpretations, and responses	Sharing the Planet An inquiry into the interdependence of human and natural worlds through: ‣ Rights, responsibilities, and dignity of all ‣ Pathways to just, peaceful, and reimagined futures ‣ Nature, complexity, coexistence, and wisdom
5th Grade	Growth & Development **A strong sense of self-advocacy enhances adolescences' accomplishments and personal well-being** Learner Profile: Caring, Balanced, Reflective Specified Concepts: Causation, Change, Responsibility *(relationships, growth, culture, identity, well-being, perspective, influence, expression)* Lines of Inquiry: ●The physical, social, and emotional changes that occur during adolescence and their impact on well-being ●Stress management ●Peer relationships Approaches to Learning: Self-management Skills, Social Skills	Water **Water is essential to life and is a limited resource** Learner Profile: Knowledgeable, Principled Specified Concepts: Causation, Change, Connection *(survival, systems, interdependence)* Lines of Inquiry: ●Water shapes our landscape ●History of water management (use/misuse) ●Developing and maintaining access to resources Approaches to Learning: Research Skills, Thinking Skills	Exploration **The drive to explore leads to discovery and change** Learner Profile: Communicators, Inquirers Specified Concepts: Change, Function, Perspective *(additional)* Lines of Inquiry: ●Why people explore ●Discoveries arising from exploration ●Changes to the way of life as a result of exploration Approaches to Learning: Self-management Skills, Research Skills, Thinking Skills	13 Colonies **Colonization impacts all humans involved and drives the formation of governments** Learner Profile: Inquirers, Thinkers, Reflective Specified Concepts: Function, Change, Perspective *(settlement, community, ownership, beliefs, change, cooperation, rules & laws, choice)* Lines of Inquiry: ●The role of religious freedom in the founding of colonies ●Geography and economics transform communities and government ●Democratic ideas function in a new government Approaches to Learning: Research Skills, Thinking Skills	Art **Artistic expression influence our lives** Learner Profile: Open-minded, Risk-takers, Communicators Specified Concepts: Connection, Form, Perspective *(storytelling, culture, interpretation, imagination, communication, creativity, expression)* Lines of Inquiry: ●Different artistic forms (dance, theater, music, architecture) etc. ●Expressing ourselves through art Approaches to Learning: Research Skills, Communication Skills	Indigenous Peoples **Differences in environment affect the way people use, enjoy, and manage resources** Learner Profile: Balanced, Caring, Reflective Specified Concepts: Connection, Form *(environments, culture, exploration, choice, community)* Lines of Inquiry: ●Human use of local environment ●Connections between living things in an ecosystem ●Actions that benefit or harm the Earth's resources and environment Approaches to Learning: Communication Skills, Research Skills
4th Grade	Who We Are **Many systems in our body work together to help us respond to stimuli and maintain our emotional and physical well-being.** Learner Profile: Balanced, Principled Specified Concepts: Function, Form, Causation *(energy, matter)* Lines of Inquiry:	How the World Works **Energy needs, demands, and discoveries propel innovation.** Learner Profile: Inquirers, Open-Minded, Thinkers Specified Concepts: Function, Form, Responsibility *(environments, energy, force, motion, invention, interdependence, systems, interaction, community)*	Where We Are in Place & Time **An understanding of our environment can help us prepare and respond to changes in the Earth's landscape and natural disasters.** Learner Profile: Inquirers, Thinkers, Reflective Specified Concepts: Causation, Change, Connection *(environments, teamwork, regions, community, sharing resources, perspective)*	How We Organize Ourselves **Change leads to opportunity and economic growth.** Learner Profile: Knowledgeable, Thinkers, Risk-takers Specified Concepts: Function, Change, Connection *(relationships, migration, balance, creation, perspective, exploration, conflict, rule & laws, supply,*	How We Express Ourselves **Students should understand and reflect upon how they consume and create media safely and responsibly in the digital environment.** Learner Profile: Caring, Communicators, Principled Specified Concepts: Causation, Connection *(sound, conflict, community, well-being, systems, relationships,*	Sharing the Planet **Colonization leads to competition for resources and can lead to inequalities.** Learner Profile: Balanced, Principled Specified Concepts: Causation, Change, Perspective *(environments, family, settlement, influence, community, behavior, conflict, relationships, culture,*

	●Importance of emotional well-being ●Importance of physical activity and nutrition in well-being ●How the brain and nervous system process information from our senses Approaches to Learning Skills: Self-management Skills, Communication Skills	Lines of Inquiry: ●Forms of energy ●The storage and transformation of energy ●Renewable and sustainable energy Approaches to Learning: Research Skills, Thinking Skills	Lines of Inquiry: ●Earth's geographic features and processes ●How humans impact the environment ●How humans prepare and respond to natural disasters Approaches to Learning: Research Skills, Thinking Skills, Social Skills	*demand, settlement, community, systems)* Lines of Inquiry: ●The role of California's economy in the world ●The effect of historical events in California which led to economic change (growth) ●Financial responsibility and effect of economic decisions Approaches to Learning: Self-Management Skills, Thinking Skills	*identity, communication, expression)* Lines of Inquiry: ●The evolution of media ●How to be safe and responsible online ●How to receive and produce media ●Awareness of issues with equity and accessibility to media and communicate globally Approaches to Learning: Social Skills, Research Skills, Thinking Skills, Self-Management Skills, Communication	*interpretation, progress, ownership, history, traditions, survival, resources, regions, diversity)* Lines of Inquiry: ●How survival is dependent on the access to and the availability of resources ●The result of competition and how it can change people's lives ●The equitable management of resources - sustainable agriculture Approaches to Learning: Self-Management Skills, Communication Skills, Social Skills, Research Skills, Thinking Skills
3rd Grade	Who We Are **A sense of belonging comes about when we explore our identity.** Learner Profile: Open-minded, Caring, Risk-taker Specified Concepts: Responsibility, Connection, Perspective *(family, relationships, identity, tradition, community, friendship, ownership)* Lines of Inquiry: ●An exploration of their identity ●How individuals inspire and influence character ●An inquiry into how our similarities and differences bring us together Approaches to Learning: Thinking Skills, Research Skills, Social Skills, Communication Skills, Self-management Skills	How the World Works **Humans use their scientific understanding of force and motion to create inventions that impact their everyday life.** Learner Profile: Inquirers, Thinkers, Risk-takers Specified Concepts: Function, Form, Causation *(motion, force, invention, balance, interactions, systems, purpose, organization)* Lines of Inquiry: ●How different forces affect motion - balanced and unbalanced forces ●How to identify and solve simple design problems (electricity and magnetism) ●How forces, tools, and machines impact the world Approaches to Learning: Research Skills, Thinking Skills	Where We Are in Place & Time **People settle where they have access to the resources they need.** Learner Profile: Inquirers, Knowledgeable, Reflective Specified Concepts: Causation, Connection, Perspective *(ecosystem, family, influence, interpretation, migration, community, geography, settlement, cooperation)* Lines of Inquiry: ●Why people settle in certain places (Students will explore reasons people settle in different regions) ●How settlements adapt according to climate and resources (How settlements have adapted over time has changed do to climate and resources, including the Chumash) ●How weather hazards affect how settlements change over time Approaches to Learning: Research Skills, Thinking Skills	How We Organize Ourselves **Rules, laws, and symbols help us identify our roles and responsibilities as a citizen.** Learner Profile: Open-minded, Communicators, Principled Specified Concepts: Function, Form, Connection *(systems, values, teamwork, rules&laws, community, media)* Lines of Inquiry: ●The role of citizens in society ●Signs and symbols in communicating rules and laws ●How various government systems work Approaches to Learning: Communication Skills, Self-Mangement Skills	How We Express Ourselves **An appreciation of the arts helps us connect with others and identify our emotions.** Learner Profile: Communicators, Open-minded, Balanced, Reflective Specified Concepts: Perspective, Function, Form *(opinion, illustration, interpretation, growth, expression, creativity)* Lines of Inquiry: ●How we identify and express emotions through art ●How different forms of art are formed (music, poetry, dance, visual arts/movies) ●How we connect and synthesize knowledge and personal experiences to interpret, inspire, and inform artistic work Approaches to Learning: Communication Skills, Thinking Skills	Sharing the Planet **Variations in organisms and changes in their environment affect survival.** Learner Profile: Inquirer, Knowledgeable, Balanced Specified Concepts: Causation, Change, Connection *(survival, life-cycles, team-work, adaptation, environment)* Lines of Inquiry: ●Biomes - plants and animals exist together ●Fossils - Earth changes over time ●Habitat - changes and solutions Approaches to Learning: Communication Skills, Research Skills, Thinking Skills
2nd Grade	Who We Are (Historical Figures) **Choices, actions and contributions bring about personal and societal change.** Learner Profile: Inquirers, Open-minded, Caring,	How the World Works **Materials and innovation create solutions.** Learner Profile: Inquirers, Communicators Specified Concepts:	Where We Are in Place & Time **Understanding the transformations of the earth shapes our future.** Learner Profile: Inquirers, Knowledgeable, Thinkers	How We Organize Ourselves **Consumers determine food purchases dependent on quality and price.** Learner Profile: Thinkers, Principled, Reflective	How We Express Ourselves **Traditional storytelling preserves the history, values and beliefs of a culture.** Learner Profile: Knowledgeable,	Sharing the Planet Habitats **A habitat and its species are interdependent.** Learner Profile: Inquirers, Principled Specified Concepts: Function,

	Knowledgeable, Thinkers, Risk-takers, Communicators, Balanced, Principled, Reflective Specified Concepts: Change, Responsibility, Perspective *(relationships, identity, courage, character, interaction)* Lines of Inquiry: ●How an individual's choices and actions affects the world around them ●People who have made a significant contribution to our world ●How a person develops their character over time Approaches to Learning: Self-management Skills, Communication Skills, Social Skills	Function, Form, Change *(movement, transformation, interaction, representation, model)* Lines of Inquiry: ●How scientists use their senses to explore properties of matter ●Materials and innovation create solutions ●How matter can change in form and state ●Which materials best serve an intended purpose or solve a problem Approaches to Learning: Research Skills, Thinking Skills	Specified Concepts: Function, Causation, Change *(environments, soils, interactions, creativity, structure, comprehension, imagination, information, migration, geography, influence, movement, culture)* Lines of Inquiry: ●Scientific processes shape the Earth over time ●Earth's changes affect human and animal migration ●Why people move Approaches to Learning: Research Skills, Thinking Skills	Specified Concepts: Causation, Responsibility, Connection *(environments, ecosystem, interdependence, system, organization, resources)* Lines of Inquiry: ●The process that gets food from the farm to the table ●How consumers drive food production and price ●Factors that affect product value and availability Approaches to Learning: Self-management Skills, Thinking Skills	Open-minded, Communicators Specified Concepts: Form, Change, Perspective, Connection *(communication, culture, community, expression, identity, beliefs, tradition, customs, family, patterns, interpretation, influence, creativity, values)* Lines of Inquiry: ●Comparing similar tales in diverse cultures ●How stories relate to culture, history, and traditions ●Storytelling, story genres, and story elements ●How cultural stories evolve over time Approaches to Learning: Communication Skills, Thinking Skills	Responsibility, Connection *(environments, ecosystem, interdependence)* Lines of Inquiry: ●Diversity of living things and their habitats ●How plants and animals are connected ●The effects of human actions on a habitat and its organisms (invasive species) Approaches to Learning: Communication Skills, Research Skills
1st Grade	Who We Are **Communities benefit when members make choices that value the rights of all.** Learner Profile: Caring, Risk-takers, Principled, Communicators Specified Concepts: Responsibility, Connection, Perspective *(conflict, symbols, choice, friendship, cooperation, growth, identity, well-being, change, community, behavior)* Lines of Inquiry: ●How people make choices ●The rights of community members ●How community is structured Approaches to Learning: Communication Skills, Social Skills	How the World Works Space **Patterns in the natural world affect human interactions with their environment.** Learner Profile: Inquirers, Knowledgeable, Thinkers Specified Concepts: Function, Causation, Change *(patterns, light, connection, influence, creativity)* Lines of Inquiry: ●The relationships between the Earth, Sun, Moon, and stars ●How the Earth, Sun, Moon, and star cycles create patterns of time ●How the Sun, Moon, and the Earth impact the way we live Approaches to Learning: Research Skills, Thinking Skills	Where We Are in Place & Time **Over time changes in technology and transportation have influenced how we live our lives and how our communities function.** Learner Profile: Open-minded, Thinkers, Balanced, Reflective Specified Concepts: Change, Connection, Perspective *(culture, relationships, history, adaptation, family, technology, resources, progress, influence, pattern, creativity, inspiration, transformation, movement, beliefs, values)* Lines of Inquiry: ●Changes in transportation over time ●How changes in school affect how we learn ●Similarities and differences within earlier generations' customs, art, traditions, dress, manners, stories, games, and festivals Approaches to Learning: Self-management Skills, Thinking Skills	How We Organize Ourselves **The marketplace establishes equity of value through barter and trade.** Learner Profile: Knowledgeable, Balanced, Principled Specified Concepts: Function, Connection *(systems, demand, supply)* Lines of Inquiry: ●The differences in marketplaces ●How we establish equity in trade ●How banking systems support trade Approaches to Learning: Communication Skills, Self-management Skills	How We Express Ourselves Music **Musicians understand how sound is made, recorded, and used to communicate.** Learner Profile: Caring, Risk-taker, Reflective Specified Concepts: Function, Causation, Connection *(patterns, sound, communication, interpretation, imagination, expression, creativity)* Lines of Inquiry: ●How sound is made ●How sound is recorded ●What a musician is ●How sound is used to communicate Approaches to Learning: Communication Skills, Social Skills	Sharing the Planet **Survival depends on the fulfillment of needs.** Learner Profile: Inquirers, Principled, Knowledgeable, Caring Specified Concepts: Function, Form, Causation, Responsibility *(environment, adaptation, survival, conflict)* Lines of Inquiry: ●How plants and animals use their external parts to help them survive and grow in their environments ●Inheritance of traits in plants and animals ●Using biomimicry to solve a human problem Approaches to Learning: Research Skills, Thinking Skills
K	Who We Are	Weather		Community (Jobs)	How We Express Ourselves	

	Family and friends define and shape our changing identity. Learner Profile: Caring, Risk-takers, Communicators Specified Concepts: Function, Perspective *(family, friendship, relationships, identity, rules&laws, behavior, cooperation, interaction, communication)* Lines of Inquiry: ●Families are created differently ●Our friends affect us ●We form our personal identities Approaches to Learning: Communication Skills, Research Skills, Social Skills, Thinking Skills	**Weather impacts life in many ways.** Learner Profile: Inquirers, Knowledgeable, Reflective Specified Concepts: Causation, Change *(environment, energy, matter, system, connection)* Lines of Inquiry: ●There are different types of weather ●Sunlight warms the earth's surface ●Weather conditions and patterns change over time ●Weather forecasting helps us prepare Approaches to Learning: Self-management Skills, Thinking Skills		**Members of a community make rich contributions through their services.** Learner Profile: Caring, Balanced, Principled Specified Concepts: Form, Responsibility, Connection *(community, ownership, systems)* Lines of Inquiry: ●Community is a system ●People contribute to communities ●People provide services within a community ●People use tools for their jobs Approaches to Learning: Thinking Skills, Research Skills, Communication Skills	**People express feelings and emotions in different ways.** Learner Profile: Open-minded, Thinkers, Communicators Specified Concepts: Form, Connection, Perspective *(purpose, illustrations)* Lines of Inquiry: ●Experiences can evoke different emotions ●Feelings are expressed through literature ●Different art forms can be used in illustrations to express emotions, beliefs and values Approaches to Learning: Communication Skills, Research Skills	
TK	Who We Are **Each individual has unique qualities, characteristics, and backgrounds that influence their personal identity.** Learner Profile: Open-minded, Thinkers, Balanced Specified Concepts: Form, Connection *(relationships, identity, imagination, compare&contrast, expression, diversity)* Lines of Inquiry: ●What makes me unique ●My strengths and weaknesses ●I influence other's ideas, behaviors and beliefs ●Our senses and parts of the human body Approaches to Learning: Communication Skills, Thinking Skills, Social Skills			How We Organize Ourselves **Learning communities are successful when all members are valued.** Learner Profile: Caring Specified Concepts: Function, Causation, Responsibility *(systems, communication, character, community, interdependence, ownership)* Lines of Inquiry: ●The structure and function of our learning community ●The expectations and rules of our learning community ●The responsibilities of each individual in the learning community ●What makes a learning community positive and beneficial for all of the members ●How to utilize the tools and resources of our learning community Approaches to Learning: Self-management Skills, Social Skills	How We Express Ourselves **Using our language, our bodies, and art forms to communicate effectively allows us to cultivate our learning experience.** Learner Profile: Inquirers, Risk-takers, Communicators Specified Concepts: Responsibility, Perspective *(friendship, cooperation, well-being, communication)* Lines of Inquiry: ●We can create forms of art that communicate our ideas ●Our bodies, our creations, and our voices can be used to communicate ●People express themselves through art, dance, music, and drama. Approaches to Learning: Communication Skills, Self-management Skills, Thinking Skills	Sharing the Planet **Each individual and their actions have an effect on our environment.** Learner Profile: Knowledgeable, Balanced, Reflective, Specified Concepts: Change, Responsibility, Connection *(interactions, patterns, influence,)* Lines of Inquiry: ●Trash affects our environment ●The way individuals care for the environment affects animals ●Compost and how and why we create a compost pile ●Our responsibility to reduce, reuse, and recycle Approaches to Learning: Communication Skills, Research Skills, Responsibility Skills

Key–from top to bottom of each section: Central ideas(bolded), LPAs, Specified concepts, additional concepts (italicised), Lines of Inquiry, ATLs