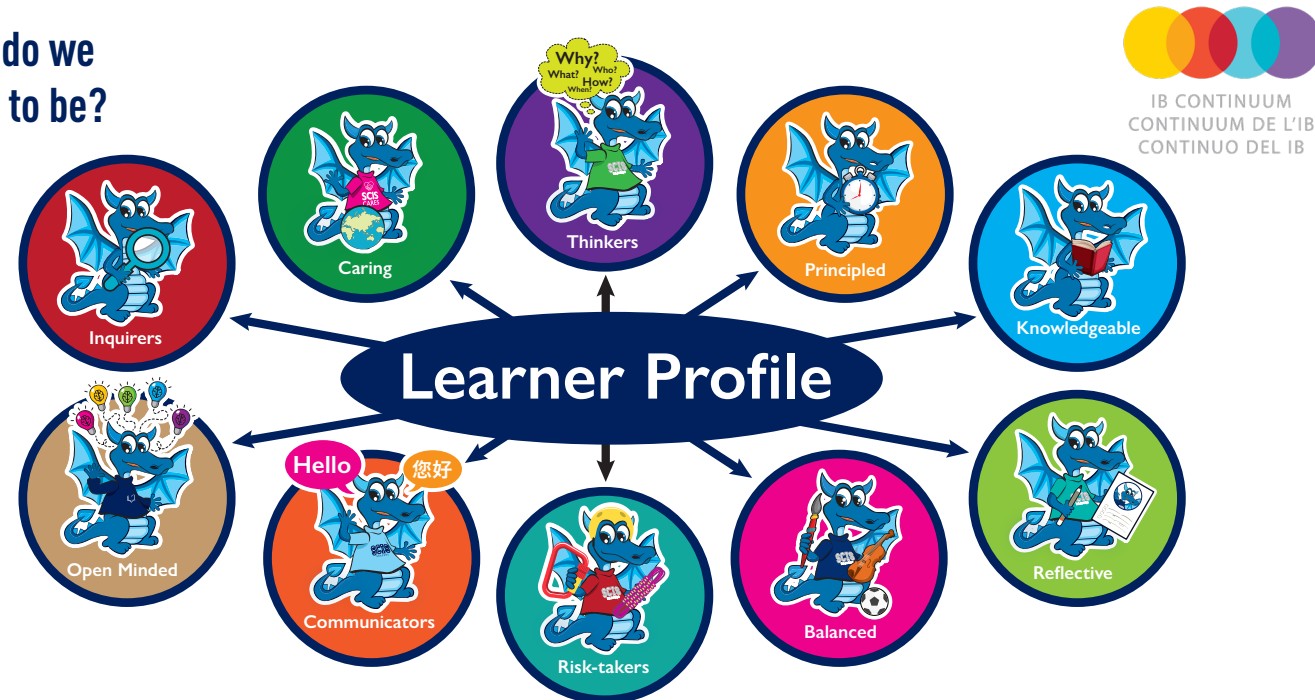


Who do we
want to be?



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

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

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

What action
can we take to
be a positive
contributor?



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.

Transdisciplinary Themes		Nursery	Preschool	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PROGRAMME OF INQUIRY		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)
	WHO WE ARE An inquiry into identity as individuals and as part of a collective through: • physical, emotional and spiritual health and well-being • relationships and belonging • learning and growing	ALL ABOUT ME Central Idea: We are alike and different in many ways. An inquiry into: • Myself (Form) • Caring for our families (Perspective) • Getting to know our classmates (Connection)	SCHOOL COMMUNITY Central Idea: Understanding who we are affects our learning community. An inquiry into: • The members of our classroom (Form) • Our responsibility as a classroom member (Responsibility) • Building positive relationships (Connection)	CHOICES Central Idea: Choices made in daily life can keep people healthy and balanced. An inquiry into: • Daily routines (Form) • Positive choices (Causation) • How choices effect well-being (Responsibility)	COMMUNITIES Central Idea: Our roles and actions impact our communities. An inquiry into: • Our communities (Form) • Our roles and responsibilities within communities (Function) • How our behavior and actions affect our communities (Causation)	RELATIONSHIPS Central Idea: Actions influence how we connect with others to build relationships. An inquiry into: • Our relationships (Perspective) • Our responsibility in relationships (Responsibility) • How actions affect relationships (Causation)	RIGHTS Central Idea: In a community, rights come with responsibilities. An inquiry into: • Rights and responsibilities (Form) • The relationship between rights and responsibilities (Responsibility) • Situations that impact our rights (Causation)	IDENTITY Central Idea: Our diverse identities create our classroom community. An inquiry into: • Internal and external identities (Form) • Assumptions and perceptions (Perspective) • The influence of our perspectives on how we understand each other (Causation)	BODY SYSTEMS Central Idea: Body Systems depend on each other to contribute to human health and survival. An inquiry into: • The body as a system (Function) • The connection between body systems (Connection) • Choices that affect our bodies (Responsibility)	CURIOSITY Central Idea: Curiosity can motivate learning and lead to the development of a sense of self. An inquiry into: • Physical, emotional and social changes humans go through (Connection) • Developing a sense of self through curiosity (Causation) • Planning and accountability strategies as a curious learner (Responsibility)
	WHERE WE ARE IN PLACE AND TIME An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation	JOURNEYS Central Idea: Journeys take people places to explore. An inquiry into: • How we travel safely and respectfully (Function) • Where journeys take us (Change) • What we discover in places (Connection)	PLACES Central Idea: Exploring and connecting with places helps us understand the world. An inquiry into: • Physical and imaginary places (Perspective) • Our connection to places (Connection) • The story of a place (Function)			HOMES Central Idea: The location of a place impacts how people live their lives. An inquiry into: • 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)	JOURNEYS Central Idea: Exploring the movement and journeys of individuals help us understand the world. An inquiry into: • Diverse personal journeys (Perspective) • Reasons for human movement (Causation) • The effects of journeys on people and places (Change)	INVENTIONS Central Idea: Inventions influence society and create future possibilities. An inquiry into: • Why we invent (Causation) • Human experiences that change inventions over time (Change) • How we might use inventions to create a better future (Connection)	PAST CIVILIZATIONS Central Idea: Elements of past civilizations influence modern communities. An inquiry into: • The essential elements of a society (Form) • Lasting contributions evident today (Causation) • Ways to bring history to life (Connection)	EVENTS Central Idea: Analyzing events allows us to evaluate the perspectives of those involved. An inquiry into: • Sequence of events (Causation) • Perspectives on events (Perspective) • Significant impact of events (Change)
	HOW WE EXPRESS OURSELVES An inquiry into the ways in An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses	DISCOVERY Central Idea: Play invites discovery and helps us learn about ourselves, others and our world. An inquiry into: • Discoveries made through play (Perspective) • Communicating in play (Function) • Our responsibilities in play (Responsibility)	EXPRESSION Central Idea: Play gives us opportunities for connection and expression. An inquiry into: • The nature of play (Form) • Expressing ourselves through play (Perspective) • Making connections through play (Connection)	THE CREATIVE PROCESS Central Idea: Art allows people to express themselves while sharing their stories and life experiences. An inquiry into: • The creative process (Perspective) • How stories are told through the arts (Form) • Our responses to the arts (Connection)	GAMES Central Idea: People learn and express themselves through games. An inquiry into: • Learning while playing games (Form) • Communication during games (Function) • The role of imagination in games (Perspective)	INSPIRATION Central Idea: Artists are inspired by the world around them to create and share works of art. An inquiry into: • An artist's inspiration (Connection) • An artist's process (Function) • How artists share an idea or story (Perspective)	TRADITIONS Central Idea: Through stories, we are inspired to appreciate and share cultural values and traditions. An inquiry into: • Different cultures, values, traditions (Perspective) • Maintaining cultural values through stories (Connection) • Using cultural values to guide actions (Responsibility)	PERFORMING ARTS Central Idea: Performing arts are an avenue for creative expression. An inquiry into: • Purpose of performing arts (Perspective) • The process of putting on a performance (Function) • Giving and receiving feedback (Connection)	ADVOCACY Central Idea: Artists use creativity to provoke thinking and inspire change in the world. An inquiry into: • Experiences that motivate artists (Perspective) • How activists use art to provoke emotions (Connection) • The use of art to advocate for change (Change)	PYP EXHIBITION Central Idea: Each PYP Exhibition group will develop their own Central Idea. An inquiry into: • Each PYP Exhibition group will develop their own Lines of Inquiry based on the group's Central Idea
	HOW THE WORLD WORKS An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation; possibilities and impacts			MATERIALS Central Idea: People can change, adapt, or combine materials to achieve a goal. An inquiry into: • Properties of materials (Form) • How material behave (Causation) • The ways people use materials for a purpose (Function)	SCIENTISTS Central Idea: Scientists explore the world to make discoveries. An inquiry into: • Scientists and what they do (Connection) • Discoveries made through scientific explorations (Function) • Communicating our discoveries (Change)	GLOBAL WEATHER Central Idea: Living things respond to global weather changes. An inquiry into: • Global weather (Form) • Changes in daily and seasonal cycles (Change) • Adaptations in response to weather (Causation)	SIMPLE MACHINES Central Idea: People design and use simple machines to solve everyday problems. An inquiry into: • How simple machines function (Function) • The benefits of simple machines (Connection) • Problem solving using simple machines (Causation)	STRUCTURES Central Idea: The design of structures involves consideration of different factors. An inquiry into: • Factors that impact structures (Causation) • Design Thinking (Function) • Effective collaboration that supports design (Connection)	DIGITAL TECHNOLOGY Central Idea: Digital technology assists us in creating change to enhance learning. An inquiry into: • Development of coding language and digital technology (Function) • Applying our understanding of coding (Change) • Impact of digital technology (Responsibility)	NATURAL DISASTERS Central Idea: Understanding natural processes helps us to evaluate and prepare for the future. An inquiry into: • Geological and meteorological processes (Form) • Human designed protections against nature (Perspective) • Scientific skills that broaden our understanding of natural processes (Connection)
	HOW WE ORGANIZE OURSELVES An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihood and trade practices; intended and unintended consequences • representation, collaboration and decision-making	NEIGHBORHOODS Central Idea: Neighborhoods are made up of places, people and the tools they use. An inquiry into: • Different roles people in neighborhoods have (Form) • Different functions places in neighborhoods have (Function) • Specific tools people use to do their jobs (Connection)		SYSTEMS Central Idea: Humans use systems to communicate and understand each other. An inquiry into: • Noticing signs, cues and symbols in our community (Form) • Understanding signs, cues and symbols in our community (Connection) • Communicating through signs, cues and symbols (Responsibility)		TRANSITIONS Central Idea: Resources and strategies help us with change and transitions. An inquiry into: • Resources that support us (Connection) • Similarities and differences between school systems (Change) • Strategies that support us (Causation)	ACTION Central Idea: Learners develop through a process of decision-making, action & reflection. An inquiry into: • The process of learning as a scientist (Function) • Reflecting and taking action as a scientist (Responsibility) • The impact of perseverance (Causation)	CONSUMERISM Central Idea: Goods and services are provided based on wants, needs, and available resources. An inquiry into: • Interdependence of producers and consumers (Connection) • The supply chain (Form) • Responsible production and consumption (Responsibility)	ENTREPRENEURSHIP Central Idea: Knowledge and understanding of the market inspires entrepreneurship. An inquiry into: • Elements of a successful business (Form) • Connection between the market and entrepreneurs (Connection) • The study of trends to inform decisions (Causation)	MANAGING CHANGE Central Idea: Organizations create structures to share accountability for managing change. An inquiry into: • Structures and function of organizations (Function) • Responsibility of members in an organization (Responsibility) • Strategies to manage change and transitions (Change)
	SHARING THE PLANET An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity for all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom		CHANGE Central Idea: Observing and exploring change helps us discover and care for our world. An inquiry into: • Predicting change in materials and nature (Change) • Making discoveries through the stages of transformation (Connection) • How to be a responsible human (Responsibility)		ANIMALS Central Idea: Researching about animals and their relationships encourages responsible behavior. An inquiry into: • The characteristics and needs of animals (Form) • The connection between humans and animals (Connection) • The importance of learning about animals (Responsibility)	NATURAL RESOURCES Central Idea: People use natural resources in ways that affect the planet. An inquiry into: • Natural resources (Form) • The use of natural resources (Function) • Our responsibility to sustain natural resources (Responsibility)	HABITATS Central Idea: Animals have distinct characteristics for growth and survival. An inquiry into: • Life cycles of animals (Change) • Adaptations for growth and survival (Function) • The protection of animals and their habitats (Responsibility)	PLANTS Central Idea: Plants sustain life on earth through their characteristics and interaction with living things. An inquiry into: • The growth of plants (Function) • How living things rely on plants for different purposes (Connection) • Our impact on plants (Responsibility)	CONSERVATION Central Idea: Systems within the natural world are affected by human decisions and behaviors. An inquiry into: • Connected systems withing the natural world (Connection) • Perspectives of the human impact on the natural world (Perspective) • Ethical decision making and conservation practices (Responsibility)	ENERGY Central Idea: Energy can be transformed and used for human purposes. An inquiry into: • Energy sources (Form) • Ways energy is transformed (Change) • The efficient use of energy (Responsibility)