



PYP Program of Inquiry

2018-2019

| Grade<br>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<br>Social Studies<br>PSE  |  | Science<br>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   |

| Grade             |   |                                |   |   |                           |  |
|-------------------|---|--------------------------------|---|---|---------------------------|--|
| Age:    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"><li>* Describing my characteristics</li><li>* How people are the same and different</li><li>*How I change over time</li></ul> |                                | <ul style="list-style-type: none"><li>* Identification of our feelings</li><li>* Ways people express their feelings</li><li>* Our responsibility in expressing our feelings</li></ul> | <ul style="list-style-type: none"><li>* Sources of water</li><li>* How does water change</li><li>* Uses of sources of water</li></ul> |                           | <ul style="list-style-type: none"><li>*Characteristics of animals</li><li>*Different habitats for different animals</li><li>* Our responsibility towards animals</li></ul> |
| Key concepts      | Form, connection, change  |                                | Form, perspective, responsibility   | Form, change, function  |                           | Form, function, causation  |
|                   |   |                                |   |   |                           |  |

| Grade<br>Age: 4-5 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<br>PSE  |   | PSE  | Science<br>PSE  |  | Science<br>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 |   |                                |   |   |                           |  |
| 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"><li>* How relationships develop</li><li>* Setting goals to promote relationships</li><li>* My role as member in a classroom community</li></ul> |                                | <ul style="list-style-type: none"><li>* Different forms of arts</li><li>* Using the arts as means of expression</li><li>* How people interpret arts</li></ul> | <ul style="list-style-type: none"><li>* Exploring different materials</li><li>* Manipulation of material</li><li>* Reusing material</li></ul> |                           | <ul style="list-style-type: none"><li>*Characteristics of plants</li><li>* The different uses of plants</li><li>* Our responsibility towards plants in our environment</li></ul> |
| Key concepts      | Causation, perspective, responsibility  |                                | Form, function, perspective   | Form, change, function  |                           | Form, perspective, responsibility  |
|                   |   |                                |   |   |                           |  |

| Grade<br>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<br>Language<br>PSE  | Science<br>Social Studies<br>PSE  | PSE  | Science<br>Social Studies<br>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            |   |                                |   |   |  |   |
|------------------|---|--------------------------------|---|---|--|---|
| Age:  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"><li>* Identifying personal abilities</li><li>* Exploring various strategies to improve our abilities</li><li>* Setting goals to improve ourselves</li></ul> |                                | <ul style="list-style-type: none"><li>* Different genres that tell a story</li><li>* Why stories are created</li><li>* Stories stem from different cultures</li></ul> | <ul style="list-style-type: none"><li>*Different sources of light</li><li>* The uses of light to meet people’s needs</li><li>* The impact of light on our lives</li></ul> | <ul style="list-style-type: none"><li>* What is play</li><li>* How reflecting on our play helps us to improve</li><li>* How we share our ideas and interpretations with others</li></ul> | <ul style="list-style-type: none"><li>*Small creatures that live on our environment</li><li>* The role of small creatures in the environment</li><li>* Human responsibility towards small creatures</li></ul> |
| Key concepts     | Form, function, responsibility  |                                | Form, function, connection  | Form,function, causation  |  | Form, function, responsibility  |
|                  |   |                                |   |   |  |   |

| Grade 1                 |  |   |  |   |  |   |
|-------------------------|--|---|--|---|--|---|
| Age: 6-7 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<br>PSE   | Science<br>Social Studies<br>PSE   | Science<br>PSE  | Social Studies<br>PSE  | Science<br>Social Studies<br>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   |
|                     | * Maintaining a good friendship<br>* Importance of friendships<br>* Characteristics that develop a healthy friendship | * Characteristics of celebrations<br>* The history of celebrations<br>* Similarities and differences of celebrations around the world | * Different types of simple machines<br>* How the use of simple machines depend on force and energy<br>* The effect of machines on our lives | * Properties of matter<br>* Changes in matter<br>* Our senses as tools to investigate | * Who are the people who work in a school community<br>* What different roles are played by members of our school community<br>* How do members of our school community work together | * Characteristics of living things<br>* How living things meet their needs within their habitats<br>* Our responsibility in maintaining healthy habitats |
|                     |   |   |  |   |   |  |
|                     |   |   |  |   |   |  |
| Key concepts        |   | Function- causation- connection   | Form, function, connection   | Form, change, function  |   |  |
|                     |   |   |  |   |   |  |

| 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  |
|                    | 1. What makes a person significant<br>2.Factors that influence our choice of relationships<br>3. Our responsibilities as role model | 1. The history of the place we come from<br>2. The geographical characteristics of a place<br>3. How aspects of our history influence our identity | 1.What are the characteristics of different materials<br>2. Manipulation and application of materials to new purposes<br>3.Our understanding of these creative achievements | 1. Patterns related to Earth’s natural cycles (sun, moon, gravity)<br>2.Natural Cycles (day/night, seasons)<br>3.Assessing the impact of natural cycles on living things | 1. The natural features of cities<br>2. Similarities and differences between cities<br>3. Attractions that make cities special and unique | 1. Life cycles<br>2. How living things change over their lifetime<br>3. Developmental stages of various living things |
| Key concepts       |   |  |   |  |   |   |
|                    |   |  |   |  |   |   |

| Grade 3<br>Age: 8-9 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   | 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.   |

|                  | 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 | 1. What are rights and responsibilities<br>2. The impact of rights and responsibilities on humankind and the environment<br>3. Influences on rights and responsibilities | 1. Characteristics of civilizations<br>2. Achievements of ancient civilizations<br>3.How past civilizations relate to our current lives | 1. Characteristics of a global citizen<br>2. Similarities and differences among belief systems<br>3. How do we express ourselves as global citizens | 1. The different uses of force<br>2. The changes caused by the use of force<br>3. How understanding force helps us understand our world | 1. Characteristics of biomes<br>2. Effects of human economic activities on biomes<br>3. Our responsibility in maintaining sustainable biomes | 1. properties and states of water<br>2. The availability & distribution of water<br>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   |
|                  |  |   |   |   |  |   |

| Grade 4                 |  |   |  |   |  |   |
|-------------------------|--|---|--|---|--|---|
| Age: 9-10 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           | Science<br><br>PSE   | Social studies  | Science<br><br>Social studies<br><br>PSE   | Science   | Social studies   | Science<br><br>Social studies<br><br>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   |

| Grade 4<br>Age: 9-10 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"><li>•Body systems and how they function</li><li>•The interdependence of body systems</li><li>• Systems in our body interact to achieve balance</li></ul> | <ul style="list-style-type: none"><li>•Reasons why people migrate</li><li>•Migration throughout history</li><li>•Effects of migration on communities cultures and individuals.</li></ul> | <ul style="list-style-type: none"><li>•How inventions stem from ideas</li><li>• Evolution of inventions</li><li>• Impact of inventions on everyday life</li></ul> | <ul style="list-style-type: none"><li>•Sources of light and sound</li><li>• Ways lights and sounds are experienced</li><li>• How light and sound can be changed</li></ul> | <ul style="list-style-type: none"><li>•Characteristics of economic systems</li><li>•How different economic systems work together internationally</li><li>•How economic systems have an impact on us</li></ul> | <ul style="list-style-type: none"><li>•What natural resources are</li><li>•Consumption of natural resources</li><li>•The responsibility of stakeholders in conserving natural resources.</li></ul> |
|                                |  |  |   |   |   |  |
| Key concepts                   |  |  |   |   |   |  |
|                                |  |  |   |   |   |  |

| Grade 5                 |  |   |  |   |  |   |
|-------------------------|--|---|--|---|--|---|
| Age: 10-11 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           | Science<br><br>Social studies<br><br>PSE   | Social studies  | ICT<br><br>PSE   | Science<br><br>Social studies   | Social studies   | Science<br><br>Social studies   |
| 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   |



| Grade 5                 |  |   |   |   |   |   |
|-------------------------|--|---|---|---|---|---|
| Age: 10-11    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"><li>•The characteristic that identify self-knowledge</li><li>•How self-efficacy can be developed</li><li>•Addressing the complexity of evolving identity</li></ul> | <ul style="list-style-type: none"><li>• How geography has a role in history</li><li>• The history of events affects the lives of people.</li><li>•The geo- political analysis of current events</li></ul> | <ul style="list-style-type: none"><li>•The use of persuasive language, images and sound in media</li><li>•How media affects values, perceptions and knowledge</li><li>•What it means to be media literate</li></ul> | <ul style="list-style-type: none"><li>•The different forms and changes of energy</li><li>•The different sources of energy</li><li>•Our responsibility in harnessing energy in a sustainable way</li></ul> | <ul style="list-style-type: none"><li>•Government systems</li><li>•Why governments are formed</li><li>•How different governments interact and cooperate</li></ul> | <ul style="list-style-type: none"><li>•Ecosystems are part of the natural environment</li><li>•The interdependent relationships in ecosystems</li><li>•Human responsibilities towards maintaining balanced ecosystems</li></ul> |
| Key concepts            |  |   |   |   |   |   |
|                         |  |   |   |   |   |   |