

# PYP Program of Inquiry 2019-2020

An Inquiry into	<b>Who we are</b> 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.	<b>Where we are in place and time</b> 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	<b>How we express ourselves</b> 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.	<b>How the world works</b> 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	<b>How we organize ourselves</b> 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	<b>Sharing the planet</b> 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
<b>ECE A</b>  <b>3-4</b>	<b>Communities</b>  Central idea: Communities connect us.  Key concepts: function, form  Related concepts: Family, interaction. Agreements,		<b>Materials</b>  Central idea: Exploration of materials creates opportunities for discovery.  Key concepts: change, perspective	<b>Environment</b>  Central idea: Observing our environment helps us understand the world around us.  Key concepts: function, causation		<b>Living things</b>  Central idea: We share our environment with other living things.  Key concepts: connection, responsibility  Related concepts: needs, habitats, survival. commonalities

	<p>cooperation, relationships</p> <p>Lines of inquiry:</p> <p>1. Our communities we belong to.</p> <p>2. What makes a community work.</p> <p>3. Contributions we make to our communities.</p>		<p>Related concepts: shapes, textures, colors, senses, feelings</p> <p>Lines of inquiry:</p> <p>1. Properties of materials</p> <p>2. Manipulation of materials</p> <p>3. Use of materials to express ourselves.</p>	<p>Related concepts: patterns, light, nature, cycles</p> <p>Lines of inquiry:</p> <p>1. Discovering our environment</p> <p>2. Ways to collect information.</p> <p>3. Communicating our discoveries</p>		<p>Lines of inquiry:</p> <p>1. Characteristics of living things.</p> <p>2. Similarities and connections between living things.</p> <p>3. Impact of our choices on living things.</p>

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<b>ECE B</b>  <b>4-5</b>	<b>Relationships /Behavior</b>  <b>Central idea:</b> Our actions affect our relationships and the community.  <b>Key concepts:</b> connection, perspective  <b>Related concepts:</b> relationship, choice, conflict and cooperation  <b>Lines of inquiry:</b>  <b>1. Our relationships in our community.</b>  <b>2. Making good choices</b>  <b>3. Contributing to our community.</b>		<b>Arts</b>  <b>Central idea:</b> We can express ourselves in a creative way.  <b>Key concepts:</b> form, function  <b>Related concepts:</b> Sound, movement, stories, imagination  <b>Lines of inquiry:</b>  <b>1. Expressing ourselves through sound</b>  <b>2. Expressing ourselves through movement</b>  <b>3. Expressing ourselves visually</b>	<b>Nature/Environment</b> <b>Year-long</b>  <b>Central idea:</b> Observing and investigating our environment helps us understand the world around us.  <b>Key concepts:</b> change, causation  <b>Related concepts;</b> variables, design, evidence, measurement, causation  <b>Lines of inquiry:</b>  <b>1. What is an experiment?</b>  <b>2. Conducting an experiment.</b>  <b>3. Communicating our results.</b>		<b>Living things</b>  <b>Central idea:</b> Choices we make can affect living things.  <b>Key concepts:</b> connection, responsibility  <b>Related concepts:</b> sustainability, responsibility, survival  <b>Lines of inquiry:</b>  <b>1. Needs of living things.</b>  <b>2. Consequences of our choices.</b>  <b>3. Our responsibility towards living things</b>

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<p>P 1</p> <p>5-6</p>	<p><b>Healthy choices/Well-being</b></p> <p>Central idea: Making daily balanced choices promotes a healthy lifestyle.</p> <p>Key Concepts: connection, causation, responsibility</p> <p>Related Concepts: Choice, Lifestyle, Health</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> <li>1. Healthy habits and routines (mental, social, physical)</li> <li>2. What a balanced lifestyle looks like</li> <li>3. Consequences of choices</li> </ol>		<p><b>Stories</b></p> <p>Central idea: Stories are a means for expressing the beliefs and values of a culture.</p> <p>Key concepts: form, perspective, function</p> <p>Related concepts: Interpretation, messages, stories, theme.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Elements of stories.</li> <li>2. Feelings and emotions that stories evoke.</li> <li>3. How stories are created and shared.</li> </ol>	<p><b>Life cycles</b></p> <p>Central idea: All living things go through a process of change</p> <p>Key concepts: causation, change, perspective</p> <p>Related concepts: Patterns, life cycles, life and living.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Patterns of life cycles</li> <li>2. How living things change over their life time.</li> <li>3. Factors that can influence life cycles.</li> </ol>	<p><b>Farm to table</b></p> <p>Central idea: Many products go through a process of change before they are consumed or used.</p> <p>Key concepts: form, change, function</p> <p>Related concepts: product origins, process</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Origins of products</li> <li>2. Changes products go through</li> <li>3. How can we use a process to create a product.</li> </ol>	<p><b>Earth's resources</b></p> <p>Central idea: People can make choices to support the sustainability of the Earth's resources.</p> <p>Key concepts: form, connection, responsibility</p> <p>Related concepts: lifestyle, resources, waste</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Earth's finite and infinite resources</li> <li>2. The impact of people's choices on the environment</li> <li>3. Ways people can do to sustain the earth's resources.</li> </ol>

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P 2 6-7	<p><b>Rights and responsibilities</b></p> <p>Central idea: The functioning of a community depends on people's actions.</p> <p>Key concepts: Function, Responsibility, Connection</p> <p>Related concepts: community, rights, responsibilities</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. How a community functions.</li> <li>2. The rights and responsibilities of community members.</li> <li>3. How the actions of people affect a community.</li> </ol>	<p><b>Pulleys and Gears</b></p> <p>Central idea: People use simple machines to help improve everyday life.</p> <p>Key concepts: Function, Causation, Change</p> <p>Related concepts: design, technology, forces</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. The development of simple machines.</li> <li>2. How simple machine work.</li> <li>3. Why we use simple machines.</li> </ol>	<p><b>Celebrations and traditions</b></p> <p>Central idea: Celebrations can express the traditions of a culture.</p> <p>Key concepts: Form, Connection, Perspective</p> <p>Related concepts: traditions, culture, beliefs</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Why people have celebrations.</li> <li>2. Similarities and differences between celebrations around the world.</li> <li>3. How traditions are reflected in family celebrations.</li> </ol>	<p><b>Properties of liquid and solid</b></p> <p>Central idea: All things on Earth are either solid, liquid or gases and can be classified on the basis of their properties.</p> <p>Key concepts: Form, Change, Function</p> <p>Related concepts: matter, change, properties</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Properties of matter</li> <li>2. How matter can change</li> <li>3. Why people choose materials for different purposes.</li> </ol>	<p><b>Systems/Structure</b></p> <p>Central idea: Cities create structures and systems to meet the needs of the community.</p> <p>Key concepts: Perspective, Connection, Form</p> <p>Related concepts: structures, systems, community, organization</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. What makes a city.</li> <li>2. Similarities and differences between cities.</li> <li>3. How a city meets the needs of the community.</li> </ol>	<p><b>Animals</b></p> <p>Central idea: Changes in the environment can affect animal growth and survival.</p> <p>Key concepts: Responsibility, Causation, Change</p> <p>Related concepts: adaptation, survival, change</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Changes in the environment that affect animals.</li> <li>2. Reasons why animals are endangered.</li> <li>3. Actions people can take to help animals.</li> </ol>

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P 3 7-8	<p><b>Human organ systems</b></p> <p>Central idea: Our body systems are connected and contribute to our health and survival.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: Interdependence, systems, life and living</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Body systems and how they work.</li> <li>2. How body systems are interdependent.</li> <li>3. Impact of lifestyle choices on the body systems.</li> </ol>	<p><b>Personal histories and journey</b></p> <p>Central idea: We can understand others by exploring their identity and personal journeys.</p> <p>Key concepts: form, change, connection,</p> <p>Related concepts: journeys, identity,</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Significant people and events in the past and present.</li> <li>2. How the people in the past influenced the present.</li> <li>3. Sharing our personal journeys.</li> </ol>	<p><b>Signs and symbols</b></p> <p>Central idea: Signs and symbols facilitate local and global communication.</p> <p>Key concepts: function, perspective, causation</p> <p>Related concepts: Systems, symbols, organization, communication</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Signs and symbols around us.</li> <li>2. How signs and symbols foster communication.</li> <li>3. How we create signs and symbols.</li> </ol>	<p><b>Forces</b></p> <p>Central idea: Investigating forces leads us to new understandings of everyday life.</p> <p>Key Concepts: change, connection, causation</p> <p>Related Concepts: Forces, Movement, Application, Inventions</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> <li>1. How things move.</li> <li>2. The connection between force and movement.</li> <li>3. Forces in everyday life.</li> </ol>	<p><b>Money</b></p> <p>Central idea: Money is human-made system that allows economies to function.</p> <p>Key concepts: form, function, perspective</p> <p>Related concepts: Systems, value, money</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Origins of money.</li> <li>2. How people earn and use money.</li> <li>3. Ways to use money wisely.</li> </ol>	<p><b>Water and air</b></p> <p>Central idea: Water and air are essential for living things to survive.</p> <p>Key concepts: form, responsibility, perspective</p> <p>Related concepts: cycles, sustainability, properties, life and living</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Properties and characteristics of water and air</li> <li>2. Sources and Uses of water and air.</li> <li>3. Steps we can do to sustain and keep the water and air clean.</li> </ol>

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<p>P 4</p> <p>8-9</p>	<p><b>Rights and responsibilities</b></p> <p>Central idea: Children worldwide face a variety of challenges and opportunities.</p> <p>Key concepts: perspective, form, responsibility,</p> <p>Related concepts: rights, responsibilities, equality</p> <p>1. Challenges and opportunities children face (local and global)</p> <p>2. Rights and responsibilities of children.</p> <p>3. How we protect children.</p>	<p><b>Exploration</b></p> <p>Central idea: Exploration leads to discoveries, opportunities and new understandings.</p> <p>Key concepts: causation, connection, function</p> <p>Related concepts: exploration, survival, discovery</p> <p>1. Reasons for exploration</p> <p>2. What we learn from exploration</p> <p>3. Planning an expedition</p>	<p><b>Writing</b></p> <p>Central idea: Writing allows people to express their feelings, experiences, and values.</p> <p>Key concepts: form, perspective, connection</p> <p>Related concepts: stories, themes, structure</p> <p>Lines of inquiry:</p> <p>1. Themes and structural features of texts.</p> <p>2. Different perspectives within a text.</p> <p>3. How writing conveys our ideas, beliefs and values</p>	<p><b>Energy</b></p> <p>Central idea: Energy can be transformed, changed, and used in various ways.</p> <p>Key concepts: function, form, responsibility, change</p> <p>Related concepts: Transformation, sustainability, properties</p> <p>Lines of inquiry:</p> <p>1. Uses of energy</p> <p>2. Different energy sources (renewable and non-renewable)</p> <p>3. Sustainable energy practices.</p>	<p><b>Social Media</b></p> <p>Central idea: Social media allows new ways to access information and connect to each other.</p> <p>Key concepts: form, function, responsibility</p> <p>Related Concepts: Digital Media, Expression, Impression</p> <p>Lines of Inquiry:</p> <p>1. Different forms of social media and their purpose</p> <p>2. The ways we use social media to organize information.</p> <p>3. Our responsibility online</p>	<p><b>Needs and characteristic of living things.</b></p> <p>Central idea: Plants and animals have specific needs to grow and adapt in the environment.</p> <p>Key concepts: change, causation, connection</p> <p>Related concepts: characteristics, needs, living things</p> <p>Lines of inquiry:</p> <p>1. Characteristics and needs of living things.</p> <p>2. Changes in the appearance and activities of living things.</p> <p>3. Roles of people in maintaining a healthy environment for living things.</p>

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P 5 9-10	<p><b>Beliefs and Values</b></p> <p>Central idea: Beliefs and values influence who we are.</p> <p>Key concepts: connection perspective, responsibility</p> <p>Related concepts: beliefs, values, relationships</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. How beliefs and values contribute to who I am.</li> <li>2. How respectful behaviors influence our role in society.</li> <li>3. Beliefs and values impact my future.</li> </ol>	<p><b>Ancient Civilization</b></p> <p>Central idea: Ancient civilizations shape present day systems and technologies.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: civilization, system, technologies</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Characteristics of civilizations.</li> <li>2. Exploring ancient systems.</li> <li>3. Why contribution of technologies makes a civilization influential.</li> </ol>	<p><b>Media Literacy</b></p> <p>Central idea: Media has the power to influence thinking and behavior.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: media, information, influence</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Forms of media.</li> <li>2. Purposes of media and it's resulting influence.</li> <li>3. Creating information to influence an audience.</li> </ol>	<p><b>Light and Sound</b></p> <p>Central idea: Investigating light and sound help us understand how the world works.</p> <p>Key concepts: form, causation, change</p> <p>Related concepts: Properties, light, sound</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. Properties of light and sound as forms of energy.</li> <li>2. How does light and sound work.</li> <li>3. Manipulation of devices that use light and sound.</li> </ol>	<p><b>Economies</b></p> <p>Central idea: Physical features of the environment can affect societies' economies.</p> <p>Key concepts: connection, function, change</p> <p>Related concepts: needs, wants, disasters</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. What are the needs and wants of societies.</li> <li>2. How are the societies' economies affected by its physical features and location.</li> <li>3. How do societies respond to the changes that occur from the environment.</li> </ol>	<p><b>Conflict Resolution</b></p> <p>Central idea: Different perspectives can lead to conflict and affect peace around the world</p> <p>Key concepts: change, function, causation</p> <p>Related concepts: conflict resolution</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> <li>1. What is defined as a conflict.</li> <li>2. The types of conflict that exist in our planet.</li> <li>3. The results that occur when conflict is resolved.</li> </ol>

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P 6 10-11	<p><b>Personal, Social and Emotional changes</b></p> <p><b>Central idea:</b> By balancing lifestyle, people contribute to their well - being.</p> <p><b>Key concepts:</b> Form, connection, function</p> <p><b>Related concepts:</b> health, interaction, puberty</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Factors that affect our personal, physical, emotional and social well -being.</li> <li>2. Physical and emotional changes affect social interactions.</li> <li>3. Strategies for coping with change.</li> </ol>	<p><b>Migration</b></p> <p><b>Central idea:</b> Stories of migration builds understanding of people’s challenges and opportunities.</p> <p><b>Key concepts:</b> perspective, causation, responsibility</p> <p><b>Related concepts:</b> Interpretation, contribution, settlement</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. The reasons why people migrate.</li> <li>2. Migration throughout history.</li> <li>3. Personal and social contributions of migration on communities and cultures.</li> </ol>	<p><b>EXHIBITION</b></p>	<p><b>Technology</b></p> <p><b>Central idea:</b> Advances in technology shape the way the world perceives development.</p> <p><b>Key concepts:</b> Change, Connection, Responsibility</p> <p><b>Related concepts:</b> Invention, advances, ingenuity</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. What leads to technological advances.</li> <li>2. How people use technology.</li> <li>3. How ingenuity can help solve problems.</li> </ol>	<p><b>Government system</b></p> <p><b>Government systems</b> determine the different communities in the society.</p> <p><b>Key concepts:</b> Causation, connection, perspective</p> <p><b>Related concepts:</b> Citizenship, systems, leadership</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. How government systems function</li> <li>2. Impact of leadership on society</li> <li>3. How citizens can contribute and monitor actions of their government.</li> </ol>	<p><b>Ecosystem</b></p> <p><b>Biological processes</b> support adaptation and interconnectedness in the ecosystems.</p> <p><b>Key concepts:</b> Form, function, change</p> <p><b>Related concepts:</b> interdependence, habitat, sustainability</p> <ol style="list-style-type: none"> <li>1. Elements of ecosystems.</li> <li>2. Factors that affect the balance of ecosystems.</li> <li>3. Our responsibility in sustaining our ecosystems.</li> </ol>