

## PYP – Programme of Inquiry 2016 - 2017

Transdisciplinary Themes:	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
<b>High 5</b>	<p><b>Central Idea:</b> We use play to learn how to become part of a group.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Communicating and developing friendships</li> <li>*Learning rules and routines</li> <li>*Sharing</li> </ul> <p style="text-align: center;"><i>September - November</i></p>	<p><b>High 5 participates in four units of inquiry</b></p>	<p><b>Central Idea:</b> Favorite stories and nursery rhymes help us use our imagination.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How stories can be told in different ways</li> <li>*The appreciation of stories</li> <li>*Myself as a storyteller</li> </ul> <p style="text-align: center;"><i>November - January</i></p>	<p><b>Central Idea:</b> People and nature grow and change.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How we have changed over the year</li> <li>*Insects and bugs</li> <li>*Gardens and planting</li> </ul> <p style="text-align: center;"><i>April - May</i></p>	<p><b>High 5 participates in four units of inquiry</b></p>	<p><b>Central Idea:</b> The world provides animals with what they need to live.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Dinosaurs</li> <li>*Ocean animals</li> <li>*Wild animals</li> </ul> <p style="text-align: center;"><i>January - March</i></p>
<b>Kindergarten</b>	<p><b>Central Idea:</b> Celebrations connect communities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*What and why people celebrate</li> <li>*How people celebrate</li> <li>*Comparing celebrations</li> </ul> <p style="text-align: center;"><i>October - November</i></p>	<p><b>Central Idea:</b> People everywhere live, learn and play.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Fair play</li> <li>*Wants and needs</li> <li>*Schools around the world</li> </ul> <p style="text-align: center;"><i>January - February</i></p>	<p><b>Central Idea:</b> People use language to share their ideas and feelings.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Telling stories</li> <li>*The main idea</li> <li>*Poetry</li> </ul> <p style="text-align: center;"><i>December - January</i></p>	<p><b>Central Idea:</b> People are dependent on plants.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Parts of a plant</li> <li>*Categorizing how we use plants</li> <li>*How we use plants</li> </ul> <p style="text-align: center;"><i>April - May</i></p>	<p><b>Central Idea:</b> Schools are designed to be learning communities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Routines</li> <li>*Our school community</li> <li>*Our responsibility as citizens</li> </ul> <p style="text-align: center;"><i>August - October</i></p>	<p><b>Central Idea:</b> We have a responsibility in sharing the world with animals.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Diversity of animals and their observable characteristics</li> <li>*The environments animals live in</li> <li>*How humans and animals co-exist</li> </ul> <p style="text-align: center;"><i>March - April</i></p>
<b>First Grade</b>	<p><b>Central Idea:</b> Personal choices affect our well-being</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Types of personal choices</li> <li>*Why we take care of ourselves</li> <li>*How to take care of ourselves</li> </ul> <p style="text-align: center;"><i>October – November</i></p>	<p><b>Central Idea:</b> Learning about our history helps us understand change.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Our personal histories</li> <li>*Comparing past and present</li> <li>*Skills and tools historians use</li> </ul> <p style="text-align: center;"><i>December - January</i></p>	<p><b>Central Idea:</b> People use creative and critical ways to express and understand ideas.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Reading as an active process</li> <li>*The writing process</li> <li>*How authors and illustrators develop their ideas</li> </ul> <p style="text-align: center;"><i>January - February</i></p>	<p><b>Central Idea:</b> People classify animals to understand them.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Characteristics of living things</li> <li>*Life cycles</li> <li>*Habitats and the basic needs of living things.</li> </ul> <p style="text-align: center;"><i>April - May</i></p>	<p><b>Central Idea:</b> Citizens transform communities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Creating Essential Agreements</li> <li>*How citizens are organized</li> <li>*How citizens' actions affect community</li> </ul> <p style="text-align: center;"><i>September - October</i></p>	<p><b>Central Idea:</b> Earth materials and their use affect life.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Properties of earth materials</li> <li>*How earth materials are used and shared</li> <li>*Responsible use of earth materials</li> </ul> <p style="text-align: center;"><i>March - April</i></p>

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<b>Second Grade</b>	<p><b>Central Idea:</b> The struggles, contributions, and accomplishments of people influence our lives.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Attributes of influential people</li> <li>*Ways people overcome challenges</li> <li>*Making a difference in the world</li> </ul> <p><i>October - November</i></p>	<p><b>Central Idea:</b> Where we live affects how we live.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Representations of the earth</li> <li>*Types of communities</li> <li>*Why people live the way they do</li> </ul> <p><i>January - February</i></p>	<p><b>Central Idea:</b> Writers get their ideas from their personal experiences.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Writing fiction</li> <li>*Tools and strategies writers use</li> <li>*Authors purpose for writing</li> </ul> <p><i>March - April</i></p>	<p><b>Central Idea:</b> What we know about solids, liquids, and gases helps us build useful things.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Properties of matter</li> <li>*How matter changes</li> <li>*Reasons we choose the materials we use</li> </ul> <p><i>December – January</i></p>	<p><b>Central Idea:</b> Goods and services are exchanged in many ways.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*The marketplace</li> <li>*Function of currency</li> <li>*Resources</li> </ul> <p><i>April - May</i></p>	<p><b>Central Idea:</b> We have rights that are connected to responsibilities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Rights, responsibilities, and privileges</li> <li>*How problems can be solved</li> <li>*The democratic process</li> </ul> <p><i>September - October</i></p>
<b>Third Grade</b>	<p><b>Central Idea:</b> Understanding how our body functions helps us take care of ourselves.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Body systems and their functions</li> <li>*How body systems work together</li> <li>*Choices that impact the body</li> </ul> <p><i>January - February</i></p>	<p><b>Central Idea:</b> Ancient civilizations are linked to our lives.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Ancient civilizations</li> <li>*Rituals and customs</li> <li>*Community systems</li> </ul> <p><i>March - April</i></p>	<p><b>Central Idea:</b> People tell stories in order to understand themselves and the world.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Types of folktales</li> <li>*Elements of folktales</li> <li>*Purpose of folktales</li> </ul> <p><i>December - January</i></p>	<p><b>Central Idea:</b> The solar system influences life on earth.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Structure of the solar system</li> <li>*Movements within the solar system</li> <li>*The influence of the solar system on earth</li> </ul> <p><i>October - November</i></p>	<p><b>Central Idea:</b> Organizations helps us participate in community.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Rules and laws</li> <li>*Roles and responsibilities of citizens and government in a democracy</li> <li>*Values &amp; organization of a community</li> </ul> <p><i>August - October</i></p>	<p><b>Central Idea:</b> Living things have characteristics that enable them to survive.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Observable characteristics, structures and behaviors</li> <li>*Inherited and acquired traits</li> <li>*Adaptations</li> </ul> <p><i>April - May</i></p>
<b>Fourth Grade</b>	<p><b>Central Idea:</b> Communities are built on opportunities and relationships.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How communities are formed</li> <li>*How and why people migrate</li> <li>*Our family stories</li> </ul> <p><i>September - October</i></p>	<p><b>Central Idea:</b> Resources influence populations.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How people use maps</li> <li>*How regions are the same and different</li> <li>*How resources provide opportunities</li> </ul> <p><i>October - November</i></p>	<p><b>Central Idea:</b> People use language to be expressive and communicate.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Reading and writing poetry</li> <li>*Figurative language</li> <li>*Symbolism</li> </ul> <p><i>February- March</i></p>	<p><b>Central idea:</b> Energy is found in various forms and it impacts our daily life.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Energy sources</li> <li>*How electricity works</li> <li>*Our responsibility as consumers of energy</li> </ul> <p><i>January - February</i></p>	<p><b>Central Idea:</b> Decisions made by the government affect the people.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Economics decision-making</li> <li>*Elected and appointed leaders</li> <li>*Forms of government</li> </ul> <p><i>November - December</i></p>	<p><b>Central Idea:</b> Water is essential to all life.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Properties of water</li> <li>*Choices that affect water</li> <li>*Access to water</li> </ul> <p><i>April - May</i></p>
<b>Fifth Grade</b>	<p><b>Central Idea:</b> Individuals face changes as they grow and develop.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Growing and changing</li> <li>*Developing social relationships</li> <li>*Rites of passage</li> </ul> <p><i>November - January</i></p>	<p><b>Central Idea:</b> Societies evolve through interaction.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Merging societies</li> <li>*Distribution of resources</li> <li>*Cause and effect of conflict</li> </ul> <p><i>January - March</i></p>	<p><b>EXHIBITION</b></p> <p><i>April-May</i></p>	<p><b>Central Idea:</b> Over time innovation impacts how humans live.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Technology over time</li> <li>*Ways people solve problems</li> <li>*The advantages and disadvantages of human innovation</li> </ul> <p><i>October - November</i></p>	<p><b>Central Idea:</b> The need for order causes people to create systems.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Structure of organizations</li> <li>*Function of government</li> <li>*Governing documents</li> </ul> <p><i>August-October</i></p>	<p><b>Central Idea:</b> Humans change environment in ways that are beneficial or harmful.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How environments and habitats are connected</li> <li>*Choices we make that have an impact on the environment</li> <li>*The long-term impact of sustaining the environment</li> </ul> <p><i>January-March</i></p>