

**PYP – Programme of Inquiry  
2017 - 2018**

| 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 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 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 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 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 align="center"><i>January - March</i></p>  |
| <b>Kindergarten</b>       | <p><b>Central Idea:</b> We develop and share interests.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*What we like</li> <li>*Hopes and dreams</li> <li>*Appreciating each other</li> </ul> <p align="center"><i>September - October</i></p>   | <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 how people celebrate</li> <li>*How people celebrate</li> <li>*Comparing celebrations</li> </ul> <p align="center"><i>November - December</i></p>  | <p><b>Central Idea:</b> We communicate through language and the arts.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Creating ideas</li> <li>*Ways we communicate</li> <li>*Artistic expression</li> </ul> <p align="center"><i>December - February</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 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 align="center"><i>October - November</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>*Animals</li> <li>*Habitats</li> <li>*Human impact</li> </ul> <p align="center"><i>February - March</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 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>*How historians make inquiries about the past</li> </ul> <p align="center"><i>December - January</i></p> | <p><b>Central Idea:</b> People use creative ways to tell stories.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Comparing how authors tell stories</li> <li>*Developing ideas through the writing process</li> <li>*Creative story telling</li> </ul> <p align="center"><i>January - February</i></p> | <p><b>Central Idea:</b> People classify animals to communicate and build understanding.</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 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 align="center"><i>September - October</i></p> | <p><b>Central Idea:</b> People use and share earth’s limited resources.</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 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>*Where people live</li> <li>*How people live in different ways</li> </ul> <p><i>January - February</i></p>             | <p><b>Central Idea:</b> Personal experiences can inspire writers.</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>*Point of view</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>*Forms and 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 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: Citizens organize communities.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Function of democracy</li> <li>* Government services</li> <li>* Citizen action</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>*Adaptations</li> <li>*Inherited and acquired traits</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>*Symbolism</li> <li>*Figurative language</li> <li>*Reading and writing poetry</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>*Tribal 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>*Personal experiences</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> Environments need balance in order to sustain themselves.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Natural systems</li> <li>*How people impact the environment</li> <li>*Current environmental issues</li> </ul> <p><i>January-March</i></p>                     |