

Grade 1

2024-2025

PROGRAMME OF INQUIRY

- ### WHO WE ARE

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.
- ### HOW WE ORGANIZE OURSELVES

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.
- ### WHERE WE ARE IN PLACE AND TIME

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.
- ### HOW THE WORLD WORKS

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.
- ### SHARING THE PLANET

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.
- ### HOW WE EXPRESS OURSELVES

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.

CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	<p>Celebrating our similarities and differences makes our community stronger.</p>	<ul style="list-style-type: none"> • An inquiry into what makes us special • An inquiry into what makes our community stronger • An inquiry into celebrations
	<p>Systems help us organize ourselves and our communities.</p>	<ul style="list-style-type: none"> • An inquiry into systems within our lives • An inquiry into the processes involved in systems • An inquiry into improving systems in our communities
	<p>People use tools to explore and understand places.</p>	<ul style="list-style-type: none"> • An inquiry into exploration • An inquiry into different tools that help us explore places • An inquiry into how we use tools to understand place.
	<p>Observable patterns in our lives are impacted by Earth's place in our solar system.</p>	<ul style="list-style-type: none"> • An inquiry into the observable patterns in our lives • An inquiry into earth's place in our solar system • An inquiry into how we continue to learn about Earth's place in our solar system
	<p>The features and behaviors of living things can inspire us.</p>	<ul style="list-style-type: none"> • An inquiry into features of living things • An inquiry into the behavior of living things • An inquiry into how living things inspire us
	<p>Performers use sound and other effects to express feelings and ideas.</p>	<ul style="list-style-type: none"> • An inquiry into sound • An inquiry into how sounds and other effects make us feel • An inquiry into how we use sound and other effects to communicate

Note: 2024-2025 units are based upon 2023-2024 units and are subject to change

Grade 2

2024-2025

PROGRAMME OF INQUIRY

CHINA

WHO WE ARE

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.

HOW WE ORGANIZE OURSELVES

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.

WHERE WE ARE IN PLACE AND TIME

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.

HOW THE WORLD WORKS

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SHARING THE PLANET

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.

HOW WE EXPRESS OURSELVES

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.

CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	<p>Responsibilities are shared within a successful learning community.</p>	<ul style="list-style-type: none"> An inquiry into our learning community An inquiry into what makes our learning community successful An inquiry into our responsibilities within our learning community
	<p>Communities are designed to meet the needs of its people.</p>	<ul style="list-style-type: none"> An inquiry into communities An inquiry into the systems within a successful community An inquiry into designing a community
	<p>Life in ancient civilizations can be connected to the present.</p>	<ul style="list-style-type: none"> An inquiry into ancient civilizations An inquiry into the features of ancient civilizations An inquiry into the connection between ancient civilizations and the present
	<p>Materials have properties that determine their use and effectiveness.</p>	<ul style="list-style-type: none"> An inquiry into materials and their properties An inquiry into the different ways materials are used An inquiry into materials to design effectively
	<p>Living things thrive as part of a balanced ecosystem.</p>	<ul style="list-style-type: none"> An inquiry into living things An inquiry into ecosystems An inquiry into developing and maintaining a balanced ecosystem
	<p>Our learning can be shared in many creative ways.</p>	<ul style="list-style-type: none"> An inquiry into creativity An inquiry into the creative process An inquiry into the different ways we can share our learning creatively

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Grade 3

2024–2025

PROGRAMME OF INQUIRY

Grade 3

2024–2025

WHO WE ARE

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.

HOW WE ORGANIZE OURSELVES

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.

WHERE WE ARE IN PLACE AND TIME

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.

HOW THE WORLD WORKS

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.

SHARING THE PLANET

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.

HOW WE EXPRESS OURSELVES

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.

CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	<p>Our beliefs can inspire action.</p>	<ul style="list-style-type: none"> • An inquiry into our beliefs • An inquiry into how our beliefs connect us • An inquiry into action
	<p>Systems are developed to monitor and predict weather to keep people safe.</p>	<ul style="list-style-type: none"> • An inquiry into weather • An inquiry into the systems to monitor and predict weather • An inquiry into the systems that societies use to keep people safe
	<p>Throughout history inventors have influenced our lives.</p>	<ul style="list-style-type: none"> • An inquiry into invention • An inquiry into inventors through time • An inquiry into the ongoing influence of inventions on our lives
	<p>Engineers apply their understanding of forces to design, create and evaluate solutions to problems.</p>	<ul style="list-style-type: none"> • An inquiry into forces & motion • An inquiry into forces at work in the world • An inquiry into the design cycle
	<p>Relationships between living things can impact survival.</p>	<ul style="list-style-type: none"> • An inquiry into living things • An inquiry into the different relationships between living things • An inquiry into how these relationships can impact survival
	<p>Celebrations can express our beliefs and cultures.</p>	<ul style="list-style-type: none"> • An inquiry into celebrations • An inquiry into how different cultures celebrate • An inquiry into how celebrations express our beliefs and cultures

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Grade 4

2024-2025

PROGRAMME OF INQUIRY

WHO WE ARE

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HOW WE ORGANIZE OURSELVES

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.

WHERE WE ARE IN PLACE AND TIME

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.

HOW THE WORLD WORKS

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.

SHARING THE PLANET

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.

HOW WE EXPRESS OURSELVES

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.

CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	<p>Our wellbeing is impacted by our lifestyle choices.</p>	<ul style="list-style-type: none"> • An inquiry into wellbeing • An inquiry into our body systems • An inquiry into our lifestyle choices
	<p>Entrepreneurs go through a process in creating a business.</p>	<ul style="list-style-type: none"> • An inquiry into entrepreneurship • An inquiry into the process involved in developing a business • An inquiry into how products are marketed
	<p>Migration can involve challenges, risks, and opportunities.</p>	<ul style="list-style-type: none"> • An inquiry into human migration • An inquiry into the impact of migration • An inquiry into the stories of migration
	<p>Exploring landforms helps us understand the changing nature of the Earth.</p>	<ul style="list-style-type: none"> • An inquiry into landforms • An inquiry into the changing nature of our Earth • An inquiry into sharing our understanding of the changing Earth
	<p>Choices in energy production contribute to the state of our environment.</p>	<ul style="list-style-type: none"> • An inquiry into renewable and non-renewable energy • An inquiry into different forms of energy production • An inquiry into the cause and effect of different forms of energy
	<p>Effective communicators make informed choices when deciding on how to express themselves.</p>	<ul style="list-style-type: none"> • An inquiry into digital media & tools • An inquiry into the different ways we can express ourselves • An inquiry into effective communication

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Grade 5

2024-2025

PROGRAMME OF INQUIRY

WHO WE ARE

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HOW WE ORGANIZE OURSELVES

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.

WHERE WE ARE IN PLACE AND TIME

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.

HOW THE WORLD WORKS

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.

SHARING THE PLANET

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.

HOW WE EXPRESS OURSELVES

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.

CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	<p>Our shared experiences shape who we are.</p>	<ul style="list-style-type: none"> • An inquiry into identity • An inquiry into who we are as a community • An inquiry into our shared experiences
	<p>Societies create and adopt systems of governance.</p>	<ul style="list-style-type: none"> • An inquiry into governance • An inquiry into the systems of governance • An inquiry into the impact of governance on society
	<p>Societies create and adopt systems of governance.</p>	<ul style="list-style-type: none"> • An inquiry into governance • An inquiry into the systems of governance • An inquiry into the impact of governance on society
	<p>Student-created Central Idea</p>	<ul style="list-style-type: none"> • An inquiry into the states of matter • An inquiry into the changes that matter goes through • An inquiry into the scientific process
	<p>As a compassionate community, we are empowered to take action.</p> <p>PYP EXHIBITION</p>	<ul style="list-style-type: none"> • Students share their own lines of inquiry based on their PYPx topics
	<p>Fantasy stories can inspire us to express creativity and explore our imagination.</p>	<ul style="list-style-type: none"> • An inquiry into fantasy stories • An inquiry into an author's craft • An inquiry into multi-modal story telling

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Pre-Kindergarten

2024-2025

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CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS	
	<p>As we grow and change, we discover new things about who we are and what we can do.</p>	<ul style="list-style-type: none"> • An inquiry into who we are • An inquiry into what we can do • An inquiry into how we grow and change 	<ul style="list-style-type: none"> • <i>Form</i> • <i>Function</i> • <i>Change</i>
	<p>People in communities work together for a purpose.</p>	<ul style="list-style-type: none"> • An inquiry into people in communities and what they do • An inquiry into the communities we are a part of • An inquiry into how communities work together 	<ul style="list-style-type: none"> • <i>Form</i> • <i>Function</i> • <i>Responsibility</i>
	<p>Through our curiosity and play we can learn more about the world.</p>	<ul style="list-style-type: none"> • An inquiry into our wonderings (curiosities, interests / what we like) • An inquiry into how we learn find out more • An inquiry into how we can share our earning/discoveries 	<ul style="list-style-type: none"> • <i>Form</i> • <i>Connection</i> • <i>Perspective</i>
	<p>We express ourselves in different ways.</p>	<ul style="list-style-type: none"> • An inquiry into our feelings and how we express them • An inquiry into how materials can be used creatively • An inquiry into how we communicate 	<ul style="list-style-type: none"> • <i>Form</i> • <i>Perspective</i> • <i>Connection</i>

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Kindergarten

2024-2025

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CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS	
	<p>The choices we make affect ourselves and our relationships.</p>	<ul style="list-style-type: none"> • An inquiry into who we are • An inquiry into friendships • An inquiry into how our choices affect us and others 	<ul style="list-style-type: none"> • <i>Form</i> • <i>Function</i> • <i>Causation</i> • <i>Connection</i>
	<p>Scientists follow a process to discover more about our world.</p>	<ul style="list-style-type: none"> • An inquiry into scientists • An inquiry into the scientific process • An inquiry into how we can share our discoveries 	<ul style="list-style-type: none"> • <i>Function</i> • <i>Causation</i> • <i>Form</i>
	<p>Our actions can make a difference to living things.</p>	<ul style="list-style-type: none"> • An inquiry into living things • An inquiry into living things and their needs • An inquiry into how our actions affect living things 	<ul style="list-style-type: none"> • <i>Form</i> • <i>Connection</i> • <i>Responsibility</i>
	<p>We can be creative through play and exploration.</p>	<ul style="list-style-type: none"> • An inquiry into being creative • An inquiry into exploring the different ways we can be creative • An inquiry into how our actions affect living things 	<ul style="list-style-type: none"> • <i>Form</i> • <i>Responsibility</i> • <i>Connection</i>