

<Age (grade)	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
Grade 1	<p>Central idea Exploring differences and similarities among people helps us get to know ourselves and others.</p> <p>Key concepts: form, responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> In what ways humans are different and the same (form) Our bodies allow us to find out about the world (form) The importance of taking care of our body (responsibility) 	<p>Central idea Daily routines can change according to the place and time where people live.</p> <p>Key concepts: change, causation, responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Balanced choices in our daily routines (responsibility) Why people change daily routines (causation) Different daily routines in different places and times (change) 	<p>Central idea Arts helps us express ourselves in many ways.</p> <p>Key concepts: function, perspective, form</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different types of arts (form) How artists and performers express themselves (function) Performing art (perspective) 	<p>Central idea People use materials for different purposes.</p> <p>Key concepts: form, function, change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Properties of materials (form) Why different materials are used for different objects (function) Manipulation and application of materials to new purpose (change) 	<p>Central idea Belonging to different social groups influences people in different ways.</p> <p>Key concepts: perspective, change responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different social groups that people belong to (change) Reasons for choosing certain groups (perspective) The roles and responsibilities in different groups (responsibility) 	<p>Central idea Living and non-living nature create balance through their interaction.</p> <p>Key concepts: connection, form</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Living nature (form) Non-living nature (form) Interdependence of living and non-living nature (connection)
Grade 2	<p>Central idea People use a variety of skills and strategies that contribute to their role in a community of learners.</p> <p>Key concepts: function, perspective, responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Being part of a community of learners (perspective) Skills, strategies and attitudes (function) Making contributions to a community (responsibility) 	<p>Central idea People use different ways to orientate themselves in place and time.</p> <p>Key concepts: function, form</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Time relations (form) Spatial relations and landmarks (form) Important events in personal history as orientation in space and time (function) 	<p>Central idea Signs and symbols help us communicate our ideas more efficiently.</p> <p>Key concepts: function, form, connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Types of signs and symbols (form) Reasons for using different signs and symbols (function) How the meaning of signs and symbols can change (connection) 	<p>Central idea Experimenting develops new understanding</p> <p>Key concepts: function, causation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Asking questions we get information we need (function) Experimenting are used in science and social studies (function) Experiment results depend on a good plan and a clear aim (causation) 	<p>Central idea Weather impacts human life in many ways.</p> <p>Key concepts: change, form, responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How weather is measured and collected throughout the world (form) How seasonal changes affect living things (change) Measures to be taken against severe weather phenomena (responsibility) 	<p>Central idea Living things have different characteristics to meet their basic needs</p> <p>Key concepts: form, function, responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Characteristics of living things (form) The needs of living things (function) Our responsibility for the well-being of living things (responsibility)

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Grade 3	<p>Central idea Knowledge about different cultures helps us to understand who we are.</p> <p>Key concepts: causation, form</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How social environment influences our identity (causation) Cultural heritage has an impact on society (form) Effects of multiculturalism in everyday life (causation) 	<p>Central idea The way people live is connected to where and when they live</p> <p>Key concepts: change, connection, form</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The places where people live are different (form) Lifestyles in different places (connection) Places change over time (change) 	<p>Central idea Stories can be told and experienced in many ways.</p> <p>Key concepts: perspective, form, function</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Where stories can be found (function) Life stories are told through different types of media. (form) Different ways to present stories (perspective) 	<p>Central idea The design of buildings and structures is depends on environmental factors.</p> <p>Key concepts: form, causation, connection</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Environmental factors (form) Local architecture and its connection to environmental factors (connection) Application of scientific principles in construction of buildings and structures (causation) 	<p>Central idea Goods and services connect communities</p> <p>Key concepts: connection, causation, form</p> <p>Related concepts:</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Types of goods and services (form) Distribution of goods and services (causation) Connections among communities in an area (connection) 	<p>Central idea Human action and decisions affect our planet</p> <p>Key concepts: form, change, responsibility</p> <p>Related concepts:</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Polluters and waste changes our environment (change) Ways in which we can reduce, re-use and recycle paper, plastic, and metal. (form) Our responsibility to maintain balance in the environment (responsibility)
Grade 4	<p>Central idea Learning about physical health enables us to take care of ourselves.</p> <p>Key concepts: function, connection, causation</p> <p>Related concepts: systems</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How the human body (or organs) and senses are connected (connection) Function/ Role of the bones and muscles in human body (function) Dietary needs for the wellbeing of humans (causation) 	<p>Central idea Exploration leads to discoveries, opportunities and new understandings.</p> <p>Key concepts: causation, perspective,</p> <p>Related concepts: impact, chronology</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Reasons for exploration (historical and personal) (perspective) How explorations have taken place over time (causation) The consequences of exploration (perspective) 	<p>Central idea Sound and light help us to express ourselves.</p> <p>Key concepts: function, perspective</p> <p>Related concepts: properties, expression</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The manipulation of light and sound (function) Light and sound as tools for artistic expression (perspective) Light and sound in language and literature (function) 	<p>Central idea People use scientific discoveries about water and air to improve the quality of their lives.</p> <p>Key concepts: perspective, change, responsibility</p> <p>Related concepts: discovery, technology</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Ways in which people use different properties of water and air (perspective) The impact of air and water properties on weather changes (change) Protection from meteorological disasters (responsibility) 	<p>Central idea Human-made systems help communication on the local and global level.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: communication, network</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Human-made systems in communication (form) How human-made systems work (function) Factors that make human-made systems effective for communication (connection) 	<p>Central idea All living things depend on each other in the struggle for survival.</p> <p>Key concepts: form, responsibility, causation</p> <p>Related concepts: balance, relationships</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Classification of living things (form) How living things survive in an ecosystem (causation) Humans responsibility for balance of an ecosystems (responsibility)

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Grade 5	<p>Central idea Beliefs and values change through history.</p> <p>Key concepts: causation, perspective, change</p> <p>Related concepts: identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Developing culture and personal identity through history (perspective) How certain people influence the development of human society How certain events influence the development of human society 	<p>Central idea People are moving for different reasons and change the world</p> <p>Key concepts: causation, perspective, change</p> <p>Related concepts: migration</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Why people change their place of residence (causation) How people adapt to new surroundings (perspective) The impact of migration (change) 	<p>PYP EXHIBITION</p> <p>Central idea Thinking about world around us inspire us to express ourselves and act</p> <p>Key concepts: Student identified.</p> <p>Scaffolded: Responsibility</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> Lines of Inquiry: Student developed <p>Learner Profile: Student identified.</p> <p>Scaffolded: Principled, Inquirers</p>	<p>Central idea Energy can be converted, transformed and used to support human progress</p> <p>Key concepts: form, causation/ function, change</p> <p>Related concepts: sustainability</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Different forms of energy sources (renewable & non-renewable) (form) How energy is used (transformation)(change) Sustainable energy practices 	<p>Central idea Leadership impacts people’s lives</p> <ul style="list-style-type: none"> Key concepts: function, connection, responsibility <p>Related concepts: governments, justice, citizenship</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The connection between rules, rights and responsibilities (connection) How different government systems function (function) Social justice (responsibility) 	<p>Central idea We have responsibility of helping to create a more peaceful world</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: diversity, equal opportunities</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Peace and conflict affect all people (responsibility) There are many different causes of conflict (causation) Conflict can manage in different ways (perspective)