



**K. International School
Programme of Inquiry
2011-2012**

	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.	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 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.	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.	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.	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.
	PE Integration	Art Integration	Music Integration			
K1	<p>Central Idea: With the support of those around me I can learn</p> <p>Key Concepts: connection, responsibility</p> <p>Related Concepts: Relationships, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The need to cooperate with the people around me so I can achieve tasks independently The people around us and how they help us How we explore our school environment <p style="text-align: center;">1</p>	<p>Central Idea: A home is a basic need for all people.</p> <p>Key Concepts: form, causation</p> <p>Related Concepts: diversity, locality</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Homes Different types of homes Similarities and differences of homes in different places <p style="text-align: center;">2</p>	<p>Central Idea: We can express our creativity and imagination through the arts.</p> <p>Key Concepts: perspective, function, form</p> <p>Related Concepts: Perceptions, Communication</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Exploring art forms and associated materials How we use materials and objects to express ourselves How we express our imagination and creativity <p style="text-align: center;">3</p>	<p>Central Idea: All living things go through a process of change</p> <p>Key Concepts: change, form</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Life cycles How living things change Developmental stages of living things <p style="text-align: center;">4</p>	<p><i>The first few weeks in K1-K2 will be focused on settling the students into their new classrooms and routines. For this reason, the teachers have chosen to 'frame' these initial weeks around the 'How we organise ourselves' them. It is by no means an official unit and thus not documented on an official IB planner.</i></p> <p>Central Idea: Classrooms are organized to help us learn and live together:</p> <p>Key Concepts:</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Our classroom Routines and systems that help us learn and work together Our responsibility towards our classroom 	
K1	<p>Language (Oral Communication, Visual Communication), Social Studies (Social Organization & Culture, Continuity & Change Through Time), Personal & Social Education (Health & Safety, Interaction With Others, Organization For Learning), Drama (Personal & Social Development), Music (Listening & Appreciation), Math (Measurement, Number)</p>	<p>Social Studies (Social Organization & Culture), Language (Visual Communication), Math (Pattern & Function, Number), Personal & Social Education (Interaction With Others), Drama (Creative Exploration, Personal & Social Development), Music (Listening & Appreciation, Music In Society)</p>	<p>Math (Data Handling, Shape & Space, Number), Language (Oral Communication, Visual Communication), Physical Education (Body Control & Spatial Awareness, Movement To Music), Personal & Social Education (Interaction With Others), Science (Matter & Materials), Visual Art (Creative Processes, Elements & Principles Of Art & Design, Visual Art In Society), Music (Listening & Appreciation, Performing), Drama (Performance, Personal & Social Development, Reflection, Evaluation & Appreciation, Drama In Society)</p>		<ul style="list-style-type: none"> Our classroom Routines and systems that help us learn and work together Our responsibility towards our classroom 	

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	PE Integration		Music Integration	Art Integration		Japanese Integration
K2	<p>Central Idea: 3 I can learn about my body and my surroundings through my senses.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: health, well-being,,</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The five senses How we use our senses to explore our surroundings <p style="text-align: center;">1</p>		<p>Central Idea: Stories inform and inspire us; they give us pleasure and help our imaginations grow.</p> <p>Key Concepts: form, causation perspective</p> <p>Related Concepts: structure , pattern, expression, opinions, interpretation,</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What a story is Why stories are made and shared Feelings and emotions that stories evoke <p style="text-align: center;">4</p>	<p>Central idea I can understand more about materials and matter by exploring them</p> <p>Key Concepts: form, function, change</p> <p>Related concepts: Structure, materials, behavior of materials, transformation – sequences, changes of state, solids, liquids properties and uses of materials,</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Materials (form) How we use materials (function) How materials change (change) <p style="text-align: center;">2</p>	<i>As above</i>	<p>Central Idea: Living things have certain requirements in order to grow and stay healthy.</p> <p>Key Concepts: Function, Responsibility</p> <p>Related Concepts: Classification, Living and non-living, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Living and non living things The needs of living things Observable characteristics of living things Our responsibility for the wellbeing of other living things <p style="text-align: center;">3</p>
K2	<p>Science (Forces & Energy), Social Studies (Social Organization & Culture), Language (Oral Communication, Written Communication, Visual Communication), Math (Measurement), Math (Number), Music (Music In Society), Drama (Creative Exploration), Personal & Social Education (Self Concept, Health & Safety), Physical Education (Health-Related Activities), Visual Art (Creative Processes)</p>		<p>Math (Pattern & Function), Math (Number), Language (Oral Communication, Written Communication, Visual Communication), Physical Education (Body Control & Spatial Awareness, Movement To Music), Personal & Social Education (Interaction With Others), Drama (Personal & Social Development), Drama (Drama In Society), Music (Performing, Creating & Composing), Visual Art (Elements & Principles Of Art & Design)</p>	<p>Science (Earth & Space), Social Studies (Continuity & Change Through Time, Resources & The Environment), Language (Oral Communication, Written Communication, Visual Communication), Math (Shape & Space, Number), Physical Education (Athletic Activities), Drama (Technical Incorporation), Music (Listening & Appreciation), Visual Art (Visual Art In Society)</p>		<p>Science (Living Things, Forces & Energy), Language (Oral Communication, Written Communication, Visual Communication), Math (Pattern & Function, Number), Physical Education (Health-Related Activities), Personal & Social Education (Health & Safety)</p>

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			PE, Music, Art and Japanese Integration			
K3	<p>Central Idea: Relationships are important to us and they connect us together.</p> <p>Key Concepts: connection, reflection</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different relationships we have • The connections we have with different people • The importance of different relationships <p style="text-align: center;">2</p>	<p>Central Idea: Journeys and explorations help us understand the world</p> <p>Key Concepts: function, change</p> <p>Related Concepts: geography, discovery, exploration, artifacts, growth</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why people explore • Exploring different types of maps • Personal journeys and explorations <p style="text-align: center;">6</p>	<p>Central Idea: People recognize important events through celebrations and traditions.</p> <p>Key Concepts: form, perspective</p> <p>Related Concepts: Beliefs, Culture, Value</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Celebrations and traditions • How and why people celebrate • Similarities and differences between various celebrations <p style="text-align: center;">3</p>	<p>Central Idea: Using simple machines can affect the movement of objects.</p> <p>Key Concepts: form, causation</p> <p>Related Concepts: Properties, Structure, Consequences, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of forces • Types of simple machines • Why we use simple machines <p style="text-align: center;">4</p>	<p>Central Idea: Schools help us to live and learn together</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: structure, role, systems, relationships, networks</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Characteristics of a school • Routines we use at school to help us learn (• People who make our school work and help us learn <p style="text-align: center;">1</p>	<p>Central Idea: People use and value the natural environment in different ways.</p> <p>Key Concepts: Causation, Responsibility, Reflection</p> <p>Related Concepts: Conservation, Interdependence, Order</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Local natural environments • Human use of local environment • Actions that benefit or harm the local environment <p style="text-align: center;">5</p>
K3	Language (Oral Communication), Math (Data Handling), Math (Shape & Space), Math (Pattern & Function), Visual Art (Creative Processes), Drama , Personal & Social Education (Interaction With Others)	Social Studies (Continuity & Change Through Time), Personal & Social Education (Self Concept), Language (Written Communication), Visual Art, Music. Japanese Math (Shape & Space)	Math (Number), Social Studies (Social Organization & Culture), Language (Visual Communication), Music (Performing), Personal & Social Education (Interaction With Others)	Science (Forces & Energy), Language (Written Communication), Personal & Social Education (Health & Safety)	Social Studies (Human Systems & Economic Activities, Social organisation and culture), Language (Written Communication), Math (Measurement), Personal & Social Education (Active living), Music (Notation)	Science (Earth & Space), Social Studies (Human & Natural Environments, Resources & The Environment), Math (Data Handling), Music (Listening & Appreciation)

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	Art Integration	PE Integration	Music Integration	Japanese Integration		
1	<p>Central Idea: Making balanced choices can make our relationships better.</p> <p>Key Concepts: responsibility, function, causation</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How healthy relationships work How we are responsible for ourselves What is our responsibility to our peers <p style="text-align: center;">①</p>	<p>Central Idea: Documenting history allows us to reflect and celebrate who we are and how things change</p> <p>Key Concepts: causation, change, perspective</p> <p>Related Concepts: Development, Growth, Family, Beliefs</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Documenting personal and family histories Personal changes from birth to present; Reflecting on past experience; generation to generation <p style="text-align: center;">②</p>	<p>Central Idea: We can communicate our ideas and emotions creatively</p> <p>Key Concepts: function, reflection</p> <p>Related Concepts: Pattern, Communication, Interpretation, Behavior</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How we express ourselves How we can demonstrate our creativity through movement Commonalities and differences across cultures and social groups <p style="text-align: center;">⑥</p>	<p>Central Idea: Matter changes state depending on the environment.</p> <p>Key Concepts: function, change</p> <p>Related Concepts: materials; behavior of materials; changes of state; chemical and physical changes; solid, liquid and gas properties;</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The states of matter and their properties How matter can be changed Molecular properties of matter <p style="text-align: center;">⑤</p>	<p>Central Idea: Communities provide interconnected services designed to meet people's needs.</p> <p>Key Concepts: function, causation, connection</p> <p>Related Concepts: Networks, Systems, Relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Reasons people live in a local community Services needed to support a community Planning services for a community <p style="text-align: center;">③</p>	<p>Central Idea: Natural resources are essential to life and are a limited resource</p> <p>Key Concepts: function, responsibility</p> <p>Related Concepts: Processes, Conservation, Equity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Natural resources (water, air, minerals, land) and how they are used What happens to resources after we have used them Responsible use of natural resources <p style="text-align: center;">④</p>
1	<p>Personal & Social Education (Self Concept), Language (Oral Communication, Visual Communication), Social Studies (Social Organization & Culture)</p>	<p>Language (Oral Communication, Written Communication, Visual Communication), Personal & Social Education (Self Concept), Social Studies (Continuity & Change Through Time, Social Organization & Culture)</p>	<p>Physical Education (Body Control & Spatial Awareness, Movement To Music), Drama (Creative Exploration, Technical Incorporation, Performance, Reflection, Evaluation & Appreciation), Music (Performing, Creating & Composing, Listening & Appreciation), Language (Oral Communication, Visual Communication),</p>	<p>Language (Oral Communication, Visual Communication), Math (Data Handling, Measurement), Science (Matter & Materials),</p>	<p>Social Studies (Human Systems & Economic Activities, Social Organization & Culture), Language (Oral Communication, Visual Communication),</p>	<p>Social Studies (Resources & The Environment), Science (Earth & Space), Language (Oral Communication, Visual Communication),</p>

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			Music and Art and Japanese Integration		PE Integration	
2	<p>Central Idea: We can effectively communicate our perspectives and points of view to resolve conflict and live together harmoniously.</p> <p>Key Concepts: Causation, Responsibility, reflection</p> <p>Related Concepts: Conflict, Cooperation, Interdependence, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Why people feel and think differently and how this can lead to conflict Appreciation of others' perspectives Effective and appropriate communication Conflict resolution strategies 	<p>Central Idea: To survive, humans have developed ways to record and modify features of the natural environment.</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: Pattern, Networks, Rights, Values, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The way geographical features are recorded on maps The connection between landscapes and human survival Ways that humans modify environments over time 	<p>Central Idea: Stories are a way to express ideas and creativity.</p> <p>Key Concepts: form, causation, reflection</p> <p>Related Concepts: Relationships, Communication, Beliefs, Interpretation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Modes of storytelling Structure of narratives How and why people create stories Feelings and emotions that stories evoke 	<p>Central Idea: Electricity provides the energy for modern technology</p> <p>Key Concepts: form, function, responsibility</p> <p>Related Concepts: transformation of energy, forms of energy (electricity, kinetic, potential), magnetism</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Sources of electricity Electricity as a form of energy Impact of electricity on our daily lives Responsible uses of electricity 	<p>Central Idea: Volunteers provide essential support for organizations to function</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: SS: cooperation, networks, roles, citizenship, PSPE: interdependence, community, team work (interaction)</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Systems within organizations How volunteers support organization Action we can take 	<p>Central Idea: The way humans use plants can affect the health of our plant</p> <p>Key Concepts: TBC</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p>
		5	2	3	6	4
2	Personal & Social Education (Self Concept, Interaction With Others), Social Studies (Social Organization & Culture), Language (Oral Communication)	Social Studies (Human Systems & Economic Activities, Social Organization & Culture, Continuity & Change Through Time),	Language (Oral Communication, Written Communication, Visual Communication), Drama (Performance, Drama In Society), Visual Art (Visual Art In Society)	Science (Forces & Energy), Social Studies (Resources & The Environment)	PSPE (Interaction) Social Studies (Social Organisation and culture)	Science (Living Things, Social Studies (Resources & The Environment), Visual Art (Creative Processes)

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	PE Integration	Music Integration	Art Integration	Japanese Integration		
3	<p>Central Idea: Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Key Concepts: connection, responsibility, reflection</p> <p>Related Concepts: systems, balance, consequences, well-being, behavior</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How our body systems are integrated and contribute to the whole Balanced choices Consequences of choices <p style="text-align: center;">6</p>	<p>Central Idea: Communities are enriched by their members and the different perspectives they bring.</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: role, systems, networks</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Why communities exist The personal stories of community members Expressing group and cultural identity through customs, structures, symbols, rituals and places <p style="text-align: center;">1</p>	<p>Central Idea: Artists choose and manipulate materials to create representations of their values.</p> <p>Key Concepts: function, perspective</p> <p>Related Concepts: impact, transformation, application</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ways in which we use tools and materials to express ourselves creatively How values can be explored in a variety of artistic ways. How people explore and express their ideas through the Arts <p style="text-align: center;">2</p>	<p>Central Idea: Weather is influenced by a range of factors</p> <p>Key Concepts: form, causation</p> <p>Related Concepts: atmosphere; climate; systems (weather, water cycle); classification</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Types of weather on Earth Why weather is different in different parts of the world? How seasons affect weather <p style="text-align: center;">4</p>	<p>Central Idea: We study the Earth's natural forces to find ways to live with, predict and prepare for them.</p> <p>Key Concepts: causation, change, responsibility</p> <p>Related Concepts: consequences, pattern, impact, adaptation, initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The regular patterned changes on Earth and in the sky How the earth and sky are used as resources for predicting patterns the systems that help us prepare for disaster <p style="text-align: center;">5</p>	<p>Central Idea:—Ecosystems are a delicate balance of living and non-living things; all interconnected and influenced by people.</p> <p>Key Concepts: Connection, causation, responsibility</p> <p>Related Concepts: Ecosystems, systems, habitats, impact, ecology, pollution, conservation, consumption, rights, sustainability</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How living and non-living things are interconnected How humans impact ecosystems Our responsibility towards the impact on ecosystems <p style="text-align: center;">3</p>
3	Physical Education (Health-Related Activities), Personal & Social Education (Self Concept, Health & Safety), Language (Written Communication)	Language (Oral Communication, Written Communication), Social Studies (Social Organization & Culture), Personal & Social Education (Interaction With Others)	Language (Written Communication), Language (Visual Communication), Visual Art (Creative Processes, Elements & Principles Of Art & Design, Reflection & Appreciation, Visual Art In Society), Math (Pattern & Function)		Science (Earth & Space, Forces & Energy), Social Studies (Human Systems & Economic Activities, Social Organization & Culture, Continuity & Change Through Time, Human & Natural Environments), Math (Shape & Space, Pattern & Function)	Science (Living Things, Human & Natural Environments, Resources & The Environment), Language (Oral Communication, Written Communication), Math (Data Handling), Personal & Social Education (Interaction With Others)
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	friends, communities, and cultures; rights and responsibilities; what it means to be human.	relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	creativity; our appreciation of the aesthetic.	their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	making; economic activities and their impact on humankind and the environment.	between them; access to equal opportunities; peace and conflict resolution.
	Japanese Integration		Music and Art Integration		PE Integration	
4	<p>Central Idea: Beliefs and values are conveyed in different ways and are part of who we are.</p> <p>Key Concepts: Perspective, Reflection, connection</p> <p>Related Concepts: Diversity, Perception, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What we believe • How are beliefs formed and changed • How beliefs influence the way we behave <p>③</p>	<p>Central Idea: Exploration of Earth and space leads to discovery and develops new understandings</p> <p>Key Concepts: Causation, Perspective</p> <p>Related Concepts: Pattern, Impact, Systems, Opinion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why we explore (Causation) • The impacts of exploration (Causation) • The benefits of exploration (Perspective) <p>④</p>	<p>Central Idea: Performance and media can be used as a device to explore and express political, religious and social messages and influence choice.</p> <p>Key Concepts: perspective, Connection</p> <p>Related Concepts: Communication, Role, Relationships, Interpretation, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Performance and media as a vehicle for social comment • How performance and media can be used to convey political, religious and social messages • How media and performance can influence choice <p>①</p>	<p>Central Idea: Forces around us have magnitude and direction and impact our lives.</p> <p>Key Concepts: function, causation, connection</p> <p>Related Concepts: Kinetic energy, physics, mechanics, gravity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Newton's laws of motion • How people use forces to their advantage in daily life • Scientific Method <p>②</p>	<p>Central Idea: Societies are governed by a variety of systems which impact on the lives of individuals.</p> <p>Key Concepts: Function, Responsibility</p> <p>Related Concepts: Role, Behavior, Citizenship, Rights, Justice</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of leadership • Structure and functions of organizations • The connections between rules / laws and our responsibilities <p>⑤</p>	<p>Central Idea: Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p>Key Concepts: Causation, Perspective, Responsibility</p> <p>Related Concepts: Conflict, Diversity, Justice</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Causes of conflict • Conflict resolution and management • Living and working together peacefully <p>⑥</p>
4	<p>Personal & Social Education (Self Concept, Interaction With Others), Social Studies (Social Organization & Culture), Math (Number), Language (Oral Communication, Written Communication, Visual Communication), Drama (Creative Exploration, Personal & Social Development, Reflection, Evaluation & Appreciation)</p>	<p>Science (Earth & Space), Science (Forces & Energy), Social Studies (Human Systems & Economic Activities, Continuity & Change Through Time), Math (Data Handling, Measurement, Shape & Space, Pattern & Function, Number), Personal & Social Education (Interaction With Others)</p>	<p>Drama (Creative Exploration, Technical Incorporation, Performance, Personal & Social Development, Reflection, Evaluation & Appreciation, Drama In Society), Music (Performing, Creating & Composing, Music In Society), Personal & Social Education (Self Concept, Interaction With Others), Physical Education (Movement To Music), Language (Oral Communication, Visual Communication)</p>		<p>Social Studies (Human Systems & Economic Activities, Social Organization & Culture, Continuity & Change Through Time), Language (Oral Communication, Written Communication), Math (Data Handling, Measurement, Pattern & Function), Personal & Social Education (Interaction With Others), Drama (Drama In Society), Music (Music In Society), Visual Art (Visual Art In Society)</p>	
	<p>Who We Are</p> <p>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</p>	<p>Where We are in place and time</p> <p>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</p>	<p>How we express ourselves</p> <p>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</p>	<p>How the world works</p> <p>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</p>	<p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and</p>	<p>Sharing the planet</p> <p>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</p>

	cultures; rights and responsibilities; what it means to be human.	interconnectedness of individuals and civilizations, from local and global perspectives.	aesthetic.	principles; the impact of scientific and technological advances on society and on the environment.	their impact on humankind and the environment.	opportunities; peace and conflict resolution.
	PE Integration		Music, Japanese and Art Integration			
5	<p>Central Idea: Responsibilities and expectations change as we grow older.</p> <p>Key Concepts: change, responsibility, reflection</p> <p>Related Concepts: Growth, Transition, Rights, Citizenship, Values, Initiative, Evidence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Responsibilities and expectations The body's development and personal hygiene Strategies for coping with change Transition from PYP to Secondary school <p style="text-align: center;">6</p>	<p>Central Idea: Human migration is a response to challenges, risks and opportunities</p> <p>Key Concepts: causation, perspective</p> <p>Related Concepts: migration, conflict, innovation, identity, settlements</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Causes of migration The effects of migration The impact of migration on cultural identity <p style="text-align: center;">2</p>	<p>Central Idea: The way we communicate perspectives, can influence its impact on others.</p> <p>Key Concepts: function, connection perspective</p> <p>Related Concepts: Perception, Self expression, Interpretation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How concepts are expressed The relationship between message and delivery The role of the arts in culture and society <p style="text-align: center;">4</p>	<p>Central Idea: Energy can be converted from one form to another and stored in various ways</p> <p>Key Concepts: causation, change, connection</p> <p>Related Concepts: Consequences, Sequences, Transformation, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Forms of energy Energy transformations The impacts of technological and scientific advancement <p style="text-align: center;">1</p>	<p>Central Idea: Communities are interconnected and depend on their ability to produce, acquire and trade goods and services.</p> <p>Key Concepts: function, reflection and connection</p> <p>Related Concepts: interdependence, supply and demand</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Trade across and within various communities How and in what ways we depend on other people in other places <p style="text-align: center;">5</p>	THE EXHIBITION
5	<p>Language (Oral Communication, Written Communication, Visual Communication), Physical Education (Health-Related Activities), Personal & Social Education (Self Concept, Health & Safety, Interaction With Others, Organization For Learning), Social Studies (Social Organization & Culture, Continuity & Change Through Time)</p>	<p>Social Studies (Human Systems & Economic Activities, Social Organization & Culture, Continuity & Change Through Time, (Human & Natural Environments, Resources & The Environment), Language (Oral Communication, Written Communication, Visual Communication), Personal & Social Education (Self Concept, Interaction With Others)</p>	<p>Drama (Creative Exploration, Technical Incorporation, Performance, Personal & Social Development, Reflection, Evaluation & Appreciation), Music (Performing, Creating & Composing, Listening & Appreciation, Music In Society), Visual Art (Creative Processes, & Principles Of Art & Design, Reflection & Appreciation, Visual Art In Society), Personal & Social Education (Self Concept, Interaction With Others), Physical Education (Movement To Music)</p>	<p>Science (Forces & Energy), Social Studies (Human Systems & Economic Activities, Human & Natural Environments, Resources & The Environment), Math (Data Handling)</p>	<p>Social Studies (Human Systems & Economic Activities, Social Organization & Culture, Continuity & Change Through Time, Resources & The Environment)</p>	<p>Personal & Social Education (Self Concept, Organization For Learning, Interaction With Others), Language (Oral Communication, Written Communication, Visual Communication), Drama (Creative Exploration, Performance, Reflection, Evaluation & Appreciation, Drama In Society), Music (Performing, Creating & Composing, Music In Society), Visual Art (Creative Processes, Reflection & Appreciation, Visual Art In Society), Math (Data Handling)</p>

PYP Subjects and Strands - Summary

Science	Social Studies	Language	Math	PE Physical Ed	PSE Personal & Social Ed	Arts – Drama	Arts – Music	Arts – Visual Art
SC	SS	L	M	PE	PSE	AD	AM	AV

Science (Living Things) Living Things	Social Studies (Human Systems & Economic Activities) Human Systems & Economic Activities	Language (Oral Communication) Oral Communication Listening Speaking	Math (Data Handling) Data Handling - Statistics - Probability	Physical Education (Health-Related Activities) Health-Related Activities	Personal & Social Education (Self Concept) Self Concept	Drama (Creative Exploration) Creative Exploration & Expression	Music (Performing) Performing - Singing - Playing Instruments	Visual Art (Creative Processes) Creative Processes
Science (Earth & Space) Earth & Space	Social Studies (Social Organization & Culture) Social Organization & Culture	Language (Written Communication) Written Communication Reading Writing	Math (Measurement) Measurement	Physical Education (Body Control & Spatial Awareness) Body Control & Spatial Awareness	Personal & Social Education (Health & Safety) Health & Safety	Drama (Technical Incorporation) Technical Incorporation	Music (Creating & Composing) Creating & Composing	Visual Art (Elements & Principles Of Art & Design) Elements & Principles Of Art & Design
Science (Matter & Materials) Materials & Matter	Social Studies (Continuity & Change Through Time) Continuity And Change Through Time	Language (Visual Communication) Visual Communication Viewing Presenting	Math (Shape & Space) Shape & Space	Physical Education (Athletic Activities) Athletic Activities	Personal & Social Education (Interaction With Others) Interaction With Others	Drama (Performance) Performance	Music (Notation) Notation	Visual Art (Reflection & Appreciation) Reflection & Appreciation
Science (Forces & Energy) Forces & Energy	Social Studies (Human & Natural Environments) Human & Natural Environments		Math (Pattern & Function) Pattern & Function	Physical Education (Games) Games	Personal & Social Education (Organization For Learning) Organization For Learning	Drama (Personal & Social Development) Personal & Social Development	Music (Listening & Appreciation) Listening & Appreciation	Visual Art (Visual Art In Society) Visual Art In Society
	SOCIAL STUDIES (RESOURCES & THE ENVIRONMENT) Resources & The Environment		MATH (NUMBER) Number	PHYSICAL EDUCATION (MOVEMENT TO MUSIC) Movement To Music		DRAMA (REFLECTION, EVALUATION & APPRECIATION) Reflection, Evaluation & Appreciation	MUSIC (MUSIC IN SOCIETY) Music In Society	
				PHYSICAL EDUCATION (ADVENTURE CHALLENGE) Adventure Challenge		DRAMA (DRAMA IN SOCIETY) Drama In Society		