



International
Baccalaureate

K. International School Programme of Inquiry 2015-2016

K1 Yearly Overview 2015-2016

| | 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 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 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. |
|-------------|---|--|---|---|
| Dates | September 1 – October 10 5 weeks Intro, January 6 – January 23 3 weeks finish... Year-long unit | October 13 – December 12 8 weeks | January 26 – March 20 8 weeks | March 30 – June 10 9 weeks |
| Integration | P.E. Integration | Music Integration | Art Integration | Japanese Integration |
| K1 | <p><i>Year-long unit</i></p> <p>Central Idea: We support one another in a community which enables us to learn</p> <p>Key Concepts: Function, Responsibility, Connection</p> <p>Related Concepts: Behavior, Communication, Initiative, Relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our responsibilities at school (responsibility) • The people around us, and how they help us. (function) • How we explore our school environment. (function) • How our actions affect other peoples in the community (connection) | <p>Central Idea: We can express our creativity and imagination through the arts, and we can share (express) our opinions.</p> <p>Key Concepts: Perspective, Reflection, Form</p> <p>Related Concepts: Perception, Communication, Expression</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. • How the expression communicates to the audience (the people around us), and how we reveal our feelings in response to presentations. | <p>Central Idea: People make transportation systems to help the needs of the community.</p> <p>Key Concepts: Form, Connection, Reflection, Function</p> <p>Related Concepts: Structures, Properties, Systems, Evidence, Behavior</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of transportation we use. • Reasons why people choose different types of transportation. • Transportation systems in our community. • How and what to prepare for various types of transportation. | <p>Central Idea: A home is a basic need for all people that people build to meet our needs.</p> <p>Key Concepts: Form, Causation, Connection, Responsibility</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. • Why there are various types of homes in different places. • How the people (civilizations) affect one another. |

K2 Yearly Overview 2015-2016

| | 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 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. |
|-------------|---|--|---|--|
| Dates | Aug. 25 - Sep 18 (4 weeks intro) Year long Jan. 6-29 (4 weeks) | Sept. 24- Dec. 5 (10 weeks) Running concurrently with WWA | Feb 3- April 10 (9 weeks) | April 13- June 10 (8 weeks) |
| Integration | P.E. Integration | Art Integration | Japanese Integration | Music Integration |
| K2 | <p><i>Year-long unit</i></p> <p>Central Idea: 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>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>Central Idea: Living things have certain requirements in order to grow and stay healthy.</p> <p>Key Concepts: Form, Function, responsibility</p> <p>Related Concepts: Classification, Living and non-living, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our needs and the needs of other living things • Observable characteristics of living things • Our responsibility for the well-being of other living things | <p>Central Idea: Stories can engage their audience and communicate meaning.</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"> • How to construct an effective story • Why stories are created and shared • Feelings and emotions that stories evoke |

K3 Yearly Overview 2015-2016

| | 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. | 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 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. | 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. | 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. |
|---------------|--|--|--|--|--|--|
| Dates | Aug. 25 – Oct. 3 | Oct. 6- Nov. 7 | Nov. 10-Jan. 16 | Jan 19-Feb. 27 | Mar. 2-Apr. 10 | Apr. 13-Jun. 4 |
| Writing Genre | Creative Writing-Mind Map | Narrative-Personal | Poetry and Letter | Nonfiction-Informative | Informational-Posters | Fictional Story Writing |
| Integration | | | Partial Art and Japanese integration | Japanese integration | Art integration | P.E. integration |
| K3 | <p>Central Idea: Schools help us to work and learn together</p> <p>Key Concepts: form, 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 <p>People who make our school work and help us learn</p> | <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><i>Year- long unit</i></p> <p>Central Idea: People recognize important events through celebrations and traditions.</p> <p>Key Concepts: form, perspective, function</p> <p>Related Concepts: Beliefs, Culture, Value</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How people celebrate Why people celebrate and value tradition <ul style="list-style-type: none"> Similarities and differences between various celebrations | <p>Central Idea: Simple machines can make work easier.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: Properties, Structure, Consequences, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Simple machines How simple machines work Why we use simple machines | <p>Central Idea: People, interact, use and value the natural environment in different ways.</p> <p>Key Concepts: form, causation, responsibility, perspective</p> <p>Related Concepts: Conservation, Interdependence, Order</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Human use of local natural environments Our responsibility towards local natural environments Natural and human-made elements of local environments | <p>Central Idea: Journeys and explorations help us understand the world.</p> <p>Key Concepts: causation, function, connection</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 <p>Personal journeys and explorations</p> |

G1 Yearly Overview 2015-2016

| | 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 |
|---------------|--|--|---|--|---|---|
| | 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. | 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 perspective. | 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. | 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. | 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. | 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. |
| Dates | 18 Aug. - 19 Sept. | 24 Sept. - 25 Oct. | 21 Apr.– 6 June | 24 Feb. - 18 April | 4 Nov. -13 Dec. | 7 Jan.- 21 Feb. |
| Writing Genre | Friendly Letters | Personal Narrative/ Biography | Story/Poetry | Procedural /Instruction | Fictional Narratives/Fairy Stories Traditional Tales | Research Report |
| Integration | | | Music and Art | PE Integration | | Library Integration |
| G1 | <p>Central Idea: People's relationships with each other can affect our well-being.</p> <p>Key Concepts: Function, connection</p> <p>Related Concepts: responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How do we develop relationships How relationships can affect us Role and behaviours within relationships | <p>Central Idea: Documenting personal histories allows us to reflect and celebrate who we are and how things change over time.</p> <p>Key Concepts: causation, change</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 experiences | <p>Central Idea: We can express and communicate our ideas and emotions creatively.</p> <p>Key Concepts: Function, Reflection & Perspective</p> <p>Related Concepts: Pattern, Communication, Interpretation and Behavior</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The different ways we can express our emotions How the arts can be interpreted How creativity can be demonstrated artistically | <p>Central Idea: Materials behave and interact in different ways for different reasons.</p> <p>Key Concepts: Causation, 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 Behaviour of materials Changing properties of materials | <p>Central Idea: Communities provide services to meet people's needs.</p> <p>Key Concepts: Causation, Connection</p> <p>Related Concepts: Networks, Systems. Relationships, Function</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Characteristics of a community Services needed to support a community Planning services for a community | <p>Central Idea: People use natural resources in everyday life in different ways.</p> <p>Key Concepts: function, responsibility</p> <p>Related Concepts: Processes , (S- LT), Conservation, Equity, consumption</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Natural resources and how they are used Why natural resources are essential Responsible use of natural resources |

G2 Yearly Overview 2015-2016

| | WHO WE ARE | HOW WE EXPRESS OURSELVES | HOW THE WORLD WORKS | HOW WE ORGANIZE OURSELVES | WHERE WE ARE IN PLACE AND TIME | SHARING THE PLANET |
|---------------|---|--|--|--|---|--|
| | 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. | 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 . | 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 . | 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. | 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 . | 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. |
| Dates | Oct. 6th - Nov. 21st | Aug. 25th – Oct. 3th | Jan. 26th – Mar. 6th | Apr. 27th – Jun. 10th | Nov. 25th – Jan. 23rd | Mar. 9th – Apr. 24th |
| integration | Japanese Integration | Music and PE Integration | | | Library Integration | Art Integration |
| Genres | Letters | Fiction | Procedural | Persuasive | Informational | Poetry |
| G2 | <p>Central Idea: In exploring role models we deepen our understanding of ourselves.</p> <p>Key Concepts: causation, perspective, reflection</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What determines our beliefs and values • How and why role models are chosen • Influence of role models on our choices and actions | <p>Central Idea: Stories are a way to express ideas and creativity.</p> <p>Key Concepts: form, perspective, 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 • Stories can be told from different viewpoints | <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 impact the function of organizations.</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: Landmarks connect people locally and globally.</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: Pattern, Networks, Rights, Values, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Landmarks around the world • Connections between communities and landmarks • Local and global perspectives | <p>Central Idea: Plants sustain life on Earth and play a role in our lives.</p> <p>Key Concepts: Change Function</p> <p>Related Concepts: Growth, cycles, pattern, role, systems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Life cycles of plants (change) • Products derived from plants (function) • How plants contribute to life on earth (function) |

G3 Yearly Overview 2015-2016

| | 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 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. | 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. | Sharing the Planet Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution. | 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. |
|---------------|--|--|---|---|--|--|
| Dates | Aug. 25th - Oct. 3th | Oct. 6th – Nov. 21st | Nov. 24th – Jan. 23th | Jan. 26th – Mar. 6th | Mar. 9th – Apr. 24th | Apr. 27th – Jun. 5th |
| Integration | PE Integration | | Art Integration | Japanese and Music Integration | | |
| Writing Genre | Information Texts | Poetry (Haiku) | Biography | Creative Writing | Information Texts | Play Scripts / Reader's Theatre |
| G3 | <p>Central Idea: Individual body systems work together to keep us healthy.</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>Central Idea: Weather is influenced by a range of factors</p> <p>Key Concepts: form, function, 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 How weather happens Why weather is different in different parts of the world How seasons affect weather | <p>Central Idea: Evidence of past civilizations can be used to make connections to present-day societies</p> <p>Key Concepts: form, change, connection</p> <p>Related Concepts: continuity, progress, difference, validity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Characteristics of civilizations and societies Connections between past and present Processes involved in collecting, analyzing and validating evidence | <p>Central Idea: People convey their culture through music, art and dance.</p> <p>Key Concepts: connection, perspective, reflection</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The different ways people express cultural identities. (connection, perspective) The role of music, art and dance in our daily lives. (reflection) The various ways music, art and dance express cultures from around the world. (connection) | <p>Central Idea:—Ecosystems are a delicate balance of living and non-living things; all interconnected and easily influenced. 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 the Earth's systems are interconnected. (connection) Various factors impact ecosystems. (Causation) Our responsibility towards the impact on ecosystems. (Responsibility) | <p>Central Idea: People have a responsibility of preserving the delicate balance of Earth's spheres.</p> <p>Key Concepts: responsibility, causation</p> <p>Related Concepts: consequences, pattern, impact, adaptation, initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Our responsibility towards the impact on ecosystems (responsibility) People raise awareness of important issue through various medium (causation) |

G4 Yearly Overview 2015-2016

| | 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 |
|---------------|--|---|---|--|---|---|
| | 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. | 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. | 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. | 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. | 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. | 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. |
| Dates # Weeks | May 13 - June 11 | Aug 19 – Sept 26 | Oct 7 - Nov 22 | Mar 17 - May 9 | Feb 3 - Mar 14 | Nov 25 - Jan 31 |
| Writing Genre | Myths | Adventure stories | Persuasive | Explanatory | Comparative essay | Realistic fiction (write from an animal's perspective) |
| Integration | Japanese | Library | Art and music | PE | | |
| G4 | <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>Central Idea: Exploration leads to discovery and develops new understandings.</p> <p>Key Concepts: causation, perspective, change</p> <p>Related Concepts: Pattern, Impact, Systems, Opinion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The reasons for exploration • The impacts of exploration | <p>Central Idea: People can create or manipulate messages to target specific audiences.</p> <p>Key Concepts: function, perspective, reflection</p> <p>Related Concepts: Communication, Role, Relationships, Interpretation, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How images, text and music are used to influence behavior of target audiences • Critical evaluation of messages presented in the media • How people respond to messages | <p>Central Idea: Forces around us have magnitude and direction and can 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>Central Idea: Government systems influence the lives of citizens.</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"> • How government systems function • Impact of government on citizens • The rights and responsibilities of citizenship | <p>Central Idea: Animals adapt to changes in their environment.</p> <p>Key Concepts: form, causation, change</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Animal adaptations • How animals react to changes in the environment • Changes in the environment due to natural vs. human influences. |
| G4 | <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), (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), Language (Oral Communication, Written Communication, Visual Communication)</p> | <p>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, Written Communication)</p> | <p>Science (Forces & Energy), Social Studies (Human Systems & Economic Activities Math (Data Handling, Measurement Personal & Social Education (Interaction With Others), Language (Oral Communication, Written 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, Personal & Social Education (Interaction With Others)</p> | <p>Social Studies (Human Systems & Economic Activities, Social Organization & Culture, Continuity & Change Through Time), Language (Oral Communication, Written Communication), Personal & Social Education (Interaction With Others)</p> |

G5 Yearly Overview 2015-2016

| | 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. |
|---------------|--|--|---|--|---|--|
| Dates # Weeks | April 27th - June 9th | Sept. 29th - Nov. 7th | Aug. 25th - Sept. 26th | Nov. 10th - Dec. 12th | Feb.9th - Apr 24th | Jan. 5th - Feb. 6th |
| Writing Genre | memoirs (writing prompt, Venn diagrams) | Historical-fiction, Photo Essay & captions | Poetry | Note taking, Information Report | Information Report | Persuasive, Notecards for Oral Presentations |
| Integration | | | Music | PE (?) | Japanese, Library, Art | Art, PE |
| G5 | <p>Central Idea: Responsibilities and expectations change as we grow older.</p> <p>Key Concepts: function, change, responsibility</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>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>Central Idea: Our perspectives and feelings on issues can be communicated in different artistic ways.</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: Perception, Self-expression, Interpretation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Types of issues Different perspectives and feelings on issues Ways of expressing our thoughts and feelings about issues through art The role of the arts in culture and society. | <p>Central Idea: Energy can be converted from one form to another and stored in various ways.</p> <p>Key Concepts: form, function, change</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 How we utilize energy | <p style="text-align: center;">THE EXHIBITION</p> <p>Central Idea: Student generated</p> <p>Key Concepts: Student generated</p> <p>Related Concepts: Student generated</p> <p>Lines of Inquiry: Student generated</p> | <p>Central Idea: Conflicts can be resolved in many ways.</p> <p>Key Concepts: responsibility, reflection</p> <p>Related Concepts: responsibility, rights, values</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The lasting effects of conflicts The different ways of looking at conflicts and their resolutions Strategies used to resolve conflict |
| G5 | <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), 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,), Language (Oral Communication, Written Communication, Visual Organization For Learning, Interaction With Others 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> |