



GRADE 1-6 PROGRAMME OF INQUIRY 2016-2017

International Baccalaureate Transdisciplinary Themes		Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	How we Organize Ourselves	Sharing the Planet
Grade Level	Descriptors	An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.	An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global homes & perspectives; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.	An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact on us and the world around us.	An exploration of our rights and responsibilities as we strive to share finite resources with other people and with other living things; of communities and of the relationships within and between them.
1	Central Idea	<i>Our self-identities are influenced by our families and social groups we belong to.</i>	<i>History affects communities over time.</i>	<i>Our senses enable us to discover & explore our world.</i>	<i>Seasonal changes affect all living things.</i>	<i>Living things coexist with their environment in a perpetual struggle for resources.</i>	<i>Living things coexist with other living things within their environment.</i>
	Lines of Inquiry	Who I am - my identity.	Community history	The senses of living things & how they work	Constructing	Uses & purposes of structures	Interdependence between animals, plants, and people
		Groups I am part of.	Community development	Adapting to the loss of a sense	Plants and animals adapt to seasonal changes	Uses & purposes of different building materials & shapes	Needs of living things
		My responsibility to myself and my groups.		Visual art is an expression of our culture and creativity.	Human activities change with the seasons.	Environment influences structure & design	Human responsibility to care for the environment through choice and action.
	Concepts	Form	Perspective	Function	Causation	Form	Change
		Function	Connections	Connection	Change	Function	Connection
		Change	Function	Reflection	Perspective	Causation	Responsibility
		Responsibility					
2	Central Idea	<i>Culture plays an integral part in what it means to be human.</i>	<i>Global historical events influence communities throughout the world today.</i>	<i>Cultures celebrate their diversity in many ways.</i>	<i>Water and its properties are essential for life on Earth.</i>	<i>Industries impact communities.</i>	<i>Insects are an important part of our ecosystem.</i>
	Lines of Inquiry	What is culture?	Reasons for community establishment	Common traditional celebrations in different communities.	Properties of liquids	Industrial use of natural resources	Needs of living things (insects)
		Stories and events define cultures.	community characteristics	Comparisons of music and stories in various communities	Human responsibility to maintain clean supplies of water	Occupations (Goods and services)	Characteristics of survival
		Culture and Language influence our understanding of the world	cause of changes in the community over time	Symbols of diversity in various communities (landmarks, monuments, etc)	Properties of buoyancy	Climate (temperature and magnetism)	Understand the difference between pests and helpful bugs
	Concepts	Perspective	causation	Connection	Form	Responsibility	Connection



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	Connection	Change	Perspective	Function	Form	Causation	
	Reflection	Connection	Responsibility	Responsibility	Function	Reflection	
3	Central Idea	<i>Humans have rights & responsibilities under the United Nations.</i>	<i>Globalization has an impact on local economies.</i>	<i>Music, stories, and art are how we celebrate cultural traditions.</i>	<i>The geography of a country determines its economic potential.</i>	<i>Structures are designed to meet different functions.</i>	<i>Many factors impact animal survival.</i>
	Lines of Inquiry	Quality of life found in global communities.	Goods & Services (Import & Export)	Hearing & sound	Rocks & Minerals (natural resources)	Determine how local environments (resources & climate) affect building designs.	Animal life cycles and adaptations
		Global rights, roles, & responsibilities	Economics affects a countries decisions & leadership.	Global traditions, celebrations & stories	Geography of different countries.	Materials can affect the function of a structure.	Animal needs within a habitat
		Global identities, cultural diversity and global aid			Human impact / natural disasters	Architectural designs to solve problems.	Environmental concerns & habitat preservation
	Concepts	Responsibility	Connection	Perspective	Form	Form	Change
		Perspective	Causation	Connection	Change	Change	Connection
		Connection	Change	Reflection	Function	Function	Responsibility
4	Central Idea	<i>Who we become is determined by many factors.</i>	<i>Historical changes in diversity influence global communities today.</i>	<i>Cultural diversity influences how we communicate our beliefs.</i>	<i>Machines are used around the world.</i>	<i>Our decisions about waste management impact the environment.</i>	<i>Plants are the basis of all ecosystems.</i>
	Lines of Inquiry	Diversity of a population	Changes in diversity over time	Changing cultural identities	Simple machines	Natural waste management systems.	Light intensity affects plant growth on land and in water
		Stories, music, and arts shape our cultural identity	Major historical events / sites have become tourism attractions	Beliefs, values and forms of communication	People combine simple machines for specific functions	The impact of different waste management systems on the environment.	Plants and agriculture are a major part of global economies.
		Beliefs and family values	Stories, myths & legends influence beliefs today	Cultural events celebrated today	Inquiry into machines used for transportation around the world	Human responsibility with waste management.	Geography affects agricultural crops and wild plant life
	Concepts	Connections	Change	Form	Form	Causation	Causation
		Reflection	Connection	Function	Function	Connection	Change
		Perspective	Perspective	Perspective	Responsibility	Responsibility	Responsibility
						Reflection	Connection
5	Central Idea	<i>Communities are created by developing interpersonal relationships.</i>	<i>Historical perspectives impact a country's identity.</i>	<i>Arts illuminate the complexity and diversity of a culture.</i>	<i>Human consumption of energy has an impact on society and global ecosystems.</i>	<i>Exhibition: Human Potential.</i>	<i>Human activity impacts global weather patterns.</i>
	Lines of Inquiry	Interactions and relationships	A country's artifacts and stories	The relationship of the arts to one's culture	Types of energy	Inquiry into interconnectedness of human-made systems and communities	Human activity impacts global weather patterns
		Changes in relationships	Citizenship and identity	Cultural identity	Renewable /	The structure and function of	Societal impacts on environment



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		Nonrenewable resources			organizations		
		Relationship viewpoints	Historical events	Historical perspectives	Conservation of energy	Economic activities and their impact on humankind and the environment	Global weather patterns
	Concepts	Function	Causation	Perspective	Form	Reflection	Responsibility
		Causation	Change	Connection	Function	Connection	Change
		Perspective	Reflection	Reflection	Connection	Perspective	Connection
6	Central Idea	<i>Humanity is defined by who we are.</i>	<i>Migration is a constant process that changes people and places.</i>	<i>Exhibition: Passion can turn knowledge about global issues into action.</i>	<i>Energy can be converted from one form to another.</i>	<i>People organize themselves into groups in order to fulfill a need.</i>	<i>Conflicts arise when there are unlimited demands on finite resources.</i>
	Lines of Inquiry	The theory and methodology of biological, cultural, linguistic and archaeological anthropology	Which people migrate	Identifying and understanding my passion	Forms of energy	NGOs - particularly in relation to natural disasters.	Finite resources
		Different cultural influences	The stages of migration	A global issue	Storage and transportation of energy	Ways we work to make a difference	Conflict arising over finite resources
		What it means to be human	The impact of migration on the people and the environment	Taking action in the community and celebrating it	Conservation and the sustainability of energy	The effectiveness of an organization	Ways people work to resolve conflict
	Concepts	Function	Causation	Connection	Form	Function	Form
		Causation	Form	Reflection	Function	Responsibility	Causation
		Reflection	Change	Perspective	Responsibility	Reflection	Perspective
				Responsibility			

An aim of the IB Primary Years Programme (PYP) is to create a transdisciplinary curriculum that is engaging, relevant, challenging, and significant for learners in grade 1-6. In developing a curriculum for international education, the learning must be broad and inclusive of student differences as well as types of activities – in or out of the classroom. The Programme of Inquiry outlines the 6 main themes of integrated learning throughout the year, through the Alberta Curriculum.

The curriculum comes to life through the ongoing development of the Learner Profile, rigorous exploration into central ideas and lines of inquiry, and through collaborative planning and processes. A culture of collaboration is essential for the PYP to flourish in a school, across staff, students and parents. Open, diverse and on-going conversations and activities about learning and perspectives are paramount for the school to embody a Global-Mindedness.

Students inquire into, and learn about, globally significant issues which challenge students towards action, further developing not only their knowledge of a topic but also their attitudes and skillsets.

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THE IB LEARNER PROFILE

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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