

SOUTH SHORE ELEMENTARY – PROGRAMME OF INQUIRY AT A GLANCE

Updated Fall 2018

Theme Descriptor Age Grade	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.
4-5 K Revised for 17-18	<p>Central Idea: We are responsible for our decisions at school and home.</p> <p>Key Concepts: Form, Reflection, Responsibility</p> <p>Lines of Inquiry: ---Self-awareness ~ how reflecting on my actions helps me understand ---Forms of expression ---Rights and responsibilities</p> <p>Learner Profile Focus: Risk-takers (overcoming shyness); Open-Minded, Caring, Reflective</p>	<p>Central Idea: People choose where they live based on the features of the area.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Lines of Inquiry: ---What makes up a neighborhood (South Shore, Crownsville, MD, North Am.) ---Geographic and man-made features of a neighborhood ---Why do people choose to live where they do?</p> <p>Learner Profile Focus: Open-Minded, Inquirer, Reflective</p>	<p>Central Idea: Culture, beliefs, and values are expressed through our family traditions</p> <p>Key Concepts: Reflection, Change, Perspective</p> <p>Lines of Inquiry: ---Self-awareness - how my culture and heritage make me unique ---Family heritage and culture ---Investigating traditions</p> <p>Learner Profile Focus: Open-Minded, Inquirer, Caring</p>	<p>Central Idea: Animals adapt to survive in different climates.</p> <p>Key Concepts: Causation, change, perspective</p> <p>Lines of Inquiry: ---How animals change in response to climate (survival Strategies) ---Animal homes ---Features of and variations in climate</p> <p>Learner Profile Focus: Knowledgeable, Inquirers, Principled</p>	<p>Central Idea: Transportation adapts to meet the needs of societies</p> <p>Key Concepts: Function, Change, Connection</p> <p>Lines of Inquiry: ---Types of transportation ---How transportation has changed over time to meets our needs ---How transportation varies in different cultures</p> <p>Learner Profile Focus: Inquirers, Thinkers, Communicators, Open-Minded</p>	<p>Central Idea: Nature’s cycles interact to sustain life.</p> <p>Key Concepts: Connection, Causation, Function</p> <p>Lines of Inquiry: ---The various environmental cycles on Earth ---Different relationships between living things ---The sustainability of natural resources</p> <p>Learner Profile Focus : Risk-taker, Balanced, Thinker</p>

<p>6-7 1st Grade</p>	<p>Central Idea: What we believe is a part of who we are.</p> <p>Key Concepts: Responsibility, Reflection, Causation</p> <p>Lines of Inquiry: ---What we believe ---How believes influence the way we behave ---Location impacts human activity</p> <p>Learner Profile Focus: Balanced, Thinker, Caring</p>	<p>Central Idea: Past discoveries influence present day</p> <p>Key Concepts: Reflection, Perspective, Change</p> <p>Lines of Inquiry: ---Personal histories ---Need for change ---Technology’s role in daily lives</p> <p>Learner Profile Focus: Principled, Balanced, Risk-Taker</p>	<p>Central Idea: Culture connects people through shared beliefs, traditions, and experiences.</p> <p>Key Concepts: Connection, Perspective, Form</p> <p>Lines of Inquiry: - Geography - Daily life - Expression</p> <p>Learner Profile Focus: Thinker, Knowledgeable, Reflective</p>	<p>Central Idea: Humans use patterns to understand (make sense of) their world.</p> <p>Key Concepts: Function, Causation, Form</p> <p>Lines of Inquiry: ---Patterns in our daily lives ---Patterns in sound and light ---Patterns in the motion of the sun, moon, and stars</p> <p>Learner Profile Focus: Caring, Open-Minded, Risk-Taker</p>	<p>Central Idea: Community needs are met through goods and services.</p> <p>Key Concepts: Function, Responsibility, Perspective</p> <p>Lines of Inquiry: • The local economy • Needs and wants • Goods and services</p> <p>Learner Profile Focus: Knowledgeable, Principled, Risk-Taker</p>	<p>Central Idea: All living things are connected by the traits they share.</p> <p>Key Concepts: Form, Connection, Change</p> <p>Lines of Inquiry: ---Family Life ---Animal Adaptations ---Environment</p> <p>Learner Profile Focus: Communicators, Open-Minded, Principled</p>
<p>7-8 2nd Grade</p>	<p>Central Idea: Heroic figures have an impact on life today.</p> <p>Key Concepts: Causation, Connection, Reflection</p> <p>Lines of Inquiry: • Characteristics of a hero and importance of their actions • How heroes from past have made a difference • How I make a difference</p> <p>Learner Profile Focus: Risk takers, communicators, Knowledgeable</p>	<p>Central Idea: Relationships have an impact on communities and cultures.</p> <p>Key Concepts: Connection, Perspective, Reflection</p> <p>Lines of Inquiry: • Different kinds of relationships • Beliefs and values shape relationships • Family structures around the world</p> <p>Learner Profile Focus: Caring, reflective, thinkers</p>	<p>Central Idea: Many factors contribute to expression.</p> <p>Key Concepts: Perspective, Function, Reflection</p> <p>Lines of Inquiry: • Types of Communication • Self-expression • Ways culture/tradition influence expression</p> <p>Learner Profile Focus: Open-Minded, Communicator, Risk-Taker</p>	<p>Central Idea: Changes in matter impact the Earth and how we live.</p> <p>Key Concepts: Change, Form, Causation</p> <p>Lines of Inquiry: • Earth events can transform the shape of the land • Landforms and bodies of water locally • Changes in states of matter</p> <p>Learner Profile Focus: Inquirer, thinker, reflective</p>	<p>Central Idea: People work in teams to maintain systems for safety and order.</p> <p>Key Concepts: Responsibility, causation, function</p> <p>Lines of Inquiry: • Safety and order • Safety and order in our country and world • Teamwork and its benefits</p> <p>Learner Profile Focus: Open-minded, communicator, inquirers</p>	<p>Central Idea: The Earth has a limited amount of water, but it is essential to life.</p> <p>Key Concepts: Responsibility, Causation, Connection</p> <p>Lines of Inquiry: • Water cycle • Water as a natural resource • Water protection and conservation</p> <p>Learner Profile Focus: Knowledgeable, Inquirer, Reflective</p>

<p>8-9 3rd Grade</p>	<p>Central Idea: The function of a community is dependent upon the actions of its members</p> <p>Key Concepts: Responsibility, Function, Reflection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The structure of a community Communicating the rules of our community The responsibilities of community stakeholders <p>Learner Profile Focus: Principled, Communicators, Knowledgeable</p>	<p>Central Idea: An individual's impact can transcend place and time.</p> <p>Key Concepts: Responsibility, reflection, connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Individuals modify and change their environment Individuals use personal experiences to shape future actions Individual impact on others <p>Learner Profile Focus: Knowledgeable, Risk Taker, Communicator</p>	<p>Central Idea: Cultural values are shared through artistic expression.</p> <p>Key Concepts: Perspective, Connection, Form</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Personal values and beliefs Cultural values and acceptance of differences Expression of values <p>Learner Profile Focus: Balanced, Principled, Open-Minded</p>	<p>Central Idea: Understanding patterns helps us to make sense of our world.</p> <p>Key Concepts: Causation, Form, Responsibility</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Patterns in the natural world The effect of extreme weather How we make decisions <p>Learner Profile Focus : Reflective, Thinkers, Balanced</p>	<p>Central Idea: Citizens have a voice in democratic decision making</p> <p>Key Concepts: Form, Perspective, Change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The structure of democratic government Communicating with those you disagree with Creating change in a community through action <p>Learner Profile Focus: Caring, Balanced, Open-minded</p>	<p>Central Idea: All actions directly affect the health of our planet</p> <p>Key Concepts: Causation, Change, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Environmental issues Actions that changes the environment Personal impact on the environment <p>Learner Profile Focus: Inquirers, Thinkers, Communicator</p>
<p>9-10 4th Grade</p>	<p>Central Idea: Exploration impacts culture</p> <p>Key Concepts: Responsibility, Reflection, Function</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Discovery through inquiry Geography shapes community development. The impact of conflicts in relationships. <p>Learner Profile Focus: Inquirer, Reflective, Principled</p>	<p>Central Idea: Societies grow and change based on the needs of a population.</p> <p>Key Concepts: Perspective, Connection Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> A case study of the role Maryland played in post-Revolutionary America The organization and purpose of state government. The most impactful industries in Maryland Problem solving with engineering and design <p>Learner Profile Focus: Reflective, Open Minded, Thinker</p>	<p>Central Idea: History and culture are preserved in a variety of ways.</p> <p>Key Concepts: Perspective, Causation, Reflection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Expressing and interpreting history and culture Artistic, verbal, and written expression to preserve history Communicating personal and global histories <p>Learner Profile Focus: Communicators, Reflective, Knowledgeable</p>	<p>Central Idea: Natural laws and phenomena impact our Earth</p> <p>Key Concepts: Form, Connection, Change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The properties of matter, heat, and waves The cause and impact of Earthquakes How rocks change over time How we use fossils to learn about natural history <p>Learner Profile Focus: Risk-taker, Thinker, Principled</p>	<p>Central Idea: Human-made systems shape daily life.</p> <p>Key Concepts: Form, Function, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The structure of a circuit The purpose of a structured government and economic systems The ways in which choices and power struggles impact citizens (viewpoints/conflict/ethical issues) <p>Learner Profile Focus: Balanced, Knowledgeable, Open-minded</p>	<p>Central Idea: Organisms affect and interact with each other.</p> <p>Key Concepts: Change, Connection, Reflection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Interactions in a community The basic needs of organisms Systems that help animals survive <p>Learner Profile Focus: Knowledgeable, Inquirer, Caring</p>

Theme	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
10-11 5th Grade	<p>Central Idea: Social change occurs during times of war and times of peace</p> <p>Key Concepts: Causation, Perspective, Change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> •Revolutions (political, civil rights, social media, scientific, economic) •Factors that lead to change •Role of beliefs and values in social change <p>Learner Profile Focus: Reflective, Open-minded, Communicator</p>	<p>Central Idea: Changes to society can be based on exploration and/or colonization</p> <p>Key Concepts: Causation, Change, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why we explore • Why we colonize • The effects of exploration and colonization <p>Learner Profile Focus: Communicator, Reflective, Inquirer</p>	<p>Central Idea: Expression allows the expansion of creative thinking **EXHIBITION**</p> <p>Key Concepts: Form, Responsibility, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The various forms of art • Self- expression • Responding to the arts <p>Learner Profile Focus: Risk-Risk Taker, Open-Minded, Principled</p>	<p>Central Idea: An inquiry into physical properties and states of matter</p> <p>Key Concepts: Change, Connection, Function</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Interrelationship of matter’s properties and how it is used • Gravitational force • Chemical and physical changes <p>Learner Profile Focus: Communicators, Thinkers, Balanced</p>	<p>Central Idea: Through conflict and compromise people can create a sustainable government.</p> <p>Key Concepts: Perspective, Reflection, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Modern government systems • Documents that governments are based upon • Process of compromise <p>Learner Profile Focus: Communicator, Reflective, Inquirer</p>	<p>Central Idea: Energy cycles through and between living systems and the environment</p> <p>Key Concepts: Responsibility, Change, Function</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Producers in an ecosystem • Movement of matter among plants, animals, decomposers, and the environment. • Impact of human consumption on Earth <p>Learner Profile Focus: Knowledgeable, Balanced, Caring</p>

PYP Checklist: Transdisciplinary Skills, Learner Profile, Attitudes and Concepts

Grade Level: Kindergarten-5 Date: Updated Spring 2018 School: South Shore Elementary School Year: 2017-2018

Transdisciplinary Theme	Social Skills:						Research Skills:						Thinking Skills:						Communication Skills:						Self-management Skills:															
	Accepting Differences	Respecting others	Cooperating	Resolving conflicts	Group decision making	Adopting a variety of perspectives	Formulating questions	Observing	Planning	Collecting data	Recording data	Organizing data	Interpreting data	Presenting findings	Acquisition of knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Dialectical Thinking	Metacognition	Listening	Speaking	Reading	Writing	Viewing	Presenting	Non-verbal	Gross-motor skills	Fine motor skills	Spatial awareness	Organization	Time management	Safety	Healthy lifestyle	Codes of behavior	Informed choices		
Who we are	3/I	K	K	2	4		I			2	2					4					5		K	5		3		2	K			K	5		K	4	K/3	I		
Where we are in place and time	5	2	K	I		K							4					I				5	2	K	5			4			I	4								
How we express ourselves		K	2	3	4		4		I					K	K	2					K		4	K	K	3	I	2		3										
How the world works				K		I	3		5	K	4	K	2		5		I	3	K	4							5	I				3	I	4						
How we organize ourselves		4	5	3	I	2		K				I		5		K	3		I			2	K		5	4			2			4			K		3			
Sharing the planet	K		3	5			4	I				3	2		I				2	4		3	2	4	I	K	K	5								5				
LEARNER PROFILE																																								
LEARNER PROFILE	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									
Balanced	I						I						3						3 5						3 4						K 5									
Caring	K I						2						K						I						3						4 5									
Communicators	2 3 5						3 5						2 4						5						K 2 5						I 3									
Inquirer	4						K 5						K						K 2						K 2 5						2 3 4									
Knowledgeable	2 3						3						I 4						K						I 4						2 4 5									
Open-Minded	K 5						K 4						K 2 3 5						I						K 2 3 4						I									
Principled	3 4						I						3 5						K 4						I						I									
Reflective	K 4 5						K 2 4 5						I 4						2 3						5						2									
Risk-Taker	K 2						I 3						2 5						I 4						I						K									
Thinker	I						2 4						I						2 3 4 5						K						K 3									
ATTITUDES																																								
Appreciation	I						K 2 4						2						K 4						K						I 5									
Commitment	2						I 5												3						2 5						K I									
Confidence	2						I						K						2						3						4									
Cooperation	K 3 4						2												I						K 2						K									

Creativity	5	K 1 5	3	K 3	2 5	K 2 3 4
Curiosity	1	K 4		K 2 4	4	3 5
Empathy	5	2	1 4	5	1 3	
Enthusiasm	1		K 3 4	1 3		2
Independence	K	5	4	2	1 4	1 3
Integrity	2 3 4			1 5	1 4 5	5
Respect	K 3 4	2	1 2	5	K	4
Tolerance	5	4 5	K 1 2 3	4	3	2
CONCEPTS						
Form <i>What is it like?</i>	K	K	1 3 5	1 2 3 4	4	1
Function <i>How does it work?</i>	3 4	K	2	1 5	K 1 2 3 4	K 5
Causation <i>Why is it like this?</i>	1 2 5	4 5	4	K 1 2 3	2 4	K 2 3
Change <i>How is it changing?</i>	5	1 5	K	K 2 4 5	K 3	1 3 4 5
Connection <i>How is it connected to other things?</i>	2	K 2 3 4 5	1 3	4 5	K 5	K 1 2 3 4
Perspective <i>What are the points of view?</i>	5	1 2 4	K 1 2 3 4 5	K	1 3 5	
Responsibility <i>What is our responsibility?</i>	K 1 3 4	3	5	3	1 2	2 5
Reflection <i>How do we know?</i>	K 1 2 3 4	1 2 3	K 2 4 5		5	4