

Unit of Inquiry

Central Idea	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
Relationships can have an impact on people's well-being.	Responsibility Form Causation	Friendships, family, emotions, wellbeing	Who we are	Communication Social Self-Management	- Roles and behaviours in relationships - Similarities and differences in our families and friends - Effects relationships have on us	Students work together to create a class video showing their knowledge of relationships. They will be asked questions to prompt their understanding.	Communication Skills Exchanging-information skills (listening, interpreting, speaking) Social Skills Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) Developing social-emotional intelligence Self-Management Skills States of mind (emotional management, self-motivation, resilience).
Homes reflect cultural influences and local conditions.	Form Connection Perspective	Cultures, symbols, traditions	Where we are in place and time	Communication Social Thinking	- How homes reflect our culture and needs - Signs and symbols connect our homes to our environment - Homes around the world	Students are given materials to create homes that reflect their own culture, including signs and symbols. The class creates a display of homes around the world	Communication Skills Exchanging Information (Speaking, Listening, Interpreting) Social Skills Developing social-emotional intelligence Thinking Skills Critical-thinking skills (analysing and evaluating issues and ideas) Reflections/metacognition skills (reconsidering the process of learning) "
Living things have certain requirements in order to grow and stay healthy.	Form Function Responsibility	Biodiversity, ecosystems, life cycles	Sharing the planet	Self-Management Communication Research Thinking	- Different plants and animals - Features of habitats - Protecting living things and their habitats	Students will be asked what plant/flower/tree/animal they are interested in learning and knowing more about. They will describe their characteristics, benefits and our responsibility towards it.	Self-Management Skills States of mind (mindfulness, perseverance) Communication skills ICT skills (using technology to gather, investigate and communicate information) Research Skills Information-literacy skills (formulation and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating) Media literacy skills (interacting with media to use and create ideas and information)



							<p>Thinking skills Critical-thinking skills (analysing and evaluating issues and ideas) Reflections/metacognition skills (reconsidering the process of learning)</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>
Stories provoke people's feelings and imagination.	Function Causation Perspective	Storytelling, emotions, imagination, creativity	How we express ourselves	Thinking Communication Research	- Elements of an effective story - Creating and telling our own stories - How and why people tell stories	Students will create a class story book. Each student will write their own story which will be published in the book.	<p>Thinking Skills Creative-thinking skills (generating novel ideas and considering new perspectives)</p> <p>Communication Skills Literacy skills (reading, writing and using language to gather and communicate information)</p> <p>Research skills Media literacy skills (interacting with media to use and create ideas and information)</p>
Forces cause things to move in different ways.	Change Function Connection	Push and pull, simple machines, forces	How the world works	Thinking Research Self-Management	- How objects may be moved - How forces act on objects - How we use our knowledge about forces in everyday objects	Students create a marble run, maze or a moving object and present this using their knowledge of forces.	<p>Thinking Skills Transfer skills (using skills and knowledge in multiple contexts)</p> <p>Research Skills Information-literacy skills (formulation and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating) Ethical use of media/information (understanding and applying social and ethical technology)</p> <p>Self-Management Skills Organization skills (managing time and tasks effectively)</p>
People develop maps to navigate the world and organise spaces.	Function Form Connection	Geography, location, scale	How we organise ourselves	Thinking Communication	- Different types of maps - How people read and create maps - Where we use and find maps	Students create a map of an area of the school for visitors. They add map key, compass rose.	<p>Thinking Skills Transfer skills (using skills and knowledge in multiple contexts)</p> <p>Communication Skills Exchanging-information skills (listening, interpreting, speaking) ICT skills (using technology to gather, investigate and</p>



							communicate information)
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Taking Action

Taking action is one of the five essential elements of the PYP and an intricate part of the inquiry cycle which could be interpreted as a “conclusion” to learning. When taking action, students make connections to new knowledge they have acquired and apply their skills in everyday life.

Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.

