

PYP Programme of Inquiry
 School Year 2020 - 2021

Kindergarten (K3-K5)	An inquiry into: Sharing the Planet	An inquiry into: How we organize ourselves	An inquiry into: How the world works	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
	Unit Title: Olympians and Paralympians Central Idea: Sports can connect diverse people through sportsmanship. Lines of Inquiry: <ul style="list-style-type: none"> - Types of sports - Decisions and rules to play each sports - What is sportsmanship 	Unit Title: Olympians and Paralympians Central Idea: Sports can connect diverse people through sportsmanship. Lines of Inquiry: <ul style="list-style-type: none"> - Types of sports - Decisions and rules to play each sports - What is sportsmanship 	Unit Title: Transportation Central Idea: People develop transportation systems to meet their needs. Lines of Inquiry: <ul style="list-style-type: none"> - Why do we use transportations systems - Type and features of various transportation systems - The Importance of Transportation in Our Community 	Unit Title: This is me! Central Idea: People can learn more about who they are and how different relationships affect their well-being (school, family and community) Lines of Inquiry: <ul style="list-style-type: none"> - How people are alike and different - What people can do - Relationships 		Unit Title: Celebrations Central Idea: People can express shared beliefs and values through celebrations and values Lines of Inquiry: <ul style="list-style-type: none"> - Reasons people celebrate - Features of celebrations - Traditions and culture
Key Concepts	<ul style="list-style-type: none"> - Form - Function - Perspective 	<ul style="list-style-type: none"> - Form - Function - Perspective 	<ul style="list-style-type: none"> - Causation - Function - Reflection 	<ul style="list-style-type: none"> - Connection - Change - Form 		<ul style="list-style-type: none"> - Connection - Causation - Perspective
Related Concepts	<ul style="list-style-type: none"> - Rules - Sportsmanship - Diversity 	<ul style="list-style-type: none"> - Rules - Sportsmanship - Diversity 	<ul style="list-style-type: none"> - Technology - Systems organization 	<ul style="list-style-type: none"> - Relationships - Self-awareness 		<ul style="list-style-type: none"> - Beliefs - Values - Culture
Skills	<ul style="list-style-type: none"> - Self-management - Social 	<ul style="list-style-type: none"> - Self-management - Social 	<ul style="list-style-type: none"> - Thinking - Research 	<ul style="list-style-type: none"> - Research - Social 		<ul style="list-style-type: none"> - Communication - Research
Learner Profile	<ul style="list-style-type: none"> - Principled - Risk-takers 	<ul style="list-style-type: none"> - Principled - Risk-takers 	<ul style="list-style-type: none"> - Knowledgeable - Thinkers 	<ul style="list-style-type: none"> - Balanced - Reflective 		<ul style="list-style-type: none"> - Open minded - Communicators
Attitudes	<ul style="list-style-type: none"> - Commitment - Confidence - Connection - Tolerance 	<ul style="list-style-type: none"> - Commitment - Confidence - Connection - Tolerance 	<ul style="list-style-type: none"> - Creativity - Enthusiasm - Independence 	<ul style="list-style-type: none"> - Appreciation - Empathy - Integrity - Tolerance 		<ul style="list-style-type: none"> - Creativity - Enthusiasm - Respect
Subject Areas	Language, Mathematics, Social studies, Science, PSPE, Visual Art & Music, Japanese	Language, Mathematics, Social studies, Science, PSPE, Visual Art & Music, Japanese	Language, Mathematics, Social studies, Science, PSPE, Visual Art & Music, Japanese	Language, Mathematics, Social studies, Science, PSPE, Visual Art & Music, Japanese		Language, Mathematics, Social studies, Science, PSPE, Visual Art & Music, Japanese

Grade 1	An inquiry into: Sharing the Planet	An inquiry into: How we organize ourselves	An inquiry into: How the world works	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
	Unit Title: Garden Project Central Idea: Plants have needs in order to grow, so do human beings and other living things. Lines of Inquiry: <ul style="list-style-type: none"> - Living things vs. non-living things - Parts of plant - What plants need in order to grow - How plants grow and change (life cycle of plants) 	Unit Title: Addition and Subtraction Facts to 20 Central Idea: Numbers are essential in our daily lives. Lines of Inquiry: <ul style="list-style-type: none"> - Ways to add and subtract - Making addition and subtract stories - Real-world problems for addition and subtraction - Making fact families 	Unit Title: All about Animals Central Idea: Animals have needs and characteristics that can allow us to classify them. Lines of Inquiry: <ul style="list-style-type: none"> - Classifying vertebrates and invertebrates - Animal groups - Food chain 	Unit Title: Exploring our Identity Central Idea: Each family has its own culture that makes them unique. Lines of Inquiry: <ul style="list-style-type: none"> - Personal timeline - Family Ancestry - Artifacts, heirlooms, or rituals that have meaning in a family 	Unit Title: Exploring Kyoto Central Idea: Knowing one's history enriches our knowledge of who we are as a nation. Lines of Inquiry: <ul style="list-style-type: none"> - World heritage sites in Japan - National treasures - World heritage sites in other countries 	Unit Title: Young Americans Central Idea: Humans express themselves in a variety of ways. Lines of Inquiry: <ul style="list-style-type: none"> - Forms of art: Drama, music, visual arts, dance - Traditional Japanese art and music
Key Concepts	<ul style="list-style-type: none"> - Connection - Form - Change 	<ul style="list-style-type: none"> - Responsibility - Form - Function 	<ul style="list-style-type: none"> - Connection - Function 	<ul style="list-style-type: none"> - Function - Causation 	<ul style="list-style-type: none"> - Change - Connection 	<ul style="list-style-type: none"> - Change - Perspective
Related Concepts	<ul style="list-style-type: none"> - Cycle - Interdependence - Conservation 	<ul style="list-style-type: none"> - Economy - Interdependence 	<ul style="list-style-type: none"> - Cycles - Interdependence - Order 	<ul style="list-style-type: none"> - Family - Artifacts - Tradition 	<ul style="list-style-type: none"> - Landscape - History - Geography 	<ul style="list-style-type: none"> - Audience - Presentation - Expressions
Skills	<ul style="list-style-type: none"> - Thinking - Self-management 	<ul style="list-style-type: none"> - Thinking - Self-management 	<ul style="list-style-type: none"> - Research - Communication 	<ul style="list-style-type: none"> - Thinking - Communication 	<ul style="list-style-type: none"> - Research - Social 	<ul style="list-style-type: none"> - Social - Communication
Learner Profile	<ul style="list-style-type: none"> - Inquirers - Reflective - Caring 	<ul style="list-style-type: none"> - Thinker - Risk-taker 	<ul style="list-style-type: none"> - Caring - Inquirers 	<ul style="list-style-type: none"> - Balanced - Thinker 	<ul style="list-style-type: none"> - Knowledgeable - Principled 	<ul style="list-style-type: none"> - Communicator - Risk-taker - Open-minded
Attitudes	<ul style="list-style-type: none"> - Cooperation - Commitment - Curiosity 	<ul style="list-style-type: none"> - Enthusiasm - Empathy 	<ul style="list-style-type: none"> - Tolerance - Respect 	<ul style="list-style-type: none"> - Independence - Integrity 	<ul style="list-style-type: none"> - Enthusiasm - Empathy 	<ul style="list-style-type: none"> - Creativity - Confidence - Appreciation
Subject Areas	<ul style="list-style-type: none"> - Social Science - English - TAD - Japanese 	<ul style="list-style-type: none"> - Math - English - Art - Japanese 	<ul style="list-style-type: none"> - Science - English - Math - Japanese 	<ul style="list-style-type: none"> - Social Science - English - Music - Art - Japanese 	<ul style="list-style-type: none"> - Social Science - English - Music - Art - Japanese 	<ul style="list-style-type: none"> - Music - Art - English - Japanese

Grade 2	<i>An inquiry into: Sharing the Planet</i>	<i>An inquiry into: How we organize ourselves</i>	<i>An inquiry into: How the world works</i>	<i>An inquiry into: Who we are</i>	<i>An inquiry into: Where we are in place and time</i>	<i>An inquiry into: How we express ourselves</i>
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
	Unit Title: Garden Project Central Idea: All living things have evolved various types of adaptation to their habitat for survival. Lines of Inquiry: <ul style="list-style-type: none"> - What plants provide for us and other living things - Concept of adaptation - How living things change over their lifetime 	Unit Title: The Marketplace Central Idea: The goods and services that human societies pay for are influenced by their needs and wants. Lines of Inquiry: <ul style="list-style-type: none"> - Understanding the needs and wants of people in the community - People's jobs and money - Goods and services 	Unit Title: Raging Planet Central Idea: Natural disasters play a role in shaping the earth and communities prepare for the impacts of these events. Lines of Inquiry: <ul style="list-style-type: none"> - How the earth is changing over time - The effects of natural disasters to people and earth's features - Community preparedness for natural disasters 	Unit Title: Japanese Folktales Central Idea: Folktales provide a window into our culture and mold our characters of who we are in the community. Lines of Inquiry: <ul style="list-style-type: none"> - Stories that give a moral and help us understand how and why something happens - Why stories are shared from one generation to the next - Retelling Japanese folktales in various ways 	Unit Title: Kyoto Trip Central Idea: The characteristics of places we explore help us understand people's culture and traditions. Lines of Inquiry: <ul style="list-style-type: none"> - Japanese Prefectures - Major cities and population - Tourist spots, food, culture, and traditions 	Unit Title: Young Americans Central Idea: Music and dance are forms of expressions we use to communicate with other people. Lines of Inquiry: <ul style="list-style-type: none"> - Understanding of body movements and dance steps for musical theatre - Feelings and emotions evoked by music and dance
Key Concepts	<ul style="list-style-type: none"> - Change - Form - Responsibility 	<ul style="list-style-type: none"> - Form - Function - Connection 	<ul style="list-style-type: none"> - Change - Causation - Responsibility 	<ul style="list-style-type: none"> - Form - Causation - Perspective 	<ul style="list-style-type: none"> - Connection - Form - Reflection 	<ul style="list-style-type: none"> - Perspective - Reflection
Related Concepts	<ul style="list-style-type: none"> - Adaptation - Environment - Survival 	<ul style="list-style-type: none"> - Interdependence - Systems - Responsibility 	<ul style="list-style-type: none"> - Movement - Impact - Consequences 	<ul style="list-style-type: none"> - Moral - Meaning - Point of view 	<ul style="list-style-type: none"> - Discovery - Geography - Locality 	<ul style="list-style-type: none"> - Audience - Presentation - Expression
Skills	<ul style="list-style-type: none"> - Thinking - Communication 	<ul style="list-style-type: none"> - Research - Communication 	<ul style="list-style-type: none"> - Research - Social 	<ul style="list-style-type: none"> - Communication - Thinking 	<ul style="list-style-type: none"> - Social - Research 	<ul style="list-style-type: none"> - Social - Self-management
Learner Profile	<ul style="list-style-type: none"> - Caring - Well-balanced - Thinker 	<ul style="list-style-type: none"> - Knowledgeable - Open-minded - Reflective 	<ul style="list-style-type: none"> - Inquirer - Risk-Taker - Communicator 	<ul style="list-style-type: none"> - Communicator - Inquirer - Principled 	<ul style="list-style-type: none"> - Knowledgeable - Inquirer - Caring 	<ul style="list-style-type: none"> - Reflective - Principled - Well-balanced
Attitudes	<ul style="list-style-type: none"> - Empathy - Curiosity - Commitment 	<ul style="list-style-type: none"> - Cooperation - Respect - Confidence 	<ul style="list-style-type: none"> - Commitment - Tolerance - Empathy 	<ul style="list-style-type: none"> - Creativity - Integrity - Cooperation 	<ul style="list-style-type: none"> - Appreciation - Curiosity - Respect 	<ul style="list-style-type: none"> - Confidence - Cooperation - Enthusiasm
Subject Areas	<ul style="list-style-type: none"> - Science - Math - English - Art and Technology 	<ul style="list-style-type: none"> - Social Sciences - Math - Art and Technology - Japanese 	<ul style="list-style-type: none"> - Science - English - Art and Technology - Social Sciences 	<ul style="list-style-type: none"> - Social Sciences - English - Art - Japanese 	<ul style="list-style-type: none"> - Social Sciences - English - Art - Japanese 	<ul style="list-style-type: none"> - Music - HPE - English - Japanese

Grade 3	An inquiry into: Sharing the Planet	An inquiry into: How we organize ourselves	An inquiry into: How the world works	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
	Unit Title: Garden Project/ we are the world Central Idea: It is a crucial responsibility for humans to protect finite resources Lines of Inquiry: <ul style="list-style-type: none"> - Exploring plant life cycle. - Our responsibility to save finite resources. - The consequence of improper use of finite natural resources. 	Unit Title: we are one Central Idea: Sharing a common purpose unifies family members. Lines of Inquiry: <ul style="list-style-type: none"> - Needs and wants of a family. - People's responsibilities in a family. - How sharing responsibilities helps a family to achieve their common purpose. 	Unit Title: Exploring Tools Central Idea: People apply their understanding of force and energy to invent and create. Lines of Inquiry: <ul style="list-style-type: none"> - Force and energy. - How understanding force and energy help inventors. - The application of scientific principles in daily life. 	Unit Title: You are what you eat Central Idea: There is a connection between the culture and food of each region. Lines of Inquiry: <ul style="list-style-type: none"> - Different regional cuisines. - The role of different cultures on people's diets. - How regional cuisines are connected to people's cultures. 	Unit Title: Kyoto trip / where do people live? Central Idea: Homes are constructed based on climates and geography. Lines of Inquiry: <ul style="list-style-type: none"> - Different types of homes. - Different forms of materials used in home structures. - How geography impacts homes. 	Unit Title: The Young Americans/ once upon a time Central Idea: Stories reveal values and creatively express a message. Lines of Inquiry: <ul style="list-style-type: none"> - Different types of stories. - Sharing identities through stories. - Discovering the features of myths and legends.
Key Concepts	<ul style="list-style-type: none"> - Causation - Function - Responsibility 	<ul style="list-style-type: none"> - Responsibility - Connection 	<ul style="list-style-type: none"> - Function - Causation 	<ul style="list-style-type: none"> - Connection - Perspective 	<ul style="list-style-type: none"> - Causation - Form 	<ul style="list-style-type: none"> - Form - Perspectives
Related Concepts	<ul style="list-style-type: none"> - Role - Consequence - Cycle 	<ul style="list-style-type: none"> - Systems - Relationships 	<ul style="list-style-type: none"> - Impact - Similarities - Differences 	<ul style="list-style-type: none"> - Role - Rights 	<ul style="list-style-type: none"> - Structure - Impact 	<ul style="list-style-type: none"> - Beliefs - Values - Genre - Opinions
Skills	<ul style="list-style-type: none"> - Self-management - Thinking - Communication 	<ul style="list-style-type: none"> - Communication skills: literacy skills 	<ul style="list-style-type: none"> - Communication - Thinking 	<ul style="list-style-type: none"> - Research - Social 	<ul style="list-style-type: none"> - Research skills - Collecting data - Recording data 	<ul style="list-style-type: none"> - Social skills
Learner Profile	<ul style="list-style-type: none"> - Principled - Caring 	<ul style="list-style-type: none"> - Principled - Communicator 	<ul style="list-style-type: none"> - Thinker - Knowledgeable - Independence 	<ul style="list-style-type: none"> - Open-minded - Balanced 	<ul style="list-style-type: none"> - Inquirer - Open-minded 	<ul style="list-style-type: none"> - Caring - Risk-taker
Attitudes	<ul style="list-style-type: none"> - Empathy 	<ul style="list-style-type: none"> - Respect 	<ul style="list-style-type: none"> - Curiosity 	<ul style="list-style-type: none"> - Curiosity 	<ul style="list-style-type: none"> - Curiosity 	<ul style="list-style-type: none"> - Curiosity



	<ul style="list-style-type: none">- Cooperation	<ul style="list-style-type: none">- Appreciation- Integrity	<ul style="list-style-type: none">- Confidence- Independence	<ul style="list-style-type: none">- Respect- Cooperation- Commitment- appreciation	<ul style="list-style-type: none">- Creativity- Tolerance	<ul style="list-style-type: none">- Creativity- Enthusiasm- Confidence- Appreciation
Subject Areas	<ul style="list-style-type: none">- Science- Social studies	<ul style="list-style-type: none">- Social studies- Language- Science- Mathematics	<ul style="list-style-type: none">- Mathematics- Science	<ul style="list-style-type: none">- Social studies- Mathematics- Science	<ul style="list-style-type: none">- Mathematics- Science- Social studies- Art	<ul style="list-style-type: none">- Language- Art- Mathematics

Grade 4	An inquiry into: Sharing the Planet	An inquiry into: How we organize ourselves	An inquiry into: How the world works	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
	Unit Title: Garden Project Central Idea: Forward thinking is useful through all of life and by returning to our farming roots we can improve this skill. Lines of Inquiry: <ul style="list-style-type: none"> - A farm must sustain itself through the entire year - Each crop requires different types of care - There are many special jobs and skills required to sustain a farm 	Unit Title: Student Government Central Idea: We unify under banners to seek fairness, parity and egalitarianism. Lines of Inquiry: <ul style="list-style-type: none"> - Every community has needs to fulfill - Every member of a community has a specific role to play - Communities stick together and thrive due to responsibility and fairness to all citizens 	Unit Title: Structures and Machines Central Idea: By understanding how machines work we can better navigate our new machine-driven world. Lines of Inquiry: <ul style="list-style-type: none"> - Every day we encounter many different types of machines - Machines have changed and advanced throughout time - Machines will continue to change and improve - Machines operate with many smaller parts inside of them 	Unit Title: Family Scrap Book Central Idea: Our family histories hold so much wisdom and secrets that should be collected and shared. Lines of Inquiry: <ul style="list-style-type: none"> - Everybody comes from somewhere - People unite and join forces for many reasons - The day to day life of people around the world has changed a lot in history - We should understand the history of our people - We will all travel to many places in our lives 	Unit Title: Kyoto trip Central Idea: Exploration leads to discovery and develops new understanding. Lines of Inquiry: <ul style="list-style-type: none"> - Purpose of exploration (personal and historical) - Benefits of exploration - Methods of navigation 	Unit Title: Young Americans Central Idea: Let's embrace our passions and express ourselves to the fullest as much as possible. Lines of Inquiry: <ul style="list-style-type: none"> - You are very unique - Everyone feels a broad range of emotions - It is important that we share our inner thoughts and feelings
Key Concepts	- Function	- Responsibility	- Causation	- Reflection	- Perspective - Causation	- Form
Related Concepts	- Cycle - Conservation	- System - Interdependence	- Impact - Order	- Family - Tradition	- Geography - Discovery - Navigation	- Expressions - Audience
Skills	- Research	- Social	- Self-Management	- Communication	- Research	- Social
Learner Profile	- Risk-Takers - Reflective	- Principled - Balanced	- Knowledgeable - Thinkers	- Inquirers - Communicators	- Cooperation - Curiosity	- Open-minded - Communicators
Attitudes	- Commitment - Curiosity - Cooperation	- Integrity - Respect - Tolerance	- Creativity - Curiosity - Cooperation	- Appreciation - Empathy - Curiosity	- Independence - Confidence - Enthusiasm	- Independence - Confidence - Enthusiasm
Subject Areas	- Science - Social Science	- Social Sciences, - English	- Science - Math	- Social Sciences	- Social Science	- Social Sciences

Grade 5	An inquiry into: Sharing the Planet	An inquiry into: How we organize ourselves	An inquiry into: How the world works	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
	Unit Title: T.W.I.S. Garden Project Central Idea: Farming can be better understood through the Scientific and Mathematical disciplines Lines of Inquiry: <ul style="list-style-type: none"> - What are the interconnected areas of farming, math and science - What local and/or national and/or global problems today can be solved by our farm 	Unit Title: System Relationships, Micro & Macro Central Idea: The study of the working systems within different courses of learning can lead us to design new systems that combine the knowledge of both Lines of Inquiry: <ul style="list-style-type: none"> - What relationships are there between the various biological systems of the human body and the societal systems of feudal Japan - What local and/or national and/or global systems today need reform or invention - How can film be used to propose the renovation or creation of a system 	Unit Title: Energy and Exploitation Central Idea: Sustainability of Energy Resources is dependent on international cooperation Lines of Inquiry: <ul style="list-style-type: none"> - How does the natural resource gathering in the Age of Exploration provide us lessons on today's usage of natural resources - What local and/or national and/or global resources can be better managed to promote sustainability - Which things in society are we dependent on that are not classified as resources and why 	Unit Title: Multilingualism Central Idea: Using two or more languages can improve lives Lines of Inquiry: <ul style="list-style-type: none"> - How does English compare and contrast with Japanese - What local and/or national and/or global problems are there those can be tackled by the bi-lingual people in our classroom - How can we improve our multilingualism through action 	Unit Title: Kyoto Trip Central Idea: Truth is not subjective but national histories offer differing accounts of the past nonetheless Lines of Inquiry: <ul style="list-style-type: none"> - In what ways are Japanese historical accounts different from historical accounts of other nations - What local and/or national and/or global histories can be rewritten based on what we learn on the Kyoto trip - Do we as individuals have the same issues as society when it comes to recollection of the past 	Unit Title: Young Americans Programme Central Idea: Multiple artistic and athletic techniques can come together when creating a show. Lines of Inquiry: <ul style="list-style-type: none"> - What elements of art and what elements of physical education are combined in dance - What local and/or national and/or global problem could a dance performance help alleviate in pre-collegiate education
Key Concepts	<ul style="list-style-type: none"> - Form - Function 	<ul style="list-style-type: none"> - Perspective - Form 	<ul style="list-style-type: none"> - Responsibility - Reflection 	<ul style="list-style-type: none"> - Function - Connection 	<ul style="list-style-type: none"> - Causation - Change 	<ul style="list-style-type: none"> - Form - Responsibility
Related Concepts	<ul style="list-style-type: none"> - Processes - Accuracy - Organization 	<ul style="list-style-type: none"> - Structure - Discovery - Systems 	<ul style="list-style-type: none"> - Equity - History - Resources 	<ul style="list-style-type: none"> - Purpose - Meaning - Creativity 	<ul style="list-style-type: none"> - Technique - Belief - Ownership 	<ul style="list-style-type: none"> - Movement - Balance - Form
Skills	<ul style="list-style-type: none"> - Communication - Self-Management 	<ul style="list-style-type: none"> - Thinking - Social 	<ul style="list-style-type: none"> - Thinking - Research 	<ul style="list-style-type: none"> - Thinking 	<ul style="list-style-type: none"> - Research 	<ul style="list-style-type: none"> - Communication
Learner Profile	<ul style="list-style-type: none"> - Thinker 	<ul style="list-style-type: none"> - Inquirer 	<ul style="list-style-type: none"> - Caring 	<ul style="list-style-type: none"> - Risk Taker 	<ul style="list-style-type: none"> - Knowledgeable 	<ul style="list-style-type: none"> - Communicator
Attitudes	<ul style="list-style-type: none"> - Integrity - Co-operation 	<ul style="list-style-type: none"> - Curiosity - Enthusiasm 	<ul style="list-style-type: none"> - Empathy - Appreciation 	<ul style="list-style-type: none"> - Co-operation - Confidence 	<ul style="list-style-type: none"> - Tolerance - Respect 	<ul style="list-style-type: none"> - Confidence - Enthusiasm
Subject Areas	<ul style="list-style-type: none"> - Science - Math 	<ul style="list-style-type: none"> - Social Studies - Science 	<ul style="list-style-type: none"> - Social Studies - Science 	<ul style="list-style-type: none"> - Social Studies - Science 	<ul style="list-style-type: none"> - Social Science - Japanese 	<ul style="list-style-type: none"> - Music - PSPE

Grade 6	An inquiry into: Sharing the Planet	An inquiry into: How we organize ourselves	An inquiry into: How the world works	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
	Unit Title: Our World is Constantly Changing Central Idea: The physical world is constantly changing as a result of natural and human impact Lines of Inquiry: <ul style="list-style-type: none"> - Natural processes that change our world - Human influence changes our world - global warming, destroying habitats, tourism - Responsibility to manage the environment 	Unit Title: With Great Wealth Comes Great Responsibility Central Idea: Even in very rich places in the world poverty can still be found. Lines of Inquiry: <ul style="list-style-type: none"> - Which countries are developed and which are underdeveloped - Why are there differences in development between countries - How poverty affects life - What we can all do to help the poor - Responsibilities of the wealthy 	Unit Title: Science in Everyday Life Central Idea: Scientific knowledge is constantly evolving and has an impact on people's lives. Lines of Inquiry: <ul style="list-style-type: none"> - What leads to advances in scientific knowledge and understanding - The role of technology in scientific understanding - The effects of scientific advances on people and the environment - The future of human race 	Unit Title: I'm Human Central Idea: Human connection is essential to a healthy and fulfilling life Lines of Inquiry: <ul style="list-style-type: none"> - The structure and function of human societies and interactions between them - The importance of being a responsible member of the community and contribute to its positive development - Actions we can take to make society better 	Unit Title: Kyoto Trip / Local and Global Settlements and Migrations Central Idea: Human Migration and Settlements are results of local and global challenges, risks and opportunities Lines of Inquiry: <ul style="list-style-type: none"> - The reasons why people migrate - Migration Throughout history - Effects of migration on communities, cultures and individuals 	Unit Title: Young Americans / Becoming the Best Version of Yourself Central Idea: Persuasive language, presentation and images affect our choices and our behaviour project an aspect of our identity. Lines of Inquiry: <ul style="list-style-type: none"> - How appearance and behaviour influence our perception of others - The influence of cultural and social norms on how we present ourselves - Dance and fashion as a form of expression
Key Concepts	<ul style="list-style-type: none"> - Form - Function - Connection 	<ul style="list-style-type: none"> - Change - Connection - Responsibility 	<ul style="list-style-type: none"> - Function - Connection - Change 	<ul style="list-style-type: none"> - Perspective - Connection - Responsibility 	<ul style="list-style-type: none"> - Causation - Change - Responsibility 	<ul style="list-style-type: none"> - Change - Perspective - Reflection
Related Concepts	<ul style="list-style-type: none"> - Interdependence - Technology 	<ul style="list-style-type: none"> - Interdependence - Consequences 	<ul style="list-style-type: none"> - Perception - Interpretation 	<ul style="list-style-type: none"> - Perception - Diversity 	<ul style="list-style-type: none"> - Population - Settlement - Diversity 	<ul style="list-style-type: none"> - Identity - Image - Impression
Skills	<ul style="list-style-type: none"> - Social - Communication - Thinking - Research 	<ul style="list-style-type: none"> - Social - Communication - Thinking - Research - Self - Management 	<ul style="list-style-type: none"> - Social - Communication - Thinking - Research 	<ul style="list-style-type: none"> - Thinking - Social - Self - Management - Research 	<ul style="list-style-type: none"> - Thinking - Communication - Social - Research 	<ul style="list-style-type: none"> - Social - Communication - Self - Management - Research
Learner Profile	<ul style="list-style-type: none"> - Reflective - Inquirer - Knowledgeable - Well - balanced 	<ul style="list-style-type: none"> - Communicator - Thinker - Knowledgeable - Caring - Principled 	<ul style="list-style-type: none"> - Knowledgeable - Inquirer - Thinker - Communicator - Reflective 	<ul style="list-style-type: none"> - Communicator - Knowledgeable - Thinker - Caring - Principled 	<ul style="list-style-type: none"> - Open - Minded - Reflective - Thinker - Well - balanced - Inquirer 	<ul style="list-style-type: none"> - Well-balanced - Risk-Taker - Caring - Communicator - Reflective
Attitudes	<ul style="list-style-type: none"> - Curiosity - Interdependence - Self-awareness 	<ul style="list-style-type: none"> - Integrity - Respect - Cooperation 	<ul style="list-style-type: none"> - Independence - Confidence - Commitment 	<ul style="list-style-type: none"> - Cooperation - Appreciation - Empathy 	<ul style="list-style-type: none"> - Appreciation - Curiosity - Enthusiasm 	<ul style="list-style-type: none"> - Enthusiasm - Creativity - Commitment
Subject Areas	Social Sciences, Science, English, Math, Visual Arts	Social Sciences, Science, Math, English, Japanese, PE	Science, Social Science, Math, English, Japanese, Visual Art	Social Sciences, Science, English	Social Sciences, Science, Math, English, Music, Visual Arts	Social Sciences, Science, Music, PE, English, Visual Art



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