

International School of Nice

Programme of Inquiry PreK to Grade 5 2017 - 2018

	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.
Kindergarten	<p>Central idea We use our senses to explore the world around us.</p> <p>Key concepts: Form, Function</p> <p>Related concepts: Similarities, Differences, Communication, Role</p> <p>Lines of inquiry What our senses are. How are senses work. How we use our senses.</p>	<p>Central idea Many things make me who I am.</p> <p>Key concepts: Causation, Change</p> <p>Related concepts: Development Family</p> <p>Lines of inquiry Identifying ourselves Personal growth and change. Relations to others, similarities and differences. Reflecting on our experiences to better</p>	<p>Central idea We can express our ideas through the arts.</p> <p>Key concepts Form, Perspective, connection</p> <p>Related concepts Communication, Pattern</p> <p>Lines of inquiry The different types of arts. How we express an idea or feeling through the arts. How we express our feelings towards the arts.</p>	<p>Central idea There are many different reasons things move the way they do.</p> <p>Key concepts Function, Causation, Connection</p> <p>Related concepts Pattern, Behaviour</p> <p>Lines of inquiry How things move. The factors that affect movement. How things start and stop moving.</p>	<p>Central idea Our school is a community made up of different people that work together to help us learn.</p> <p>Key concepts Function, Responsibility, Connection</p> <p>Related concepts Systems, relationships</p> <p>Lines of inquiry The people and parts of our school community. The roles and responsibilities of members of our school community. How our school system helps us learn.</p>	<p>Central idea Plants and animals depend on their habitat for survival.</p> <p>Key concepts Causation, Responsibility, Reflection</p> <p>Related concepts Conservation, Interdependence.</p> <p>Lines of inquiry Different types of plant and animal habitats. How habitats support plant and animal life. How animals and plants adapt to their habitat. How people affect plant and animal</p>

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Grade 1		understand ourselves.	How the arts allow us to express our feelings.			habitats.
	<p>Central idea Traditional children’s games are played in all cultures and can help us to develop skills.</p> <p>Key concepts: Form, Function, Perspective</p> <p>Related concepts: Communication, Differences, Pattern</p> <p>Lines of inquiry Traditional children’s games. Games in different cultures and time periods. How games develop physical and social skills.</p>	<p>Central idea Our homes have changed through time and reflect our identity.</p> <p>Key concepts Form, Connection, Perspective</p> <p>Related concepts Creativity, Diversity</p> <p>Lines of inquiry What is meant by a home. Why we need a home Different types of homes people live in around the world How our homes reflect our personal identity.</p>	<p>Central idea We express our beliefs and values through traditional stories</p> <p>Key concepts: Form, Perspective Reflection</p> <p>Related concepts: Similarities, Differences, Interpretation</p> <p>Lines of inquiry Characteristics of myths and fables. Origins of myths and fables. Themes in myths and fables.</p>	<p>Central idea Materials come from different sources and their properties influence how they are used.</p> <p>Key concepts Function, Change, Form</p> <p>Related concepts Prediction, Behaviour</p> <p>Lines of inquiry: Sources of everyday materials. Properties of different materials. How different materials are used.</p>	<p>Central idea The food we eat goes through many processes and journeys before it reaches our table.</p> <p>Key concepts: Form, Change, Connection</p> <p>Related concepts: Cycles, Transformation, Systems</p> <p>Lines of inquiry: Sources of our food. Stages of production of food products. The roles people play in food production.</p>	<p>Central idea Water is essential to life, and is a limited resource for many people.</p> <p>Key concepts Function, Causation, Responsibility</p> <p>Related concepts Conservation, Equity, Processes</p> <p>Lines of inquiry Sources of water and how water is used. What happens to water after we have used it. Distribution and availability of usable water. Our responsibilities regarding water.</p>
Grade 2	<p>Central Idea Our choice of role models can have an impact on our beliefs, values and relationships</p> <p>Key concepts Connection, Reflection, Perspective, Responsibility</p> <p>Related concepts Relationships, Values, Empathy, Subjectivity</p> <p>Lines of Inquiry Qualities that make a</p>	<p>Central Idea Past civilizations shape present systems and technologies</p> <p>Key concepts Causation, Change, Perspective</p> <p>Related concepts Continuity, Progress, Technology</p> <p>Lines of Inquiry Different civilization’s systems and technologies that have</p>	<p>Central Idea Through drama, we can express feelings, thoughts and ideas to a variety of audiences in different ways.</p> <p>Key concepts Change, Perspective, Reflection</p> <p>Related concepts: Sequence, Interpretation</p> <p>Lines of inquiry Different forms of performing arts.</p>	<p>Central Idea All living things go through a process of change</p> <p>Key concepts Change, Causation, Form</p> <p>Related concepts Cycles, Growth, Adaption, Sequences, Transformation</p> <p>Lines of Inquiry Cycles in nature. Phases in a cycle.</p>	<p>Central Idea Cooperation can help us build positive communities</p> <p>Key concepts Function, Responsibility, Connection</p> <p>Related concepts Systems, Relationships</p> <p>Lines of inquiry Different types of communities. Our role in communities The impact of our</p>	<p>Central idea We share the planet with many animals and our actions can affect their survival.</p> <p>Key concepts, Connection, Responsibility, Causation,</p> <p>Related concepts Consequences, Impact, Extinction.</p> <p>Lines of inquiry How people impact</p>

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	<p>good role model Our choices of role models. Influences role models have on us Our influence on others.</p>	<p>survived How these were developed and continue to be used. The impact on today's world.</p>	<p>The devices and techniques that affect audience feelings and interpretation.</p>	<p>Similarities and differences of cycles.</p>	<p>choices on communities.</p>	<p>animal habitats. How animals become endangered. Our responsibility towards animals and nature.</p>
Grade 3	<p>Central idea Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Key concepts Function, Causation, Reflection</p> <p>Related concepts Balance, Well-being, Health</p> <p>Lines of inquiry Daily habits and routines (hygiene, sleep, play, eating). Balanced choices. Consequences of choices.</p>	<p>Central idea Transport has changed the world we live in.</p> <p>Key concepts: Change, Connection, Function, Causation</p> <p>Related concepts: Systems, Relationships, Progress, Impact.</p> <p>Lines of inquiry: Different types of transport. How transport has evolved and continues to evolve. The impact on our lives.</p>	<p>Central idea People recognize important events through celebrations and traditions</p> <p>Key concepts Form, Perspective, Function</p> <p>Related concepts: Beliefs, Cultures, Values</p> <p>Lines of inquiry What traditions are. How and why people celebrate. Similarities and differences between celebrations.</p>	<p>Central Idea: Light and sound help people experience their world</p> <p>Key concepts: Form, Function, Change</p> <p>Related concepts: Structure, Transformation,</p> <p>Lines of Inquiry: Sources of light and sound. Ways lights and sound are experienced. How light and sound can be changed.</p>	<p>Central idea Advertising uses a variety of techniques to persuade, inform, and/or entertain.</p> <p>Key concepts Form, Connection</p> <p>Related concepts Culture, Media</p> <p>Lines of Inquiry: Different forms of advertising. The purpose of advertising. Techniques of advertising. The effects of advertising on children.</p>	<p>Central idea The ways in which humans use resources affects our planet.</p> <p>Key concepts Causation, Responsibility, Reflection</p> <p>Related concepts Lifestyle, Resources</p> <p>Lines of inquiry Where our waste goes. Environmental impact of recycling and re-using What is re-usable and recyclable and what is not.</p>
	Grade 4	<p>Central idea Learning about different cultures helps us to</p>	<p>Central idea People tell stories as a way to understand</p>	<p>Central Idea People express their ideas, feelings, beliefs</p>	<p>Central idea All living and non-living things are made</p>	<p>Central idea Market places depend on the ability to</p>

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	<p>develop a better understanding of ourselves and others.</p> <p>Key concepts Form, Perspective, Reflection</p> <p>Related concepts Culture, Diversity, Identity</p> <p>Lines of inquiry What culture is. Our own cultures. Similarities & difference between cultures.</p>	<p>experiences and the world around them.</p> <p>Key concepts Form, Reflection, Perspective</p> <p>Related concepts Communication, Pattern</p> <p>Lines of Inquiry How different stories reflect different perspectives. Story structure and story elements. Why stories are told.</p>	<p>and values through the visual arts.</p> <p>Key concepts Perspective, Reflection Related concepts Pattern, Subjectivity</p> <p>Lines of inquiry How artists express thoughts, feelings and ideas. Different media used in the visual arts. The art in various movements and cultures.</p>	<p>up of matter which can be classified according to its properties and changed in different ways.</p> <p>Key Concepts Form, Change, Causation</p> <p>Related concepts Measurement, Transformation</p> <p>Lines of inquiry What matter is The properties of matter. How matter is classified. Physical and chemical changes of matter.</p>	<p>produce goods and supply services that can be exchanged.</p> <p>Key concepts Function, Connection, Causation</p> <p>Related concepts Interdependence, Supply and Demand</p> <p>Lines of inquiry How we exchange goods in various market places. Ways we depend on people and goods from other sources. Factors that need to be considered when producing goods or services.</p>	<p>interdependent.</p> <p>Key concepts Form, Function, Responsibility</p> <p>Related concepts Conservation, Interdependence, Balance, Biodiversity</p> <p>Lines of inquiry The way organisms interact with different ecosystems. How ecosystems maintain balance. The human responsibilities towards maintaining ecosystems.</p>
Grade 5	<p>Central Idea Our Well Being depends on a balanced lifestyle</p> <p>Key Concepts Causation, Function, Connection</p> <p>Lines of Inquiry The human body systems. The impact of our</p>	<p>Central idea Continents are unique foundations for life on earth.</p> <p>Key concepts Causation, Form, Connection.</p> <p>Related concepts Consequences, Relationships, Properties, Culture</p>	<p>Central Idea Performing arts allow us to express ideas, feelings and creativity</p> <p>Key Concepts Form, Function, Perspective</p> <p>Related Concepts Appreciation,</p> <p>Lines of Inquiry Different forms of</p>	<p>Central Idea Plants are a life sustaining resource for living things and play a crucial role in the environment</p> <p>Key concepts Function, Connection, Causation, Responsibility</p> <p>Related Concepts</p>	<p>Central Idea Exhibition</p>	<p>Central Idea The use of energy affects our environment in different ways.</p> <p>Key concepts, Function, Causation, Connection.</p> <p>Related concepts Conservation, Transformation.</p> <p>Lines of inquiry</p>

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	<p>choices on ourselves and others. Our mental and physical health.</p>	<p>Lines of inquiry Continents around the world. Life-sustaining features of the continents. Family heritages and its impact.</p>	<p>performing arts. The features of performing arts. Influences of the arts.</p>	<p>Systems, Patterns, Cycles Lines of Inquiry The life cycle of plants. The relationship between plants and other living things. Our responsibility to help sustain a healthy balance between all living things.</p>		<p>Forms of energy. The storage and transformation of energy. Renewable and sustainable energy sources.</p>
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