



MONT'KIARA INTERNATIONAL SCHOOL

PROGRAMME OF INQUIRY

Programme of Inquiry, 2020-2021

Programme of Inquiry, 2020-2021

M'KIS Grade PreK-3 PYP Units Of Inquiry	0
M'KIS Grade PreK-4 PYP Units Of Inquiry	1
M'KIS Grade K PYP Units Of Inquiry	3
M'KIS Grade 1 PYP Units Of Inquiry	5
M'KIS Grade 2 PYP Units Of Inquiry	11
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M'KIS Grade PreK-3 PYP Units Of Inquiry

	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
Transdisciplinary Theme	<p>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.</p> <p>Required 1 out of 4</p>	<p>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 to global perspectives.</p>	<p>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.</p> <p>Required 1 out of 4</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Approximate Dates	1 <i>September -October</i>		2 <i>October-December</i>		3 <i>January--March</i>	4 <i>April-June</i>
Title	<u><i>Who Am I?</i></u>		<u><i>Express Myself</i></u>		<u><i>Transportation</i></u>	<u><i>Caring for Animals</i></u>
Central Idea	Every day I can learn about who I am and what I can do.		We express our thoughts and ideas in many different ways.		People use different types of transport/vehicles to get from one place to another.	Animals are cared for by people in our world.
Lines of Inquiry - An inquiry into:	<ul style="list-style-type: none"> • The way I am like others in my family/class (form) • The things I can do (function) • The things I like and dislike (perspective) • Ways I am growing and changing (reflection) 		<ul style="list-style-type: none"> • How we use different forms of expression (function) • Different versions of favourite stories (perspective) • Taking on different roles within the same story (connection) 		<ul style="list-style-type: none"> • Different types of transportation around the world (form) • Similarities and differences between forms of transport (connection) • Reasons why people use different types of transportation (function) 	<ul style="list-style-type: none"> • Needs of different animals (form) • The ways we care for animals (responsibility) • The consequences of our actions (causation)
Summative	The teacher records evidence (anecdotal records, photos, videos,		Students create a class storybook with each child contributing a drawing and		Students demonstrate that they can identify the 3 major modes of transport	Students choose an animal to make out of clay. They will be responsible



drawings, voice recordings, transcriptions) of each child's understanding of the central idea to compare with the evidence collected at the beginning of the unit, looking for an increase in knowledge.		oral description.		i.e. land, air and water A. Train, car, bus, fire engine, truck B. Hot air balloon, helicopter, airplane, rocket C. Boat, sailing boat, rowboat. * Activities include: Sorting transportation toys, counting the wheels on different vehicles, look at different sizes of wheels.	for making the tools and materials needed to take care of their animal. Students demonstrate their understanding of the needs of animals and the consequences of not taking care of them through play.
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M'KIS Grade PreK-4 PYP Units Of Inquiry

	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
Transdisciplinary Theme	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. Required 1 out of 4	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 to 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. Required 1 out of 4	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.
Approximate Dates	1 September-November		3 September to May	2 January- February	4 March- May	
Title	<i>Friends Forever</i>		<i>The Arts and Me</i>	<i>The Earth and Space</i>	<i>Community Helpers</i>	
Central Idea	Friendships are affected by emotions and actions.		The arts are a way to share our emotions and imagination.	The Earth is surrounded by space and part of an enormous universe.	People have different roles and jobs.	
Lines of Inquiry - An inquiry into:	<ul style="list-style-type: none"> • Friends (form) • Cooperation with friends 		<ul style="list-style-type: none"> • Different types of the arts (form) 	<ul style="list-style-type: none"> • Characteristics of the Earth, sun and moon (form) 	<ul style="list-style-type: none"> • Types of jobs (form) • Jobs need various tools 	



	(function) • Emotions and actions (reflection) • Problem- solving with friends (responsibility)		• Understanding ours/others feelings (connection) • Ways to use your imagination through the arts (perspective)	• Day and Night (causation) • Space Exploration (change)	and environments (connection) • Jobs require different skills (function)	
Summative	Students create own drama through play and role-play that shows 1. How actions make friends feel 2. How to act with friends to make them feel good 3. Self-analyze their friendship buckets		Students are shown different pieces of art and they identify how each one makes them feel using smiley faces - happy, sad, scared, etc	Students make a plan and present their ideas of what they learned about the Earth and the universe we live in.	Students “show and tell” a community helper and make a book entitled “Community Helpers” demonstrating their understanding of all three lines of inquiry.	

M’KIS Kindergarten PYP Units Of Inquiry

	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
Transdisciplinary Theme	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 to 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.
Approximate Dates	1 August 4- September 18	2 September 21- November 20	3 November 23- February 11	5 April 5- May 21		4 February 15- March 26
Title	<i>We Are Greater</i>	<i>Weather Watchers</i>	<i>We Have Opinions</i>	<i>Work It!</i>		<i>How Do We Live Without</i>



	Together					You?
Central Idea	Successful learners work together by making and following agreements.	People adapt to their physical environment in different ways.	Stories can inform, inspire, and evoke responses.	Forces of nature improve the ability to work.		All living things are connected by their environment.
Lines of Inquiry - An inquiry into:	<ul style="list-style-type: none"> • Learning about myself (form) • The ways members of the classroom work together (connection) • My role in a successful classroom (responsibility) 	<ul style="list-style-type: none"> • How seasons affect weather patterns (function) • The effect of the sun on temperature (form) • How weather patterns and temperature impact our lives (causation) 	<ul style="list-style-type: none"> • Story Structure and Sequence (Form) • The relationship between illustrations and stories (Connection) • Opinions and perspectives (Perspective) 	<ul style="list-style-type: none"> • Objects move in different ways (function) • Causes of movement (causation) • A change in movement can be engineered (change) 		<ul style="list-style-type: none"> • Plants and animals need certain things to live (form) • Living things can change their environment (causation) • The relationship between living things and their environment (connection)
Summative	Students choose which essential agreement they want to teach others about-- the do's (good choices: example: what should it look like when I'm transitioning to another class). Students share with the class-- they will have a video, book or poster).	Students select a location from anywhere in the world and record the weather conditions and temperature and how to prepare for the conditions. Students will create a green screen video.	Students give reasons for their opinion about a book or author that are connected to story elements such as illustrations, characters or events. This could be in the form of a book recommendation such as a bookmark, poster, video, voice recording. The recommendations can be displayed in the library and on the school TVs: Kindergarten recommends!	Students host an engineering expo where they display their solution to a presented problem or challenge. Students will demonstrate their solution to expo visitors, explaining how they improved the ability for an object to work.		Students choose a plant or animal and they formulate an argument as to why their plant or animal cannot be relocated or moved to a different environment. Students can use Chatterpix to find their pictures and "talk" as their animals to defend themselves.



M'KIS Grade 1 PYP Units Of Inquiry

	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
Transdisciplinary Theme	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 to 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.
Approximate Dates	2 Sept. 14-Oct. 23	5 March 1-April 16	3 Nov. 2-Dec. 18	6 April 19-June 4	1 Aug. 4- Sept. 11	4 Jan. 11-Feb. 26
Title	<i>Healthy Living</i>	<i>Light and Sound</i>	<i>Express Yourself!</i>	<i>Spinning Sky</i>	<i>Marie Kondo It!</i>	<i>Animals</i>
Central Idea	Individual's choices affect their well being.	The ways people communicate changes over time.	The arts convey messages	People observe patterns in the sky to better understand the natural world.	People use systems of organization for a variety of purposes.	Animals have certain characteristics depending on their environment to ensure survival.
Lines of Inquiry - An inquiry into:	<ul style="list-style-type: none"> • Choices that affect overall health (Causation) • Balanced choices and routines (Responsibility) • Personal goals (Reflection) 	<ul style="list-style-type: none"> • How sounds are made (function) • The relationship between light and materials (causation) • Ways sound and light are used to communicate (change) 	<ul style="list-style-type: none"> • Interpretation of the Arts (perspective) • Emotions and messages portrayed through the Arts (form) • Techniques used to communicate through the Arts (function) 	<ul style="list-style-type: none"> • Objects in the sky (form) • The movement of the Earth and moon (causation) • Patterns of the sun, moon and stars (connection) 	<ul style="list-style-type: none"> • Organization of objects, people, places/spaces (form) • How systems work (function) • Reasons for systems (causation) 	<ul style="list-style-type: none"> • Animal characteristics (form) • Different parts of animals help them in different ways (function) • Animals are connected to their environment (causation) • Human inventions are



						inspired by animal biomimicry (connection)
Summative	Students will choose one aspect of healthy living (exercise, healthy eating, hygiene, healthy mind), research, create, and demonstrate a PSA (public service announcement) related to their chosen category to educate a partner student and to inform others on ways to set goals towards improved health..	Students will explore light, sound and how they are used to communicate through a variety of hands-on experiences. Students will create a timeline for a piece of technology that utilizes sound and/or light for communication that has changed over time.	Students create two art pieces of their choice to demonstrate a feeling (exciting, sad, happy, etc.)	Students are given a choice of how they will show their understanding of objects in the sky and the movement of those objects (play, 3D model, song, drawing, presentation, etc.)	Students demonstrate their understanding of a system of their choice in a medium of their choice. (airport, school, house, bedroom, kitchen, mall, cafeteria, library).	Given different problem scenarios, students will go through the design process (as previously modelled in class) to identify a human problem, research and brainstorm ideas to solve the problem based on animal's special characteristics (animal part = human invention), draw and design their model, build it and then evaluate and improve before final sharing.

M'KIS Grade 2 PYP Units Of Inquiry

	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
Transdisciplinary Theme	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 to 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.



Approximate Dates	6 <i>April 19-June 4</i>	5 <i>March 1-April 16</i>	3 <i>Nov.2-Dec. 18</i>	4 <i>Jan. 11-Feb. 26</i>	1 <i>Aug. 4-Sept. 11</i>	2 <i>Sept. 14-Oct. 23</i>
Title	<u>Come Visit Us!</u> <i>Cultures: The Same but Different?</i>	<u>Earth Systems</u> Bringing a Map to Life	<u>Spinning a Yarn</u> Narrative Storytelling	<u>It Matters!</u> <i>Structure and properties of matter</i>	<u>The Big Sale</u> Goods and services in our community	<u>Save the Chocolate!</u> Ecosystems Saving Chocolat
Central Idea	Learning about different cultures helps us develop a better understanding of ourselves and others.	Physical features and their changes impact communities.	Stories can be told in many different ways.	Environment determines the use of different materials.	People create structure within a system.	Plants and animals including humans depend on each other.
Lines of Inquiry - An inquiry into:	<ul style="list-style-type: none"> • Elements of Cultures (form) • Similarities and differences of cultures (perspective) • Conflict Resolution (function) 	<ul style="list-style-type: none"> • Geography changes over time (change) • Maps and the information they provide (function) • Environment and how it connects to communities (causation) 	<ul style="list-style-type: none"> • Reasons people tell stories (reflection) • Ways to express stories. (Traditional to Digital) (perspective) • The impact of stories (causation) 	<ul style="list-style-type: none"> • Properties of matter (form) • How materials are used (function) • The effect of the environment on matter (change) 	<ul style="list-style-type: none"> • Jobs and responsibilities in businesses (connection) • Ways to market a product (causation) • Structures of successful businesses (function) 	<ul style="list-style-type: none"> • Plants have needs (connection) • Diversity in habitats (form) • Choices people make impact living things (responsibility)
Summative	<p>Students create their own culture based on the elements learned throughout the unit.</p> <p>Students participate in a debate that opens up discussions on a conflict between two of the countries. This will give them opportunities to showcase their country, present their ideas, consider the ideas of another country and possibly discuss negotiations.</p>	<p>Students create a map of a giant landform community the class created which includes learned map features.</p> <p>Students are also given an open-ended task in which they share their new knowledge, addressing key concepts learned in the unit.</p>	<p>Students create a story and choose a way to express it to an audience e.g. oral storytelling, drama, dance, visual art, music. Filming of finished product or group presentation.</p>	<p>Students will draw and design a bridge given resources they previously used that will reflect placement in different environments (desert, wetland, Arctic, over water, jungle - connected to the previous unit). Students will determine the purpose of their bridge and why they chose the materials they did. Students will be provided with the baseline checklist and will add to that as they progress with their design.</p>	<p>Students create/organize themselves and the structure of their chosen business, reflecting throughout the process. Students share their business during the "Big Sale".</p>	<p>Students research and create a model (example: a diorama, mural, etc.) showing their understanding of a habitat of their choice, diversity of the habitat, and the human impact on that habitat.</p>



M'KIS Grade 3 PYP Units Of Inquiry

	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
Transdisciplinary Theme	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 to 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.
Approximate Dates	3 Nov. 9-Dec. 17	5 March 1- April 16	4: Jan. 11- Feb. 26	6 April 19-May 28	1 August 6-Sept. 17	2 Sept. 21-Nov. 6
Title	<u>Role Models</u>	<u>Immigration</u>	<u>The Art of Persuasion</u>	<u>Force and Motion</u>	<u>Stormy Skies</u>	<u>Animals Through Time</u>
Central Idea	<i>Choices of role models reflect the characteristics that societies and individuals value.</i>	<i>Human migration is a response to challenges, risks, and opportunities.</i>	Strong persuasion skills can shape the decisions people make.	An object always has multiple forces acting upon it.	<i>By understanding the factors that cause weather, people can predict and prepare for it.</i>	<i>Human needs can cause environmental changes.</i>
Lines of Inquiry - An inquiry into:	<ul style="list-style-type: none"> • Role models exemplify valued characteristics (form) • Different groups value different characteristics (perspective) • Personal strengths support and guide others (causation) 	<ul style="list-style-type: none"> • People immigrate for many reasons (causation) • Viewpoints on immigration (perspective) • The impact of immigration (change) 	<ul style="list-style-type: none"> • How different methods of persuasion are used (function) • Persuasive techniques target specific audiences (perspective) • Understanding community issues can encourage others to act (responsibility) 	<ul style="list-style-type: none"> • Different forces that allow simple machines to work (function) • How forces impact our lives (causation) • The way scientist work to understand forces and motion (connection) 	<ul style="list-style-type: none"> • How we measure and monitor weather (function) • Factors that affect weather conditions. (causation) • Ways to predict extreme weather (connection) 	<ul style="list-style-type: none"> • Environmental changes (connection) • Animal adaptation (change) • Human impact on animals and their habitats (responsibility).
Summative	Students choose a	Each student creates their	Students are grouped by	Students create a scientific	Students create a report	Students show their



	well-known role model to research using the Big 3 research method. Students link the Learner Profile Attributes and explain how their role model has had a positive impact on others, They then “perform” their findings to an audience during a Living Wax Museum.	own individual book of immigration stories (paper, Book Creator, etc) which includes their reflections.	topic of interest based on the Global Goals. They will develop an individual or group presentation. Students will use their researching and presentation skills to deliver a persuasive letter to an audience as well as giving students choices on how to deliver this presentation, whether creating jingles, art, commercials, etc.	experiment or research based project on different forces or simple machines.	(written, performed, or recorded) to include the concepts/factors that affect weather learned throughout the unit as well as provide information on how the community can prepare and adapt to specific weather conditions.	understanding (choice of medium) by choosing an endangered animal to further research their habitat, adaptations that allow them to live in this environment, reasons for being endangered and how humans can protect them.
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M'KIS Grade 4 PYP Units Of Inquiry

	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
Transdisciplinary Theme	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 to 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.
Approximate Dates	6 <i>April 19 - May 28</i>	2 <i>Sept. 21- Nov. 6</i>	3 <i>Nov. 9 - Dec. 18</i>	1 <i>August 10-September 18</i>	5 <i>March 1 - April 16</i>	4 <i>January 11- February 26 (7weeks)</i>
Title	<i><u>Mystery Me</u></i>	<i><u>Ancient Civilization</u></i>	<i><u>Media Mania</u></i>	<i><u>Living on the Edge</u></i>	<i><u>We the People</u></i>	<i><u>Energy on the Move</u></i>
Central Idea	Understanding body systems helps people make responsible choices for their personal health	Ancient civilizations contribute to modern day societies' culture and technologies.	People express themselves through poetry.	Human survival is dependent on our actions and how they relate to the continual changing nature	Governments and citizens have roles, rights, and responsibilities.	Energy comes in many forms and can be consumed, converted and distributed.



	and well-being.			of the earth.		
Lines of Inquiry - An inquiry into:	<ul style="list-style-type: none"> Understanding various systems of the human body (function) How body systems work together (connection) How our choices affect our physical and emotional health (responsibility) 	<ul style="list-style-type: none"> Characteristics of ancient civilizations (form) People in ancient civilizations and their interactions within society. (causation - trade, geography, economics) Ancient civilizations and their contributions (connection) 	<ul style="list-style-type: none"> Forms of media (Form) Advertising strategies used to influence society (Causation) Evaluating messages in the media (Responsibility) 	<ul style="list-style-type: none"> Natural Components of the Earth (form) The has gone through many changes and continues to change. (causation) Human choices impact our environment and survival (responsibility) 	<ul style="list-style-type: none"> Different types of government systems (form) Government rules and laws and their effects on citizens (causation) Rights and responsibilities of government and their citizens (responsibility) 	<ul style="list-style-type: none"> Different forms of energy sources -renewable and nonrenewable (form) How energy is produced, distributed and used (function) Sustainable energy practices (perspective)
Summative	Students become a “doctor” and work in teams to analyze the condition of a patient based on a checklist of symptoms. The team explains the body system(s) involved, the possible cause of illness, and provides a possible solution on how to recover. Findings are presented to a “Medical Board” or peers and include a Q&A session.	Students show how a characteristic of a civilization has changed over time and how it influenced present day society. Students choose to show their understanding in multiple ways (student choice - Lucidpress, Google Docs/slides, comic strips, videos, canva, drawings, timeline).	Students in groups of 3 will create an advertising campaign that includes a variety of advertising strategies and design techniques in a unique way. They need to develop a plan for their campaign that identifies their subject, target audience, strategies to be used persuasive language and desired action.	You are a scientist working with another scientist. Together, you have designed a solution to reduce the impact of a natural disaster. You will present details of the natural disaster, it long term and short-term impacts on the environment and people and explain possible solutions that minimize the impact of the natural disaster.	Students are presented with the following: You and your party have been selected to establish the first form of government for a new colony on Mars. Working with your party you will decide on the type of government and six additional pieces to support your government. Your party will choose how to present your government: a poster, booklet, advertisement, or essay.	Students Take an “energy” topic/issue/question/ interest further. 1. Create a question(s) that they want to answer or explore. 2.Connect to Sharing the Planet 3.Research 4.Form of presentation (student choice)

M'KIS Grade 5 PYP Units Of Inquiry

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE	SHARING THE PLANET
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	OURSELVES					
Transdisciplinary Theme	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 to 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.
Approximate Dates	6 3 May-4 June	4 January 11 - February 26	5 Year Long March 1 - April 30	1 August 4 - Sept. 18	2 Sept. 28 - Nov. 6	3 Nov. 9 - Dec. 17
Title	<u>Transitions</u>	<u>Movers and Shakers</u>	<u>PYP Exhibition</u>	<u>What Have We Done?</u>	<u>Economic Activities</u>	<u>Matter and Energy in Ecosystems</u>
Central Idea	Developing skills and behaviors is necessary to transition successfully from one environment to another.	Humankind seeks to explore the unknown which leads to change.	<i>May Vary</i> <i>General Central Idea:</i> <i>The ways we communicate our passions, interests and ideas can lead to action.</i>	Humans affect the earth in different ways which can alter the earth's systems.	People's economic decisions impact our lives.	All living and nonliving things rely on maintaining an interdependent balance of organisms within systems.
Lines of Inquiry - An inquiry into:	<ul style="list-style-type: none"> • Transitions (form) • Physical and emotional well-being (change) • Skills and behaviors (function) 	<ul style="list-style-type: none"> • The relationship between innovation and exploration (connection) • Reasons for human exploration (causation) • Effects of exploration (perspective) 	Decided by the students	<ul style="list-style-type: none"> • The Earth's Spheres (connection) • Protecting the Earth's resources and environment (responsibility) • Water availability and distribution (function) 	<ul style="list-style-type: none"> • Consumerism over time (change) • Our responsibility as consumers and producers (responsibility) • Fair Trade (causation) 	<ul style="list-style-type: none"> • Ways in which living and non-living things are connected in nature (connection) • Energy transfer cycles (function) • IEffects of change agents on ecosystems (causation) <p>Students will generate the lines of inquiry so they will vary.</p>
Summative	Several mini-summative assessments will be administered that	Students create a sales pitch/proposal/audition tape discussing the	There will be an assessment of each individual student's	Throughout the unit, students will inquire into a phenomenon and this will	Report: An investigative report into how an industry, product, or	Students write their own central idea and lines of inquiry (by class)



	<p>determine understanding in the below subject areas:</p> <ul style="list-style-type: none"> - Adolescence and emotional changes - Digital Citizenship - Learning styles/preferences & organizational skills - Mindfulness/Meditation - Test-taking and Study Skills 	<p>reasons that their personal exploration should be funded by leaders.</p>	<p>contribution to and understanding of the exhibition. The Exhibition will consist of the entire process throughout the inquiry.</p> <p>Teachers and students will identify the elements of the exhibition to be assessed and establish assessment criteria for and with the students.</p>	<p>be used for students to show their understanding of the impact humans had on the spheres. For the summative, they then create a model of earth's spheres (geosphere, biosphere, hydrosphere and/or atmosphere) and how at least two spheres interact.</p>	<p>service of their choice has changed over time.</p> <p>Robotics: Program a robot to support your industry in some way with visual explanation.</p>	<p>Summative Share - students share their ideas of what the unit is about and their understanding with others.</p>
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