



MONT'KIARA INTERNATIONAL SCHOOL

PROGRAMME OF INQUIRY

Programme of Inquiry, 2021 - 2022

THIS IS A WORKING DOCUMENT AND SUBJECT TO CHANGES.

Programme of Inquiry, 2021 - 2022

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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	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 Timeline	1	<u>Not applicable for this grade</u>	2	3	<u>Not applicable for this grade</u>	4
Title	<u>Who Am I?</u>		<u>I Express My World Through Play and Movement</u>	<u>How We travel around the world</u>		<u>Caring for Living Things</u>
Central Idea	Everyday I learn more about myself.		We use play and dance to express thoughts and feelings and help us understand new ideas.	Transport uses different elements to help us move from one place to another.		People take responsibility and care for themselves and other living things.
Lines of Inquiry - An inquiry into:	My physical, social and emotional characteristics. (form) The way I am like others. (connection) The ways I am growing and changing. (reflection)		Communicating through play. (form) Imaginative use of everyday materials. (function) Games and toys. (form) Using our bodies to express emotions.(reflection)	How we travel on land, water, and through the air. (function) Similarities and differences between different types of transport. (connection) Making use of transport. (reflection)		Characteristics and needs of living things. (form) Connections between living things. (connection) Our responsibility for caring for living things. (responsibility)



Key Concepts	Form, function, perspective, reflection		Function, perspective, connection	Form, function, connection		Form, Causation, Responsibility
Related Concepts/ Topics	Character, similarities, differences, talents, beliefs, values, identity, relationships		Communication, expression, imagination, creativity, beliefs, representation	Land, water, fire, air, weight, density, movement, force, classification, technology		Connections, resources, environment, changes, needs
Summative	The teacher records evidence (anecdotal records, photos, videos, 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.		Students create a class book with each child contributing a drawing and oral description of communication through play and movement.	Students demonstrate that they can identify the 3 major modes of transport 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.		Students choose an animal to make out of clay. They will be responsible 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.

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.	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 Timeline	1	<u><i>Not applicable for this grade</i></u>	3	2	4	<u><i>Not applicable for this grade</i></u>
Title	<u><i>Friends Forever</i></u>		<u><i>The Arts and Me</i></u>	<u><i>The Earth and Space</i></u>	<u><i>Community Helpers</i></u>	
Central Idea	Friendships are important and need nurturing.		The arts help us to share our imagination and emotions.	The Earth is surrounded by space and is part of an enormous universe.	People have different roles and jobs in our community.	
Lines of Inquiry - An inquiry into:	How friends are made and kept. (function) Why we need friends (reflection). Characteristics that develop healthy friendships. (form)		Different types of art. (form) Art helps us to understand our feelings and the feelings of others. (reflection) Ways to use imagination through the arts. (function)	Characteristics of the Earth, sun and moon (form) Day and Night (causation) Space Exploration (change)	Jobs in our community.(form) Different tools and skills needed for different jobs.(function) Roles help our community. (reflection)	
Summative	Students create own drama through play and role-play that shows 1. How actions make		Students are shown different pieces of art and they identify how each one makes them feel using	Students make a plan and present their ideas of what they learned about the Earth and the universe we	Students "show and tell" a community helper and make a book entitled "Community Helpers"	



	friends feel 2. How to act with friends to make them feel good 3. Self-analyze their friendship buckets		smiley faces - happy, sad, scared, etc	live in.	demonstrating their understanding of all three lines of inquiry.	
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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 Timeline	1	<i>Not applicable for this grade</i>	4	2	<i>Not applicable for this grade</i>	3
Title	<u>Family and Culture</u>		<u>Pictures and Performances</u>	<u>Earth's cycle and living things</u>		<u>How Do We Live Without You?</u>
Central Idea	My family and my culture shape who I am.		Stories are expressed through music, drama, and illustrations.	The Earth's natural cycles influence the activity of living things.		Plants sustain life on Earth and play a role in our lives.
Lines of Inquiry - An inquiry into:	My culture and heritage. (form) Similarities and differences between cultures in our class. (connection) How I can find out about my family and culture. (reflection)		How illustrations tell a story. (form) The importance of music and drama to tell a story. (connection) Comparing story illustration techniques. (perspective)	Natural cycles - night and day, weather, patterns, seasons. (form) Patterns of behaviour in living things related to the earth's natural cycle. (function) Human impact on natural cycles. (causation)		Different Plants and their structures. (form) What plants provide for us and for other living things. (connection) Positive and negative human impact on plant life. (responsibility)
Summative	Students choose which elements about culture they want to teach others about. Students share		Students give reasons for their opinion about how a book is expressed or illustrated. This could be	Students host an engineering expo where they display their solution to a presented problem or		Students choose a plant and they formulate an argument as to why their plant cannot be relocated



	<p>with the class-- they will have a video, book or poster.</p>		<p>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!</p>	<p>challenge. Students will demonstrate their solution to expo visitors, explaining how they improved the ability for an object to work.</p>		<p>or moved to a different environment. Students can use Chatterpix to find their pictures and "talk" as their plant to defend themselves.</p>
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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 Timeline	1	2	3	4	5	6
Title	<u>Healthy Living</u>	<u>Our Host Culture</u>	<u>Express Yourself!</u>	<u>Light and Sound</u>	<u>Systems in Communities</u>	<u>Choices and the Environment</u>
Central Idea	Making balanced choices about daily routines helps us to have a healthy lifestyle.	An understanding of a host country develops our respect for its culture and brings us together.	Artists express ideas and emotions for different purposes.	Light and sound are produced by a range of sources and can be sensed.	Systems help to maintain organization in communities.	People's use of Earth's resources impacts the environment.
Lines of Inquiry - An inquiry into:	<p>Daily habits and routines : hygiene, sleep, play, and eat. (form)</p> <p>Making balanced choices (causation)</p> <ul style="list-style-type: none"> Consequences of our choices. (responsibility) 	<p>The geography of our local environment (form)</p> <p>The culture and identity of Mont'Kiara (function)</p> <p>Mont' Kiara then and now (change)</p>	<p>Inspiration of artists. (connection)</p> <p>Different mediums for expression. (form)</p> <p>Experiencing and appreciating a variety of art forms. (perspective)</p>	<p>How sound and vibrations are connected. (connection)</p> <p>The relationship between light and materials. (causation)</p> <p>Using sound and light to communicate. (function)</p>	<p>The purpose and role of different systems. (function)</p> <p>The different systems within a community. (form)</p> <p>The interdependence between systems in a community. (connection)</p>	<p>Different resources of the Earth. (form)</p> <p>How our choices affect the environment. (causation)</p> <p>Ways to act responsibly to make a difference. (responsibility)</p>



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 create two art pieces of their choice to demonstrate a feeling (exciting, sad, happy, etc.)	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 demonstrate their understanding of a system of their choice in a medium of their choice. (airport, school, house, bedroom, kitchen, mall, cafeteria, library).	Students choose an environment and research 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 environment impact.
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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 Timeline	2	3	1	4	5	6
Title	<u>Cultures</u> <u>The Same but Different?</u>	<u>Bringing a Map to Life</u> <i>Earth Systems</i>	<u>Spinning 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>Saving Chocolate!</u> Ecosystems Saving Chocolate
Central Idea	Learning about different cultures helps us to become global citizens.	The earth's physical features change over time and impact communities.	Stories around the world are told in different ways for a variety of reasons.	Materials can be changed and used for different purposes.	People organize themselves through a structure to make goods and services for the community.	Plants and animals including humans depend on each other.
Lines of Inquiry - An inquiry into:	<p>Elements of Cultures (form)</p> <p>Similarities and differences of cultures (perspective)</p> <p>Conflict Resolution (function)</p> <p>Characteristics of a global citizen. (perspective)</p>	<p>The Earth's different physical features change over time. (change)</p> <p>Mapping the physical features of a community. (function)</p> <p>How physical features impact communities. (causation)</p>	<p>Reasons people around the world tell stories.(reflection)</p> <p>How stories are expressed in different ways. (perspective)</p> <p>The impact of stories. (causation)</p>	<p>How materials behave (form)</p> <p>How materials can change (change)</p> <p>Which materials work best for a purpose and an environment. (function)</p>	<p>Good and services, supply and demand. (connection)</p> <p>The structure to create a good or service. (function)</p> <p>Our responsibility as consumers and producers. (causation)</p>	<p>Plants have needs (connection)</p> <p>Diversity in habitats (form)</p> <p>Choices people make impact living things (responsibility)</p>



<p>Summative</p>	<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>
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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 Timeline	2	1	3	6	1	4
Title	<u>Role Models</u>	<u>Immigration</u>	<u>The Art of Persuasion</u>	<u>Force and Motion</u>	<u>Stormy Skies</u>	<u>Endangered Animals</u>
Central Idea	Choices of role models reflect the characteristics that societies and individuals value.	Human migration and movement is a response to challenges, risks, and opportunities.	Strong persuasion skills can shape the decisions people make.	Science helps us understand how forces move objects and how forces are used to make our lives easier.	By understanding the factors that cause weather, people can predict and prepare for it.	Human behaviors can cause environmental changes
Lines of Inquiry - An inquiry into:	<p>Role models exemplify valued characteristics. (form)</p> <p>Different groups value different characteristics. (perspective)</p> <p>Personal strengths support and guide others. (causation)</p>	<p>People immigrate for many reasons. (causation)</p> <p>Viewpoints on immigration. (perspective)</p> <p>The impact of immigration. (change)</p>	<p>How different methods of persuasion are used. (function)</p> <p>Persuasive techniques target specific audiences. (perspective)</p> <p>Understanding community issues can encourage others to act.</p>	<p>Different forces that allow simple machines to work. (function)</p> <p>How forces impact our lives. (causation)</p> <p>The way scientists work to understand forces and motion. (connection)</p>	<p>How we measure and monitor weather. (function)</p> <p>Factors that affect weather conditions. (causation)</p> <p>Ways to predict extreme weather. (connection)</p>	<p>Environmental changes. (connection)</p> <p>Animal adaptation. (change)</p> <p>Human impact on animals and their habitats. (responsibility)</p>



			(responsibility)			
Summative	<p>Students choose a 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. 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.</p>	<p>Each student creates their own individual book of immigration stories (paper, Book Creator, etc) which includes their reflections.</p>	<p>Students are grouped by 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.commercials, etc.</p>	<p>Students create a scientific experiment or research based project on different forces or simple machines.</p>	<p>Students create a report (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.</p>	<p>Students show their 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.</p>



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 Timeline	6	2	3	1	5	4
Title	<u><i>Mystery Me</i></u>	<u><i>Ancient Civilization</i></u>	<u><i>Media Mania</i></u>	<u><i>Energy on the Move</i></u>	<u><i>We the People</i></u>	<u><i>Living on the Edge</i></u>
Central Idea	Understanding body systems helps people make responsible choices for their personal health and well-being.	Ancient civilizations contribute to modern day societies' culture and technologies.	Media uses a variety of strategies to influence.	Energy comes in many forms, it can be consumed, converted and distributed.	Governments and citizens have roles, rights, and responsibilities.	Continual changes of the Earth causes natural disasters which impact communities around the world.



<p>Lines of Inquiry - An inquiry into:</p>	<p>Understanding various systems of the human. body (function)</p> <p>How body systems work together. (connection)</p> <p>How our choices affect our physical and emotional health .(responsibility)</p>	<p>Characteristics of ancient civilizations. (form)</p> <p>People in ancient civilizations and their interactions within society. (causation - trade, geography, economics)</p> <p>Ancient civilizations and their contributions. (connection)</p>	<p>Forms of media. (Form)</p> <p>Advertising strategies used to influence society. (Causation)</p> <p>Evaluating messages in the media. (Responsibility)</p>	<p>Different forms of energy sources: renewable and nonrenewable. (form)</p> <p>How energy is produced, distributed and used. (function)</p> <p>Sustainable energy practices. (reflection)</p>	<p>Different types of government systems. (form)</p> <p>Government rules and laws and their effects on citizens. (causation)</p> <p>Rights and responsibilities of government and their citizens. (responsibility)</p>	<p>Natural Components of the Earth and their changes. (form)</p> <p>How earth's changes can lead to natural disasters. (connection)</p> <p>The impact of natural disasters on different communities around the world. (causation)</p>
<p>Summative</p>	<p>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.</p>	<p>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).</p>	<p>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.</p>	<p>.Students Take an "energy" topic/issue/question/ interest further.</p> <ol style="list-style-type: none"> 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) 	<p>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.</p>	<p>Students are presented with: 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, how it impacts on people and explain your solutions that minimize the impact of your natural disaster. A rubric will be used to assess</p>

M'KIS Grade 5 PYP Units Of Inquiry

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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 Timeline	6	4	5	3	2	1
Title	<u>Transitions</u>	<u>Movers and Shakers</u>	<u>PYP Exhibition</u>	<u>Matter and Energy in Ecosystems</u>	<u>Economic Activities</u>	<u>What Have We Done?</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.	May Vary General Central Idea: The ways we communicate our passions, interests and ideas can lead to action.	All living and nonliving things rely on maintaining an interdependent balance of organisms within systems.	People's economic decisions impact our lives.	Water is essential to life, and is a limited resource for many people.
Lines of Inquiry - An inquiry into:	Reasons for change. (causation) Physical and emotional well-being. (change) Skills and behaviors. (function)	The relationship between * Innovation and exploration. (connection) Reasons for human exploration. (causation) How the effects of exploration lead to change. (perspective)	Decided by the students	Ways in which living and nonliving things are connected in nature. (connection) Energy transfer cycles. (function) Effects of change agents on ecosystems. (causation)	Consumerism over time. (change) Our responsibility as consumers and producers. (responsibility) Why fair trade exists. (causation)	Sources of water and how water is used. (form) What happens to water after we have used it. (function) Distribution and availability of usable water. (causation) Responsibilities regarding



						water. (responsibility)
Summative	<p>Several mini-summative assessments will be administered that 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 - Test-taking and Study Skills 	<p>Students create a sales pitch/proposal/audition tape discussing the reasons that their personal exploration should be funded by leaders.</p> <p>Robotics: Programming a robot to carry out tasks in a different environment</p>	<p>There will be an assessment of each individual student's 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>Throughout the unit, students will inquire into a phenomenon and this will be used for students to show their understanding of the impact humans had on the spheres. For the final assignment students will create a visual representation of an environmental problem AND a solution they have researched.</p>	<p>Report: An investigative report into how an industry, product, or service of their choice has changed over time. Building connections with mechanical innovation.</p> <p>Robotics: Build 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>