



Taipei Kuei Shan School

SY110 PYP Program of Inquiry

Rev. 08-30-2021

PRE-KINDERGARTEN			
Who we are	How we express ourselves	How the world works	How we organize ourselves
An inquiry into <u>the nature of the self</u> ; beliefs and values; <u>personal, physical, mental, social</u> and spiritual <u>health</u> ; human relationships including families, friends, communities, and cultures; <u>rights and responsibilities</u> ; what it means to be human.	An inquiry into <u>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.</u>	An inquiry into <u>the natural world and its laws; the interaction between the natural world (physical and biological) and human societies</u> ; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into <u>the interconnectedness of human-made systems and communities</u> ; the structure and function of organizations; <u>societal decision-making</u> ; economic activities and their impact on humankind and the environment.
Central idea We use our senses to learn about ourselves and the things around us. 我們利用感官去認識自己及周遭的環境。	Central idea We all have creativity, and we can express it in many ways. 我們都有創造力，且我們能用多種方式表達它。	Central idea Changing seasons can change the way we live. 季節變化帶來我們日常生活方式的改變。	Central idea We all have a role to play in our community. 我們在社群中都扮演著不同的角色。
Focus: PSPE, Science, Social Studies, Mathematics	Focus: Language, PSPE, Arts, Science, Social Studies	Focus: Science, Social Studies, Mathematics, PSPE	Focus: Social studies, PSPE, Language
Key Concepts: function, perspective, responsibility	Key Concepts: form, function, perspective	Key Concepts: form, change, connection	Key Concepts: causation, connection, responsibility
Related Concepts: senses, identity, health, safety	Related Concepts: exploration, discovery, self-awareness, relationships, materials	Related Concepts: cycles, pattern, transformation, seasons, weather, lifestyle, responses	Related Concepts: roles, behavior, community, rules, procedures
Learner Profile: balanced, inquirer, communicator	Learner Profile: risk-takers, open-minded, reflective	Learner Profile: inquirers, knowledgeable, reflective	Learner Profile: thinker, principled, caring
Lines of inquiry: <ul style="list-style-type: none"> Using our senses to explore likes and dislikes Using our senses to learn about the environment Taking care of our senses 	Lines of inquiry: <ul style="list-style-type: none"> Creativity expressed through stories Creativity expressed through song and dance Creativity expressed through art 	Lines of inquiry: <ul style="list-style-type: none"> How nature changes with new seasons How seasons affect the weather How seasons affect the way we eat, dress, and act 	Lines of inquiry: <ul style="list-style-type: none"> Why communities are formed Responsibilities of different members of the community How our roles are interconnected
Approaches to Learning (ATLs) : research, communication, self-management	Approaches to Learning (ATLs) : social, communication, thinking	Approaches to Learning (ATLs) : research, thinking, communication	Approaches to Learning (ATLs) : social, communication, self-management



KINDERGARTEN					
Who we are(6)	Where we are in place and time(3)	How we express ourselves(5)	How the world works(2)	How we organize ourselves(1)	Sharing the planet(4)
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.
Central idea People develop physically, mentally, and spiritually as they take on more responsibilities. 當人們承擔更多的責任時，他們的身心靈獲得成長。	Central idea Celebrations have impacted the way people live throughout history. 節慶活動影響了有史以來人們的生活方式。	Central idea Exploring story characters allows us to understand their behavior and be creative in portraying the role. 探究故事角色讓我們了解他們的行為，並用創意的方式表達故事角色。	Central idea Exploring our relationship with animals can help us understand that we are all connected. 探索人類和動物間的關係，能幫助我們了解彼此都是相互連結的。	Central idea People's lifestyles and roles change as they enter a new community. 人們的生活方式，隨著成長而改變。	Central idea Water is important in our daily life, so we must care about it. 水在日常生活中很重要，所以我們必須關注它。
Focus: PSPE, Science, Mathematics	Focus: Language, Social studies, PSPE, Arts	Focus: Language, PSPE, Arts	Focus: Science, Social Studies, Language, Arts, PSPE	Focus: Social studies, Mathematics, PSPE, Language	Focus: Science, Social Studies, PSPE
Key Concepts: change, responsibility	Key Concepts: form, causation, connection	Key Concepts: form, causation, perspective	Key Concepts: function, connection, responsibility	Key Concepts: form, change, responsibility	Key Concepts: function, connection, responsibility
Related Concepts: adaptation, growth, rights, initiative	Related Concepts: pattern, influence, differences, traditions, identity, impact, family, community, significance	Related Concepts: behavior, sequences, relationships	Related Concepts: structure, behavior, relationships, adaptation, impact, resources	Related Concepts: roles, lifestyles, growth, differences, behavior, community	Related Concepts: value, systems, initiative, impact
Learner Profile: balanced, open-minded, thinker, courageous	Learner Profile: thinker, inquirer, open-minded	Learner Profile: inquirer, knowledgeable, communicator	Learner Profile: knowledgeable, inquirer, communicator, courageous	Learner Profile: reflective, principled, balanced	Learner Profile: reflective, caring, principled
Lines of inquiry: <ul style="list-style-type: none"> What is growth and change Exploring one's physical, mental, and spiritual growth Accepting new responsibilities as you grow 	Lines of inquiry: <ul style="list-style-type: none"> Celebrations around us How celebrations impact people's lives over time Significance of celebrations to families 	Lines of inquiry: <ul style="list-style-type: none"> Exploring different features and behavior of characters in a story Story development and sequence Creative ways to retell the story 	Lines of inquiry: <ul style="list-style-type: none"> How animals provide resources The relationship between animals & human beings Demonstrate how people and animals are connected 	Lines of inquiry: <ul style="list-style-type: none"> Exploring personal growth and change Understanding changes in one's roles within the family and at school as they grow Making decisions to cope with the changes 	Lines of inquiry: <ul style="list-style-type: none"> How we share water in our community The importance and value of water How we care for water and take action to conserve it



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Approaches to Learning (ATLs) : thinking, social, self-management	Approaches to Learning (ATLs) : Research, thinking, social	Approaches to Learning (ATLs) : research, thinking, communication	Approaches to Learning (ATLs) : research, thinking, social, communication	Approaches to Learning (ATLs) : social, self-management	Approaches to Learning (ATLs) : thinking, research, communication
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GRADE ONE					
Who we are (4)	Where we are in place and time (5)	How we express ourselves (3)	How the world works (2)	How we organize ourselves (1)	Sharing the planet (6)
An inquiry into the nature of the self; <u>beliefs and values</u> ; personal, physical, mental, social and spiritual <u>health</u> ; <u>human relationships</u> including families, friends, communities, and <u>cultures</u> ; rights and responsibilities; what it means to be human.	An inquiry into <u>orientation in place and time</u> ; personal histories; homes and journeys; the <u>discoveries, explorations</u> and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into <u>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we reflect on, extend and enjoy our creativity; <u>our appreciation of the aesthetic</u> .	An inquiry into <u>the natural world and its laws</u> ; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles</u> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into <u>the interconnectedness of human-made systems and communities</u> ; the <u>structure and function of organizations</u> ; 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 <u>relationships within and between them</u> ; access to equal opportunities; peace and conflict resolution.
Central idea People care about their family, friends, and community in different ways. 人們透過不同的方式來表達他們對家人、朋友和社區的關愛。	Central idea Exploring our place in the world helps us to understand and maintain the beauty around us. 探索我們的世界，將有助於我們了解並維持生活周遭人事物的美。	Central idea People make choices in creating art and have different perspectives about art. 人們能選擇不同的方式來創作，並有不同的觀點闡述。	Central idea Living things change through natural cycles. 生物因著它的自然循環而有所改變。	Central idea People have responsibilities that help to contribute to a successful community. 人們有責任貢獻自己的能力創造成功的社區。	Central idea The world consists of ecosystems where living things interact with and affect each other and the environment. 世界是由許多會相互影響的生態系統和環境所組成。
Focus: PSPE, Social Studies, Language, Art	Focus: Science, Math, Social Studies, Art	Focus: PSPE, Language, Math, Art	Focus: Science, Math, Language	Focus: PSPE, Social Studies, Language, Art	Focus: Science, Social Studies
Key Concepts: perspective, connection, responsibility	Key Concepts: form, perspective, connection	Key Concepts: form, perspective, connection	Key Concepts: form, function, change	Key Concepts: function, responsibility, causation	Key Concepts: form, causation, connection
Related Concepts: values, interdependence, responsibility, relationships, opinions	Related Concepts: review, relationships, patterns, environment, nature, diversity, species	Related Concepts: structure, interpretation, action, shapes, patterns, lines, symbols	Related Concepts: differences, properties, growth, cycles, scientific method	Related Concepts: systems, initiative, roles, rules, procedures, community	Related Concepts: ecosystems, food chain,, organisms, adaptation, interaction, responsibility, consequences
Learner Profile: caring, principled, communicator	Learner Profile: knowledgeable, inquirer	Learner Profile: open-minded, courageous, communicator	Learner Profile: thinker, inquirer	Learner Profile: communicator, inquirer	Learner Profile: balanced, reflective, knowledgeable
Lines of inquiry: <ul style="list-style-type: none"> different groups we are a part of demonstrating different ways of caring for others how we can learn to help others 	Lines of inquiry: <ul style="list-style-type: none"> learning to explore and discover the beauty of one's own country exploring plants and animals around us discovering famous places and food in our country 	Lines of inquiry: <ul style="list-style-type: none"> ways people convey their feelings understanding and appreciating different forms of art creating a form of art 	Lines of inquiry: <ul style="list-style-type: none"> living things and their needs life cycles of living things observing growth and change of living things 	Lines of inquiry: <ul style="list-style-type: none"> understanding the role of rules and procedures in a community rules and procedures implemented in different places in the community responsibility of individuals in a group 	Lines of inquiry: <ul style="list-style-type: none"> types of environment how living things survive in different places food chains and food webs how our actions affect ecosystems



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Approaches to Learning (ATLs) : social – respecting others, resolving conflict communication – reading, non-verbal, writing, speaking self-management – fine motor skills, informed choices	Approaches to Learning (ATLs) : self-management – organization thinking – acquisition of knowledge research – collecting and organizing data thinking – synthesis self-management – time management	Approaches to Learning (ATLs) : communication – non-verbal, viewing, presentation self-management – spatial awareness, gross motor skills – group decision making	Approaches to Learning (ATLs) : communication – reading, writing thinking skills – analysis research skills – presenting research, interpreting data	Approaches to Learning (ATLs) : social – accepting responsibility, cooperating self-management – codes of behavior communication – listening, writing	Approaches to Learning (ATLs) : research – organizing data thinking – comprehension, application social – group decision-making self-management – time management
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GRADE TWO					
Who we are (1)	Where we are in place and time (4)	How we express ourselves (3)	How the world works (2)	How we organize ourselves (6)	Sharing the planet (5)
An inquiry into the nature of the self; <u>beliefs and values</u> ; personal, physical, mental, social and spiritual health; <u>human relationships including families, friends, communities, and cultures</u> ; rights and responsibilities; what it means to be human.	An inquiry into <u>orientation in place and time</u> ; personal histories; <u>homes and journeys</u> ; the discoveries, explorations and <u>migrations of humankind</u> ; the <u>relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</u> .	An inquiry into the <u>ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; 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; <u>the impact of scientific and technological advances on society and on the environment</u> .	An inquiry into the <u>interconnectedness of human-made systems and communities</u> ; the structure and function of organizations; societal decision-making; <u>economic activities and their impact on humankind and the environment</u> .	An inquiry into <u>rights and responsibilities in the struggle to share finite resources with other people and with other living things</u> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central idea Exploring heroes in history can inspire us to be a good influence to the people around us. 探索歷史上可激勵我們的人物。	Central idea Throughout history, people have adapted to changes in the physical environment. 生物因著自然環境的變化而去適應或是遷徙。	central idea People use their bodies in many different ways to communicate their feelings and emotions and develop good relationships. 人們使用不同的肢體語言來表達自己的情感，並且培養良好的互動關係。	Central idea Knowing that light comes from different sources and has different properties helps us to understand that it is an essential resource. 知道光是來自不同的來源和具有不同的屬性，可以幫助我們理解它是不可或缺的資源。	Central idea Economic activities have an impact on people's needs and wants. 經濟活動對人類的需要和想要產生影響。	Central idea We have a responsibility to maintain the Earth's natural resources. 我們有責任來維護地球上的自然資源。
Focus: PSPE, Social Studies, Art	Focus: Science, Social Studies, Math	Focus: PSPE, Language, Art	Focus: Science, Math, Language, Art, Social Studies	Focus: PSPE, Social Studies, Language	Focus: Science, Social Studies, PSPE
Key Concepts: responsibility, change, connection	Key Concepts: form, causation, change	Key Concepts: form, connection, perspective	Key Concepts: form, function, change	Key Concepts: responsibility, function, perspective	Key Concepts: responsibility, causation, connection
Related Concepts: history, relationships, influence, heroes, behavior	Related Concepts: pattern, adaptation, modification, migration, communities, land structures, evidence, climate change	Related Concepts: differences, communication, culture, acceptance, interpretation	Related Concepts: properties, purpose, energy, transformation	Related Concepts: subjectivity, impact, awareness, budgeting	Related Concepts: initiative, sustainability, control, natural resources, stewards, pollution, consequences
Learner Profile: inquirer, thinker, communicator, courageous	Learner Profile: communicator, thinker, inquirer	Learner Profile: caring, communicator, open-minded, reflective	Learner Profile: knowledgeable, principled, balanced	Learner Profile: caring, thinker, open-minded	Learner Profile: principled, reflective, inquirer, thinker
Lines of inquiry: <ul style="list-style-type: none"> What makes a hero How stories of significant people in time can inspire us Influencing our family, friends, and the community 	Lines of inquiry: <ul style="list-style-type: none"> Migration of people throughout history Reasons why people migrate Ways people adapt to changes in the environment 	Lines of inquiry: <ul style="list-style-type: none"> How we express our feelings and emotions Ways different cultures express their feelings and emotions Language barriers and body language 	Lines of inquiry: <ul style="list-style-type: none"> Different sources and properties of light The way light is used throughout history How light affects our lives × How light can be changed 	Lines of inquiry: <ul style="list-style-type: none"> Differences between needs and wants Understanding needs in local communities Comparing needs and wants of children in other countries 	Lines of inquiry: <ul style="list-style-type: none"> Problems with Earth's natural resources Why we use and waste our natural resources Reduce, reuse, recycle Our responsibility as stewards of Earth



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		<ul style="list-style-type: none"> How body language can develop good relationships 			
Approaches to Learning (ATLs) : thinking - comprehension, evaluation research - interpreting data, organizing data communication – reading, writing	Approaches to Learning (ATLs) : communication - listening, writing, viewing social - respecting others thinking – analysis self-management - spatial awareness research - interpreting	Approaches to Learning (ATLs) : thinking – analysis, metacognition, application communication - non-verbal, listening, speaking social - resolving conflict self-management - codes of behavior, informed choices	Approaches to Learning (ATLs) : thinking - acquisition of knowledge, application, analysis research – observing, recording data self-management - informed choices communication - speaking, presenting, writing	Approaches to Learning (ATLs) : thinking – comprehension, dialectical thought, evaluation research - collecting data self-management – organization, codes of behavior social - accepting responsibility	Approaches to Learning (ATLs) : research – recording data, observing thinking - acquisition of knowledge, comprehension, application social - cooperating self-management - informed choices communication - writing



GRADE THREE					
Who we are (1)	Where we are in place and time (6)	How we express ourselves (3)	How the world works (2)	How we organize ourselves (4)	Sharing the planet (5)
An inquiry into <u>the nature of the self</u> ; <u>beliefs and values</u> ; personal, physical, mental, social and spiritual health; <u>human relationships including families, friends, communities, and cultures</u> ; rights and responsibilities; <u>what it means to be human</u> .	An inquiry into orientation in place and time; <u>personal histories</u> ; <u>homes and journeys</u> ; the discoveries, <u>explorations and migrations of humankind</u> ; the relationships between and the interconnectedness of individuals and civilizations, <u>from local and global perspectives</u> .	An inquiry into <u>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; the ways in which we <u>reflect on, extend and enjoy our creativity</u> ; our appreciation of the aesthetic.	An inquiry into <u>the natural world and its laws</u> ; the <u>interaction between the natural world (physical and biological) and human societies</u> ; how humans use <u>their understanding of scientific principles</u> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into the <u>interconnectedness of human-made systems and communities</u> ; 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 <u>struggle to share finite resources with other people</u> and with other living things; communities and the relationships within and between them; <u>access to equal opportunities</u> ; peace and conflict resolution.
Central idea Family culture and values have an important impact on who we are. 家庭文化和價值觀，對我們是誰有著重要的影響。	Central idea Past exploration and settlement help us have a better understanding of the world. 古人的探索與生活軌跡會影響現代人的文化發展。	Central idea Stories retold and shared can reflect beliefs and values of different cultures. 故事的重述與傳講，可以反應不同文化在信念和價值觀上的差異。	Central idea Exploring properties of matter can help us understand the nature of the scientific process. 探索物質的特性可以幫助我們理解科學過程的本質。	Central idea Cooperation is essential to achieve team goals. 團結合作是達到團隊目標的必要因素。	Central idea We have a shared responsibility to use, store, and conserve energy and finite resources. 每個人都有責任用多種方式儲存和善用有限能源（資源）。
Focus: PSPE, Social Studies, Language	Focus: PSPE, Social Studies, Language	Focus: PSPE, Social Studies, Language, Art	Focus: Science, Math	Focus: PSPE, Social Studies, Language, Math	Focus: Science, Social Studies, Math
Key Concepts: causation, perspective	Key Concepts: connection, change, causation	Key Concepts: form, perspective, connection	Key Concepts: form, function, change	Key Concepts: function, responsibility	Key Concepts: responsibility, change, form
Related Concepts: culture, values, family, relationships, impact, behavior	Related Concepts: exploration, culture, relationships, development, country	Related Concepts: structure, communication, beliefs, folktales, myths, legends, fables, culture	Related Concepts: properties, process, states, transformation, laws of matter, interaction	Related Concepts: interaction, initiative, review, accomplishment	Related Concepts: properties, light, sound, wind, heat, potential, kinetic, transformation, renewable, non-renewable, sustainability
Learner Profile: communicator, principled, open-minded, reflective	Learner Profile: balanced, open-minded, inquirer, knowledgeable	Learner Profile: thinker, caring, balanced	Learner Profile: knowledgeable, inquirer, risk-taker	Learner Profile: communicator, balanced, reflective	Learner Profile: principled, open-minded, caring
Lines of inquiry: <ul style="list-style-type: none"> Where culture and values come from One's family culture and values How cultures and are values alike and differ among families around the world How family culture and values impact who we are 	Lines of inquiry: <ul style="list-style-type: none"> Past explorations and settlers of a location How a location has developed through time Influence of past explorations to a location's development today 	Lines of inquiry: <ul style="list-style-type: none"> Genres/types of stories How stories are retold and shared through different means How stories reveal beliefs and values of different cultures Use of expression and creativity when sharing stories 	Lines of inquiry: <ul style="list-style-type: none"> The scientific process States of matter How different forms of matter interact with each other Scientific laws that govern the behavior of matter 	Lines of inquiry: <ul style="list-style-type: none"> Cooperation as a positive way to interact with our peers Cooperation as a way to achieve goals How accomplishing goals helps people in their personal lives How accomplishing goals helps society as a whole 	Lines of inquiry: <ul style="list-style-type: none"> What is energy Forms/kinds of energy Ways energy is stored, used, and shared in daily life Conservation of energy



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Approaches to Learning (ATLs) : thinking – acquisition of knowledge metacognition, evaluation, communication – listening, reading, writing, presenting social – accepting responsibility, respecting others self-management – informed choices, codes of behavior	Approaches to Learning (ATLs) : social – respecting others, resolving conflict research – collecting data, presenting research communication – reading, presenting self-management – time management thinking – acquisition of knowledge	Approaches to Learning (ATLs) : social – adopting a variety of roles communication – reading, writing, non-verbal research – collecting data, presenting research thinking – dialectical thought, metacognition	Approaches to Learning (ATLs) : research – observing, organizing data, presenting research thinking – analysis, synthesis self-management – safety communication - presenting	Approaches to Learning (ATLs) : social – group decision making, cooperating communication – speaking, listening self-management – organization, gross motor skills thinking – application, evaluation	Approaches to Learning (ATLs) : thinking – acquisition of knowledge, dialectical thought research – formulating questions, safety, planning, recording data communication – speaking, viewing, presenting
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GRADE FOUR					
Who we are (1)	Where we are in place and time (2)	How we express ourselves (3)	How the world works (5)	How we organize ourselves (4)	Sharing the Planet (6)
An inquiry into <u>the nature of the self</u> ; beliefs and values; personal, physical, mental, social and spiritual health; <u>human relationships</u> including families, friends, communities, and cultures; <u>rights and responsibilities</u> ; what it means to be human.	An inquiry into <u>orientation in place and time</u> ; personal histories; homes and journeys; <u>the discoveries, explorations and migrations of humankind</u> ; <u>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</u> .	An inquiry into the ways in which we <u>discover and express ideas, feelings, nature, culture, beliefs and values</u> ; <u>the ways in which we reflect on, extend and enjoy our creativity</u> ; our appreciation of the aesthetic.	An inquiry into <u>the natural world and its laws</u> ; <u>the interaction between the natural world (physical and biological) and human societies</u> ; how humans use <u>their understanding of scientific principles</u> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into <u>the interconnectedness of human-made systems and communities</u> ; the structure and function of organizations; societal decision-making; <u>economic activities and their impact on humankind</u> and the environment.	An inquiry into <u>rights and responsibilities in the struggle to share finite resources with other people and with other living things</u> ; communities and the relationships within and between them; <u>access to equal opportunities</u> ; <u>peace and conflict resolution</u> .
Central idea We make decisions every day that influence who we are and what we will become. 我們每天所做的決定會影響我們成為什麼樣的人。	Central idea Earth is part of a vast and mysterious solar system which we are continually striving to understand. 地球是我們不斷努力理解的巨大而神秘的太陽系的一部分。	Central idea People use creative arts to influence other people's perspective. 人們利用藝術創作來影響他人的觀點。	Central idea Forces are involved in making objects move. 施力能使物體移動。	Central idea Money is a human-made system that helps value goods and services. 金錢是一種助於衡量物品及服務價值的人造系統。	Central idea Humans and the environment are interconnected and impact each other 人類和環境是彼此相關且互相影響的。
Focus: PSPE, Social Studies, Language	Focus: Science, Social Studies, Math, Language	Focus: Language, Art, Social Studies, PSPE	Focus: Science, Math	Focus: PSPE, Social Studies, Math	Focus: Science, Social Studies, PSPE
Key Concepts: causation, responsibility, change	Key Concepts: form, function, connection	Key Concepts: form, function, perspective	Key Concepts: form, causation, change	Key Concepts: form, causation, change	Key Concepts: responsibility, connection, perspective
Related Concepts: decisions, choices, impact, consequences, behavior	Related Concepts: space, system, planets, movement, composition, relationships	Related Concepts: pattern, communication, poetry, drama, influence, perspective	Related Concepts: force, motion, properties, effects, laws	Related Concepts: system, values, goods, services, spending, budget management, responsibility	Related Concepts: values, balance, systems, environment, consequences, restoration, initiative
Learner Profile: principled, reflective, risk-taker	Learner Profile: thinker, inquirer, knowledgeable	Learner Profile: thinker, open-minded, communicator	Learner Profile: reflective, risk-taker, knowledgeable, thinker	Learner Profile: knowledgeable, principled, open-minded	Learner Profile: caring, inquirer, balanced, communicator
Lines of inquiry: <ul style="list-style-type: none"> Ways decisions are made How decisions can be made to resolve conflict How consequences result from decisions 	Lines of inquiry: <ul style="list-style-type: none"> Introduction to solar system Earth's place in space & time (compare and contrast Earth with other bodies in the solar system) Mythological and ancient beliefs Current and future space exploration 	Lines of inquiry: <ul style="list-style-type: none"> Different forms of creative art Creative arts as a tool that influences people's emotions, actions, and future Creating and presenting different forms of creative art to entertain and persuade 	Lines of inquiry: <ul style="list-style-type: none"> Different forces (push or pull, friction, gravity) Effect of forces on objects Manipulating forces that result in change 	Lines of inquiry: <ul style="list-style-type: none"> Origins of money How money works as a human-made system How our view and value of goods and services change in relation to money 	Lines of inquiry: <ul style="list-style-type: none"> Positive and negative consequences of our choices. Our shared responsibility for our choices Reasons for environmental decision-making



Taipei Kuei Shan School

SY110 PYP Program of Inquiry

Approaches to Learning (ATLs) : social-accepting responsibility, respecting others, resolving conflict self-management – informed choices, communication - reading, speaking, writing, listening, presenting, viewing	Approaches to Learning (ATLs) : research – observing, interpreting data, presenting research communication - writing, speaking, presenting thinking - acquisition of knowledge, application self-management - time management	Approaches to Learning (ATLs) : communication – writing, presenting, listening, viewing thinking - application, dialectical thought social - accepting responsibility, self-management – gross-motor, fine-motor, spatial awareness	Approaches to Learning (ATLs) : research - observing, planning, interpreting data thinking - application, analysis, synthesis, evaluation self-management - time management, fine-motor, safety, codes of behavior	Approaches to Learning (ATLs) : research - collecting data thinking - acquisition of knowledge, comprehension, analysis, metacognition self-management - informed choices, healthy lifestyle social - accepting responsibility, adopting a variety of roles, cooperating communication - speaking, writing, non-verbal	Approaches to Learning (ATLs) : social - respecting others, accepting responsibility thinking – application, dialectical thought self-management – organization, informed choices communication - speaking, writing, presenting research - formulating questions, interpreting data, recording data, organizing data
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GRADE FIVE					
Who we are (5)	Where we are in place and time (2)	How we express ourselves (4)	How the world works (6)	How we organize ourselves (3)	Sharing the planet (1)
An inquiry into <u>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.</u>	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <u>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</u>	An inquiry into <u>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.</u>	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</u>	An inquiry into the interconnectedness of human-made systems and communities; the <u>structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</u>	An inquiry into <u>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.</u>
Central idea Beliefs, values, culture, health, and the environment have an impact on who we are as individuals. 信念、價值觀、文化、健康狀態和周遭環境對個人的影響。	Central idea The study of earth reveals ancient human history and its patterns over time. 透過對地球表面的研究可以發現古代的歷史。	Central idea Media has the power to influence our perspective and the choices we make. 媒體具有影響我們觀點和做選擇的力量。	Central idea Technology can guide our understanding of the world. 科技可以引導我們對世界的認識。	Central idea Governments and institutions are built to manage and ensure society's stability. 系統是建立管理和確保社會穩定。	Central idea Changes in Earth's structure can have devastating effects. 改變地球的結構和大氣可能造成毀滅性的效果。
Focus: Language, Math, Science, Social Studies, PSPE, Art	Focus: Science, Social Studies, Art	Focus: Language, Social Studies, PSPE, Art	Focus: Science, Math, Social Studies	Focus: Social Studies, Language	Focus: Science, Social Studies, PSPE
Key Concepts: change, perspective, causation	Key Concepts: form, causation, perspective	Key Concepts: function, causation, perspective	Key Concepts: form, connection, change	Key Concepts: function, connection, responsibility	Key Concepts: form, change, responsibility
Related Concepts: beliefs, values, health, culture, environment, systems, discrimination, impact, growth, maturity, family, nation, personality, interdependence	Related Concepts: properties, fossils, pattern, sequence, ancient history, relationships, archaeology, paleontology, artifacts, excavate	Related Concepts: opinions, influence, communication, advertisements, message, audience, consumers, propaganda, prejudice, media, symbolism	Related Concepts: structure, relationships, society, advancement, innovation, application, engineering, process, design, test, improve, investigate	Related Concepts: systems, leadership, laws, rights, responsibilities, stability, non-government organizations, citizenship, society, institutions, population	Related Concepts: structure, rocks, soil, cycle, weathering, erosion, atmosphere, effects, initiative, fertile, nutrients
Learner Profile: open-minded, principled, reflective	Learner Profile: courageous, inquirer, communicator	Learner Profile: communicator, inquirer, open-minded	Learner Profile: knowledgeable, thinker, risk-taker	Learner Profile: caring, thinker, balanced	Learner Profile: caring, reflective, knowledgeable
Lines of inquiry: <ul style="list-style-type: none"> Beliefs and values and their impact on people Nature versus nurture and how it affects the development of personality 	Lines of inquiry: <ul style="list-style-type: none"> How rocks and soil hold stories from the past Ancient civilizations that have been uncovered Understanding how scientists work to learn about the past 	Lines of inquiry: <ul style="list-style-type: none"> Forms of persuasion through media Media's influences on the choices individuals make How different people 	Lines of inquiry: <ul style="list-style-type: none"> Different types of technology Technology used to investigate how the world works How technological advancement has 	Lines of inquiry: <ul style="list-style-type: none"> Different governments, institutions, and non-government organizations and their responsibilities in a society 	Lines of inquiry: <ul style="list-style-type: none"> The structure of earth Human-made and natural changes in Earth's structure Communities' actions and responses to these changes



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<ul style="list-style-type: none"> • The causes of discrimination and the impact it has on people • Physical health changes with the choices we make as we mature 		<p>respond to media (advertisements, commercials)</p>	<p>affected society through the years</p>	<ul style="list-style-type: none"> • Challenges or problems that affect a society's stability • How the systems make decisions to meet society's needs and solve their problems 	
<p>Approaches to Learning (ATLs) :</p> <p>Social – respecting, supporting others</p> <p>Self-management - time management, organization, goal setting, managing self</p> <p>Thinking - Evaluation, reflection</p> <p>Research - Planning, presenting research, reliability of sources, considering online perspectives, evaluating and communicating</p> <p>Communication - informed choices, interpreting, speaking, presenting</p>	<p>Approaches to Learning (ATLs) :</p> <p>Social – self control</p> <p>Self-management - perseverance, codes of behaviour, fine motor skills</p> <p>Thinking - analysis, metacognition</p> <p>Research - creating, formulating questions</p> <p>Communication - speaking, reading</p>	<p>Approaches to Learning (ATLs) :</p> <p>Social - emotional intelligence</p> <p>Self-management - mindfulness, informed choices</p> <p>Thinking - forming decisions, dialectical thought</p> <p>Research - ethical use, interpreting data</p> <p>Communication - media representation, viewing</p>	<p>Approaches to Learning (ATLs) :</p> <p>Social - social intelligence</p> <p>Self-management - self motivation, safety</p> <p>Thinking - application in multiple contexts</p> <p>Research - consuming and processing, collecting data, recording data</p> <p>Communication - reading, writing</p>	<p>Approaches to Learning (ATLs) :</p> <p>Social - respecting others</p> <p>Self-management - emotional management, healthy lifestyle, gross motor skills</p> <p>Thinking - evaluation, considering new perspectives, comprehension, synthesis</p> <p>Research - synthesizing and interpreting, observing, organizing data</p> <p>Communication - listening</p>	<p>Approaches to Learning (ATLs) :</p> <p>Social – resolving conflict</p> <p>Self-management – time management, resilience, spatial awareness</p> <p>Thinking – application, acquisition of knowledge, generating novel ideas</p> <p>Research - gathering and recording, formulating and planning</p> <p>Communication - reading, writing, non-verbal communication</p>