



## Beijing BISS International School Programme of Inquiry 2015-2016

Grade Level Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organise ourselves	An inquiry into: Sharing the planet
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
Pre-K 3-4	<b>Unit title:</b> Families  <b>Central idea</b> All families are different.  <b>Key Concepts:</b> Perspective  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>What constitutes a family</li> <li>How families are similar and different</li> <li>Why we need families</li> <li>Where our families come from</li> </ul>		<b>Unit title:</b> Nursery Rhymes  <b>Central idea</b> We can explore and express literature through creative play.  <b>Key Concepts:</b> Form, Connection, Reflection  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>Rhyme, rhythm and repetition</li> <li>The dramatization of literature</li> <li>Different kinds of nursery rhymes</li> </ul>	<b>Unit title:</b> Light and Shadow  <b>Central idea</b> Light and shadow, and how they interact, influence how we live in the world.  <b>Key Concepts:</b> Form, Function, Change  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>Different sources of light</li> <li>How light and shadow change in the world around us</li> <li>How shadows can be created</li> </ul>		<b>Unit title:</b> Animals  <b>Central idea</b> We share the planet with many different kinds of animals, and have a responsibility to care for them.  <b>Key Concepts:</b> Form, Responsibility, Connection  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>What kinds of animals can be found in our local environment</li> <li>Similarities between people and animals</li> <li>How we share our environment with animals</li> </ul>
Pre-K 4-5	<b>Unit title:</b> Roles and Responsibilities  <b>Central idea</b> My roles and responsibilities in my relationship with others partly define who I am.  <b>Key Concepts:</b> Function, Reflection, Responsibility  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>The significance of my relationships with others</li> <li>The responsibilities that I have in the school and home communities</li> <li>Reflecting on social roles that I assume in everyday life</li> </ul>	<b>Unit title:</b> Journeys  <b>Central idea</b> Journeys create change and can lead to opportunities  <b>Key Concepts:</b> Change, Causation  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Types of journeys people make</li> <li>The choices and decisions involved in making a journey</li> <li>The ways in which journeys shape our lives</li> </ul>	<b>Unit title:</b> Play  <b>Central idea</b> We use play to express our feelings and ideas in order to come to new understandings.  <b>Key Concepts:</b> Function, Connection, Perspective  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Ways that we communicate through play</li> <li>The imaginative use of everyday materials</li> <li>How games and toys are part of our play</li> </ul>	<b>Unit title:</b> Cycles  <b>Central idea</b> Human activity can be connected to the Earth's natural cycles.  <b>Key Concepts:</b> Change, Connection  <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Dark and light cycles in our lives</li> <li>Different seasonal changes</li> <li>How seasonal changes affect daily life</li> </ul>		
Kindergarten 5-6	<b>Unit title:</b> Uniqueness  <b>Central idea</b> Everyone is unique.  <b>Key Concepts:</b> Reflection, Perspective, Change  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>My body</li> <li>What I can do</li> <li>How I am growing and changing</li> </ul>	<b>Unit title:</b> Technology  <b>Central idea</b> The use of technology in our lives constantly changes.  <b>Key Concepts:</b> Responsibility, Change, Function  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>The use of technology in past, present and future</li> <li>Significant changes in technology over time</li> <li>Using, adapting and creating technology</li> </ul>	<b>Unit title:</b> Personal Stories  <b>Central idea</b> Recording personal stories helps people reflect upon and appreciate everyday experiences.  <b>Key Concepts:</b> Form, Perspective, Reflection  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>The richness of daily</li> <li>Ways to express ideas, feelings, values and experiences</li> <li>Why people's experiences and expression can be different</li> </ul>	<b>Unit title:</b> Movement  <b>Central idea</b> Movement can impact the physical world around us.  <b>Key Concepts:</b> Function, Causation, Connection  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>How things move in the world around us</li> <li>How forces affect movement</li> <li>How movements are connected</li> </ul>	<b>Unit title:</b> School  <b>Central idea</b> Schools are organized help us learn and work together.  <b>Key Concepts:</b> Connection, Function, Responsibility  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>Ways people work together in our school</li> <li>The jobs people do in our school system and why</li> <li>Routines that help us learn</li> </ul>	<b>Unit title:</b> Plants  <b>Central idea</b> People interact with, use and value the natural environment in different ways.  <b>Key Concepts:</b> Form, Responsibility, Connection  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>The structure and growth of plants</li> <li>The interconnectedness of nature and humanity</li> <li>How we value nature</li> </ul>
Grade 1 6-7	<b>Unit title:</b> Balanced Living  <b>Central idea</b> Making healthy choices can lead to a balanced life.  <b>Key Concepts:</b> Function, Responsibility, Causation  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Daily routines</li> <li>Consequences of our choices</li> <li>How balanced eating and routines affect our lives</li> </ul>	<b>Unit title:</b> Homes  <b>Central idea</b> People's homes reflect their needs, culture, and the environment.  <b>Key Concepts:</b> Connection, Causation, Form  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>The purpose of a home</li> <li>How home designs reflect our culture</li> <li>How environments affect the way we build our homes</li> </ul>	<b>Unit title:</b> Art Forms  <b>Central idea</b> People can express their ideas, feelings and understandings in unique and creative ways.  <b>Key Concepts:</b> Perspective, Form, Reflection  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>Different forms of art</li> <li>Expressing ideas and feelings through media</li> <li>Responding to our own artwork and the art of others</li> </ul>	<b>Unit title:</b> Light and Sound  <b>Central idea</b> Exploring light and sound can help us understand how scientific principles impact our daily lives.  <b>Key Concepts:</b> Connection, Function, Change  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>Different sources of light and sound</li> <li>The properties of light and sound</li> <li>How the direction of light and sound can be manipulated</li> </ul>	<b>Unit title:</b> Our Community  <b>Central idea</b> Community members have jobs that support one another and the entire community.  <b>Key Concepts:</b> Form, Function, Connection  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>How our local community functions</li> <li>Key jobs in our local community</li> <li>Ways in which people contribute to community life</li> </ul>	<b>Unit title:</b> Natural Resources  <b>Central idea</b> The ways in which people use natural resources impacts the Earth.  <b>Key Concepts:</b> Responsibility, Change, Causation  <b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>Defining natural resources</li> <li>How natural resources are used</li> <li>Different ways resources can be sustained, replenished or conserved</li> </ul>



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Grade 2 7-8	<p><b>Unit title:</b> Relationships</p> <p><b>Central idea</b> The way we think and act affects our relationships.</p> <p><b>Key Concepts:</b> Perspective, Responsibility, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Valuing our cultural differences</li> <li>Different types of relationships</li> <li>Behaviours that will help our relationships with others</li> </ul>	<p><b>Unit title:</b> Beijing Past and Present</p> <p><b>Central idea</b> We can make connections between the past and present from what we see in our local environment.</p> <p><b>Key Concepts:</b> Change, Causation, Reflection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Ways to compare the past and the present of Beijing</li> <li>The changes in Beijing lifestyles over time (transportation, architecture, food, art, clothing)</li> <li>The reasons for changes in our lives from past to present</li> </ul>	<p><b>Unit title:</b> Stories</p> <p><b>Central idea</b> Stories help us to learn about the world and its people.</p> <p><b>Key Concepts:</b> Form, Perspective, Function</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The reasons that people tell stories</li> <li>How stories from different places reflect the ideas and values of the culture</li> <li>Different ways that stories can be told</li> </ul>	<p><b>Unit title:</b> Machines</p> <p><b>Central idea</b> The use of machines can impact our daily lives.</p> <p><b>Key Concepts:</b> Causation, Form, Function</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Types of machines</li> <li>Ways in which machines work</li> <li>How machines impact our daily lives</li> </ul>	<p><b>Unit title:</b> Systems</p> <p><b>Central idea</b> Systems help people and organisations to reach their goals.</p> <p><b>Key Concepts:</b> Function, Causation, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How different kinds of systems work</li> <li>How systems help us to organise ourselves</li> <li>The interconnectedness of people within an organisation</li> </ul>	<p><b>Unit title:</b> Habitats</p> <p><b>Central idea</b> Living things depend on each other and their environment.</p> <p><b>Key Concepts:</b> Responsibility, Form, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The key features of different habitats</li> <li>How plants and animals are interconnected</li> <li>How humans affect habitats and their inhabitants</li> </ul>
Grade 3 8-9	<p><b>Unit title:</b> Body Systems</p> <p><b>Central idea</b> An understanding of our body systems helps us to make healthy choices.</p> <p><b>Key Concepts:</b> Function, Connection, Reflection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How our body systems work</li> <li>Factors that influence our health</li> <li>Choices for maintaining a healthy lifestyle</li> </ul>	<p><b>Unit title:</b> Explorers</p> <p><b>Central idea</b> Exploration has shaped and influenced communities.</p> <p><b>Key Concepts:</b> Change, Causation, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The reasons people explore</li> <li>Explorers and their routes</li> <li>How exploration has shaped communities</li> </ul>	<p><b>Unit title:</b> Celebrations</p> <p><b>Central idea</b> Celebrations are an expression of traditions, values, and culture.</p> <p><b>Key Concepts:</b> Reflection, Function, Perspective</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The reasons people celebrate</li> <li>How culture is shared and maintained</li> <li>Significant celebrations in our world</li> </ul>	<p><b>Unit title:</b> Solar System</p> <p><b>Central idea</b> The Earth is influenced by the solar system.</p> <p><b>Key Concepts:</b> Form, Causation, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The composition of the solar system</li> <li>The relationship between the Earth and the solar system</li> <li>How life on Earth is affected by the sun, moon and planets</li> </ul>	<p><b>Unit title:</b> Food Distribution</p> <p><b>Central idea</b> Social organisations have a role in the production, distribution and consumption of food.</p> <p><b>Key Concepts:</b> Connection, Function, Causation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How food is produced and consumed</li> <li>The systems of food distribution</li> <li>Social awareness movements about food production</li> </ul>	<p><b>Unit title:</b> Children's Rights</p> <p><b>Central idea</b> All children have rights, and responsibilities toward others.</p> <p><b>Key Concepts:</b> Function, Responsibility, Perspective</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>What children's rights are</li> <li>How access to children's rights impacts lives</li> <li>Our responsibilities toward others</li> </ul>
Grade 4 9-10	<p><b>Unit title:</b> How We Learn</p> <p><b>Central idea</b> Understanding how we learn enables us to take responsibility for our learning.</p> <p><b>Key Concepts:</b> Reflection, Function, Responsibility</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How the brain works</li> <li>The different ways people learn</li> <li>Ways in which strategies can help us to become responsible learners</li> </ul>	<p><b>Unit title:</b> Ancient Civilisations</p> <p><b>Central idea</b> Ancient civilisations have impacted our present world.</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Daily lives of ancient peoples</li> <li>The structure of society in ancient civilisations</li> <li>The legacies of ancient civilisations</li> </ul>	<p><b>Unit title:</b> Advertising</p> <p><b>Central idea</b> Our response to persuasion and advertising may influence the choices we make.</p> <p><b>Key Concepts:</b> Perspective, Causation, Form</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Techniques used to persuade consumers</li> <li>Ways to analyze multi-media messages</li> <li>The effects of advertising on everyday choices</li> </ul>	<p><b>Unit title:</b> Natural Forces</p> <p><b>Central idea</b> People use scientific principles to explore natural forces and weather patterns.</p> <p><b>Key Concepts:</b> Causation, Reflection, Change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>What causes natural forces and weather patterns</li> <li>How people detect and predict natural forces</li> <li>The impact of natural forces</li> <li>How the scientific method is used</li> </ul>	<p><b>Unit title:</b> Communities</p> <p><b>Central idea</b> Communities can be strengthened by connection and communication.</p> <p><b>Key Concepts:</b> Function, Change, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How different communities function</li> <li>How members connect through commonalities</li> <li>How communication systems have changed over time</li> </ul>	<p><b>Unit title:</b> Finite Resources</p> <p><b>Central idea</b> Managing finite resources can help create a sustainable future.</p> <p><b>Key Concepts:</b> Perspective, Responsibility</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Kinds of finite resources</li> <li>The use and value of finite resources</li> <li>Dilemmas facing those using and managing finite resources</li> <li>Ways to work toward a sustainable future</li> </ul>
Grade 5 10-11	<p><b>Unit title:</b> Belief Systems</p> <p><b>Central idea</b> Understanding different belief systems enables people to be respectful global citizens</p> <p><b>Key Concepts:</b> Causation, Perspective, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Similarities and differences among different belief systems</li> <li>How belief systems affect the way people live their lives</li> <li>The importance of valuing perspectives that are different from our own</li> </ul>	<p><b>Unit title:</b> Technological Innovations</p> <p><b>Central idea</b> Technological innovations have shaped the modern world.</p> <p><b>Key Concepts:</b> Reflection, Change, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Why people feel the need to innovate</li> <li>Important innovations, and their development over time</li> <li>The process of innovation and design</li> </ul>	<p><b>Unit title:</b> Drama</p> <p><b>Central idea</b> Drama expresses concepts, themes, and emotions through a variety of forms.</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Different dramatic forms</li> <li>Techniques used to elicit emotions</li> <li>Ways to convey a theme or concept dramatically</li> </ul>	<p><b>Unit title:</b> Changes in Matter</p> <p><b>Central idea</b> Matter exists in varied forms and can undergo physical and chemical changes.</p> <p><b>Key Concepts:</b> Form, Change, Connection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The states and properties of matter</li> <li>Physical changes and chemical reactions</li> <li>Examples of chemistry in our world</li> </ul>	<p><b>Unit title:</b> Economies</p> <p><b>Central idea</b> Economies depend on systems of exchange and impact people's lives in different ways.</p> <p><b>Key Concepts:</b> Change, Function and Responsibility</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Systems for exchanging goods and services</li> <li>The impact of supply, demand, inflation and deflation on economic systems</li> <li>Ethical dilemmas surrounding the distribution of wealth</li> </ul>	<p><b>Unit title:</b> Peace and Conflict</p> <p><b>Central idea</b> Understanding the causes of conflict empowers us to find local solutions to global problems.</p> <p><b>Key Concepts:</b> Perspective, Change, Responsibility</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Significant conflicts</li> <li>Why conflicts occur</li> <li>The role of people, governments and organizations in preventing and resolving conflicts</li> </ul>