

## PYP Units of Inquiry

The International Baccalaureate Primary Years Programme is committed to structured inquiry for learning. Six transdisciplinary themes provide a framework for exploration of knowledge. In the process, students explore the subject areas, develop important concepts, acquire essential skills and develop particular attitudes to learn how to take socially responsible actions.



### Fifth Grade

<b>I</b> <b>Knowledge</b>	<b>Transdisciplinary Theme: <u>How We Express Ourselves</u></b> <b>Central Idea:</b> Perspective emerges through the feelings, attitudes, and challenges a person places on an experience. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The awareness of perspective</li> <li>• Reflection and communication enhance understanding</li> <li>• A civil war</li> </ul>
<b>Key and Related Concepts</b>	perspective, reflection, point of view, opinion
<b>Approaches to Learning</b>	<b>thinking skills:</b> dialectical thought <b>social skills:</b> respecting others <b>communication:</b> listening
<b>Attitudes</b>	independence, creativity
<b>Learner Profile</b>	open-minded, thinker
<b>II</b> <b>Knowledge</b>	<b>Transdisciplinary Theme: <u>Where We Are in Place and Time</u></b> <b>Central Idea:</b> Conditions drive migration resulting in change. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• Modes of migration</li> <li>• Effects (advantages and disadvantages of migration)</li> </ul>
<b>Key and Related Concepts</b>	causation, change, migration, conflict, exploration
<b>Approaches to Learning</b>	<b>communication skills:</b> listening, reading <b>thinking skills:</b> comprehension
<b>Attitudes</b>	appreciation, curiosity, independence, tolerance, respect
<b>Learner Profile</b>	open-minded, knowledgeable
<b>III</b> <b>Knowledge</b>	<b>Transdisciplinary Theme: <u>Who We Are</u></b> <b>Central Idea:</b> Beliefs determine rights and responsibilities. <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• How rights and privileges determine behavior</li> <li>• The connection between rules in a community, rights, privileges, and responsibilities</li> <li>• How perceived needs may develop beliefs</li> </ul>
<b>Key and Related Concepts</b>	connection, responsibility, rights, equality, justice
<b>Approaches to Learning</b>	<b>thinking skills:</b> metacognition, evaluation <b>social skills:</b> cooperation
<b>Attitudes</b>	risk-taker, empathy
<b>Learner Profile</b>	caring, reflective

<b>IV</b>	<p><b>Knowledge</b></p> <p><b>Transdisciplinary Theme: <u>How the World Works</u></b>  <b>Central Idea:</b> Science and technology facilitate positive and negative contributions to individuals, society, and the global world.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The need for scientific/technological innovation</li> <li>• The effects of technology (industrialization) and urbanization</li> <li>• The influence of inventions/innovations on society, economics and politics (+ and -)</li> </ul>
	<p><b>Key and Related Concepts</b></p> <p>causation, connection, technology, innovation, economics, invention</p>
	<p><b>Approaches to Learning</b></p> <p><b>research skills:</b> formulating questions, observing, planning, collecting, recording, and interpreting data, presenting research findings  <b>self-management skills:</b> time management  <b>thinking skills:</b> analysis</p>
	<p><b>Attitudes</b></p> <p>appreciation, curiosity</p>
	<p><b>Learner Profile</b></p> <p>inquirer, thinker</p>

<b>V</b>	<p><b>Knowledge</b></p> <p><b>Transdisciplinary Theme: <u>How We Organize Ourselves</u></b>  <b>Central Idea:</b> Economic values and principles guide decisions.  <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Economic principles</li> <li>• Citizen responsibilities to the economic system within a society</li> <li>• Financial real-life skills</li> </ul>
	<p><b>Key and Related Concepts</b></p> <p>function, form, systems, relationships, citizenship</p>
	<p><b>Approaches to Learning</b></p> <p><b>social skills:</b> accepting responsibility, adopting a variety of group roles  <b>communication skills:</b> presenting, non-verbal  <b>self-management skills:</b> organization, time management</p>
	<p><b>Attitudes</b></p> <p>enthusiasm, commitment, confidence, integrity, cooperation</p>
	<p><b>Learner Profile</b></p> <p>communicator, reflective, balanced</p>

<b>VI</b>	<p><b>Knowledge</b></p> <p><b>Transdisciplinary Theme: <u>Sharing the Planet: Exhibition</u></b>  <b>Overall Central Idea:</b> Individuals and groups connect and organize to solve problems and take action.</p>
	<p><b>Key and Related Concepts</b></p> <p>form, function, causation, change, connection, perspective, responsibility, reflection</p>
	<p><b>Approaches to Learning</b></p> <p><b>Thinking skills, social skills, communication skills, self-management skills, research skills</b></p>
	<p><b>Attitudes</b></p> <p>Appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, tolerance</p>
	<p><b>Learner Profile</b></p> <p>Inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced, reflective</p>