










UPBEAT International School - Elementary

Programme of Inquiry (POI) 2023-2024









Grade 1 (6-7 years old) Transdisciplinary Themes



<p>Who we are</p> 	<p>Sharing the planet</p> 	<p>How we organize ourselves</p>  	<p>How we express ourselves</p> 	<p>Where are we in place and time</p>  	<p>How the world works</p>  
<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</i></p> <p>Central Idea: Family and friends shape who we are.</p> <p>Key concepts: Form, Function, Connection</p> <p>Lines of Inquiry: -Personal and physical characteristics. -Myself as part of my family and friends. -My abilities, likes and dislikes.</p> <p>Learner Profile: Open-minded, Principled</p> <p>ATL: Self-management, Social</p> <p><i>Date: April-May</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p>Central Idea: Human interaction with the natural world causes change.</p> <p>Key concepts: Connection, Change, Responsibility</p> <p>Lines of inquiry: -Human interaction with the natural world. -Changes people make. -Our responsibility with nature.</p> <p>Learner Profile: caring, principled</p> <p>ATL: Social, thinking</p> <p><i>Date: June-July</i></p>	<p><i>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></p> <p>Central Idea: The animal kingdom is organized according to structures of classification.</p> <p>Key concepts: Form, Connection</p> <p>Lines of inquiry: -The characteristics of animals -The groups used to categorize animals</p> <p>Learner Profile: Inquirers, Balanced</p> <p>ATL: Research</p> <p><i>Date: August-September</i></p>	<p><i>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></p> <p>Central Idea: People convey their culture through music, art and dance.</p> <p>Key concepts: Connection, Perspective</p> <p>Lines of inquiry: -The different ways people express cultural identities -The role of music, art and dance in our daily lives. -The various ways music, art and dance express cultures from around the world.</p> <p>Learner Profile: Communicators, Risk-Takers</p> <p>ATL: Communication</p> <p><i>Date: October-November</i></p>	<p><i>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</i></p> <p>Central Idea: People have different types of homes in a variety of places for certain reason</p> <p>Key concepts: Causation, Form</p> <p>Lines of inquiry: -The types of different materials for our homes. -The similarities and difference of features and designs of homes around the world</p> <p>Learner Profile: Thinkers, Reflective</p> <p>ATL: Thinking</p> <p><i>Date: December-January</i></p>	<p><i>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></p> <p>Central Idea: Materials have properties that can be changed to be used in different ways</p> <p>Key concepts: Form, change, function</p> <p>Lines of inquiry: -Properties of matter -The changing states of matter -How humans use different materials.</p> <p>Learner Profile: Knowledgeable, Thinkers</p> <p>ATL: Research</p> <p><i>Date: February-March</i></p>











Grade 2 (7-8 years old) Transdisciplinary Themes



<p>Who we are</p> 	<p>How we express ourselves</p> 	<p>How we organize ourselves</p> 	<p>Sharing the planet</p> 	<p>Where are we in place and time</p> 	<p>How the world works</p> 
<p>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p> <p>Central Idea: The choices people make play a role in health and well-being.</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Lines of inquiry: -What it means to have a balanced lifestyle. -How the choices we make affect our well-being. -Our responsibilities to make healthy choices.</p> <p>Learner Profile: Balanced, Reflective</p> <p>ATL: Self-Management</p> <p><i>Date: April-May</i></p>	<p><i>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></p> <p>Central Idea: People can express their ideas through different forms of storytelling.</p> <p>Key Concepts: Function, Connection, Perspective</p> <p>Lines of inquiry: -How storytelling works. -How people connect with each other through stories. -Stories can be expressed and interpreted in different ways.</p> <p>Learner Profile: Risk-Takers, Communicators</p> <p>ATL: Communication, Social</p> <p><i>Date: June-July</i></p>	<p><i>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></p> <p>Central Idea: Producers and consumers work in a system to meet basic human needs.</p> <p>Key Concepts: Form, Connection, Responsibility</p> <p>Lines of inquiry: -People have needs to be met to be able to survive. -People are both producers and consumers. -Responsibilities as producers and consumers.</p> <p>Learner Profile: Inquirers, Principled</p> <p>ATL: Self-Management, Thinking</p> <p><i>Date: August-September</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p>Central Idea: Human actions have an impact on the Earth’s resources.</p> <p>Key Concepts: Causation, Responsibility</p> <p>Lines of inquiry: -Natural resources -How resources are used. -How actions have an impact on resources.</p> <p>Learner Profile: Principled, Caring</p> <p>ATL: Social, Communication</p> <p><i>Date: October-November</i></p>	<p><i>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</i></p> <p>Central Idea: Contributions of historical figures influence societies.</p> <p>Key Concepts: Change, Connection</p> <p>Lines of inquiry: -Understanding concept of past, present, and future -Historical figures and their impact on local and national societies.</p> <p>Learner Profile: Knowledgeable, Open-Minded</p> <p>ATL: Research, Thinking</p> <p><i>Date: December-January</i></p>	<p><i>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></p> <p>Central Idea: Forces that affect balance and motion help us to develop systems that simplify work.</p> <p>Key Concepts: Form, Function</p> <p>Lines of inquiry: -Characteristics of balance and motion -Understanding the use of simple machines. -Simple machines impact in daily life</p> <p>Learner Profile: Thinkers, Knowledgeable</p> <p>ATL: Research, Thinking</p> <p><i>Date: February-March</i></p>






Grade 3 (8-9 years old) Transdisciplinary Themes



<p>Who we are</p>  	<p>Sharing the planet</p>  	<p>How we organize ourselves</p>  	<p>How we express ourselves</p> 	<p>Where are we in place and time</p>  	<p>How the world works</p> 
<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</i></p> <p>Central Idea: A community is shaped by people's attitude towards diversity</p> <p>Key Concepts: Responsibility, Perspective</p> <p>Lines of inquiry: - The roles and responsibilities in a community - Factors that create a unique and diverse community - Actively participating in a community</p> <p>Learner profile: Balanced, Open-Minded</p> <p>ATL: Social, Self-Management</p> <p><i>Date: April-May</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p>Central Idea: Human actions affect wildlife.</p> <p>Key Concepts: Change, perspective, responsibility</p> <p>Lines of inquiry: -How living things adapt. -Human actions that endanger animals. -Our responsibility in preserving wildlife.</p> <p>Learner profile: Caring, Principled</p> <p>ATL: Self-Management, Social</p> <p><i>Date: June-July</i></p>	<p><i>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></p> <p>Central Idea: Economic trade fosters interdependence.</p> <p>Key concepts: Causation, Connection</p> <p>Lines of inquiry: -The reasons people trade -How trade connects people and society</p> <p>Learner profile: Knowledgeable,</p> <p>ATL: Research</p> <p><i>Date: August-September</i></p>	<p><i>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></p> <p>Central Idea: We can express ourselves creating art and have different perspectives about art.</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Lines of inquiry: -Different ways of expressing ourselves. -How our creativity is inspired. -Comparing different perspectives and responses about art.</p> <p>Learner profile: Communicators, Risk-Taker</p> <p>ATL: Communication</p> <p><i>Date: October-November</i></p>	<p><i>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</i></p> <p>Central Idea: Inventions create change and can lead to new possibilities</p> <p>Key Concepts: Perspective, Function</p> <p>Lines of inquiry: - Inventions that impact people's live - Types of inventions and how they work - The specific contributions of inventors in history</p> <p>Learner profile: Reflective, Inquirers</p> <p>ATL: Research, Thinking</p> <p><i>Date: December-January</i></p>	<p><i>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></p> <p>Central Idea: Natural disasters impact humans and their environment.</p> <p>Key Concepts: Form, Causation, Change</p> <p>Lines of inquiry: -Causes of natural disasters. -How natural disasters impact humans. -How humans modify their surroundings in order to survive.</p> <p>Learner profile: Thinkers, Knowledgeable</p> <p>ATL: Thinking, Research</p> <p><i>Date: February-March</i></p>











Grade 4 (9-10 years old) Transdisciplinary Themes



<p>Who we are</p> 	<p>How we express ourselves</p> 	<p>How we organize ourselves</p>  	<p>Sharing the planet</p>  	<p>Where are we in place and time</p> 	<p>How the world works</p>  
<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</i></p> <p>Central Idea: We are part of cultures that affect who we are and our shared traditions.</p> <p>Key Concepts: Connection, Perspective, Change</p> <p>Lines of inquiry: -Exploring how my culture and traditions affect me. -How my culture is similar to or different from others. -How cultures are passed down and affected by time and environments.</p> <p>Learner profile: Reflective, Open-Minded</p> <p>ATL: Social</p> <p><i>Date: April-May</i></p>	<p><i>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></p> <p>Central Idea: Advertising and mass media influence how we think and the choices we make.</p> <p>Key Concepts: Function, Form, Connection</p> <p>Lines of inquiry: -The purpose of advertising. -The types, styles, and locations of advertisements. -The power of visual communications. (logos, trademarks, sign)</p> <p>Learner profile: Communicators, Knowledgeable</p> <p>ATL: Communication, Social</p> <p><i>Date: June-July</i></p>	<p><i>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></p> <p>Central Idea: Rights and responsibilities are reflected in how people govern themselves.</p> <p>Key Concepts: Form, Responsibility, Perspective</p> <p>Lines of inquiry: -What are the different forms of government? -What can I or can't I do as a member of my community?</p> <p>Learner profile: Balanced, Principled</p> <p>ATL: Thinking</p> <p><i>Date: August-September</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p>Central Idea: Water is essential to life, and is limited resource for many people</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Lines of inquiry: -Water as a resource -The distribution and availability of usable water -Our responsibility for water conservation.</p> <p>Learner profile: Caring, Reflective</p> <p>ATL: Research, Self-Management</p> <p><i>Date: October-November</i></p>	<p><i>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</i></p> <p>Central Idea: Throughout time, people have tried to improve society through exploration of the universe.</p> <p>Key Concepts: Causation, Form</p> <p>Lines of inquiry: -Methods, reasons, and effects of exploration. -How changes in technology affect our knowledge of the universe.</p> <p>Learner profile: Risk-Takers, Inquirers</p> <p>ATL: Research, Thinking</p> <p><i>Date: December-January</i></p>	<p><i>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></p> <p>Central Idea: Energy may be converted, transferred, and used to support human progress and the environment</p> <p>Key Concepts: Form, Change, Responsibility</p> <p>Lines of inquiry: -Forms of energy -How we could collect and transfer energy -Impact of energy use in the environment</p> <p>Learner profile: Thinkers, Risk-Takers</p> <p>ATL: Thinking</p> <p><i>Date: February-March</i></p>









Grade 5 (10-11 years old) Transdisciplinary Themes



Who we are 	Sharing the planet  	How we organize ourselves 	How we express ourselves  	Where are we in place and time  	How the world works  
<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</i></p> <p>Central Idea: Adolescence is a time of many changes</p> <p>Key Concepts: Change, Responsibility</p> <p>Lines of inquiry: -Physical, emotional and social changes -Strategies to adapt responsibly to the changes -The consequences of our life choice</p> <p>Learner profile: Balanced, Reflective</p> <p>ATL: Self-Management, Social Skills</p> <p><i>Date: April-May</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p>Central Idea: Inequality can be solved through tolerance and conflict resolution.</p> <p>Key Concepts: Causation, Responsibility</p> <p>Lines of inquiry: -Global issues -Our responsibility and action towards inequality</p> <p>Learner profile: Caring, Principled</p> <p>ATL: Thinking, Self-Management</p> <p><i>Date: June-July</i></p>	<p><i>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></p> <p>Central Idea: Economy and its resources are influenced by our ability and management.</p> <p>Key concepts: Form, Function</p> <p>Lines of inquiry: -How economy is influenced by our wants and needs. -How we distribute resource in the community</p> <p>Learner profile: Knowledgeable, Thinkers</p> <p>ATL: Research</p> <p><i>Date: August-September</i></p>	<p><i>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></p> <p>Central Idea: Drama can convey people's beliefs, feelings, and experiences.</p> <p>Key Concepts: Form, Change, Function</p> <p>Lines of inquiry: -Different types and elements of drama -Changes in drama in the course of time -Purpose of drama</p> <p>Learner profile: Risk-Takers, Communicators</p> <p>ATL: Communication</p> <p><i>Date: October-November</i></p>	<p><i>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</i></p> <p>Central Idea: Human migration is a response to human circumstances.</p> <p>Key Concepts: Causation, Perspective, Connection</p> <p>Lines of inquiry: -The reasons why people migrate. -Different perspectives lead to different interpretations of migration. -Impact of migration on communities, cultures and individuals.</p> <p>Learner profile: Open-Minded, Knowledgeable</p> <p>ATL: Communication, Research</p> <p><i>Date: December-January</i></p>	<p><i>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></p> <p>Central Idea: People use their knowledge of properties of matter to suit specific needs</p> <p>Key Concepts: Function, Change, Causation</p> <p>Lines of inquiry: -How scientists investigate properties of matter - Conditions that cause chemical and physical changes in matter -How societies take advantage of the properties of matter</p> <p>Learner profile: Inquirers, Thinkers</p> <p>ATL: Research, Thinking</p> <p><i>Date: February-March</i></p>

Grade 6 (11-12 years old) Transdisciplinary Themes



<p>Who we are April - May</p> 	<p>How we organize ourselves</p>  	<p>How we express ourselves</p>  	<p>Sharing the planet</p> 	<p>Where are we in place and time</p> 	<p>How the world works</p> 
<p><i>Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</i></p> <p>Central Idea: Different factors will impact health and wellbeing.</p> <p>Key concepts: Function, Connection, Responsibility</p> <p>Lines of inquiry: -How body systems work -The interconnectedness of body systems -Possible ways to ensure healthy wellbeing</p> <p>Learner Profile: Balanced, Reflective</p> <p>ATL: Thinking, Self-Management</p> <p><i>Date: April-May</i></p>	<p><i>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></p> <p>EXHIBITION</p> <p>Central Idea: International communities work together to achieve individuals or group goals.</p> <p>Key concepts: Varies as kids establish the direction their exhibition takes.</p> <p>Lines of inquiry: Student Dependent</p> <p>Learner profile: Student Dependent</p> <p>ATL: Student Dependent</p> <p><i>Date: June-July</i></p>	<p><i>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></p> <p>Central Idea: Individuals express themselves through writing.</p> <p>Key concepts: Perspective, Form</p> <p>Lines of inquiry: -How authors are strategic in creating meaning with elements and complex text. - Applying standard English conventions to effectively communicate with written language. - Writing literary genres for intended audience</p> <p>Learner Profile: Risk-Taker, Communicators</p> <p>ATL: Communication</p> <p><i>Date: August-September</i></p>	<p><i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.</i></p> <p>Central Idea: Access to medical care around the world varies and can influence how diseases are spread</p> <p>Key concepts: Function, Connection, Responsibility</p> <p>Lines of Inquiry: - Types of diseases and microorganisms - How diseases spread - Global access to medical care</p> <p>Learner Profile: Caring, Principled</p> <p>ATL: Research</p> <p><i>Date: October-November</i></p>	<p><i>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</i></p> <p>Central Idea: The contribution of past civilization continues to be relevant today.</p> <p>Key concepts: Form, Connection, Causation</p> <p>Lines of inquiry: -Characteristics of civilizations -Comparing and contrasting civilizations -How past civilizations help us to understand the present</p> <p>Learner Profile: Knowledgeable, Thinkers</p> <p>ATL: Research</p> <p><i>Date: December-January</i></p>	<p><i>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></p> <p>Central Idea: Physical characteristics of the earth are defined by evidence of change and movement.</p> <p>Key concepts: Form, Causation, Change</p> <p>Lines of inquiry: - The characteristics of the rock cycle -How Earth's surface changes -Reasons why Earth changes</p> <p>Learner Profile: Knowledgeable, Inquirers</p> <p>ATL: Communication</p> <p><i>Date: February-March</i></p>