



The Maples Academy

AN IB WORLD SCHOOL



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IB Primary Years Programme

What is the IB Primary Years Programme (PYP)?

The IB Primary Years Program (PYP) is a curriculum framework designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning.



The PYP is flexible enough to meet and exceed the demands of the Ontario curriculum and provides the best preparation for students to engage in the IB Middle Years Programme.

The IB Primary Years Programme

- Addresses students' academic, social and emotional well-being
- Encourages students to develop independence and to take responsibility for their own learning
- Supports students' efforts to gain understanding of the world and to function comfortably within it
- Helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

An aim of the PYP is to create a transdisciplinary curriculum that is engaging, relevant, challenging and significant for learners in the 3-12 age range.

The written curriculum: What do we want to learn?

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action.

One of the most significant and distinctive features of the IB Primary Years Program is the **six transdisciplinary** themes. These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to "step up" beyond the confines of learning within subject areas.

- **Who we are**—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.
- **Where we are in place and time**—an 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.
- **How we express ourselves**—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.
- **How the world works**—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.

- **How we organize ourselves**—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.
- **Sharing the planet**—an 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.



Students inquire into, and learn about, these globally significant issues in the context of **units of inquiry**, each of which addresses a **central idea** relevant to a particular transdisciplinary theme. **Lines of inquiry** are identified in order to explore the scope of the central idea for each unit. These inquiries are substantial, in-depth and usually last for several weeks.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education. All students will come to realize that a unit of inquiry involves them in an in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.



The IB Learner Profile

<p>Open-Minded</p> <p>I appreciate my culture and the views, values, and traditions of other individuals and cultures.</p> 	<p>Risk Taker</p> <p>I am brave and courageous. I explore new roles, ideas, and strategies.</p> 	<p>Communicator</p> <p>I can share and receive ideas and information in more than one way.</p> 	<p>Thinker</p> <p>I apply my thinking skills critically and creatively to make good decisions and to solve hard problems.</p> 
<p>Inquirer</p> <p>I am curious. I ask questions. I love to learn.</p> 	<p>Balanced</p> <p>I take care of my mind, body, and feelings.</p> 	<p>Caring</p> <p>I show sensitivity towards the needs and feelings of others.</p> 	<p>Principled</p> <p>I am honest, fair, respectful, and responsible.</p> 

<p>Knowledgeable</p> <p>I am smart. I know about the world near and far.</p> 	<p>Reflective</p> <p>I think about my own learning. I think about my strengths and weaknesses in a constructive manner.</p> 
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The PYP offers a balance between learning about and through subject areas, and learning beyond them. There are six subject areas in the PYP—*arts; language; mathematics; physical, social and personal education; science; and, social studies*. These subject areas provide students with knowledge, skills, and concepts which students can explore to understand the interconnected nature of the subject areas and the transdisciplinary theme.



The Taught Curriculum: How best will we learn?

The PYP curriculum is defined broadly to include an approach to teaching and learning, in recognition of the fact that, in practice, the two are inextricably linked. The taught curriculum is the written curriculum in action. In the PYP, the taught curriculum is part of what the continuum of IB Programs calls the approaches to teaching (ATT). The taught curriculum reinforces the pedagogy of authentic learning that is inquiry-based and conceptually driven. The Program is committed to structured, purposeful inquiry that engages students actively in their own learning. In the PYP it is believed that this is the way in which students learn best. In this way, teachers can support them in constructing meaning.

The taught curriculum also touches on the approaches to learning (ATL) which are currently identified as “transdisciplinary skills” in the PYP. The ultimate intention of ATL across the IB continuum is to develop self-regulated (self-managed, self directed, independent) learners through skill based, process focused teaching.

The deliberate use of ATT strategies and ATL reinforces a holistic experience that not only addresses students’ cognitive development, but their social, emotional and physical well being.



The PYP provides a curriculum framework of 5 essential elements:

Knowledge- content in *arts; language; mathematics; physical, social and personal education; science; and, social studies.*



Concepts- important ideas that have universal significance regardless of time or place within and across disciplines. Concepts are presented in the forms of questions that drive the inquiry.



Skills- specific capabilities in thinking, social interactions, communication, self-management and research



Attitudes- dispositions, values, beliefs and feelings towards learning



Action- Making changes to and in the world.



The Maples Academy

Program of Inquiry (POI)

Age	An Inquiry Into: Who we are		An Inquiry Into: How we express ourselves		An Inquiry Into: How we organize ourselves	An Inquiry Into: Sharing the planet
3-4	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 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 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.
	<p>Central Idea: Human bodies function best when making healthy choices.</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Related Concepts: Family, Growth, Ownership</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Personal hygiene practices and their contribution to a healthy body (Form) Healthy foods that give the body energy and help it grow (Function) The importance of being physically active every day (Responsibility) 		<p>Central Idea: Recognizing patterns helps us interact with our environment.</p> <p>Key Concepts: Form, Connection, Change</p> <p>Related Concepts: Sequence, Pattern, Relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different pattern forms (Form) How patterns in nature inspire human creativity (Connection) How patterns bring a natural order to the world (Change) 		<p>Central Idea: Human inventions continue to change the way transportation is used.</p> <p>Key Concepts: Change, Perspective, Responsibility</p> <p>Related Concepts: Adaptation, Motion, Citizenship</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The technological changes in transportation (Change) The need for different types of vehicles (Perspective) The rules of the road and why they are important to follow (Responsibility) 	<p>Central Idea: Nature's life cycles are impacted by human activity.</p> <p>Key Concepts: Form, Causation, Change</p> <p>Related Concepts: Cycles, Consequence, Relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The needs of living things (Form) The impact of humans on living things (Causation) How living things grow and change (Change)
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: Sharing the planet
5-6	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 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.

	<p>Central Idea: A community's members are responsible for working together in order to establish a common purpose.</p> <p>Concepts: Responsibility, Form</p> <p>Related Concepts: Similarities & Differences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The people who make up our community (Form) The role of community members (Responsibility) Global communities (Form) 	<p>Central Idea: Our solar system can lead to a better understanding of our place in the universe.</p> <p>Concepts: Connection, Form</p> <p>Related Concepts: Properties, Systems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The importance of the sun and moon (Connection) Our place in our solar system (Connection) The characteristics of our planets, moon, and stars (Form) 	<p>Central Idea: We can express our feelings and emotions in many different ways throughout the year.</p> <p>Concepts: Causation, Change, Function</p> <p>Related Concepts: Patterns, Cycles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Why people experience different feelings (Causation) How our senses allow us to investigate our environment (Function) Seasons (Change) 			<p>Central Idea: Farms provide many of our daily nutritional needs.</p> <p>Concepts: Causation, Perspective</p> <p>Related Concepts: Sequence, Beliefs, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The steps involved in getting food to our tables (Causation) The benefits of plant parts (Causation) The need for a variety of different farms (Perspective)
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 organize ourselves	An Inquiry Into: Sharing the planet
6-7	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.
	<p>Central Idea: People around the world all have relationships, rules and responsibilities.</p> <p>Concepts: Change, Connection, Responsibility</p> <p>Related Concepts: Relationships, Structure, Growth</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Important relationships within 	<p>Central Idea: Animals can change and adapt over time.</p> <p>Concepts: Change, Connection, Causation</p> <p>Related Concepts: Evidence, Classification, Cause/Effect</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The ways we gather information to tell us about dinosaurs (Connection) 	<p>Central Idea: People use art forms to express their culture.</p> <p>Concepts: Perspective, Form</p> <p>Related Concepts: Beliefs, Traditions</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The art forms of local and international cultures both past and present (Form) How art is used for expression and communication (Perspective) 	<p>Central Idea: Inventions are a response to challenges and opportunities which impact our daily lives.</p> <p>Concepts: Causation, Function, Form</p> <p>Related Concepts: Evolution, Sequences, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The workings of inventions over time (Function) 	<p>Central Idea: People often use organization as a system to establish order.</p> <p>Concepts: Connection, Change, Causation</p> <p>Related Concepts: Order, Resources, Consequences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Reasons why people use systems of organization (Connection) 	<p>Central Idea: Diverse habitats support unique communities of living things.</p> <p>Concepts: Form, Change, Perspective</p> <p>Related Concepts: Ecosystems, Survival, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The needs of plants and animals within various ecosystems (Form)

	<p>the community (Connection)</p> <ul style="list-style-type: none"> The importance of home, school, and community rules (Responsibility) The changes of rules and relationships over time (Change) 	<ul style="list-style-type: none"> Animals that lived on Earth during the Triassic, Jurassic and Cretaceous periods (Change) How animals and plants survived or became extinct in the prehistoric age (Causation) 	<ul style="list-style-type: none"> How art can demonstrate various cultural experiences (Form) 	<ul style="list-style-type: none"> Events that lead to the construction of important inventions (Causation) Significant inventions and their inventors (Form) 	<ul style="list-style-type: none"> Strategies to organize ourselves at home, school, and in our community (Change) The consequences of the presence or absence of an organization (Causation) 	<ul style="list-style-type: none"> The characteristics that environments build around the world (Change) Different viewpoints of human interaction with the environment. (Perspective)
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7-8	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p>	<p>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.</p>
	<p>Central Idea: Migration is a response to human circumstances and challenges.</p> <p>Key Concepts: Causation, Change</p> <p>Related Concepts: Adaption, Push and Pull, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Migration methods then and now (Change) The reasons people choose to immigrate (Causation) The effects on people after they immigrate (Causation) 	<p>Central Idea: Human ingenuity has helped to make difficult work easier.</p> <p>Key Concepts: Form, Function</p> <p>Related Concepts: Role, Similarities/Differences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How simple machines make work easier (Function) Recognizing and categorizing features of simple machines (Form) How humans use simple machines in their environment (Function) 	<p>Central Idea: Families around the world recognize cultural events through celebrations and traditions.</p> <p>Key Concepts: Form, Connection</p> <p>Related Concepts: Beliefs, Diversity, Traditions</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How celebrations are related to culture, tradition and history (Perspective) Celebrations and traditions within cultures around the world (Form) The importance of a celebration to its culture (Connection) 	<p>Central Idea: The properties of construction materials influence the design of buildings and structures.</p> <p>Key Concepts: Form, Connection</p> <p>Related Concepts: Properties, Process</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The materials used and their properties when constructing buildings and structures (Form) The construction of structures and buildings (Connection) How to make different strong, stable and weight bearing structures (Connection) 	<p>Central Idea: A community is impacted by the involvement of its members.</p> <p>Key Concepts: Responsibility, Function</p> <p>Related Concepts: Citizenship, System, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Rights and responsibilities within an organization (Responsibility) The process of decision-making (Function) The needs within a community (Responsibility and Function) 	<p>Central Idea: A sustainable environment requires a balance between all living things.</p> <p>Key Concepts: Causation, Responsibility</p> <p>Related Concepts: Impact, Consequences, Ownership</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The impact of human activities on the environment (Causation) Animals that are affected by human activities (Causation) Personal choices that can help sustain the environment (Responsibility)
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8-9	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and</p>	<p>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</p>

	responsibilities; what it means to be human.	individuals and civilizations, from local and global perspectives.		technological advances on society and on the environment.	their impact on humankind and the environment.	opportunities; peace and conflict resolution.
	<p>Central Idea: Individuals' well-being and self-worth are connected to one's beliefs, values and experiences.</p> <p>Key Concepts: Connection, Causation</p> <p>Related Concepts: Identity, Balance, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ways our personal beliefs and values shape us (Causation) Identifying stressors and ways to cope successfully with situations of adversity (Connection) The effect that self-worth has on individuals' approaches to learning and social interactions (Causation) 	<p>Central Idea: The interactions between newcomers and First Peoples shape our world.</p> <p>Key Concepts: Change, Perspective</p> <p>Related Concepts: Settlements, Interactions</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Life in Canada during the early 1800s (Perspective) Indigenous Peoples' views and use of the land and resources (Perspective) Aspects of life in early-settler communities and present-day communities (Change) 	<p>Central Idea: A variety of art engages the performer in different forms of expression.</p> <p>Key Concepts: Form, Connection</p> <p>Related Concepts: Perception, Imagination, Appreciation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The use of body language to express ideas (Connection) Different forms and elements of drama and dance (Form) How drama and dance are connected to cultures and creativity (Connection) 	<p>Central Idea: Humans and the environment are impacted by forces.</p> <p>Key Concepts: Function, Responsibility, Connection</p> <p>Related Concepts: Force/ Power, Motion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Types of forces and their effects (Function) Protecting ourselves from forces (Responsibility) Using force to do work and manipulate objects (Connection) 	<p>Central Idea: Landforms and environmental factors influence the development of communities.</p> <p>Key Concepts: Form, Causation, Change</p> <p>Related Concepts: Geography, Employment</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Features of urban and rural communities (Form) Factors that influence the location of communities (Causation) Changes in modern-day communities in Ontario (Change) 	<p>Central Idea: Humans are responsible to care for plants and soils as they are essential for life on Earth.</p> <p>Key Concepts: Form, Change, Responsibility</p> <p>Related Concepts: Growth, Dependence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Characteristics of plants and soils (Form) Growth in plants and formation of soils (Change) Protecting plant and soil habitats (Responsibility)
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	<p>Central Idea: Beliefs and values guide human expressions.</p> <p>Key Concepts: Perspective, Connection</p>	<p>Central Idea: Major historical occurrences are reliable to aspects of contemporary communities.</p> <p>Key Concepts:</p>	<p>Central Idea: Through artistic expression of art and poetry we get and give a glimpse of the artist's mind.</p> <p>Key Concepts: Perspective, Form, Function</p>	<p>Central Idea: Innovations in light and sound technology have improved the lives of humans.</p> <p>Key Concepts: Form, Function, Causation</p>	<p>Central Idea: Earth's many geographic regions provide unique resources to its inhabitants.</p> <p>Key Concepts: Form, Causation, Connection</p>	<p>Central Idea: Human activity involving rocks and minerals affects the environment in various ways.</p> <p>Key Concepts:</p>

	<p>Related Concepts: Beliefs, Religion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The beliefs and values practiced globally (Perspective) The expression of belief systems (Perspective & Connection) How knowledge of belief systems leads to a better understanding of people (Connection) 	<p>Change, Function, Form</p> <p>Related Concepts: Adaptation, Civilization, Systems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The social organization of historic communities (Form) The daily life of historic communities (Function) Notable components of historic societies that influenced modern societies (Change) 	<p>Related Concepts: Communication, Subjectivity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The basic elements of poetry and art (Form) The interpretation of poetry and art (Perspective) Creating and reflecting on artistic expressions (Function) 	<p>Related Concepts: Cause/Effect, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The sources and properties of light and sound (Form) The various ways in which light and sound are produced, transmitted and used (Function) The impact of light and sound on people (Causation) 	<p>Related Concepts: Geography, Resources</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The physical regions, provinces, and territories of our country (Form) The natural resources of Canada's landform regions (Causation) The different economic communities in our landform regions (Perspective) 	<p>Causation, Responsibility, Perspective</p> <p>Related Concepts: Cycles, Opinion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The non-living cycles in our environment. (Causation) Mining (Perspective) The impact of humans on the nature of the landscape (Responsibility)
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 organize ourselves	An Inquiry Into: Sharing the planet
10-11	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; social 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.

	<p>Central Idea: The human body is a highly organized structure made up of different systems that work together to accomplish functions necessary to sustain life.</p> <p>Key Concepts: Form, Function, Causation</p> <p>Related Concepts: Impact, System, Role</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The structure and function of systems and organs of the human body (Function/Form) The relationship between organs within each system (Function) Factors contributing to good health (Causation) 	<p>Central Idea: Early civilizations have shaped how the world is today.</p> <p>Key Concepts: Form, Change, Connection</p> <p>Related Concepts: Similarities and Differences, Relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The contributions that ancient civilizations have made toward contemporary societies (Connection) Life in Ancient Times (Form) How societies have changed over time (Change) 	<p>Central Idea: Increasing technological advancements give rise to unique forms of expression and creativity.</p> <p>Key Concepts: Causation, Perspective</p> <p>Related Concepts: Beliefs, Patterns, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How coding allows us to express ourselves virtually (Causation) The impact of increasing technology in our daily lives (Causation) The ethics of developing technologies (Perspective) 	<p>Central Idea: Changes in states of matter allow them to be applied to practical and useful situations.</p> <p>Key Concepts: Form, Change, Connection.</p> <p>Related Concepts: Characteristics, Transformation, Systems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The characteristics of the states of matter (Form) The change in states of matter and their practical application (Change) The connection of states of matter in practical situations (Connection) 	<p>Central Idea: Different philosophies determine how a government rules.</p> <p>Concepts: Function, Perspective, Responsibility</p> <p>Related Concepts: Structure, Right, Beliefs</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The roles of different levels of government and how they impact our society (Function) The rights and responsibilities of members of society (Responsibility) Canada's political parties (Perspective) 	<p>Central Idea: Maintaining biodiversity is critical to the health of the planet</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: System, Relationships, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Classification systems (Function) How interacting systems rely on one another (Connection) Human impact on diversity (Responsibility)
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 organize ourselves	An Inquiry Into: Sharing the planet
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The Exhibition	<p>Central Idea: Exploration has changed and will continue to change people's lives.</p> <p>Concepts: Causation, Change, Perspective</p> <p>Related Concepts: Adaptation, Truth, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> First Peoples and their interaction with the environment (Change) The evidence of early explorers (Perspective) The various groups and communities that make up Canada's identity (Causation) 	<p>Central Idea: Being knowledgeable and engaging in safe practices can enable people to deal with challenging social situations.</p> <p>Concepts: Perspective, Responsibility</p> <p>Related Concepts: Values, Boundaries, Initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Digital literacy and ethical practices (Responsibility) Personal and inter-personal skills that promote positive interaction (Perspective) Personal safety (Responsibility) 	<p>Central Idea: Air has many properties that can be used for flight and for other purposes.</p> <p>Concepts: Form, Function, Connection</p> <p>Related Concepts: Properties, System, Relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The properties of air (Form) The structures that produce lift (Function) Societal and environmental impacts of flying devices that make use of the properties of air (Connection) 	<p>Central Idea: Connections, policies, and resources impact a nation's economic activities.</p> <p>Key Concepts: Causation, Connection</p> <p>Related Concepts: Impact, Networks, Systems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> A country's political, economic, physical, and social features (Causation) The interconnectedness of nations (Connection) How people or groups respond to the needs of developing nations (Connection) 	<p>Central Idea: Society is responsible for how energy is used to sustain life.</p> <p>Concepts: Form, Change, Responsibility</p> <p>Related Concepts: Transformation, Citizenship</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Characteristics of current and static electricity (Form) Transformation of energy (Change) The impact of energy production on society and the environment (Responsibility)
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The Assessed Curriculum: How will we know what we have learned?

Assessment in the IB Primary Years Programme (PYP) identifies what students know, understand, can do and value at different stages in the teaching and learning process. The direct link between assessment and the teaching and learning process means that they must function purposefully together. Assessing the result of inquiry as well as the process of inquiry are important objectives of the PYP.

The principal purposes of assessment in the PYP are to:

- Provide feedback to students, parents and teachers
- Determine what the student knows and understands about the world
- Inform and differentiate teaching and learning
- Monitor student progress in the development of the IB Learner Profile attributes
- Monitor the effectiveness of the IB Programme

Essentially, there are two types of assessment in the PYP, each of which has a specific function.

- **Formative assessment** is embedded in the teaching and learning process and therefore occurs in the daily routine of a classroom. It aims to support students to become better learners and helps teachers to plan the next stage of learning.
- **Summative assessment** occurs at the end of the teaching and learning process and provides students with opportunities to demonstrate what they have learned in a new context. It aims to give teachers, students and parents clear, evidence-based insight into students' understanding at a particular moment in time.

All assessment in the Primary Years Programme is carried out internally by teachers within the school. The IB does not set examinations nor does it moderate grades in the PYP.

When assessing the process of inquiry, teachers consider whether:

- The nature of the students' inquiries develop over time; whether they are, in fact, asking questions of more depth, which are likely to enhance their learning substantially
- The students are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects several subject areas
- The students are mastering skills and accumulating a comprehensive

knowledge base in order to conduct their inquiries successfully and find solutions to problems

- The students demonstrate both independence and an ability to work collaboratively

Consideration of these points allows teachers to plan for effective teaching and learning opportunities that give students a chance to develop their inquiries further.

Exhibition

Students who are in their final year (Grade 6) of the PYP are expected to carry out an extended, collaborative inquiry project, known as the exhibition, under the guidance of their teachers.

The Exhibition represents a significant event in the life of both the school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the IB Learner Profile that have been developing throughout their engagement with the PYP. It is a culminating experience marking the transition from PYP to further steps in education.

Schools are given considerable flexibility in their choice of real-life issues or problems to be explored or investigated in the Exhibition.





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