

**Le Jardin Academy
PYP Program of Inquiry
2019-20**

Grade Level	<p><u>Who We Are:</u> 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><u>Where We Are in Place and Time:</u> 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><u>How We Express Ourselves:</u> 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><u>How the World Works:</u> 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 the environment.</p>	<p><u>How We Organize Ourselves:</u> 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.</p>	<p><u>Sharing the Planet:</u> An inquiry into the 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>
PK (ages 3-4)	<p><u>Central Idea:</u> People are both the same and different in many ways.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • How we look • How we show our feelings • Who is in our family • Ways to respect our uniqueness 		<p><u>Central Idea:</u> Repetition extends our creativity.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Pattern & structure of language • Forms of expression • Ways of thinking 		<p><u>Central Idea:</u> Children learn to play.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Learning to play in different environments • Ways to interact • Responsibility 	<p><u>Central Idea:</u> Our earth provides a living home for all peoples, animals and plants.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Air, land and water on our planet • Seeing and sharing earth as our home • Needs of people, animals and plants • Caring for and respecting our environment

<p>JK (ages 4-5)</p>	<p><u>Central Idea:</u> Senses provide a means to understand the world.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Identification and purpose of the senses • How people use their senses to experience the world • How memories can be connected through different senses 		<p><u>Central Idea:</u> Children communicate in a variety of ways.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Purpose of signs and symbols around us and in the world • Literary structures and conventions • Facts (non-fiction) versus Fiction • Expressing ourselves to others in many ways 	<p><u>Central Idea:</u> The natural world changes.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Types of things that appear and disappear • Reasons things remain or vanish • Ways to protect the natural world 		<p><u>Central Idea:</u> People and bugs are interconnected in helpful and/or harmful ways.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Types and purposes of different bugs • Ways people interact with bugs • Responsibility of people to preserve and conserve natural habitats
<p>K (ages 5-6)</p>	<p><u>Central Idea:</u> Our choices impact who we are.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Lifestyle choices • Choices and interaction • Play 		<p><u>Central Idea:</u> People express themselves in different ways.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The effects forms of expression have on our emotions • Learning from forms of expression • Presenting to a variety of audiences 	<p><u>Central Idea:</u> We observe and discover the world around us.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • Tools scientists use • Forces and energy in our world • How matter changes 		<p><u>Central Idea:</u> Peoples' usage of materials impact natural resources and the earth.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Resources • Responsibility to conserve and sustain natural resources • Using data to represent and solve a problem
<p>1st (ages 6-7)</p>	<p><u>Central Idea:</u> Relationships are essential for human development.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Types of relationships • Identifying one's self within a relationship • How relationships shape our identity • Change within relationships 	<p><u>Central Idea:</u> Humans design and build shelters with the natural environment in mind.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • Forms of shelters • Various climates and available natural resources • The influence the natural environment has on types of shelters 	<p><u>Central Idea:</u> Dance is a form of expression that serves a purpose.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • Elements of dance • How dance is choreographed • Similarities and differences among dances throughout the world 	<p><u>Central Idea:</u> Cycles are patterns that impact the world.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Different types of cycles • Interaction between cycles • Ways cycles impact our lives 	<p><u>Central Idea:</u> Communities depend upon systems to provide and distribute food.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • Types and functions of farms • Food processing, packaging and distribution • Dependence on food system 	<p><u>Central Idea:</u> Our choices can impact the world.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Our responsibility towards nature • Environmental issues • Differences between needs and wants.

<p>2nd (ages 7-8)</p>	<p><u>Central Idea:</u> A person's character and attitude can affect relationships with friends.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Similarities and differences between individuals • Recognizing and dealing with conflict • Developing and maintaining relationships 	<p><u>Central Idea:</u> Curiosity and explorations lead to discovery and develops new perspectives.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Human experience and perspective • The impact of exploration 	<p><u>Central Idea:</u> People record and express their feelings, and creativity through visual arts.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The purpose of art • The diverse ways in which artist express themselves • Inspiration for the creation of art 	<p><u>Central Idea:</u> The ocean's ecosystem is essential to the balance of life.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Interdependence of ocean animals • Influence the habitat has on its organism • The impact of human beings and technology on the ocean 	<p><u>Central Idea:</u> Patterns organize our world by providing order.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Patterns • The role systems play in daily life • Communities as a dynamic system 	<p><u>Central Idea:</u> Physical properties of earth's materials can improve and sustain life.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • Physical properties of earth materials • Healthy soil conditions for plant growth • The connection between healthy soil and sustaining life • Responsibility of humans to our natural resources
<p>3rd (ages 8-9)</p>	<p><u>Central Idea:</u> Humans are unique individuals and community members.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The rights of citizens • Human responsibilities • <i>Third line of inquiry to be driven by the students</i> 	<p><u>Central Idea:</u> Land and resources are interconnected by people.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Features of physical geography • The relationship between location and access to resources • Impact of human interaction on the natural and built environment 	<p><u>Central Idea:</u> People use communication to express ideas and share information.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The purpose of communication • The types and styles of communication • Elements of effective communication 	<p><u>Central Idea:</u> Innovations create change in the world.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The role simple machines play in making work easier • The purpose of complex machines in everyday life • The impact technological advances have on work 	<p><u>Central Idea:</u> When resources are scarce, economic decisions have to be made.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Ways people make informed decisions(ways people make informed decisions) • Goods and services needed to sustain a community • Supply and demand 	<p><u>Central Idea:</u> Responsible stewardship of water is essential to the survival of all living things.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • The uses and properties of water • The distribution and availability of water • The impact of human activity on water • Our responsibility towards water
<p>4th (ages 9-10)</p>	<p><u>Central Idea:</u> Lifestyle choices influence the way our bodies function.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Different systems in the human body • The impact of lifestyle on our health • The ways we cope with negativity (cold pricklies) • How we manage different types of emotions 	<p><u>Central Idea:</u> Exploring the universe impacts humankind.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • Earth and its place as part of the universe • How people gain and use knowledge and space • The future of exploring space 	<p><u>Central Idea:</u> People use _____ to express ideas and _____.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • What is _____ • How _____ helps people express idea • <i>Third line of inquiry to be determined by the students</i> 	<p><u>Central Idea:</u> Over time, people are affected by the natural features of the earth and its continual changes.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • The different rocks and minerals that make up the planet Earth • How and why the Earth changes and continues to change • How the various changes in the Earth affect humans and their environment 	<p><u>Central Idea:</u> Humans use systems to organize their environment</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • Systems • How systems are interconnected • The creation and innovation of systems 	<p><u>Central Idea:</u> Human journeys and migrations impact who we are today.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • Factors that lead to migration • Our own family histories • Effects of migration on communities, culture and individuals

<p>5th (ages 10-11)</p>	<p><u>Central Idea:</u> The systems of the human body are affected by an individual's lifestyle, habits, and choices.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • How the systems of the human body function • The ways the human body changes during adolescence • The habits and coping mechanisms of a healthy lifestyle <p>EXHIBITION:</p> <p>Students work in collaborative groups, researching a problem of their choice. They decide on an action and implement it.</p> <p><u>Central Idea:</u> We can enact change and educate others by identifying and learning about issues in our community.</p>	<p><u>Central Idea:</u> Throughout history, groups of people have colonized others in order to expand their influence.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Reasons to colonize • Impact colonization has on the built and natural environments • Different perspectives of groups (including native peoples) • How colonization changes a community 	<p><u>Central Idea:</u> Symbolism can be used to promote one's ethics and ideas.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • How differing ideas and ethics compels conflict • The role of composition and symbolism across disciplines • The ways we promote differing viewpoints 	<p><u>Central Idea:</u> Matter transforms as a result of its interactions.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • The structure and properties of matter • How materials combine to form mixtures and solutions • The reactions that can occur when materials combine 	<p><u>Central Idea:</u> Governments provide structure to societies.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • How governments work • Why is the government the way it is • What are the responsibilities of the people involved 	<p><u>Central Idea:</u> The depletion of finite resources accelerates scientific solutions.</p> <p><u>Lines of Inquiry :</u></p> <ul style="list-style-type: none"> • The forms and types of energy • The use of data to describe and analyze the changes in energy use • Technological advances
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