

The International School of Athens **Programme of Inquiry**

Theme	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p style="text-align: center;">Who We Are</p> <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>Central Idea Senses help us to learn about the world around us.</p> <p>Key concepts: Form, Function, Responsibility</p> <p>Related concepts: Health, appreciation</p> <p>Lines of Inquiry: *The importance of our senses *What we can do with our senses *How we look after our senses</p>	<p>Central Idea Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Key concepts: Function, Causation, Reflection</p> <p>Related concepts: Balance, Well-being</p> <p>Lines of Inquiry *What our daily habits and routines are (hygiene, sleep, play, eating) *Why balanced choices are important *Consequences of choices</p>	<p>Central Idea Our actions influence our relationships with others.</p> <p>Key concepts: Function, Responsibility, Form</p> <p>Related concepts: Cooperation, interaction, rules</p> <p>Lines of Inquiry: *How classroom rules and routines help us work as a community *How to use materials purposefully *How to cope with transitions successfully at school *How our actions influence our friendships</p>	<p>Central Idea Resolving conflicts helps people to live in harmony.</p> <p>Key concepts: Causation, Responsibility, Reflection</p> <p>Related concepts: Cooperation, balance, resolutions</p> <p>Lines of Inquiry: *How conflicts arise *How conflicts can be solved *Consequences of personal choices and actions</p>	<p>Central Idea In an attempt to meet human needs, societies have determined human rights and responsibilities.</p> <p>Key concepts: Form, Perspective, Connection</p> <p>Related concepts: Human Rights, Perception, Diversity</p> <p>Lines of Inquiry: *The connection between rules in a community, rights and responsibilities *Ways that nations and international organizations aim to protect human rights</p>	<p>Central Idea Systems that define beliefs and values offer explanations about the world around us and what it means to be human.</p> <p>Key concepts: Form, Perspective, Reflection</p> <p>Related concepts: diversity, perception, commitment</p> <p>Lines of Inquiry: *Why religions exist *The similarities and differences between belief systems *The impact of spiritual traditions on society</p>	<p>Central Idea Individuals face changes as they grow and develop.</p> <p>Key concepts: Change, Responsibility, Reflection</p> <p>Related concepts: Growth, Choice, Diversity</p> <p>Lines of Inquiry: *The changes that occur during puberty *Our responsibilities in dealing with these changes</p>

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<p>Where we are in place and time</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 inter-connectedness of individuals and civilizations, from local and global perspectives.</p>	<p>Central Idea Communities are enriched by their members and the different perspectives they bring.</p> <p>Key concepts: Change, perspectives</p> <p>Related concepts: Continuity, diversity</p> <p>Lines of Inquiry: *What is a community *People within a community *The personal stories of community members</p>	<p>Central Idea Knowing about how people lived in the past enables us to develop an awareness of the changes over time.</p> <p>Key concepts: Change, connection, form</p> <p>Related concepts: past, traditions, customs</p> <p>Lines of Inquiry *What it was like living, playing and going to school in the past *How aspects of the past still influence us today *The similarities and differences between our lives now and theirs</p>	<p>Central Idea People can orient themselves in space by using maps.</p> <p>Key concepts: Form, Function, Perspective</p> <p>Related concepts: context, location, orientation</p> <p>Lines of Inquiry: *The different kinds of maps that describe our space *How we use maps to help us move about *What the rules and structure of map-making are</p>	<p>Central Idea Inventions impact history.</p> <p>Key concepts: Perspective, Function, Change</p> <p>Related concepts: progress, impact, technology</p> <p>Lines of Inquiry: *People whose inventions have lived on beyond their own time *The need for inventions *The need for further inventions</p>	<p>Central Idea People's lives are shaped by the regions in which they live.</p> <p>Key concepts: Form, Change, Causation</p> <p>Related concepts: Continuity, Impact</p> <p>Lines of Inquiry: *The different geographic regions *The reciprocal relationships between lands and peoples *The similarities and differences of people living in comparable regions around the world</p>	<p>Central Idea Human migration is a response to challenges, risks and opportunities.</p> <p>Key concepts: Causation, Change, Responsibility</p> <p>Related concepts: Population, Settlement, Diversity, Refugees</p> <p>Lines of Inquiry: *The reasons why people migrate *Migration throughout history *Effects of migration on communities, cultures and individuals</p>	<p>Central Idea Evidence of past civilizations can be used to make connections to present-day societies.</p> <p>Key concepts: Causation, Change, Perspective</p> <p>Related concepts: Continuity, Progress, Technology</p> <p>Lines of Inquiry: *Aspects of past civilizations that have survived *Reasons these systems and technologies developed *Why modern societies continue to use adaptations of these systems and technologies *Implications for the future</p>

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<p align="center">How we express ourselves</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>Central Idea Literacy is an integral part of our lives</p> <p>Key concepts: Form, Connection, Reflection</p> <p>Related concepts: Communication, expression, characterization</p> <p>Lines of Inquiry: *How oral, written and visual communication helps us to learn *What kind of pattern are Leo Lionni stories based on *What messages can we extract from his books</p>	<p>Central Idea Societies used stories to express themselves.</p> <p>Key concepts: Form, Function, Connection</p> <p>Related concepts: communication, expression</p> <p>Lines of Inquiry *Why stories were written *How stories have changed *Why stories have changed *Focus: Fairy Tales</p>	<p>Central Idea People can express beliefs and values through literature</p> <p>Key concepts: Form, Perspective, Reflection</p> <p>Related concepts: Creativity, imagination, communication</p> <p>Lines of Inquiry: *The different forms and structures of folk literature *Stories from around the world *The power of folk literature</p>	<p>Central Idea We express our ideas, hopes and values through our choice of heroes</p> <p>Key concepts: Form, Perspective, Reflection</p> <p>Related concepts: identity, perception</p> <p>Lines of Inquiry: *The qualities that make a hero *Ways our choice of heroes reflect our values *The difference between being famous and being a hero</p>	<p>Central Idea The media can be used to inform and manipulate</p> <p>Key concepts: Form, Function, Responsibility</p> <p>Related concepts: interpretation, creativity, perception</p> <p>Lines of Inquiry: *The different kinds of advertising *The devices used to make advertising effective and to influence our choices (use of language, images, sound) *How to be a responsible consumer *The impact of advertising on society</p>	<p>Central Idea Literature has the power to influence and structure thinking</p> <p>Key concepts: Form, Function, Reflection</p> <p>Related concepts: self-expression, communication, perspective</p> <p>Lines of Inquiry: *Critically evaluating individual choices in books *The distinguishing features for commendable literature in books *Personal preferences in books</p>	<p>Central Idea A person's behavior and how they choose to present themselves project aspects of their identity.</p> <p>Key concepts: Change, Perspective, Reflection</p> <p>Related concepts: Identity, Status, Image, Impression</p> <p>Lines of Inquiry: *How appearance and behavior influence our perception of others *The influence of cultural and social norms on how we choose to present ourselves *Fashion as a form of expression</p>

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<p>How the World Works</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>Central Idea We receive light from a variety of sources and its different properties help us to understand its importance.</p> <p>Key concepts: Form, Function, Causation</p> <p>Related concepts: Energy, properties</p> <p>Lines of Inquiry: *The various sources of light (natural and artificial) *Some properties of light *Light as a resource</p>	<p>Central Idea Matter has properties you can discover through investigations.</p> <p>Key concepts: Form, Function, Change</p> <p>Related concepts: Transformation, similarities and differences</p> <p>Lines of Inquiry *What the states of matter are *What the properties of matter are *How matter undergoes physical changes</p>	<p>Central Idea Simple machines allow us to do work without expending much physical energy.</p> <p>Key concepts: Form, Function, Reflection</p> <p>Related concepts: Forces, similarities and differences, predictions</p> <p>Lines of Inquiry: *The attributes of simple machines *The uses of simple machines *How they have evolved over time</p>	<p>Central Idea Human survival is connected to understanding the continual changing nature of the Earth.</p> <p>Key concepts: Change, Causation, Connection</p> <p>Related concepts: Erosion, Geology, Adaptation</p> <p>Lines of Inquiry: *How the different components of the Earth are interrelated *How the Earth has changed and is continuing to change *Why the Earth changes *Human responses to the Earth's changes</p>	<p>Central Idea Energy exists in different forms and is changed, stored and used in different ways.</p> <p>Key concepts: Function, Causation, Connection</p> <p>Related concepts: Transformation, conservation</p> <p>Lines of Inquiry: *How we use energy *The different forms of energy (renewable and non-renewable) *The impact of energy use on the environment and society *Renewable and Sustainable energy practices</p>	<p>Central Idea The fact that materials undergo permanent or temporary changes poses challenges and provides benefits for society and the environment</p> <p>Key concepts: Form, Function, Change Related concepts: Measurement transformation</p> <p>Lines of Inquiry: *nature of chemical and physical changes *practical applications and implications of change in materials *Ethical dilemmas associated with manufacturing processes and by-products</p>	<p>Central Idea Reproduction of living things contributes to the continuation of the species</p> <p>Key concepts: Change, Connection, Form</p> <p>Related concepts: Cycles, Growth</p> <p>Lines of Inquiry: *Reproduction as part of a life cycle *Reproductive processes *Genetics and hereditary factors</p>

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<p>How We Organize Ourselves</p> <p>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>Central Idea Transportation systems are directly related to the needs of a community.</p> <p>Key concepts: Function, Connection</p> <p>Related concepts: systems</p> <p>Lines of Inquiry: *Specific purposes of different transportation systems *Factors that affect the kinds of systems that can be developed *Relationship between transportation systems and the environment</p>	<p>Central Idea Most of the food products we eat go through several stages from their origin to their consumption.</p> <p>Key concepts: Form, Function, Change</p> <p>Related concepts: production, process</p> <p>Lines of Inquiry *The origin of food products *The stages of production of food *Jobs that are involved in that process *Different ways products come into our homes</p>	<p>Central Idea In a workplace people share responsibility towards a common purpose</p> <p>Key concepts: Causation, Function, Connection</p> <p>Related concepts: Cooperation, Employment</p> <p>Lines of Inquiry: *Purpose of a workplace *Interconnectedness of people in a workplace *Importance of a shared vision or common purpose</p>	<p>Central Idea Artifacts provide us with clues to how people lived in the past.</p> <p>Key concepts: Form, Causation, Reflection</p> <p>Related concepts: culture, discoveries</p> <p>Lines of Inquiry: *How archaeologists collect and study artifacts *What information an archaeologist can collect from an artifact *Evaluating artifacts to help us understand life in Ancient Egypt</p>	<p>Central Idea Ancient civilizations had systems of organizations.</p> <p>Key concepts: Function, Connection, Perspective</p> <p>Related concepts: systems, governments, beliefs</p> <p>Lines of Inquiry: *Governmental organization of ancient civilizations *Social organization of ancient civilizations *Organization of daily life Case study: Ancient Greece</p>	<p>Central Idea In order for societies to thrive, they have economic organizations.</p> <p>Key concepts: Function, Causation, Connection</p> <p>Related concepts: tourism, produce, organizations</p> <p>Lines of Inquiry: *How economic organizations are organized *The impact of tourism on economic organization *How produce has an effect on the economic organization *Why economic organizations are important</p>	<p>Central Idea Governmental systems and decisions can promote or deny equal opportunities and social justice.</p> <p>Key concepts: Function, Responsibility</p> <p>Related concepts: Equality, government or governance</p> <p>Lines of Inquiry: *Types of governance *Principles of human rights and social justice *The effect of institutional behaviors and attitudes on social justice</p>

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<p>Sharing the Planet</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 Plants sustain life on Earth and play a role in our lives.</p> <p>Key concepts: Causation, Responsibility, Perspective</p> <p>Related concepts: Appreciation, interdependence</p> <p>Lines of Inquiry: *Caring for plants *Products we derive from plants *How plants contribute to life on Earth</p>	<p>Central Idea People can make choices to support the sustainability of the Earth's resources.</p> <p>Key concepts Perspective, Responsibility, Reflection</p> <p>Related concepts: waste, resources, lifestyle</p> <p>Lines of Inquiry *Earth's finite and infinite resources *The impact of people's choices on the environment *The balance between meeting human needs and the use of limited resources</p>	<p>Central Idea Ecological systems affect living and non-living things and can be affected by them.</p> <p>Key concepts: Form, Causation, Responsibility</p> <p>Related concepts: characteristics, conservation, appreciation</p> <p>Lines of Inquiry: *The concept of the ecosystem *How the ecosystem works *Life in the ecosystem *The importance of having and preserving the ecosystem Focus: Rainforest</p>	<p>Central Idea Water is essential to life, and is a limited resource for many people.</p> <p>Key concepts: Function, Responsibility, Reflection</p> <p>Related concepts: appreciation, resources, characteristics</p> <p>Lines of Inquiry: *Sources of water and how water is used *What happens to water after we have used it *Distribution and availability of usable water *Responsibilities regarding water</p>	<p>Central Idea Human actions have a direct impact on the world's oceans.</p> <p>Key concepts: Causation, Reflection</p> <p>Related concepts: Consequences, Evidence</p> <p>Lines of Inquiry: *The ocean as an environment *Environment concerns of the ocean *The impact of humans on the ocean environment *Our responsibility towards protecting the ocean environment</p>	<p>Central Idea Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved.</p> <p>Key concepts: Causation, Perspective, Responsibility</p> <p>Related concepts: peace, reconciliation, exploitation, grief</p> <p>Lines of Inquiry: *Local and global causes of conflict *Human rights and equity *Strategies used to resolve conflict *Consequences of resolutions</p>	<p>Central Idea Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p>Key concepts: Connection, Responsibility</p> <p>Related concepts: balance, biodiversity, interdependence</p> <p>Lines of Inquiry: *Interdependence within ecosystems, biomes and environments *Ways in which organisms are interconnected in nature *How human interaction with the environment can affect the balance of systems</p>

Timeline for Units of Inquiry

Grades	Kindergarten	1	2	3	4	5	6
Term 1 September to December	<ol style="list-style-type: none"> 1. Who we are 2. How the world works 	<ol style="list-style-type: none"> 1. Sharing the planet 2. How the world works 	<ol style="list-style-type: none"> 1. Who we are 2. How we organize ourselves 	<ol style="list-style-type: none"> 1. Who we are 2. Where we are in place and time 	<ol style="list-style-type: none"> 1. Sharing the planet 2. Where we are in place and time 	<ol style="list-style-type: none"> 1. How we express ourselves 2. Where we are in place and time 	<ol style="list-style-type: none"> 1. How we express ourselves 2. How we organize ourselves
Term 2 January to March	<ol style="list-style-type: none"> 3. Where we are in time and place 4. How we express ourselves 	<ol style="list-style-type: none"> 3. Who we are 4. How we organize ourselves 	<ol style="list-style-type: none"> 3. How we express ourselves 4. How the world works 	<ol style="list-style-type: none"> 3. How the world works 4. How we organize ourselves 	<ol style="list-style-type: none"> 3. How we organize ourselves 4. How the world works 	<ol style="list-style-type: none"> 3. How the world works 4. How we organize ourselves 	<ol style="list-style-type: none"> 3. Who we are 4. Where we are in place and time
Term 3 April to June	<ol style="list-style-type: none"> 5. Sharing the planet 6. How we organize ourselves 	<ol style="list-style-type: none"> 5. How we express ourselves 6. Where we are in place and time 	<ol style="list-style-type: none"> 5. Sharing the planet 6. Where we are in place and time 	<ol style="list-style-type: none"> 5. How we express ourselves 6. Sharing the planet 	<ol style="list-style-type: none"> 5. How we express ourselves 6. Who we are 	<ol style="list-style-type: none"> 5. Who we are 6. Sharing the planet 	<ol style="list-style-type: none"> 5. How the world works 6. Sharing the planet