



The BMS Programme of Inquiry

At Berlin Metropolitan School, inquiry is at the heart of teaching and learning in both the Early Learning Center and Primary School. Through the framework of the Primary Years Programme (PYP) students are engaged in inquiry-based learning journeys during which they ask questions, explore new ideas, make connections to prior knowledge, investigate ways to address problems and take action on their learning.

The IB PYP is a transformative program that invigorates teaching and learning through engaging, relevant, and meaningful learning opportunities. The PYP supports the development of the whole child, including their academic, social, and emotional growth. At the heart of the program philosophy is a commitment to developing internationally-minded young people, who go on to make a difference in the world.

Our curriculum is organized around six transdisciplinary themes (four in the Early Learning Center) that explore issues and concepts of local and global significance. Through Units of Inquiry, students revisit these themes each year

with increasing depth and complexity. These units balance subject-specific knowledge with conceptual understanding while supporting the development of skills, dispositions, and approaches to learning. Together with the IB Learner Profile, they provide a coherent framework that helps students make meaningful connections across subject areas and apply their learning in authentic contexts.

Units of Inquiry are substantial, in-depth investigations that may last between three and eight weeks. Through these inquiries, students ask questions, conduct research, explore different perspectives, reflect on their learning, and take meaningful action. This process helps students develop agency, curiosity, and a deeper understanding of the world around them.



BMS is an authorized IB World School

EARLY YEARS

| | HOW WE ORGANIZE OURSELVES | HOW WE EXPRESS OURSELVES | WHERE WE ARE IN PLACE AND TIME | WHO WE ARE | HOW THE WORLD WORKS | SHARING THE PLANET |
|------------------------|---|--|--|--|---|--|
| KINDERGARTEN AGE 3-5 | <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: People organize their time and spaces for different purposes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How people organize their day - How spaces are used for different purposes - What helps us feel comfortable and ready to learn <p>Conceptual Lenses: Form, Function</p> <p>Approaches to Learning and IB Learner Profile: Self-management Skills, Social Skills, Thinker, Reflective</p> | <p>An inquiry into 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: People use materials and experiences to create and express ideas.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - What inspires people to create - How materials can be used in different ways - How people express ideas through creativity <p>Conceptual Lenses: Form, Perspective</p> <p>Approaches to Learning and IB Learner Profile: Communication Skills, Thinking Skills, Inquirer, Risk-taker</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>Central Idea: Exploring helps people to discover and learn.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How people grow and change over time - Journeys and experiences in people's lives - How the past helps people understand today <p>Conceptual Lenses: Connection, Perspective</p> <p>Approaches to Learning and IB Learner Profile: Social Skills, Communication Skills, Communicator, Inquirer</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: Everyone is unique, and that makes people who they are.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The things that make each person unique - How people are the same and different - How we respect and care for ourselves and others <p>Conceptual Lenses: Responsibility, Change</p> <p>Approaches to Learning and IB Learner Profile: Social Skills, Communication Skills, Caring, Balanced</p> | <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical & biological) and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on society and the environment.</p> <p>Central Idea: Transport helps people stay connected.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Different ways people travel - Why people use different kinds of transport - How transport helps people and communities <p>Conceptual Lenses: Function, Change</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Thinking Skills, Principled, Thinker</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: Minibeasts help the Earth, and people can help them too.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - What minibeasts need to live and grow - How minibeasts help the Earth - How we can take care of minibeasts <p>Conceptual Lenses: Connection, Causation</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Thinking Skills, Open-minded, Knowledgeable</p> |
| PRESCHOOL AGE 5-6 | <p>People help groups and communities in different ways.</p> <p>Central Idea: People help groups and communities in different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The jobs and roles people have - How people work together - How people help their communities <p>Conceptual Lenses: Responsibility, Connection</p> <p>Approaches to Learning and IB Learner Profile: Self-management Skills, Social Skills, Balanced, Reflective</p> | <p>People express ideas and feelings in different ways.</p> <p>Central Idea: People express ideas and feelings in different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Different ways people express ideas and feelings - How materials can be used to create - How symbols help people communicate <p>Conceptual Lenses: Perspective, Form</p> <p>Approaches to Learning and IB Learner Profile: Communication Skills, Thinking Skills, Caring, Open-minded</p> | <p>Where people live affects how they live.</p> <p>Central Idea: Where people live affects how they live.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The natural world in different places - How people live in different places - How people affect different places <p>Conceptual Lenses: Change, Connection</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Research Skills, Inquirer, Thinker</p> | <p>Trying new things helps people learn and grow.</p> <p>Central Idea: Trying new things helps people learn and grow.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How people grow and change - The choices people make - How exploring helps people learn <p>Conceptual Lenses: Change, Function</p> <p>Approaches to Learning and IB Learner Profile: Self-management Skills, Communication Skills, Principled, Risk-taker, Communicator</p> | <p>Natural resources help living things survive.</p> <p>Central Idea: Natural resources help living things survive.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - What living things need to live and grow - How living things and environments change - How people can care for Earth's resources <p>Conceptual Lenses: Causation, Responsibility</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Thinking Skills, Knowledgeable, Inquirer</p> | <p>People need positive relationships to live and learn together.</p> <p>Central Idea: People need positive relationships to live and learn together.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - What helps relationships grow - How people solve problems and disagreements - How people care for and support others <p>Conceptual Lenses: Connection, Responsibility</p> <p>Approaches to Learning and IB Learner Profile: Social Skills, Thinking Skills, Caring, Open-minded</p> |

PRIMARY YEARS

| | HOW WE ORGANIZE OURSELVES | HOW WE EXPRESS OURSELVES | WHERE WE ARE IN PLACE AND TIME | WHO WE ARE | HOW THE WORLD WORKS | SHARING THE PLANET |
|-------------------|--|--|---|--|--|--|
| GRADE 1 AGE 6-7 | <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>Unit 01 September to October</p> <p>Central Idea: Working together in an organized community helps us become independent learners.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How an organized and cooperative classroom supports learning - Roles and responsibilities in a learning community - Building positive relationships to help people learn together <p>Specified Concepts: Function, Form</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Self-management Skills, Principled, Inquirer</p> | <p>An inquiry into 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>Unit 2 November to December</p> <p>Central Idea: Families and communities shape who people are, what they celebrate and what they believe in.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The different ways families are formed and live together - Stories that help people understand their family or culture - Celebrations and traditions in different communities <p>Conceptual Lenses: Perspective, Connection</p> <p>Approaches to Learning and IB Learner Profile: Communication Skills, Open-minded, Caring</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>Unit 3 December to February</p> <p>Central idea: Personal journeys lead to growth and change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Understanding the past, present, and future - Experiences that help people learn and grow - Setting goals to support personal development <p>Conceptual Lenses: Change, Responsibility</p> <p>Approaches to Learning and IB Learner Profile: Self-management Skills, Communication, Risk-taker, Reflective</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>Unit 04 February to March</p> <p>Central Idea: Making responsible choices promotes a balanced, healthy lifestyle.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - What the human body needs to grow and stay healthy - How food gives energy and supports well-being - Daily routines that help care for the body <p>Conceptual Lenses: Causation, Perspective</p> <p>Approaches to Learning and IB Learner Profile: Self-management Skills, Social Skills, Balanced, Communicator</p> | <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical & biological) and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on society and the environment.</p> <p>Unit 05 April to May</p> <p>Central Idea: Cycles show how things change over time.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Patterns and cycles in nature and daily life - Tools and methods used to measure and track time - How living things grow and change <p>Conceptual Lenses: Connection, Change</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Thinking Skills, Inquirer, Knowledgeable</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>Unit 06 June to July</p> <p>Central Idea: Water has special properties and is important for people and the planet.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Properties and movement of water - Different types of water and where they are found - How people use and care for water sources <p>Conceptual Lenses: Responsibility, Form</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Self-management Skills, Caring, Thinker</p> |

PRIMARY YEARS

| | HOW WE ORGANIZE OURSELVES | HOW WE EXPRESS OURSELVES | WHERE WE ARE IN PLACE AND TIME | WHO WE ARE | HOW THE WORLD WORKS | SHARING THE PLANET |
|---------------------|--|--|---|--|--|---|
| GRADE 2 AGE 7-8 | <p>Unit 04 February to March</p> <p>Central Idea: Communities are organized to meet the needs of their people.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How communities provide services to support people - How roles, rights, and responsibilities shape communities - How decisions are made to organize and improve communities <p>Conceptual Lenses: Responsibility, Function</p> <p>Approaches to Learning and IB Learner Profile: Social Skills, Self-management Skills, Balanced, Caring</p> | <p>Unit 02 November to December</p> <p>Central Idea: Humans understand the world through storytelling.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Various ways people tell stories - Similarities and differences in stories around the world - How stories shape beliefs and cultures over time <p>Conceptual Lenses: Change, Connection</p> <p>Approaches to Learning and IB Learner Profile: Communication Skills, Research Skills, Reflective, Thinker</p> | <p>Unit 06 June to July</p> <p>Central Idea: Homes are built to meet people's needs.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - What makes a home and why people live together - How homes are built to match people's needs and where they live - How homes have changed over time and what they might be like in the future <p>Conceptual Lenses: Form, Change</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Self-management Skills, Open-minded, Reflective</p> | <p>Unit 01 September to October</p> <p>Central Idea: Values and rights strengthen communities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How values shape identity and beliefs - The importance and history of children's rights - Ways people and organizations protect children's rights. <p>Conceptual Lenses: Responsibility, Perspective</p> <p>Approaches to Learning and IB Learner Profile: Social Skills, Self-management Skills, Principled, Communicator</p> | <p>Unit 03 December to February</p> <p>Central idea: Food goes through different processes and systems before it reaches people.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The journey of food from its source to people - How food systems work (markets, transport, packaging) - How choices about food affect people and the environment <p>Conceptual Lenses: Connection, Function</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Research Skills, Inquirer, Caring</p> | <p>Unit 05 April to May</p> <p>Central Idea: Habitats are homes where plants and animals live in balance.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How living things change when their environment changes - How nature maintains balance and why this is important - How people can help or harm nature and living things <p>Conceptual Lenses: Connection, Causation</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Communication Skills, Inquirer, Knowledgeable</p> |
| GRADE 3 AGE 8-9 | <p>Unit 04 February to March</p> <p>Central Idea: Markets change over time depending on what people like to buy and how they shop.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How marketplaces have changed from barter systems to digital transactions - How goods and services are valued and what influences purchasing decisions - The role of consumers in managing money through spending and saving <p>Conceptual Lenses: Function, Responsibility</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Self-management Skills, Communicator, Principled</p> | <p>Unit 02 November to December</p> <p>Central Idea: Changes in history helped communities grow and change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How people lived, ate, and survived in different periods - Community roles in different historical periods - The impact of sanitation on community planning <p>Conceptual Lenses: Change, Function</p> <p>Approaches to Learning and IB Learner Profile: Social Skills, Research Skills, Risk-taker, Reflective</p> | <p>Unit 01 September to October</p> <p>Central Idea: Life on planet Earth is affected by the Solar System and Earth's structure.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The form and function of Earth's layers and atmosphere - The structure of the solar system and how planets interact with the sun - Connections between Earth's structure and changing weather and climate <p>Conceptual Lenses: Form, Connection</p> <p>Approaches to Learning and IB Learner Profile: Self-management Skills, Thinking Skills Knowledgeable, Inquirer</p> | <p>Unit 05 April to May</p> <p>Central Idea: Body systems work together to keep humans alive.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The form and function of body systems and their organs - The connections between body systems and our senses - The impact of our choices on growth, health, and well-being <p>Conceptual Lenses: Connection, Form</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Communication Skills, Balanced, Knowledgeable</p> | <p>Unit 03 December to February</p> <p>Central Idea: The Earth's surface is always changing due to natural and human activity.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How Earth's natural features are shaped by nature - The ways people change Earth's features - How people can care for and protect Earth's features <p>Conceptual Lenses: Change, Causation</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Thinking Skills Principled, Thinker</p> | <p>Unit 06 June to July</p> <p>Central Idea: Access to clean water is essential for life, and people can take action to protect it.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Why water is important for people, animals, and plants - What happens when people don't have access to clean water - Ways people and organizations work to protect water and support communities <p>Conceptual Lenses: Responsibility, Perspective</p> <p>Approaches to Learning and IB Learner Profile: Social Skills, Communication Skills Caring, Open-minded</p> |
| GRADE 4 AGE 9-10 | <p>Unit 04 February to March</p> <p>Central Idea: Traits influence how animals survive and how scientists organize them into groups.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The physical characteristics and behaviors of different animals - How animals adapt to their environments - The impact of humans on animals' living conditions <p>Conceptual Lenses: Causation, Connection</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Thinking Skills, Knowledgeable, Communicator</p> | <p>Unit 05 April to May</p> <p>Central Idea: Perspectives on Berlin's history are shaped by personal experience and knowledge.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How people experience significant events - Ways individuals and groups remember and interpret history - How different perspectives can lead to different understandings <p>Conceptual Lenses: Perspective, Responsibility</p> <p>Approaches to Learning and IB Learner Profile: Communication Skills, Research Skills, Reflective, Principled</p> | <p>Unit 06 June to July</p> <p>Central Idea: Transportation evolves over time to meet human and environmental needs.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The historical development of the wheel and transportation systems - The impact of different types of transportation on people and the environment - Innovations and possibilities for future transportation <p>Conceptual Lenses: Function, Change</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Social Skills, Risk-taker, Balanced</p> | <p>Unit 03 December to February</p> <p>Central Idea: People's beliefs and values shape how they see the world and the choices they make.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The origins and diversity of belief systems - How beliefs and values shape societies - The influence of beliefs and values today <p>Conceptual Lenses: Perspective, Responsibility</p> <p>Approaches to Learning and IB Learner Profile: Communication Skills, Social Skills, Open-minded, Caring</p> | <p>Unit 01 September to October</p> <p>Central Idea: Balanced water ecosystems support life and connect plants, animals, and natural processes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How plants and animals are connected in a water ecosystem - The role of the water cycle in supporting life - The impact of changes on water ecosystems <p>Conceptual Lenses: Function, Connection</p> <p>Approaches to Learning and IB Learner Profile: Self-management Skills, Social Skills, Balanced, Thinker</p> | <p>Unit 02 November to December</p> <p>Central Idea: Water is a resource with distinct properties that allow it to be a source of energy and inspire inventions.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The properties of water and how it is used for energy - The use of hydropower in the past and present - How energy can be transformed and stored <p>Conceptual Lenses: Change, Form</p> <p>Approaches to Learning and IB Learner Profile: Self-management Skills, Thinking Skills, Inquirer, Knowledgeable</p> |
| GRADE 5 AGE 10-11 | <p>Unit 03 December to February</p> <p>Central Idea: Government systems can shape societies, reflect values, and influence decision-making processes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The characteristics and functions of government systems - The historical development of democracy and its influence - The purpose, challenges, and impact of the European Union <p>Conceptual Lenses: Function, Form</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Communication Skills, Balanced, Knowledgeable</p> | <p>Unit 06 June to July</p> <p>Central Idea: Media and technology shape the way we share ideas and interact with the world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The evolution and impact of media over time - The opportunities and challenges of digital communication - How digital tools are used to collect, share, and create information <p>Conceptual Lenses: Responsibility, Perspective</p> <p>Approaches to Learning and IB Learner Profile: Communication Skills, Social Skills, Principled, Inquires</p> | <p>Unit 05 April to May</p> <p>Central Idea: Ancient civilizations developed in response to their environment and created systems and technologies that shaped how people lived together.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The characteristics and structure of ancient civilizations - The connections between ancient civilizations and their environment - How ancient civilizations' innovations and systems connect to modern society <p>Conceptual Lenses: Form, Connection</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Thinking Skills, Inquirer, Communicator</p> | <p>Unit 02 November to December</p> <p>Central Idea: The changes humans experience in adolescence shape a person's identity, emotions and behaviors.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The physical and emotional changes during puberty and their impacts - Human reproduction and the journey of life from conception to birth - The diversity in gender identities, sexual orientations, and body image <p>Conceptual Lenses: Function, Change</p> <p>Approaches to Learning and IB Learner Profile: Social Skills, Communication Skills, Risk-taker, Open-minded</p> | <p>Unit 04 February to March</p> <p>Central Idea: Exploring the properties and changes of materials helps us understand and use them in everyday life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The properties of materials and how they are classified - How materials change in different situations - The importance of safety and measurement when working with materials <p>Conceptual Lenses: Change, Responsibility</p> <p>Approaches to Learning and IB Learner Profile: Research Skills, Self-management Skills, Reflective, Thinker</p> | <p>Unit 01 September to October</p> <p>Central Idea: Access to resources and the pursuit of rights influence why and how communities change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How communities make decisions and resolve conflicts - How land and water conflicts impact people, communities, and the environment - The reasons for migration and its effects on communities <p>Conceptual Lenses: Perspective, Causation</p> <p>Approaches to Learning and IB Learner Profile: Social Skills, Self-management Skills, Reflective, Caring</p> |
| GRADE 6 AGE 11-12 | <p>Unit 01 September to October</p> <p>Central Idea: Food standards and regulations are designed to protect people, and they can have both benefits and challenges for communities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The role of food standards and safety organizations - How food scandals have shaped rules and regulations - The impact of food regulations on consumers and producers <p>Conceptual Lenses: Perspective, Responsibility</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Self-management Skills, Reflective, Knowledgeable</p> | <p>Unit 06 PYP Exhibition: May to June</p> <p>Central Idea: Through reflection and action, individuals express their understanding and contribute to change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - PYP Exhibition : Lines of Inquiry developed by students <p>Conceptual Lenses: PYP Exhibition: All specified concepts</p> <p>Approaches to Learning and IB Learner Profile: PYP Exhibition: All skills and attributes</p> | <p>Unit 03 December to February</p> <p>Central Idea: Travel connects people and places but also impacts communities and the environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The reasons people travel and popular travel destinations - How and why people have traveled throughout history - The effects of travel on people, nature, and the planet <p>Conceptual Lenses: Responsibility, Change</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Social Skills, Open-minded, Balanced</p> | <p>Unit 05 March to May</p> <p>Central Idea: Social movements raise awareness and may inspire profound local and global change.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The causes and effects of social movements - The role of individuals and groups in social movements - The impact of social movements on past, present, and future generations <p>Conceptual Lenses: Causation, Form</p> <p>Approaches to Learning and IB Learner Profile: Communication Skills, Research Skills, Principled, Risk-taker</p> | <p>Unit 04 February to March</p> <p>Central Idea: Machines use energy and movement to make work easier in our daily lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How simple machines function and where we find them - The role of materials and design in how machines work - How forces and energy affect movement <p>Conceptual Lenses: Function, Connection</p> <p>Approaches to Learning and IB Learner Profile: Thinking Skills, Communication Skills, Thinker, Communicator</p> | <p>Unit 02 November to December</p> <p>Central Idea: The interactions between Earth, the Moon, and the Sun shape the environment and influence natural processes on Earth.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The Moon's impact on Earth's tides and coastal environments - The relationship between Earth's movements and its cycles - The Sun's role in Earth's atmosphere and climate systems <p>Conceptual Lenses: Causation, Function</p> <p>Approaches to Learning and IB Learner Profile: Self-management Skills, Research Skills, Inquirer, Caring</p> |