

Understanding the IB-PYP

The International Baccalaureate (IB) Primary Years Program (PYP) is underpinned by six transdisciplinary themes around which learning is planned. These are:

- Who we are
- **Where we are in place and time**
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

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. **Key concepts** are powerful, over-arching ideas that transcend individual subject-areas and allow students to develop a coherent, in-depth understanding. These units of inquiry collectively constitute the school's **program of inquiry**. At Valley Prep, the six transdisciplinary themes will be implemented gradually between 2016 and 2019.

Transdisciplinary Theme: **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 relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Unit Title: **Family Histories**

Dates of this unit: Spring

Central Idea

Knowing about our family histories enables us to discover our cultural origins and develop historical awareness.

Lines of Inquiry

- Our family history.
- How family histories are alike or different over time
- Ways we can find out about our history.

Key Concepts

- Function – How does it work?
- Connection – How is it connected to other things?
- Form – What is it like?

Subject connections

- Science: How people grow and change ... Animal Life Cycles
- Social Studies: Learning about the past; Family history; Using a timeline; Inventions
- Language Arts: Stories include: Brown Honey in Broom wheat Tea (poetry), At Ellis Island, Grandfather's Journey
- Music: Relationships between people in song lyrics.
- PE: Sport through time
- Art: Harlem Renaissance (neighborhoods)
- Technology: Auto-biography timeline video



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Unit Title: **Maps and Globes**

Dates of this unit: Spring

Central Idea

People use maps and globes to explore communities and the world around them

Lines of Inquiry

- Types of communities and their characteristics
- Landforms and their characteristics
- Maps and globes

Key Concepts

- Reflection – How do we know?
- Form – What is it like?
- Connection – How is it connected to other things?

Subject connections

- Social Studies: Places near and far (learn their address, land and water, weather and climate, regions)
- Science: Rocks, minerals, landforms, weathering and erosion
- Language Arts: Stories include: Got Geography! (poetry), Are We There Yet?, Island Born
- Music: Concert songs, where are they from on the map?
- PE: Scavenger Hunt using maps
- Foreign Language: Days of the week & the date in French
- Art: Harlem Renaissance (neighborhoods)
- Technology: Our Place in this World green screen video



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Unit Title: **Explorations**

Dates of this unit: Spring

Central Idea

Exploration leads to discoveries, opportunities, and new understandings.

Lines of Inquiry

- Early exploration
- Geographic tools
- Adapting to new environments

Key Concepts

- Connection – How is it connected to other things?
- Change – How is it changing?
- Perspective - What are the points of view?

Subject connections

- Social Studies & Science: Adaptations, Explorers, Ancient geographical & scientific tools
- Language Arts: Stories include: The Sea Is Calling Me (poetry), Small Worlds, Reaching for the Moon
- Music: Concert song lyrics allude to discovery.
- PE: Scavenger hunt
- Foreign Language: Different rooms around the house.
- Art: Harlem Renaissance (neighborhoods)
- Technology: Flipgrid reflection videos, robot introductions



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Unit Title: **Perspective & Beliefs**

Dates of this unit: Spring

Central Idea

Perspective drives our appreciation for and understanding of beliefs and values.

Lines of Inquiry

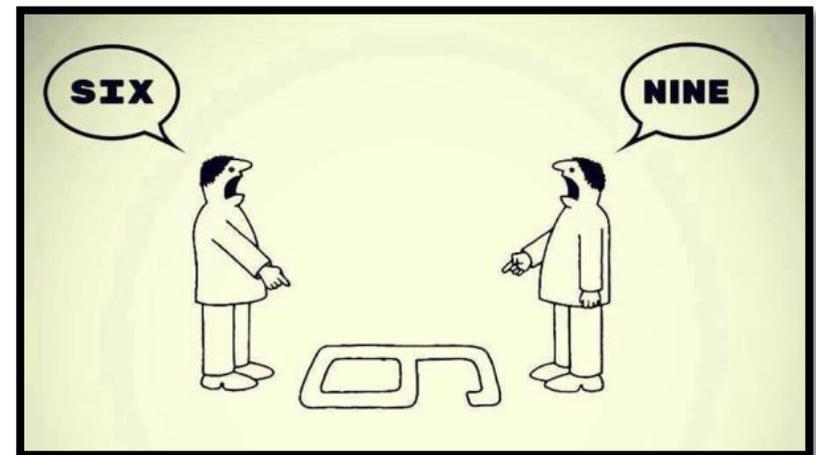
- Perception of self and others
- Cultural and economic changes
- The societal impact of Civil Rights and Human Rights movements

Key Concepts

- Change – How is it changing?
- Reflection – How do we know?
- Causation – Why is it like it is?

Subject connections

- Language Arts: Stories include: When Thunder Comes (poetry), Separate Is Never Equal
- Music: Song lyrics express the author's viewpoint
- PE: Sports through time
- Foreign Language: Places around the city in French
- Art: Harlem Renaissance (neighborhoods)
- Science & Social Studies: Using information from history, literature, and current events, the students will be able to discuss, compare and contrast, and write about events focusing on human rights issues.
- Technology: Ozobot Mission Project



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Unit Title: **Revolutionaries**

Dates of this unit: Spring

Central Idea

Revolutionaries influence and affect society

Lines of Inquiry

- Compare and contrast revolutions
- How revolutions bring about change
- Violent vs. non-violent revolutionaries
- Implications for the modern world

Key Concepts

- Connection – How is it connected to other things?
- Causation – Why is it like it is?
- Change – How is it changing?
- Perspective - What are the points of view?

Subject connections

- Social Studies: The American Revolution from 1763 to 1776
- Language Arts: Stories include: LIVES: Poems About Famous Americans, Nelson Mandela, Give Me Liberty!
- Music: Composers express national aspirations.
- PE: Team Building/Leadership
- Foreign Language: Giving directions to go from place to place in French
- Art: Harlem Renaissance (neighborhoods)
- Technology: Revolutionary War robotic project. Re-writing a scene from My Bother Sam is Dead and have the robots act it out with sets, costumes and props

