

Transdisciplinary Programme of Inquiry 2016 -17
St. John's International School – Waterloo, Belgium

Age Grade	An inquiry into Who we are	An inquiry into Where we are in time and place	An inquiry into How we express ourselves	An inquiry into How the world works	An inquiry into How we organise ourselves	An inquiry into Sharing the planet
Transdisciplinary Theme Descriptor	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; of our 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 civilisations, 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 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.
10-11 Grade 5	TEAM Key concepts: function, connection, responsibility Related concepts: cooperation, communication Central Idea: Together everyone achieves more. Lines of Inquiry: <ul style="list-style-type: none"> Teams and how they work Our responsibilities in the school community Effective communication within a team 	BRIDGES Key concepts: function, connection, change, reflection Related concepts: history, structure, technology Central idea: Bridges facilitate human transitions Lines of Inquiry: <ul style="list-style-type: none"> Bridge types and the forces that act upon them Well-known bridges past and present around the world Bridges as metaphor for changes in our lives. 	EVERY PICTURE TELLS A STORY Key concepts: connection, perspective, reflection Related concepts: history, communication, perspectives Central Idea: Art communicates about the time in which it was created. Lines of Inquiry: <ul style="list-style-type: none"> What art is How the work of different painters informs us about the time at which it was created. What art communicates. 	LIGHT Key concepts: form, function, causation, Related concepts: energy, discovery, prediction Central Idea: Energy is used and transformed to fulfil human needs. Lines of Inquiry: <ul style="list-style-type: none"> Light as a form of energy The properties of light How light is used to fulfill human needs. 	STRUCTURE Key concepts: form, function, responsibility Related concepts: cooperation, communication, organization Central Idea: We collaborate to assess issues and propose solutions. Lines of Inquiry: <ul style="list-style-type: none"> Levels of decision making How collaboration leads to creative solutions The process from assessment of issues to solution 	EXHIBITION Key concepts: all will be examined in depth Related concepts: As appropriate to students' project Central idea: Personal explorations lead to action Lines of Inquiry: <ul style="list-style-type: none"> Personal interests and passions The use of primary and secondary research Taking action as a result of personal inquiry
9-10 Grade 4	A RIGHT TO SMILE Key concepts: connection, perspective, responsibility Related concepts: rights, tradition, equality Central Idea: All children have rights and along with these rights come responsibilities. Lines of Inquiry: <ul style="list-style-type: none"> Children's Rights. Rights vs. privileges Responsibility for ensuring and protecting Children's Rights 	PAST CULTURES, PRESENT WORLD Key concepts: form, connection, change, reflection Related concepts: lifestyles, organization, evidence, geography Central Idea: Ancient civilizations have had an impact on the present. Lines of Inquiry: <ul style="list-style-type: none"> Features of a civilization Links between past and present Evidence of past civilizations 	ALL THE WORLD'S A STAGE Key concepts: form, function,, reflection, perspective Related concepts: Communication, belief, history, perspective Central Idea: We use our voice and body as tools for expressing ideas and emotions. Lines of Inquiry: <ul style="list-style-type: none"> Dramatic use of voice Dramatic physical expression Shakespearean dramatic performance 	A MATTER OF CHANGE Key concepts: form, causation, change, reflection Related concepts: classification, prediction, processes Central Idea: Changes in materials pose challenges and provide benefits. Lines of Inquiry: <ul style="list-style-type: none"> Properties of the different states of matter. Physical and chemical changes The scientific process The impact of consumption on society and the environment. 	WORK PLACES THAT WORK Key concepts: form, function, connection, responsibility Related concepts: networks, employment, organization Central Idea: Workplaces are organized to provide goods and services. Lines of Inquiry: <ul style="list-style-type: none"> Professions and workplaces Roles within work places and how they connect with each other The responsibilities that come with having a role within an organization. 	A WALK IN THE FOREST Key concepts: form, connection, function, responsibility Related concepts: cycles, interdependence, balance, conservation Central Idea: All living things are dependent on one another for their survival. Lines of Inquiry: <ul style="list-style-type: none"> Ecosystems The impact of human behaviour on the balance of nature

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8-9 Grade 3	<p>WHAT DO WE BELIEVE</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: diversity, empathy, tradition</p> <p>Central Idea: All families express/celebrate their beliefs in their own ways</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our own personal and family beliefs • The beliefs of other people • Our rights and responsibility towards the beliefs of others • The ways in which beliefs are expressed and celebrated • The ways beliefs affect our lives 	<p>ME, MYSELF AND I</p> <p>Key concepts: causation, change</p> <p>Related concepts: chronology, history, interdependence</p> <p>Central Idea: My family and life experiences shape who I am.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • My immediate family history • My life so far • Important experiences that have shaped my life 	<p>SPEAKING FROM THE HeART</p> <p>Key concepts: form, perspective</p> <p>Related concepts: feelings, communication, reactions</p> <p>Central Idea: There are many forms of art which allow us to express ourselves in different and unexpected ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Various forms of art • The purpose of art in general • How I can use the arts to express myself 	<p>BRIGHT SPARKS</p> <p>Key concepts: form, function, responsibility</p> <p>Related concepts: transformation, technology</p> <p>Central Idea: Electrical energy can be controlled and used safely for many purposes.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What a natural resource is • How we control electrical currents • Practical uses of safe electricity in daily life • Our responsibilities toward the use of electricity 	<p>BUDDING BUDDIES</p> <p>Key concepts: function, responsibility</p> <p>Related concepts: behaviour, responsibility, organization</p> <p>Central Idea: We need to communicate and collaborate to achieve a common goal.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What is effective communication? • What systems you can use to collaborate • How we can use communication and collaboration to achieve our common goal • The IB learner profile 	<p>H2O</p> <p>Key concepts: Form, Function, Change</p> <p>Related concepts: transformation, cycl</p> <p>Central Idea: Our actions affect the quality of water and its ability to sustain life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The water cycle as an on-going natural system • The journey of water to and from our homes • A world without water
7-8 Grade 2	<p>SENSES</p> <p>Key concepts: function, perspective, responsibility</p> <p>Related concepts: interaction, lifestyle, well-being</p> <p>Central Idea: Our senses give us information about the world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The senses and their functions and how they work together • How we take care of our sensory organs • Learning about the world through our senses 	<p>EXPLORERS</p> <p>Key concepts: causation, connection, perspective</p> <p>Related concepts: communication, orientation, discovery</p> <p>Central Idea: Explorers change the way people live.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Maps and exploration • Explorers' significant discoveries • How discovery changes the lives of people 	<p>THE POWER OF POETRY</p> <p>Key concepts: perspective, reflection</p> <p>Related concepts: communication, poetic form, verse, rhyme, word choice, adjective, verb, synonym, voice</p> <p>Central Idea: We can express ourselves creatively through poetry.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Structure of poems • Word choice in poetry • Self-expression through poems • Interpreting poems 	<p>FORCES</p> <p>Key concepts: function, causation, connection</p> <p>Related concepts: force, movement, technology</p> <p>Central Idea: Forces cause changes in motion and shape.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The forces of push and pull, gravity and friction • The use of forces in simple machines • The scientific method for observation 	<p>FROM FIELD TO TABLE</p> <p>Key concepts: perspective, connection</p> <p>Related concepts: diversity, empathy</p> <p>Central Idea: People depend on one another to live.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The role of agricultural producers • Food distribution and consumption • Our responsibility with regards to food. 	<p>HABITATS</p> <p>Key concepts: form, change, responsibility</p> <p>Related concepts: Habitats, sustainability, climate</p> <p>Central Idea: Human activities affect the habitats of plants and animals.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different types of habitats • The effect of human activity on habitat • How an animal is suited to its habitat

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6-7 Grade 1	<p>GETTING TO KNOW YOU</p> <p>Key concepts: Connection, Reflection</p> <p>Related concepts: relationships, family, differences, lifestyles</p> <p>Central Idea: Getting to know ourselves and others helps us to form friendships.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Who I am- my physical, social and emotional characteristics Recognizing and accepting similarities and differences between myself and others 	<p>NOW AND THEN</p> <p>Key concepts: form, function, change, perspective, reflection</p> <p>Related concepts: history, chronology, lifestyle, perception</p> <p>Central Idea: Children's life styles have changed over time</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How people lived in the past, focussing on how our grandparents & parents lived How toys and children's lifestyles have changed over time How these changes affect our live. 	<p>PATTERNS</p> <p>Key concepts: Connection, Form, Function</p> <p>Related concepts: Pattern, expression, creativity</p> <p>Central Idea: Patterns are all around us and we use them to express ourselves and help make sense of our world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What a pattern is How and why patterns are used Recognizing and describing the different patterns around us 	<p>MATERIALS</p> <p>Key concepts: form, function, perspective, causation</p> <p>Related concepts: classification, properties</p> <p>Central Idea: People's choices of materials are influenced by their properties.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What a material is properties and uses of materials 	<p>WE BELONG</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: interdependence, cooperation</p> <p>Central Idea: Communities depend on everyone cooperating to achieve the same goal.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What a community is Being part of a community of learners Our contribution as members of these communities 	<p>LIVING THINGS</p> <p>Key concepts: function, causation, change, responsibility</p> <p>Related concepts: living and non-living, interaction, adaptation, order, cycles</p> <p>Central Idea: Living things have needs.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Differences between living and non-living things Parts of a plant and how they grow Needs and conditions necessary for plants to grow
5-6 Kindergarten	<p>TAKING CARE OF YOU & ME PRENDRE SOIN DE TOI & MOI</p> <p>Key concepts: form, responsibility, reflection</p> <p>Related concepts: balance, well-being, lifestyles</p> <p>Central Idea: People take care of themselves and each other.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What it means to be caring How we care for ourselves How we care for each other 	<p>HOUSES AND HOMES LES MAISONS DU MONDE ENTIER</p> <p>Key concepts: form, causation, connection</p> <p>Related concepts: geography, resources, structure</p> <p>Central Idea: We make our homes in different places and in different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What makes a home. How homes reflect family life and culture Different types and styles of homes around the world. 	<p>ONCE UPON A TIME... IL ETAIT UNE FOIS...</p> <p>Key concepts: Form, perspective</p> <p>Related concepts: expression, communication, imagination</p> <p>Central Idea: There are different ways to tell stories.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What a story is Different ways we can tell stories Traditional stories from various cultures 	<p>CHANGES EVERYWHERE DES CHANGEMENTS PARTOUT</p> <p>Key concepts: causation, change</p> <p>Related concepts: patterns, cycles, growth, transformation</p> <p>Central Idea: Earth's natural cycles influence our lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Change that take place around us Cycles occuring naturally How changes and natural cycles affect our lives. 	<p>COMMUNITY HELPERS LES PERSONNES DANS NOTRE COMMUNAUTE</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: interconnectedness, belonging, interdependence, organization, safety, collaboration</p> <p>Central Idea: People in a community help each other in different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> People with different occupations and how they help Getting help from someone in the community 	<p>REDUCE, REUSE, RECYCLE REDUIT, REUTILISE, RECYCLE</p> <p>Key concepts: responsibility, reflection</p> <p>Related concepts: organization, sustainability, resources</p> <p>Central Idea: Our choices about waste impact the environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Types of waste people make Ways of reducing, re-using and recycling Our choice of materials for everyday items

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<p>3-5 Pre-Kindergarten</p>	<p>MIAM MIAM, YUM YUM!</p> <p>Key concepts: form, connection</p> <p>Related concepts: TBC</p> <p>Central Idea: The food that we eat is influenced by the place we come from and where we live.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The food we eat at home • The food we like and dislike 		<p>ART ATTACK</p> <p>Key concepts: form, perspective</p> <p>Related concepts: TBC</p> <p>Central Idea: Through the arts, people use different ways and resources to express their feelings and ideas.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Forms of art • Colours • Materials and tools for producing art • Appreciating different art forms 	<p>ART-KID-TECTURE – ARCHITECTURE</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: structure, purpose, design</p> <p>Central Idea: Structures are built according to a process and a purpose.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Uses of construction • Why we construct • Principles that affect construction • How our imagination influences our construction 		<p>UNDER THE SEA SOUS L'OCEAN</p> <p>Key Concepts: form, connection, responsibility</p> <p>Related concepts: life, classification, interdependence, pollution, environmental protection, behaviour, action</p> <p>Central Idea: We share our planet with other living things and interact with them in different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Sea creatures • Sea environment • Human's responsibility towards the sea environment and its creatures.
<p>Transdisciplinary Theme Descriptor</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; of our 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 civilisations, 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 the environment.</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>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>