

Sunnybrook School Programme of Inquiry

Age	<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 style="text-align: center;">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 interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-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 style="text-align: center;">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 style="text-align: center;">How We Organise 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 style="text-align: center;">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>
11-12	<p>Learn to Live, Live to Learn <u>Central Idea:</u> Learning is a physiological process that shapes our humanity and establishes our connections to the world.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Brain plasticity allows individuals to direct their learning through experience. • Animals operate primarily through instinct and experience. • Individuals draw on their learning styles and multiple intelligences to understand their connections to the world. • Humans make choices based on their interpretation of what is ethical and moral. 	<p>On the Move <u>Central Idea:</u> Throughout history people have been on the move with wide-ranging effects on society.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Human migration is caused by a desire to seek peace, safety, opportunity and a higher standard of living. • Migration often causes ethnic and cultural conflict. • We define ourselves in part as a result of our place of origin. • Migrations can have long-term effects on the history and culture of a country 	<p>How Great Thou Art! <u>Central Idea:</u> Each world religion tells a unique story about the meaning, purpose and origins of life which is expressed in its art.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • New ideas and philosophies of what it is to be human can have profound effects on the artistic expression of an age. • An individual artist's belief system can be reflected in the art he or she creates. • Form and function of religious art reflect the specific beliefs of that religious tradition. 	<p>The Final Frontier <u>Central Idea:</u> Our understanding of the universe continues to evolve through scientific endeavour.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Our understanding of the universe has deepened through the development of scientific method and advancing technology. • Essential knowledge about space; solar system, stars, galaxies, nebula, black holes, the big bang. • We design our own inquiries by asking questions, conducting effective research and planning communication of the results. 	<p>Who's the Boss? <u>Central Idea:</u> Governing structures of the modern world evolve over time and impact their people.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Governments regulate power in society through laws. • Modern governments can influence the quality of life of its citizens through regulation of certain aspects of society. • Symbols of government are intended to reflect ideals and beliefs about the proper form of government and its relationship of a country's history. • Changes in the forms of governments can happen slowly over time or suddenly through revolution and may reflect the aspirations of citizens for more satisfactory means of governance. 	<p>PYP Exhibition <u>Central Idea:</u> Global citizens are aware of issues and seek solutions through inquiry and understanding of different perspectives.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Global citizens are engaged by issues they encounter and are motivated to seek solutions. • There are social, environmental and economic issues that need to be addressed in the world. • Inquiry into issues is driven by questions, research and reflection. • Successful problem solving must include consideration of the multiple perspectives on issues. • Knowledge leads to caring leads to action.

10-11	<p>The Media is the Message <u>Central Idea:</u> Human behaviour can be changed through information and/or manipulation.</p> <p><u>Inquiry into:</u></p> <ul style="list-style-type: none"> • The media has a significant influence on people. • The purpose of advertising is to target specific audiences in order to sell a product or a cause. • There is an interaction between the media, the advertiser and the consumer. • Advertisers use tools and techniques to manipulate and persuade consumers. 	<p>The Staff of Life <u>Central Idea:</u> Bread is common to all societies and has come to represent actual and spiritual journeys.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • All societies have a starch staple in their diet. • For various reasons different cultures develop their own unique breads. • The development from food gatherers to food producers changed the way humans live. • Bread has a cultural meaning beyond its nutritional value. 	<p>Good Vibrations <u>Central Idea:</u> Music is a creative form of expression common to all cultures.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • how people use music to express themselves • styles particular to various cultures • how instruments make sound 	<p>ZZZAP! <u>Central Idea:</u> Energy is necessary for technological development and is changed, stored and used in different ways.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Energy is the ability to do work, comes from a variety of sources and takes different forms. • Energy undergoes continuous transformation. • People’s use of energy and has an impact on sustainability and the environment. 	<p>Temples, Tombs and Hieroglyphs <u>Central Idea:</u> Societies are complex organizations which address the spiritual, economic and social needs of their peoples.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • We can explore past civilizations through the discovery and interpretation of ancient artefacts. • There are many factors leading to the longevity and decline of a civilization. • Geography has an impact on the development of a civilization. 	<p>The Last Drop <u>Central Idea:</u> Vital resources are distributed unevenly, leading to conflict about their management and use.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Water is an essential element for all life forms. • There is an imbalance in the distribution and availability of usable water throughout the world. • Human activity has a direct impact on the availability of usable water.
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9-10	<p>What’s the Difference? <u>Central Idea:</u> Our perception of differences can change with understanding and experience.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The normal functioning of the human body can be affected by accident, genetic inheritance, disease or developmental abnormality. • Society has determined that people with disabilities should be provided with equal opportunities. • Disabilities create challenges that affect the way disabled people achieve things in life. 	<p>From Coast to Coast to Coast <u>Central Idea:</u> Exploration and the search for economic opportunity can lead to settlement and the creation of a new nation.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Nations seek new discoveries and search for economic opportunities in distant places. • Over time the desire for easier trade led to the exploration of Canada. • Through exploration, new economic opportunities were discovered in Canada. • Canada’s identity was shaped by exploration and the influence of the fur trade. 	<p>A Splash of Colour <u>Central Idea:</u> Creating and responding to art reflects personal, emotional and cultural experiences.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Creativity is a complex process that involves various aspects of ourselves, and results in something new. • An appreciation of the aesthetic is both individual and cultural. • Artists apply principles, elements and skills to the creative process. 	<p>Incredible Human Machine <u>Central Idea:</u> All parts of the body work together to aid survival and maintain health.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Healthy bodies rely on the normal function of interactive organ systems. • Certain requirements must be met to maintain a healthy body. 	<p>Dollars and Sense <u>Central Idea:</u> People develop systems to exchange goods and services and measure value.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Money can have different meanings to people. • Decision-making can be affected by financial considerations. • Currency takes different forms. • Groups and individuals develop systems to help manage money. 	<p>Penguins and Polar Bears <u>Central Idea:</u> The geography and fragility of the polar regions create unique stewardship and environmental challenges.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Human activities in fragile environments can disrupt the balance of ecosystems. • Rapid environmental change can have long lasting global effects. • The geography of the Polar Regions creates unique sovereignty issues.
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8-9	<p>It's a Small World</p> <p><u>Central Idea:</u> In an attempt to meet human needs, societies have determined human rights and responsibilities, and set goals.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • During childhood, children grow from total dependence towards independence. • In order to look after children, the UN determined certain rights for children around the world and wrote the Convention on the Rights of the Child. • Groups and countries of the world set goals to improve the lives of children. 	<p>Turtle Island</p> <p><u>Central Idea:</u> In pre-industrial societies the geography of a region had an impact on how people lived.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • There is a relationship between the land people live on and their lifestyles which impacts their quality of life. • Canada's aboriginal peoples adapted to the country's distinct geographic regions, developing unique characteristics. • There are similarities and differences between lifestyles in pre-industrial and post-industrial societies. 	<p>Of Rhyme and Rhythm</p> <p><u>Central Idea:</u> People express themselves through creating and appreciating poetry.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Poets use many forms to express their ideas and feelings. • Poetry reflects individual expression. • Poetry is often connected to other art forms. 	<p>Shake, Rattle and Roll</p> <p><u>Central Idea:</u> The dynamics of the earth influences living and nonliving things.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Natural disasters directly affect living things. • Natural disasters have created the need for humans to adapt their housing and communities. • Natural disasters have different causes. 	<p>In the "Hood"</p> <p><u>Central Idea:</u> People organize themselves in different communities and share responsibility within them.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Infrastructure evolves from the needs a community and defines its character. • Decision-making is a process that allows a community to function. • People take on roles and responsibilities in order for a community to function. 	<p>I Will Survive</p> <p><u>Central Idea:</u> Animals adapt to their environment by developing survival mechanisms.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Animals have developed a fascinating variety of mechanisms to survive in their habitats (risks, environment, characteristics, adaptations). • Different habitats lead to different adaptation. • Each animal's unique life cycle is an adaptation to the environment it lives in (animals, prey).
7-8	<p>The Little Engine That Could</p> <p><u>Central Idea:</u> People react to challenging situations in different ways.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Situations can be challenging for people in different ways and for different reasons. • People's responses to challenge are unique and personal and lead to learning. • Recognizing courage in oneself and others fosters an understanding of and respect for people's actions. • In everyday life we encounter challenges that require us to make decisions to act courageously. 	<p>At Home Around the World</p> <p><u>Central Idea:</u> There is a connection between culture, geography, and the type of home we live in.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Every house is not a home, every home is not a house. • The construction and uses of houses has changed over time. • Where we live affects the kind of home we live in. 	<p>To Each Their Own</p> <p><u>Central Idea:</u> Culture and personal taste influence the way we express ourselves.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • There is a connection between culture, personal taste and design when self-expressing. • Culture and personal taste influence our understanding of design and function. • Visual art is a valuable method of self-expression. 	<p>A Bright Idea</p> <p><u>Central Idea:</u> Light is a form of energy that sustains life and is therefore celebrated in many ways.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Studying light allows us to understand how its energy sustains life. • Recognizing the significance of light allows us to incorporate light sources into our lives and celebrations with meaning. • Light affects many aspects of our lives, including celebrations, nature, art and fears. 	<p>Transformed</p> <p><u>Central Idea:</u> Materials progress through many stages, as they become a consumer product.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The connections between production stages are important to the success of consumer products. • There are differences between how natural and artificial products are produced. • There are many possible methods of having products reach consumers. • Various professionals play important roles in the production of consumer products. 	<p>The Giving Tree</p> <p><u>Central Idea:</u> Trees are essential to all living things and people value them for a variety of reasons.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Trees play a vital role in the ecology of the planet. • People value trees for the variety of uses and contributions they make in our lives.

6-7	<p>The Name Game</p> <p><u>Central Idea:</u> By naming people, places and things, we identify them, learn about them and make them ours.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • We name things for different reasons such as to show belonging or ownership. • The naming of people, places and things helps create a common understanding. • Names reflect culture and heritage. • People have an emotional connection to names. 	<p>Move It!</p> <p><u>Central Idea:</u> The need for mobility has led to the development of various forms of transportation.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Transportation is the movement of people and things from one place to another. • Forms of transportation available in a community affect the time efficiency, cost and comfort of moving within it. • Forms of transportation have changed as people's needs change and technological advancements have been made. 	<p>Story Time!</p> <p><u>Central Idea:</u> Narrative can be used to communicate ideas, feelings, nature, culture, beliefs and values.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Stories contain essential elements. • Stories are written to inform and/or entertain. • Stories can be told through different forms of artistic expression. • There are many genres of stories. • Case Study: Fairytales 	<p>Life's Liquid</p> <p><u>Central Idea:</u> Water is a unique substance which is essential to all life.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Water exists in three states depending on temperature. • The tendency of an object to float or sink depends on its weight. • The extent to which one substance dissolves in water depends on its solvency. • Water has a variety of uses for living and nonliving things. • Water can neither be created nor destroyed. 	<p>Work it Out!</p> <p><u>Central Idea:</u> In a workplace people share responsibility toward a common purpose.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • People work at a job to produce goods and/or perform a service. • Different jobs can be performed within one workplace. • People cooperate in a workplace and divide the labour to get the job done. 	<p>Pondering Habitats</p> <p><u>Central Idea:</u> Habitats are homes for plants and animals and provide what they need to survive.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Habitats support the living things within it. • The preservation of natural habitats is important. • Case Study: Ponds
5-6	<p>We are Family</p> <p><u>Central Idea:</u> Our families are important in shaping who we become.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Roles and responsibilities are established within families. • Everyone has a family and each family is unique • Families reflect different traditions and cultural influences. 	<p>Parks and Playgrounds</p> <p><u>Central Idea:</u> People value and set aside spaces for common use.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • People make decisions about use of private and public space • There is a shared responsibility for protection and care of private and public space • Elements of parks and playgrounds can be explored through mapping • Playground equipment applies the principles of simple machines. 	<p>Express Yourself</p> <p><u>Central Idea:</u> People communicate and express themselves creatively through different media.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Creativity expresses our inner feelings and experiences. • Appreciating the beauty of art increases our enjoyment. • We express ourselves verbally and nonverbally through drama, dance, music and art. 	<p>Reasons 4 Seasons</p> <p><u>Central Idea:</u> Our planet's relationship with the sun causes seasons which impact on living things.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The centre of our solar system is the sun. • The nature of the earth's rotation, revolution and tilts around the sun causes seasons. • Our four seasons are unique to Canada. • Animals, plants and people adapt to the changing seasons. 	<p>Fact or Fiction?</p> <p><u>Central Idea:</u> Ideas and information are organized and communicated through books.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Society values books for the knowledge, enjoyment and culture they provide. • Information is organized differently in fiction and nonfiction books. • The stages of writing and illustrating a book is a process with multiple steps. 	<p>Waste Not, Want Not</p> <p><u>Central Idea:</u> Our personal choices can change the environment.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Things people do often lead to creating waste. • People create systems for managing waste. • Every individual is responsible for making as little impact as possible.

<p>4 - 5</p>	<p>Take Care!</p> <p><u>Central Idea:</u> People and animals use routines to care for themselves and others.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • People are responsible for their health and wellbeing. • People often need help from others to maintain good health. • Our feelings affect our wellbeing. • Animals and people have routines for caring for themselves and their babies. 		<p>Let's Play</p> <p><u>Central Idea:</u> People learn and express themselves through play.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • People learn while they play. • Our interests drive our choices. • Our imagination enriches our play. • We show caring for our toys in many ways. • People value toys differently. 	<p>Sense It!</p> <p><u>Central Idea:</u> Human beings interpret their world by using their five senses.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Through our senses we learn about our world. • People use more than one sense at a time to experience their world. • People with disabilities rely on their other senses to interpret their world. 		<p>Apples & Pumpkins</p> <p><u>Central Idea:</u> Living things go through life cycles before they are ready to be harvested for human consumption.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The seasons impact the life cycles of plants. • Planting and harvesting are dependent on the seasons. • Food goes through a process before human consumption.
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