

NEW MEXICO  
INTERNATIONAL  
SCHOOL



*IB PYP Application for Authorization*

**PYP Programme of Inquiry**

Age	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
<p>In this section underline the descriptors that the planner teaches.</p>	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <u>human relationships including families, friends, communities, and cultures</u>; rights and responsibilities; what it means to be human.</p>	<p>An inquiry into orientation in place and time; <u>personal histories</u>; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and <u>the interconnectedness of individuals and civilizations, from local and global perspectives</u>.</p>	<p>An inquiry into the ways in which we discover and express ideas, <u>feelings, values</u>; 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; <u>the impact of scientific and technological advances on society and on the environment</u>.</p>	<p>An inquiry into the <u>interconnectedness of human-made systems and communities</u>, the structure and function of organizations societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; <u>peace and conflict resolution</u>.</p>
<p><b>Kindergarten</b></p>	<p><b>Central Idea:</b> Every family is unique.</p> <p><b>Key Concepts:</b> form, connection, perspective</p> <p><b>Related Concepts:</b> relationships, diversity, values</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Define family</li> <li>Compare/contrast families</li> <li>How values are unique to families</li> </ul>	<p><b>Central Idea:</b> The present is a direct result of the choices my ancestors made in the past.</p> <p><b>Key Concepts:</b> causation, responsibility, reflection</p> <p><b>Related Concepts:</b> choice, personal history, past</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The choices we make affect the future</li> <li>The impact local history (past) has on our lives</li> <li>Our personal histories are unique</li> </ul>	<p><b>Central Idea:</b> Exploration and expression can take many forms.</p> <p><b>Key Concepts:</b> form, function, responsibility</p> <p><b>Related Concepts:</b> exploration, emotions, expression</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What IB attributes are</li> <li>How people express their feelings</li> <li>The ways we express ourselves through our actions</li> </ul>	<p><b>Central Idea:</b> Technical inventions have transformed people's way of life.</p> <p><b>Key Concepts:</b> function, perspective, causation</p> <p><b>Related Concepts:</b> environment, transformation, adaptation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Ways we use technology</li> <li>How ways of life have changed due to technical advances</li> <li>How inventions have affected the environment</li> </ul>	<p><b>Central Idea:</b> A community works because every member plays a part in it.</p> <p><b>Key Concepts:</b> form, function, responsibility</p> <p><b>Related Concepts:</b> roles, respect, community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Defined roles make a community work</li> <li>We all have jobs within our community</li> <li>A community relies on mutual respect and adherence to specific rules</li> </ul>	<p><b>Central Idea:</b> Communication acts as a vehicle for conflict resolution.</p> <p><b>Key Concepts:</b> form, function, perspective</p> <p><b>Related Concepts:</b> communication, conflict, consequences</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Examples of conflicts</li> <li>Characteristics of a good communicator</li> <li>Positive and negative responses to conflicts</li> </ul>

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<p><b>First Grade</b></p>	<p><b>Central Idea:</b> Human needs influence the creation of rules, laws, and communities.</p> <p><b>Key Concepts:</b> responsibility, function, causation</p> <p><b>Related Concepts:</b> rules/laws, needs/wants, community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Why we create rules and the expectation to follow them</li> <li>• What human beings need to survive</li> <li>• How human needs influence homes in communities</li> </ul>	<p><b>Central Idea:</b> Societies influence perspectives on time and place.</p> <p><b>Key Concepts:</b> form, perspective, function</p> <p><b>Related Concepts:</b> time, societies, place</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What constitutes a society</li> <li>• How people mark time</li> <li>• The features of maps and timelines</li> </ul>	<p><b>Central Idea:</b> Weather and people’s beliefs may influence traditions and events.</p> <p><b>Key Concepts:</b> form, connection, causation</p> <p><b>Related Concepts:</b> population, weather, regions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of climate and measurement of weather</li> <li>• The connections between climate and traditions</li> <li>• How beliefs influence celebrations and events</li> </ul>	<p><b>Central Idea:</b> The sun may cause change on Earth.</p> <p><b>Key Concepts:</b> causation, change, reflection</p> <p><b>Related Concepts:</b> system, matter, cause/effect</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How the sun affects conditions on Earth</li> <li>• Matter and how it changes</li> <li>• How we interpret evidence and information</li> </ul>	<p><b>Central Idea:</b> Natural laws impact methods of human organization.</p> <p><b>Key Concepts:</b> form, change, connection</p> <p><b>Related Concepts:</b> organisms, organization, environment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Classification of plants and animals</li> <li>• How changes in the environment may relate to human activity</li> <li>• The adaptations of animals according to their environment</li> </ul>	<p><b>Central Idea:</b> The development of tools impacts the use of natural resources.</p> <p><b>Key Concepts:</b> change, connection, responsibility</p> <p><b>Related Concepts:</b> resources, force, movement</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How the development of tools and the use of resources have changed over time</li> <li>• The relationships among tools, force, and movement</li> <li>• Principled uses of natural resources</li> </ul>

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<p><b>Second Grade</b></p>	<p><b>Central Idea:</b> Individual choices can impact one's own well-being and that of others.</p> <p><b>Key Concepts:</b> function, causation, connection</p> <p><b>Related Concepts:</b> relationships, balance, choice</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How our relationships and behavior impact our well-being</li> <li>• Staying healthy</li> <li>• Creating balance in our lives and with the world around us</li> </ul>	<p><b>Central Idea:</b> Language and languages evolve and diversify over time.</p> <p><b>Key Concepts:</b> connection, change, reflection</p> <p><b>Related Concepts:</b> diversity, change/continuity, history</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different forms of language</li> <li>• Spread and development of languages</li> <li>• Evidence artifacts provide</li> </ul>	<p><b>Central Idea:</b> Individuals express ideas in different and unique ways.</p> <p><b>Key Concepts:</b> perspective, reflection, function</p> <p><b>Related Concepts:</b> expression, individuality, point-of-view</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How art forms allow creative individual expression</li> <li>• The different literary genres</li> <li>• How the scientific method is used to share discoveries and evidence</li> </ul>	<p><b>Central Idea:</b> Earth's dynamic nature transforms landforms and affects life.</p> <p><b>Key Concepts:</b> form, function, change</p> <p><b>Related Concepts:</b> landforms, cause and effect, transformation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Structures and features of the Earth</li> <li>• Understanding natural cycles</li> <li>• Nature's impact on life forms</li> </ul>	<p><b>Central Idea:</b> Communities use transportation systems according to their location, beliefs, and available resources.</p> <p><b>Key Concepts:</b> form, causation, perspective</p> <p><b>Related Concepts:</b> adaptation, community, culture</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Transportation systems around the world</li> <li>• How a community's surrounding impact the development of different transportation systems</li> <li>• Ways culture and beliefs can determine the use of different forms of transportation</li> </ul>	<p><b>Central Idea:</b> The balance of Earth's resources affects all living things.</p> <p><b>Key Concepts:</b> causation, connection, responsibility</p> <p><b>Related Concepts:</b> equilibrium, conservation, adaptation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How imbalances in natural resources affect habitats</li> <li>• Adaptation to our environment and natural resources</li> <li>• People's responsibility to use natural resources wisely</li> </ul>

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<p><b>Third Grade</b></p>	<p><b>Central Idea:</b> An equitable justice system requires a balance of freedom and order.</p> <p><b>Key Concepts:</b> form, function, perspective</p> <p><b>Related Concepts:</b> citizenship, structure</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Properties of freedom and order</li> <li>• Commonalities within justice systems</li> <li>• Interpretations of justice</li> </ul>	<p><b>Central Idea:</b> Push and pull factors prompt humans to migrate.</p> <p><b>Key Concepts:</b> causation, change, connection</p> <p><b>Related Concepts:</b> impact, sequences</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Geographic, economic and social reasons for movement</li> <li>• Patterns of human movement</li> <li>• How diverse customs and traditions shape a community</li> </ul>	<p><b>Central Idea:</b> Personal background influences artistic expression and interpretation.</p> <p><b>Key Concepts:</b> form, change, perspective</p> <p><b>Related Concepts:</b> subjectivity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What medium (or media) artists use to express themselves</li> <li>• How cultures combine their aesthetic ideals to create a new one</li> <li>• The factors that influence a person's artistic ideals</li> </ul>	<p><b>Central Idea:</b> Human living conditions adapt to the natural environment.</p> <p><b>Key Concepts:</b> causation, connection, responsibility</p> <p><b>Related Concepts:</b> Interpretation, evidence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What natural factors influence human lifestyle</li> <li>• Relationship between landscape and society</li> <li>• How we allocate resources in response to natural phenomena</li> </ul>	<p><b>Central Idea:</b> The provision and consumption of goods determine an economic system.</p> <p><b>Key Concepts:</b> form, causation, connection</p> <p><b>Related Concepts:</b> networks</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The components of an economic system</li> <li>• Supply and demand stimulates economic activity</li> <li>• How world economic systems create a global community</li> </ul>	<p><b>Central Idea:</b> Finding peaceful solutions to conflict promotes mutual understanding and acceptance among humans.</p> <p><b>Key Concepts:</b> causation, perspective, responsibility</p> <p><b>Related Concepts:</b> subjectivity, beliefs</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The roots of conflict and its effects</li> <li>• Similarities and differences between our personal and cultural beliefs</li> <li>• Ways to resolve conflicts and promote peace</li> </ul>

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<p><b>Fourth Grade</b></p>	<p><b>Central Idea:</b> Religions often impact our values and beliefs.</p> <p><b>Key Concepts:</b> connection, perspective, reflection</p> <p><b>Related Concepts:</b> history, cultures, celebrations</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast the 5 major religions of the world</li> <li>• Life events as perceived through different religious beliefs</li> <li>• Cultural attachments and celebrations associated with religion</li> </ul>	<p><b>Central Idea:</b> Exploration impacts people and land.</p> <p><b>Key Concepts:</b> form, causation, change</p> <p><b>Related Concepts:</b> history, movement, and structure</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of our region</li> <li>• Motivations for explorations</li> <li>• Changes that occur in a region as a result of exploration and settlement</li> </ul>	<p><b>Central Idea:</b> Exploration of literature leads to a better understanding of oneself.</p> <p><b>Key Concepts:</b> form, connection, reflection</p> <p><b>Related Concepts:</b> similarities, differences, communication</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Key elements for a poem, drama and prose</li> <li>• Comparison among poem, drama, and prose</li> <li>• Writing as a tool for self-discovery</li> </ul>	<p><b>Central Idea:</b> Scientific processes can be used to investigate how forms of energy are stored and transformed.</p> <p><b>Key Concepts:</b> form, change, reflection</p> <p><b>Related Concepts:</b> energy, transformation, processes</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different forms of energy</li> <li>• How energy is used and transformed</li> <li>• The scientific process</li> </ul>	<p><b>Central Idea:</b> Human population influences Earth's conservation efforts.</p> <p><b>Key Concepts:</b> function, reflection, responsibility</p> <p><b>Related Concepts:</b> consequences, systems, values</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Waste systems and how they work</li> <li>• Reasons for reducing and recycling waste</li> <li>• Society's responsibility in the increase of landfills</li> </ul>	<p><b>Central Idea:</b> The rules and responsibilities within social structures can either support or deny human rights.</p> <p><b>Key Concepts:</b> function, connection, reflection</p> <p><b>Related Concepts::</b> rights, justice, service</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Purpose of social structures</li> <li>• The relationship between rules, rights and responsibilities within social structures</li> <li>• How social structures support or deny human rights</li> </ul>

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<p><b>Fifth Grade</b></p>	<p><b>Central Idea:</b> Changes children experience at different stages of their lives affect their evolving sense of self.</p> <p><b>Key Concepts:</b> function, change, causation</p> <p><b>Related Concepts:</b> individuals, health, social media</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Factors that influence well-being during adolescence</li> <li>• The physical, social and emotional and intellectual changes that occur throughout adolescence</li> <li>• How children's use of technology contributes to their self-concept</li> </ul>	<p><b>Central Idea:</b> Storytelling and its interpretation contribute to our understanding of peoples' histories.</p> <p><b>Key Concepts:</b> connection, reflection, change</p> <p><b>Related Concepts:</b> community, points of view, symbolism, pattern</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How our personal histories relate to others</li> <li>• How different people interpret the same event</li> <li>• How storytelling has taken place over time</li> </ul>	<p><b>Central Idea:</b> Communities around the world choose to express their culture in ways that project aspects of their identity.</p> <p><b>Key Concepts:</b> form, reflection, perspective</p> <p><b>Related Concepts:</b> culture, beliefs/values</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Cultural expressions of creativity</li> <li>• How individuals express their unique ideas through the arts</li> <li>• Developing appreciation for arts in different cultures</li> </ul>	<p><b>Central Idea:</b> Innovations transform natural resources into energy.</p> <p><b>Key Concepts:</b> form, causation, perspective</p> <p><b>Related Concepts:</b> energy, cycle, conservation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different forms of energy sources</li> <li>• How energy can be transformed</li> <li>• Points of view on renewable and nonrenewable forms of energy</li> </ul>	<p><b>Central Idea:</b> Human-made systems facilitate local, national, and global communication.</p> <p><b>Key Concepts:</b> function, causation, responsibility</p> <p><b>Related Concepts:</b> networks, connection, unity, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How emergency response systems work</li> <li>• How decisions affect communication between individuals and the community</li> <li>• Responsibilities of emergency response systems</li> </ul>	<p><b>Central Idea:</b> Distribution of wealth and information affect children and their access to equal opportunities.</p> <p><b>Key Concepts:</b> causation, connection, reflection</p> <p><b>Related Concepts:</b> inequality, government, history, discovery</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How the distribution of information and wealth impacts children</li> <li>• Relationships between wealth, information and power</li> <li>• Access to resources and opportunities</li> </ul>

