

BUSAN INTERNATIONAL FOREIGN SCHOOL PROGRAMME OF INQUIRY (2012-13) – As of October 2012

	Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationship including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	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.	How we express ourselves 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.	How the world works 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.	How we organise ourselves 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.	Sharing the planet 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.
Preschool	<p>Who we are (Science, PSE, PE) Concepts: form, function Central Idea: <i>The body has different senses that we use in our everyday life.</i> Lines of Inquiry: * What are the senses? (form) * Functions of the senses (function) * How the senses help us (function) Learner Profile: Thinker, balanced, open-minded</p>	Not Applicable	<p>How we express ourselves (SS, PSE) Concepts: perspective, reflection Central Idea: <i>Stories tell us many things about places, people and beliefs.</i> Lines of Inquiry: * My favourite stories (perspective) * How stories make us feel (perspective) * What we learn from stories (reflection) Learner Profile: Communicator, principled</p>	<p>How the world works (Science) Concepts: causation, connection Central Idea: <i>Understanding light and colour impacts people's lives.</i> Lines of Inquiry: * Sources of light * Primary and secondary colours, tints and shades (causation, function) * How we use light and colour (connection) Learner Profile: Reflective, knowledgeable</p>	Not Applicable	<p>Sharing the planet (Science/PSE/Music) Concepts: change, responsibility Central Idea: <i>Animals and people interact in different ways and in different contexts.</i> Lines of Inquiry: * What living things are (form) * Human interaction with animals (connection) * Our responsibility for the well-being of animals (responsibility) Learner Profile: Inquirer, Risk taker, Caring</p>
Kindy	<p>Who we are (PSHE, PE) Concepts: causation, responsibility Central Idea: <i>Friendships can enrich our lives as they develop through time.</i> Lines of Inquiry: * How friends are made and kept * Why friends are needed Learner Profile: risk taker, balanced, caring</p>	Not Applicable	<p>How we express ourselves (SS, Art) Concepts: form, perspective, reflection Central Idea: <i>People use different forms of visual arts to express their individuality.</i> Lines of Inquiry: * Different forms of visual arts (form) * The imaginative use of materials and processes for creative exploration (perspective) * Responses to our own and other artists' work to inform future work (reflection) Learner Profile: reflective, communicator, open minded</p>	<p>How the world works (Science, PSE) Concepts: function, connection, change Central Idea: <i>We use simple machines that work in different ways</i> Lines of Inquiry: * What are simple machines then and now (form) * How do they work (function) * Where do we use them (connection, change) Learner Profile: inquirer, communicator, risk taker</p>	<p>How we organise ourselves (SS, PSE, Music, Korean) Concepts: form, connection Central Idea: <i>Communities provide interconnected services designed to meet people's needs.</i> Lines of Inquiry: * What makes a community (form) * Services need to support community (form) * How do services support people (connection) Learner Profile: knowledgeable</p>	<p>Sharing the planet (SS, Science) Concepts: change, connection, responsibility Central Idea: <i>Plants are a life-sustaining resource for all living things.</i> Lines of Inquiry: * What plants provide for living things (connection) * How plants grow (connection) * How plants change our environment through out the seasons (change) * Caring for plant life (responsibility) Learner Profile: thinker, principled, balanced</p>
Reception	<p>Who we are (Society, SS, Korean) Concepts: form, responsibility, reflection Central Idea: <i>Family relationships contribute to shaping our identity.</i> Lines of Inquiry: * Family roles and responsibilities (form) * Celebrating diversity (reflection) Learner Profile: reflective, open-minded, caring</p>	<p>Where we are in place and time (History, Korean) Concepts: form, change, causation Central Idea: <i>Transport reflects the changing needs and wants of people.</i> Lines of Inquiry: * Transport we use then and now (form) * Reasons for different transport (causation) * Why transport changes (change) Learner Profile: principled, thinker</p>	<p>How we express ourselves (Arts, Society, Korean) Concepts: form, connection, perspective Central Idea: <i>We express our feelings and ideas and come to new understandings by creating and responding.</i> Lines of Inquiry: * Ways of communicating (form) * Creating and responding to music and movement (connection, perspective) Learner Profile: balanced, risk-taker, communicator</p>	<p>How the world works (Science, Art, Korean) Concepts: causation, change, connection Central Idea: <i>The Earth's natural cycles influence the activity of living things</i> Lines of Inquiry: * Natural cycles (e.g. night and day, weather patterns, seasons) * The actions people take in response to earth's natural cycles * patterns of behaviour in living things related to earth's natural cycles Learner Profile: Inquirer, thinker, reflective</p>	<p>How we organise ourselves (PSE, Society, PE) Concepts: function, connection, responsibility Central Idea: <i>People create organizations to solve problems and support human endeavour and enterprise.</i> Lines of Inquiry: * Purpose of organization * Why people join organizations * Strategies for problem solving within an organization Learner Profile: caring, communicator, thinker, reflective</p>	<p>Sharing the planet (Science, Korean) Concepts: responsibility, perspective, reflection Central Idea: <i>People can make choices to support the sustainability of the earth's resources.</i> Lines of Inquiry: * Earth's finite and infinite resources * The impact of people's choices on the environment * The balance between meeting human needs and the use of limited resources (responsibility) Learner Profile: inquirer, knowledgeable, balanced</p>
Grade 1	<p>Who we are (SS, PSE, PE) Concepts: change, reflection Central Idea: <i>As we grow and change we develop our self-identity.</i> Lines of Inquiry: * How we have changed and how we might change (reflection) * Our personal strengths and areas for improvement (reflection) * Our goals and how we might achieve them (responsibility) Learner Profile: reflective, caring, principled</p>	<p>Where we are in place and time (Social Studies, Language, Korean, PSE) Related Concepts: change, form Central Idea: <i>Learning about the previous generation helps us understand the relationship between the past and the present.</i> Lines of Inquiry: * Ways to find out about the past (Causation) * Behaviours and practices that have changed or remained the same over time (Change) * Simulating what life could be like in the future (Connection) Learner Profile: knowledgeable, inquirer</p>	<p>How we express ourselves (Language, Social Studies, Visual Arts, Music, Korean) Related Concepts: Symbols, Signs, Communication, Patterns Central Idea: <i>Signs and symbols communicate ideas and information.</i> Lines of Inquiry: * Signs and Symbols around us (Form) * Creative ways to communicate ideas and information (Perspective) * Global importance of signs and symbols (Connection) Learner Profile: communicator, open minded</p>	<p>How the world works (Science, Language) Concepts: function, form, change Central Idea: <i>Materials have properties which we can change and use.</i> Lines of Inquiry: * The properties of materials (form) * How the properties of materials can be changed (change) * How different materials are used for a particular function. (function) Learner Profile: thinker, risk taker</p>	<p>How we organise ourselves (Science, Social Studies, Korean, Language) Concepts: causation, connection Central Idea: <i>There are many processes involved in the production of goods.</i> Lines of Inquiry: * Human and natural resources (Form, Function) * The processes of food production (Connection) * Our responsibility as consumers (Responsibility) Learner Profile: thinker</p>	<p>Sharing the planet (Science, Social Studies, Language, Korean) Concepts: form, function, responsibility Central Idea: <i>Living things depend on its environment for survival.</i> Lines of Inquiry: 1. Natural and man-made elements in the environment (Form) 2. How the environment addresses the needs of living things (Function) 3. The balance between meeting the human needs and the use of resources (Responsibility) Learner Profile: inquirer, knowledgeable, caring</p>

Grade 2	<p>Who we are (Science, Language, PE, PSE) Concepts: function, responsibility Central Idea: <i>Many things contribute to our physical and emotional health.</i></p> <p>Lines of Inquiry: *Recognition of healthy foods vs. unhealthy foods (function) * Body care: rest, exercise, healthy eating, oral & physical hygiene (function) * Maintaining a balanced and healthy lifestyle. (responsibility) *What level of fitness have I, and how can I improve it? (function and responsibility) *Analysing what we eat. Learner Profile: balanced, reflective</p>	<p>Where we are in place and time (Social Studies, Science, Language, Korean) Concepts: causation, change Central Idea: <i>The Earth's physical geography has an impact on human interactions and settlements.</i></p> <p>Lines of Inquiry: * How home design and construction are influenced by environment (causation) * How home designs reflect people's culture and daily life (reflection) * How homes change over time (change) Learner Profile: communicator, thinker, knowledgeable</p>	<p>How we express ourselves (Social Studies, Art, Korean) Concepts: function, perspective, connection Central Idea: <i>People recognize important personal and cultural events through celebrations and rituals.</i></p> <p>Lines of Inquiry: * What, why and when we celebrate (function) * Similarities and differences between rituals and celebrations across cultures (perspective, connection) Learner Profile: open- minded, risk taker</p>	<p>How the world works (Science, Language, Music) Concepts: form, causation, reflection Central Idea: <i>Sounds are made in many ways for a variety of purposes.</i></p> <p>Lines of Inquiry: * Production of sound (causation) * Uses of sound (form) * How we detect sound (causation) Learner Profile: inquirer, risk taker, reflective</p>	<p>How we organise ourselves (Social Studies, Language, PSE) Concepts: form, connection, perspective Central Idea: <i>The community provides work for various people to help meet basic human needs and wants.</i></p> <p>Lines of Inquiry: * How jobs help shape our community (perspective) * How our local environment influences the jobs available (connection) * Identify ways in which our local community meets our needs and wants (connection) * Different jobs get different pay rates. (perspective) Learner Profile: knowledgeable and thinker</p>	<p>Sharing the planet (Science, Social Studies, Language) Concepts: responsibility, reflection, causation Central Idea: <i>When interacting with the environment, humans make choices that can have an impact on other living things.</i></p> <p>Lines of Inquiry: * How our actions affect the environment (causation) * Our responsibility to the environment (responsibility) * How my decisions affect the environment (reflection) Learner Profile: principled, caring</p>
Grade 3	<p>Who we are (PSE, Social Studies, Language) Related concepts: Relationships Central Idea: <i>Relationships can be enhanced by learning about other people's perspectives and communicating our own.</i></p> <p>Lines of Inquiry: *Social interaction *Acknowledging other perspectives *Ways we develop and communicate our ideas Learner Profile: Open-minded, Communicators, Caring</p>	<p>Where we are in place and time (Social Studies, Science, Korean, Language) Related concepts: History, discovery, exploration Central Idea: <i>Explorations lead to discoveries, opportunities and new understandings.</i></p> <p>Lines of Inquiry: *Reasons why people make journeys (causation) *How exploration has taken place over time (Perspective) *The consequences of exploration (Reflection) Learner Profile: Inquirer, Knowledgeable</p>	<p>How we express ourselves (Language, Visual Art, Drama, Music, Korean) Related concepts: Creativity, expression Central Idea: <i>Different types of art capture our ideas and imaginations.</i></p> <p>Lines of Inquiry: *Different artistic media for communicating our ideas (connection, perspective) *How artists use different media to convey their thoughts and ideas (connection, perspective) The lives, ideas and imaginations of writers, visual artists, and musicians (reflection, perspective) Learner Profile: Communicator, Reflective, Risk-takers</p>	<p>How the world works (Science, Mathematics, PE, Language) Related concepts: Force, energy, transformation, measurement Central Idea: <i>Forces are all around us and have an impact on people and objects.</i></p> <p>Lines of Inquiry: *Different types of forces (form, function) *How forces affect people and objects (causation, change) *How forces are measured (form) * How force can be expressed through dance/movement (function, connection) *How forces can be expressed using animation technique (causation, change) Learner Profile: Inquirer, Knowledgeable, Thinker</p>	<p>How we organise ourselves (Language, Social studies) Concepts: function, connection, change Related concepts: Geology, Plate tectonic plates, Support systems Central Idea: <i>Communities support each other in times of needs.</i></p> <p>Lines of Inquiry: *How and why natural disasters occur (Form, Causation) *Effects of natural disasters on the community and its economy (Causation) *Human responses to these natural events (Connection) Learner Profile: Inquirer, Knowledgeable</p>	<p>Sharing the planet (Social Studies, Science, Language, Maths, ICT, Library, Visual Art) Related concepts: Water cycles, Resources Central Idea: <i>The cycles in earth's systems help regenerate its resources.</i></p> <p>Lines of Inquiry: *Earth's finite and infinite resources (Form) *How the water cycle powers natural events (Causation) *Our responsibilities in managing finite resources (Responsibilities) Learner Profile: Caring, Knowledgeable</p>
Grade 4	<p>Who we are (PSE, Social Studies, Music) Concepts: form, function, responsibility Central Idea: <i>In an attempt to meet human needs, societies have determined human rights and responsibilities.</i></p> <p>Lines of Inquiry : * Children's rights (form) * How societies protect people's rights (function) * What our responsibilities are in ensuring rights are met (responsibility) Learner Profile: caring, inquirers, risk-takers</p>	<p>Where we are in place and time (Social Studies, Art) Concepts: connection, reflection, function Central Idea: <i>The cultural artefacts of a past civilization give us insight into the beliefs and values of the society.</i></p> <p>Lines of Inquiry : *What constitutes a culture (function, connection) *How artefacts symbolize beliefs and values (connection) *Similarities and differences between civilizations (reflection) *Importance of studying history (reflection) Learner Profile: inquirers, reflective, thinkers</p>	<p>How we express ourselves (Social Studies, Art, Language) Concepts: connection, perspective Central Idea: <i>The different ways people live and express themselves are influenced by their beliefs.</i></p> <p>Lines of Inquiry : * Similarities and differences between main world religions (perspective) * Different ways we express ourselves (perspective) * How daily life is affected by beliefs and values (connection) * How being principled and open minded helps us to accept people who have different beliefs from us (perspective) Learner Profile: open-minded, communicators, principled, balanced</p>	<p>How the world works (Social Studies, Language, Science, Korean) Concepts: causation, change, form, function, reflection Central Idea: <i>Technology has changed the world of work and leisure.</i></p> <p>Lines of Inquiry: *Technology used in work and leisure (form, function) *Why technology changes (change) *How inventors get their ideas and the underlying principles and processes involved in inventions (causation) *Where technology is going (change) *The development of new technology and its use in daily life (reflection) Learner Profile: Thinkers, Communicators, Reflective, Inquirers, Risk-taker</p>	<p>How we organise ourselves (Social Studies, Language, Korean) Concepts: perspective, change, function, connection Central Idea: <i>Economic activity has an impact on the local economy and environment.</i></p> <p>Lines of Inquiry: *What industries have developed locally over time. (change) *What impact do these industries have on the economy and the environment.(change, connection) *How an economy works.(function) *What are the points of view about setting up an industry (perspective) Learner Profile: Principled, Inquirers, Thinker, Reflective, Knowledgeable</p>	<p>Sharing the planet (Science, Social Studies, Language) Concepts: form, change, connection, responsibility Central Idea: <i>Human interaction with ecosystems affects the biodiversity of our planet.</i></p> <p>Lines of Inquiry: · The components of an ecosystem.(form) · Similarities and differences between different ecosystems.(causation, connection) · Events that affect the balance of an ecosystem.(causation, responsibility) Learner Profile: Knowledgeable, Principled, Thinkers</p>
Grade 5	<p>Who we are (PSE, Social Studies, Language, Music) Concepts: responsibility,perspective, causation Related concepts: Racism, Prejudice, Pre-conceptions Misconceptions Central Idea: <i>People's beliefs, values and actions are influenced by their background.</i></p> <p>Lines of Inquiry: Differences amongst people in our community (Perspective) Reasons why people might be treated differently (Causation) Responding to differences (Responsibility) Learner Profile: balanced caring, open-minded</p>	<p>Where we are in place and time (Social Studies, Language) Concepts: : Change Causation, Connection Related Concepts: Globalisation, Risk, Opportunity Central Idea: <i>Human migration is a response to differing circumstances.</i></p> <p>Lines of Inquiry: The reasons why people migrate (Causation) Migration throughout History (Change) Effects of migration on communities, cultures and individuals (Connection) Learner Profile: inquirer thinker</p>	<p>How we express ourselves (Language, Social Studies, Art, Music) Concepts: Function, Perspective, Reflection Related concepts: Influence, Ethics Central Idea: <i>People can create or manipulate messages to target specific audiences.</i></p> <p>Lines of Inquiry: The intention or purpose of the message (Function) Advertising strategies (Perspective) Consumer rights (Reflection) Learner Profile: communicators risk-takers open minded</p>	<p>How the world works (Science, Social Studies, Language) Concepts: Form Responsibility, Causation Related concepts: Risk,Sustainability,Consequence Central Idea: <i>People use energy sources to sustain their daily needs.</i></p> <p>Lines of Inquiry: The nature of energy (FORM) How energy is changed from one form to another (CONNECTION) How people access energy for daily uses (FUNCTION) Learner Profile: knowledgeable, reflective, principled</p>	<p>How we organise ourselves PYP EXHIBITION Concepts: ALL Central Idea: To be negotiated with students Lines of Inquiry: To be negotiated with students Learner Profile: ALL Principled</p>	<p>Sharing the planet (History, Geography, Society, Korean, P.E.) Concepts: : Causation Perspective, Responsibility Related Concepts: Conflict, Peace Central Idea: <i>Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved.</i></p> <p>Lines of Inquiry: Causes of Conflict (Causation) Conflict resolution and management (Perspective) Living and working together peacefully (Responsibility) Learner Profile: reflective, thinker, knowledgeable</p>