

Istanbul International Community School Programme of Inquiry 2013- 2014 (Odd Years)

UNITS OF INQUIRY	WHO WE ARE An inquiry into the nature of 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.	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 the environment.	HOW WE ORGANIZE 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 relationship within and between them; access to equal opportunities; peace and conflict resolution.
GRADE : PS 3&4	1 (YL)		4	3		2
CENTRAL IDEAS	Every day I can learn about who I am with and through others		Productions are a context for creativity where individuals can express their ideas, feelings and emotions	Curiosity about the world can be discovered through observation, exploration and experimentation.		We share the environment with a variety of creatures and it is important to respect their lives.
LINES OF INQUIRY	<ul style="list-style-type: none"> • Likes and dislikes • How to make friends and why we have friends • How we play and interact together 		<ul style="list-style-type: none"> • Why we have stories • What the features of stories are (start, middle, end, characters, author, illustrator, parts of a book-cover page etc.) • The different ways that stories can be told, eg music, dance, video, written and illustrated, etc. 	<ul style="list-style-type: none"> • Building • Water • Light and dark 		<ul style="list-style-type: none"> • Where and how creatures live • How humans affect other creatures and their environment • Our responsibility to other creatures
KEY CONCEPTS	<ul style="list-style-type: none"> • Connection • Change • Reflection 		<ul style="list-style-type: none"> • Form • Function 	<ul style="list-style-type: none"> • Connection 		<ul style="list-style-type: none"> • Function • Causation • Responsibility
RELATED CONCEPTS	<ul style="list-style-type: none"> • Comparing & Contrasting • Sorting • Relationships 			<ul style="list-style-type: none"> • Exploring • Observation • Experimentation 		<ul style="list-style-type: none"> • Habitats • Extinction • Survival
LEARNER PROFILE FOCUS	<ul style="list-style-type: none"> • Open-minded • Reflective 		<ul style="list-style-type: none"> • Risk Takers • Open minded 	<ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers 		<ul style="list-style-type: none"> • Principled • Caring • Thinkers
ATTITUDES FOCUS	<ul style="list-style-type: none"> • Empathy • Respect • Tolerance 		<ul style="list-style-type: none"> • Tolerance • Confidence 	<ul style="list-style-type: none"> • Curiosity • Independence 		<ul style="list-style-type: none"> • Integrity • Respect
SINGLE SUBJECT FOCUS			<ul style="list-style-type: none"> • Music • PE 			<ul style="list-style-type: none"> • Art

Istanbul International Community School Programme of Inquiry 2013- 2014

UNITS OF INQUIRY	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
	An inquiry into the nature of 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.	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.	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 relationship within and between them; access to equal opportunities; peace and conflict resolution.
GRADE : PREP	2	5	6	4	1	3
CENTRAL IDEAS	Making balanced choices enables us to have a healthy lifestyle.	People use shelters to survive.	Productions are a context for creativity where individuals can express their ideas, feelings and emotions.	Materials behave, interact and change in certain ways, which determine how people use them.	Each member of a community has an interconnected role.	People's choices and actions impact the environment and their community.
LINES OF INQUIRY	<ul style="list-style-type: none"> • Daily habits and routines (hygiene, sleep, play, eating) • Balanced choices • Consequences of choices 	<ul style="list-style-type: none"> • Different types of shelters • How people use their shelters • The factors that contribute to people living in different shelters 	<ul style="list-style-type: none"> • How to express feelings and emotions • How to express/present ideas and stories in different ways • The purpose of stories 	<ul style="list-style-type: none"> • Properties of materials • How materials can change • The purposes of materials 	<ul style="list-style-type: none"> • School as a community • Roles within a community • How we keep safe at school 	<ul style="list-style-type: none"> • Our responsibility towards shared resources • How we feel about sharing • How we can reduce what we waste
KEY CONCEPTS	<ul style="list-style-type: none"> • Causation • Reflection 	<ul style="list-style-type: none"> • Form • Function • Causation 	<ul style="list-style-type: none"> • Causation • Connection 	<ul style="list-style-type: none"> • Form • Change • Function 	<ul style="list-style-type: none"> • Form • Function • Connection 	<ul style="list-style-type: none"> • Responsibility • Perspective •
RELATED CONCEPT	<ul style="list-style-type: none"> • Balance • Well-being 	<ul style="list-style-type: none"> • Needs and wants 	<ul style="list-style-type: none"> • Creativity 	<ul style="list-style-type: none"> • Properties and transformation 	<ul style="list-style-type: none"> • Belonging to a group 	<ul style="list-style-type: none"> • Conscious choices
LEARNER PROFILE FOCUS	<ul style="list-style-type: none"> • Balanced • Reflective 	<ul style="list-style-type: none"> • Reflective • Open minded 	<ul style="list-style-type: none"> • Risk taker • Open-minded • Communicative 	<ul style="list-style-type: none"> • Knowledgeable • Inquirer 	<ul style="list-style-type: none"> • Principled • Thinker 	<ul style="list-style-type: none"> • Caring • Communicative
ATTITUDES FOCUS	<ul style="list-style-type: none"> • Commitment • Independence 	<ul style="list-style-type: none"> • Respect • Empathy 	<ul style="list-style-type: none"> • Creativity • Confidence 	<ul style="list-style-type: none"> • Curiosity • Appreciation 	<ul style="list-style-type: none"> • Cooperation • Enthusiasm 	<ul style="list-style-type: none"> • Tolerance • Integrity
SINGLE SUBJECT FOCUS	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • Art • Turkish 	<ul style="list-style-type: none"> • Music 			

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UNITS OF INQUIRY	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
GRADE 1	2	3	6	5	1	4
CENTRAL IDEAS	Games provide us with opportunities to develop an understanding of ourselves and others.	Man's fascination with travel has lead to transport solutions/ development.	Productions are a context for creativity where individuals can express their ideas, feelings and emotions.	Access to clean water is essential to life.	Humans use maps to understand and organize their environment.	We have a responsibility to share the planet to ensure the survival of endangered animals.
LINES OF INQUIRY	<ul style="list-style-type: none"> • The purpose of games; cooperative, competitive, challenge • The benefits/limitations of games • What games tell us about ourselves 	<ul style="list-style-type: none"> • The development in transport • The problems that have been solved to enable travel • The future of travel? 	<ul style="list-style-type: none"> • Expressing ourselves through our roles. • How we use our inspirations to express our ideas. • Planning to cause a desired effect for an audience. 	<ul style="list-style-type: none"> • The ways we use water • The importance of clean water • How we access clean water 	<ul style="list-style-type: none"> • The use of maps • Types of maps • The characteristics and parts of a map 	<ul style="list-style-type: none"> • Physical characteristics /groupings of animals • How our human actions cause animals to become endangered. • Our responsibility for the preservation of animals
KEY CONCEPTS	<ul style="list-style-type: none"> • Connection • Reflection • Function 	<ul style="list-style-type: none"> • Change • Causation • Connection 	<ul style="list-style-type: none"> • Causation 	<ul style="list-style-type: none"> • Causation • Form 	<ul style="list-style-type: none"> • Perspective • Form • Function 	<ul style="list-style-type: none"> • Causation • Responsibility
RELATED CONCEPTS	<ul style="list-style-type: none"> • Competition 		<ul style="list-style-type: none"> • Performance 	<ul style="list-style-type: none"> • Need 		<ul style="list-style-type: none"> • Conservation
LEARNER PROFILE FOCUS	<ul style="list-style-type: none"> • Principled • Caring 	<ul style="list-style-type: none"> • Inquirer • Thinker • Open-minded 	<ul style="list-style-type: none"> • Communicator • Risk taker 	<ul style="list-style-type: none"> • Reflective 	<ul style="list-style-type: none"> • Communicator 	<ul style="list-style-type: none"> • Knowledgeable • Caring • Inquirer
ATTITUDES FOCUS	<ul style="list-style-type: none"> • Cooperation, Respect 	<ul style="list-style-type: none"> • Creativity 	<ul style="list-style-type: none"> • Enthusiasm • Creativity • Confidence 	<ul style="list-style-type: none"> • Appreciation • Empathy 	<ul style="list-style-type: none"> • Creativity 	<ul style="list-style-type: none"> • Independence • Respect
SINGLE SUBJECT FOCUS	<ul style="list-style-type: none"> • PE 		<ul style="list-style-type: none"> • Music 			<ul style="list-style-type: none"> • French • Turkish

Istanbul International Community School Programme of Inquiry 2013- 2014

UNITS OF INQUIRY	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
Grade 2	1	5	6	2	4	3
CENTRAL IDEAS	Food choices affect a healthy lifestyle	Every city (place) has a different history that is shaped by the people who live there.	Creativity flourishes when opportunity is given to use it!	Forces create and affect movement in our lives.	Transport systems are directly related to the needs of the community.	Communities around the world reduce, reuse and recycle in a variety of ways.
LINES OF INQUIRY	<ul style="list-style-type: none"> • A balanced diet according to cultures from around the world • The effects that geography and culture have on food choices • Exercise • Nutrients and how they help our body 	<ul style="list-style-type: none"> • What history is (form) • History changes depending on who tells the story. (perspective) • The impact of people and communities on history. (causation) 	<ul style="list-style-type: none"> • How we demonstrate and enjoy our creativity • Where your creative interests lie • Opportunities to be creative • Ways we reflect on and extend our creativity 	<ul style="list-style-type: none"> • Types of forces • How forces are exerted • Forces in our daily lives 	<ul style="list-style-type: none"> • The component parts of a transport system (how are random buses made into an actual system?) • The factors that communities have to overcome to create the transport system (needs of the community) • the various forms of transport 	<ul style="list-style-type: none"> • The consequences of throwing things away • The ways people reduce, reuse, recycle materials • Why communities reduce, reuse and recycle in different ways
KEY CONCEPTS	<ul style="list-style-type: none"> • Function • Causation 	<ul style="list-style-type: none"> • Form • Perspective • Causation 	<ul style="list-style-type: none"> • Reflection • Perspective 	<ul style="list-style-type: none"> • Function • Change • Causation 	<ul style="list-style-type: none"> • Connection • Change • Function 	<ul style="list-style-type: none"> • Causation • Connection
RELATED CONCEPTS	<ul style="list-style-type: none"> • Nutrition 	<ul style="list-style-type: none"> • History 	<ul style="list-style-type: none"> • Imagination 	<ul style="list-style-type: none"> • Forces and movement 	<ul style="list-style-type: none"> • Community • Systems 	<ul style="list-style-type: none"> • Waste
LEARNER PROFILE FOCUS	<ul style="list-style-type: none"> • Balanced • Reflective • Inquirers 	<ul style="list-style-type: none"> • Knowledgeable • Inquirers • Reflective 	<ul style="list-style-type: none"> • Risk takers 	<ul style="list-style-type: none"> • Inquirers • Knowledgeable 	<ul style="list-style-type: none"> • Thinkers • Reflective 	<ul style="list-style-type: none"> • Caring
ATTITUDES FOCUS	<ul style="list-style-type: none"> • Curiosity • Tolerance 	<ul style="list-style-type: none"> • Appreciation • Curiosity • 	<ul style="list-style-type: none"> • Appreciation • Confidence • Creativity 	<ul style="list-style-type: none"> • Independence 	<ul style="list-style-type: none"> • Cooperation 	<ul style="list-style-type: none"> • Appreciation, respect
SINGLE SUBJECT FOCUS	<ul style="list-style-type: none"> • French • PE 	<ul style="list-style-type: none"> • Turkish 	<ul style="list-style-type: none"> • Art • Music 			

Istanbul International Community School Programme of Inquiry 2013- 2014

UNITS OF INQUIRY	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
GRADE 3	1	2	3	6	4	5
CENTRAL IDEAS	Rights and responsibilities differ in different communities.	Individuals can influence us by their actions and contributions to society	Communities tell stories in different ways and for a variety of purposes.	Humans use their understanding of the weather for different purposes	Production of goods is an economic system involving people in different roles and has an impact on humankind and the environment.	Plants sustain life on earth and play a role in our lives.
LINES OF INQUIRY	<ul style="list-style-type: none"> • What rights and responsibilities are • Why rights and responsibilities differ between communities • What our responsibility is 	<ul style="list-style-type: none"> • What makes a person influential • The effect that others' actions and contributions have made or make • The responsibilities that go along with being influential 	<ul style="list-style-type: none"> • Different ways stories are told • The purpose of stories in communities 	<ul style="list-style-type: none"> • The weather (air, sun, precipitation) <ul style="list-style-type: none"> ▪ Form ▪ Causation • How data and information is gathered about the weather <ul style="list-style-type: none"> ▪ Function • How information and data is used for different purposes <ul style="list-style-type: none"> ▪ Function 	<ul style="list-style-type: none"> • The way companies are organised to produce a product. • The responsibility workers have to each other and to the product. • The responsibility of management for the human and natural environment. 	<ul style="list-style-type: none"> • How plants sustain life <ul style="list-style-type: none"> ▪ Form ▪ Structure of plants ▪ What they produce • Why plants are important <ul style="list-style-type: none"> ▪ Function ▪ What are they used for • How plants are connected to humans and animals?
KEY CONCEPTS	<ul style="list-style-type: none"> • Form • Causation • Responsibility 	<ul style="list-style-type: none"> • Causation • Responsibility • Change 	<ul style="list-style-type: none"> • Function • Connection • Reflection 	<ul style="list-style-type: none"> • Causation • Form • Function 	<ul style="list-style-type: none"> • Connection • Responsibility • Causation 	<ul style="list-style-type: none"> • Form • Function • Connection
RELATED CONCEPTS	<ul style="list-style-type: none"> • Rights and responsibilities 		<ul style="list-style-type: none"> • Culture • Traditions 		<ul style="list-style-type: none"> • Organisation 	
LEARNER PROFILE FOCUS	<ul style="list-style-type: none"> • Caring, Principled 	<ul style="list-style-type: none"> • Risk Taking • Open- minded • Knowledgeable • Communicators 	<ul style="list-style-type: none"> • Communicators 	<ul style="list-style-type: none"> • Inquirers 	<ul style="list-style-type: none"> • Risk Takers • Open- minded 	<ul style="list-style-type: none"> • Thinkers
ATTITUDES FOCUS	<ul style="list-style-type: none"> • Integrity • Respect 	<ul style="list-style-type: none"> • Commitment • Enthusiasm • Confidence • Integrity 	<ul style="list-style-type: none"> • Appreciation, Creativity 	<ul style="list-style-type: none"> • Cooperation, Knowledgeable, Communicators 	<ul style="list-style-type: none"> • Enthusiasm • Tolerance 	<ul style="list-style-type: none"> • Commitment, Appreciation
SINGLE SUBJECT FOCUS		<ul style="list-style-type: none"> • Turkish, French 	<ul style="list-style-type: none"> • Art, Music 			

Istanbul International Community School Programme of Inquiry 2013- 2014

UNITS OF INQUIRY	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
UNITS OF INQUIRY	An inquiry into the nature of 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.	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.	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 relationship within and between them; access to equal opportunities; peace and conflict resolution.
GRADE 4	Unit 1	Unit 2	Unit 3	Unit 5	Unit 4	Unit 6
CENTRAL IDEAS	People's beliefs give insight into who they are	People's curiosity about space has led to space technologies having an impact on our lives.	Involvement in the arts can evoke reflection, extension, enjoyment and appreciation.	The physical and chemical changes that materials undergo determine how humans use them.	Societies establish systems for trade and commerce to meet needs and wants.	Ecosystems require a dynamic equilibrium in order to survive.
LINES OF INQUIRY	<ul style="list-style-type: none"> Current major world beliefs How belief systems have changed over time The impact beliefs have on our behavior on a daily basis 	<ul style="list-style-type: none"> The use of space technology is incorporated into our lives. How space exploration has furthered our understanding of the universe. The technological adaptations needed to make space travel possible. 	<ul style="list-style-type: none"> How people explore and express their ideas through the arts How subjects can be explored in a variety of artistic ways How we enrich our appreciation and responses to the arts 	<ul style="list-style-type: none"> States and behaviour of matter Physical and chemical changes of materials Manipulation of materials for human use 	<ul style="list-style-type: none"> Different systems for economic activities, borrowing, bartering, trade, bargaining, buying, selling The roles and responsibility of the producers, traders and consumers 	<ul style="list-style-type: none"> What ecosystems are The interconnectedness in and between ecosystems How humans effect ecosystems
KEY CONCEPTS	<ul style="list-style-type: none"> Reflection Connection 	<ul style="list-style-type: none"> Connection Change Causation 	<ul style="list-style-type: none"> Perspective Reflection 	<ul style="list-style-type: none"> Change 	<ul style="list-style-type: none"> Function Responsibility 	<ul style="list-style-type: none"> Form Connection Causation
RELATED CONCEPTS	<ul style="list-style-type: none"> Beliefs and Values 	<ul style="list-style-type: none"> Technology 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Economics 	<ul style="list-style-type: none"> Balance
LEARNER PROFILE FOCUS	<ul style="list-style-type: none"> Inquirers Open-minded 	<ul style="list-style-type: none"> Inquirers Thinkers 	<ul style="list-style-type: none"> Reflection Open-minded 	<ul style="list-style-type: none"> Inquirers Thinkers 	<ul style="list-style-type: none"> Principled Thinkers 	<ul style="list-style-type: none"> Knowledgeable Caring Thinkers Reflective
ATTITUDES FOCUS	<ul style="list-style-type: none"> Reflective Respect/Tolerance 	<ul style="list-style-type: none"> Curiosity 	<ul style="list-style-type: none"> Commitment Creativity 	<ul style="list-style-type: none"> Creativity Curiosity 	<ul style="list-style-type: none"> Knowledgeable Confidence 	
SINGLE SUBJECT FOCUS	<ul style="list-style-type: none"> Turkish 		<ul style="list-style-type: none"> Art PE Music 		<ul style="list-style-type: none"> French 	

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UNITS OF INQUIRY	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
GRADE 5	5 (4)	2	4(3)	3 (5)	6	1
CENTRAL IDEAS	During adolescence physical, social and emotional changes occur	Artifacts can help us to construct aspects of Ancient Civilisations	Media influences how we think and the choices we make	Machines have an impact on time and efficiency in our daily lives	Societies have decision making bodies that make choices on behalf of their members	Through our actions and lifestyles we can improve how we care for the world.
LINES OF INQUIRY	<ul style="list-style-type: none"> • Changes which occur during adolescence • How the changes in adolescence are connected • Making informed choice regarding our health and wellbeing 	<ul style="list-style-type: none"> • The aspects of an ancient civilisation • How modern day has been influenced by the study of ancient civilizations • The connections between civilisations 	<ul style="list-style-type: none"> • Purpose and types of media • The techniques used in media • The connection between media techniques and target audience 	<ul style="list-style-type: none"> • The scientific principles of machines • The effects of machines on our daily lives 	<ul style="list-style-type: none"> • The variety of decisions made in our lives • The function of the united nations 	<ul style="list-style-type: none"> • human impact on the environment • human behaviours and habits • developing appropriate habits of mind
KEY CONCEPTS	<ul style="list-style-type: none"> • Change • Responsibility • Reflection 	<ul style="list-style-type: none"> • Form • Perspective • Connection 	<ul style="list-style-type: none"> • Form • Responsibility 	<ul style="list-style-type: none"> • Causation • Function 	<ul style="list-style-type: none"> • Causation • Reflection 	<ul style="list-style-type: none"> • Causation • Connection • Responsibility
RELATED CONCEPTS	<ul style="list-style-type: none"> • Physical Changes • Development • Growth • Reproductive Systems 	<ul style="list-style-type: none"> • Artifacts • Societal Organisation • Innovation 	<ul style="list-style-type: none"> • Communication • Persuasion • Propaganda 	<ul style="list-style-type: none"> • Work • Efficiency • Force and Motion 	<ul style="list-style-type: none"> • Governing Systems • Organisational structure • Authority 	
LEARNER PROFILE FOCUS	<ul style="list-style-type: none"> • Open-minded • Knowledgeable • Caring 	<ul style="list-style-type: none"> • Knowledgeable • Risk Takers (residential trip) 	<ul style="list-style-type: none"> • Communicators 	<ul style="list-style-type: none"> • Inquirers, Thinkers 	<ul style="list-style-type: none"> • Balanced • Principled 	<ul style="list-style-type: none"> • Open-minded • Reflective • Caring
ATTITUDES FOCUS	<ul style="list-style-type: none"> • Empathy • Respect 	<ul style="list-style-type: none"> • Appreciation 	<ul style="list-style-type: none"> • Enthusiasm • Creativity 	<ul style="list-style-type: none"> • Curiosity • Independence 	<ul style="list-style-type: none"> • Integrity • Commitment 	<ul style="list-style-type: none"> • Cooperation • Tolerance • Respect • Commitment
SINGLE SUBJECT FOCUS	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • Turkish • Art 	<ul style="list-style-type: none"> • French • Music 			

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GRADE 6	3	6	5	1	4	2
CENTRAL IDEAS	Philosophical thinking allows us to explore our humanity.	Migration is a constant process that changes people and places.	My passion can inspire me to turn my knowledge and understanding about global issues into action.	Energy may be converted from one form to another.	People organize themselves into groups in order to fulfill a need.	The world struggles to share resources
LINES OF INQUIRY	<ul style="list-style-type: none"> • What philosophical thinking is • What it means to be human • How our perspective impacts who we are 	<ul style="list-style-type: none"> • Which people migrate? • The stages of migration • The impact of migration on the people and the environment 	<ul style="list-style-type: none"> • Identifying and understanding my passion • How my passion connects to a global issue • How can my passion lead me to take action in the community • Sharing/celebrating my passion-to-action journey with the school community 	<ul style="list-style-type: none"> • Forms of energy • Transformation of energy • The science of “green” energy 	<ul style="list-style-type: none"> • How NGOs work (function) • Ways we work to make a difference (responsibility) • How we know our organization is effective? (reflection) 	<ul style="list-style-type: none"> • The difference between equality and equity • The struggle that exists over resources • The ways people work to ease their struggles
KEY CONCEPTS	<ul style="list-style-type: none"> • Perspective • Reflection 	<ul style="list-style-type: none"> • Form • Causation • Change 	<ul style="list-style-type: none"> • Causation • Responsibility 	<ul style="list-style-type: none"> • Connection • Form • Change 	<ul style="list-style-type: none"> • Function • Responsibility • Reflection 	<ul style="list-style-type: none"> • Form • Causation • Responsibility
RELATED CONCEPTS	<ul style="list-style-type: none"> • Identity • Diversity 	<ul style="list-style-type: none"> • Migration Process • Population 		<ul style="list-style-type: none"> • Energy 	<ul style="list-style-type: none"> • Organisation • Co-operation 	<ul style="list-style-type: none"> • Equity • Equality
LEARNER PROFILE FOCUS	<ul style="list-style-type: none"> • Reflective • Thinkers • Open-Minded 	<ul style="list-style-type: none"> • Communicators • Open-minded • Risk Takers 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Principled • Caring • Thinker 	<ul style="list-style-type: none"> • Reflective • Knowledgeable • Communicators 	<ul style="list-style-type: none"> • Knowledgeable • Thinkers • Principled • Open-Minded
ATTITUDES FOCUS	<ul style="list-style-type: none"> • Respect • Tolerance • Curiosity • Empathy 	<ul style="list-style-type: none"> • Empathy • Curiosity • Respect 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Cooperation • Curiosity • Appreciation • Independence 	<ul style="list-style-type: none"> • Commitment • Creativity • Integrity • Cooperative 	<ul style="list-style-type: none"> • Empathy • Appreciation • Integrity
SINGLE SUBJECT FOCUS	<ul style="list-style-type: none"> • Music • French • Art • Turkish 	<ul style="list-style-type: none"> • Turkish 				