

Bali International School - Primary Years Program of Inquiry - 2012-2013

Age	Who we are 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	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 relationship 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 organisations; 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
Sequence	5	1	6 - Exhibition	3	2	4

<p>11-12 Grade 6</p>	<p>Central Idea Humans experience changes at different stages of their lives that affect their physical, emotional, and social development</p> <p>Lines of inquiry: The physical changes in humans (change) How physical changes impact on our social and emotional being (causation) How relationships contribute to our self-concept (reflection)</p> <p>SEL BENCHMARKS Identity -Being emotionally aware helps us to manage relationships and support each other. -A person's self worth is reinforced and reflected in engagement and/or service with others. -The physical changes that people experience at different stages in their lives affect their evolving identities.</p> <p>Interactions -An individual can experience both intrinsic satisfaction and personal growth from interactions.</p> <p>SCIENCE BENCHMARKS Identify cause and effects of puberty Describe adolescence brain development and it's impact on the physical, social and emotional being. Describe reproductive systems</p> <p>PE BENCHMARKS Describe the benefits of regular participation in physical activity 5.6- Identify factors that affect choices of physical activity for life 5.11- Explain the influences of gender and cultural background on participation in physical activity</p> <p>LANGUAGE A TEXT TYPE: Report</p>	<p>Central Idea Changes in the Earth and its atmosphere have impacts on the way people live their lives</p> <p>Lines of Inquiry: How the different components of the earth are interrelated (connection) Why the Earth has changed and is continuing to change (causation) Human response to the Earth's changes (change)</p> <p>SOCIAL STUDIES BENCHMARKS Evaluate ways and reasons humans modify their natural environment to meet their wants and the consequences of those modifications Explain how geographical features influenced the development of civilizations (eg. Domestication, cultivation, specialization) S &S Assess settlement patterns and population distribution in selected regions, areas or countries</p> <p>GEOGRAPHY SKILLS Use a variety of maps to interpret information</p> <p>SCIENCE BENCHMARKS Identify the long-term and short-term changes on Earth i(for example, plate tectonics, erosion, floods, deforestation) describe how natural phenomena shape the planet identify the evidence that the Earth has changed (for example, land formations in local environment) explore scientific and technological developments that help people understand and respond to the changing Earth reflect on the explanations from a range of sources as to why the Earth changes.</p> <p>LANGUAGE A TEXT TYPE: Narrative, Recount</p>	<p>Central Idea A person's behaviour and how they choose to present themselves project aspects of their identity</p> <p>Lines of Inquiry: How appearance and behaviour influence our perception of others (perspective) The influence of cultural and social norms on how we choose to present ourselves (form) Fashion as a form of expression (reflection)</p> <p>SEL BENCHMARKS Identity -stereotyping and prejudging can lead to misconceptions and conflict -many different and conflicting cultures influence identity formation - the values, beliefs and norms of a society can impact on an individual's self-concept and self-worth</p> <p>SOCIAL STUDIES BENCHMARKS Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Identify roles, rights and responsibilities in society Identify and describe ways that family, groups and community influence personal choices Explore how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contexts Describe advantages and disadvantages of cultural and individual diversity Reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability).</p> <p>LANGUAGE A TEXT TYPE: Poetry</p>	<p>Central Idea Materials can undergo permanent or temporary changes that provide challenges for society and the environment</p> <p>Lines of Inquiry: Conditions that cause reversible and irreversible changes in materials (change) How societies take advantage of the properties of materials(responsibility) The impact of retrieval, production and the use of materials in the environment (function)</p> <p>SCIENCE BENCHMARKS Identify the difference between physical and chemical changes Investigate the ways materials can be changed (for example, metal, sand) Assess the benefits and challenges of changing materials to suit people's needs and wants (for example, plastic) Recognize and report on the environmental impact of some manufacturing processes.</p> <p>SCIENCE SKILLS Exposed <i>Hypothesising, Inferring, Modelling, Synthesising</i> Practised <i>Analysing, Classifying</i> <i>Communicating, Controlling variables, Defining, Evaluating</i> <i>Experimenting, Inquiring</i> <i>Interpreting data, Measuring, Observing, Predicting, Recording, Using numbers</i></p> <p>LANGUAGE A TEXT TYPE: Procedural</p>	<p>Central Idea Developing digital media changes the way in which people access information and connect to each other</p> <p>Lines of Inquiry: How digital media is used or organised (function) Evaluating information (causation) Our responsibility in virtual environments (responsibility)</p> <p>SOCIAL STUDIES BENCHMARKS Analyse how individuals' and communities' needs and/or wants are met.</p> <p>Identify the reasons why people feel compelled to explore the unknown</p> <p>SEL BENCHMARKS Identity - A person's self-worth is reinforced and reflected in engagement with and or service to others. - Society can influence our sense of self-worth through advertising and media</p> <p>Interactions - Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</p> <p>ARTS BENCHMARKS Create a musical composition using technology as an aide</p> <p>LANGUAGE A TEXT TYPE: Discussion</p>	<p>Central Idea Biodiversity relies on maintaining the interdependent balance of organisms within systems</p> <p>Lines of Inquiry: Ways in which ecosystems, biomes and environments are interdependent (connection) How humans interaction with the environment can affect the balance of systems (responsibility) The consequences of imbalance within ecosystems (causation)</p> <p>SEL BENCHMARKS Interactions - People are interdependent with, and have a custodial responsibility towards, the environment in which they live.</p> <p>SOCIAL STUDIES BENCHMARKS Explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry).</p> <p>SOCIAL STUDIES SKILLS Identify roles, rights and responsibilities in society Use and analyse evidence from a variety of historical, geographical and societal sources</p> <p>SCIENCE BENCHMARKS Describe the interactions of living things within and between ecosystems (food chains and webs, predation, parasitism, symbiosis mutualism, commensalism) Investigate the consequence for human health and well-being of decreasing biodiversity Examine interactions between living things and non-living parts of the environment Investigate the conservation of energy in ecosystems Analyze the effects of changing a link in a food web Explain how human activities can have positive or adverse effects on local and other environments (for example, waste disposal, agriculture, industry, introduction of non-native species, hunting, soil erosion) Recognise that solar energy sustains ecosystems through a transformation of energy</p> <p>SCIENCE SKILLS Exposed <i>Inferring, Modelling, Synthesising</i> <i>Recognising patterns</i> Practised <i>Analysing, Classifying, Communicating, Defining, Evaluating, Inquiring, Predicting, Using numbers</i></p> <p>LANGUAGE A TEXT TYPE: Persuasive</p>
<p>Curriculum/ Strands</p>	<p>Health, Humanities (Society, Culture and Heritage), Language SEL-Individual Identity / Emotions/ Empathy</p>	<p>Science (Material World), Humanities</p>	<p>Social Studies (Time, Continuity and Change, Human and natural environments, Resources and the environment), Language</p>	<p>Social Studies (Human and natural environments), Science (Materials and Matter),</p>	<p>Social Studies (Time, Continuity and Change, Society, Culture and Heritage), Health, SEL - Individual Identity/Self Worth Language</p>	<p>Social Studies Human and natural environments, Resources and the environment), Science Living Things) , Language</p>
<p>Concepts</p>	<p>reflection, change, causation</p>	<p>Change, connection, causation</p>	<p>form, perspective, reflection</p>	<p>Change, responsibility, function</p>	<p>Function, causation, responsibility</p>	<p>Connection, causation, responsibility</p>

Related concepts	Adolescence, puberty, relationships	geology, plate tectonics, erosion, movement		measurement, transformation, time	digital media, virtual environment	Balance, biodiversity, interdependence, mass extinction
Learner profiles/ attitudes	Balanced/ Reflection	Communicator/Inquirer Curiosity/Appreciation		Knowledgeable/Inquirer Commitment/Curiosity	Principled/Open-minded Respect/Integrity	Open-minded/Caring Empathy/Independence
Trans skills	Social skills -	Research skills -collecting, recording data, organising data Communication - viewing and presenting		Thinking skills - Analysis, Synthesis Research skills - Organizing, Sorting and categorizing information, Interpreting data	Communication - writing, viewing Self-management: codes of behaviour, Informed choices	Thinking - dialectical, evaluation Research - Interpreting data, presenting research findings
Field trips		Mount Batur		Horizons Glass Factory		Serangan Beach, Mangrove Info Centre

Age	<p>Who we are 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>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 relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</p>	<p>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.</p>	<p>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.</p>	<p>How we organise ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment</p>	<p>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</p>
Sequence	1	2	3	4	5	6 Mini-Exhibition
10-11 Grade 5	<p>Central idea: Learning is a fundamental characteristic of humans that connects them to the world.</p> <p>Lines of inquiry: How the brain functions (function) The brain, memory and conditions for learning (connection and causation) Different learning styles (form)</p> <p>SCIENCE BENCHMARKS Demonstrate understanding of neurons and the nervous system Identify different parts of the brain and their function Explain the reflex arc</p> <p>SEL BENCHMARKS Identity -Understanding ourselves helps us to understand and empathize with others.</p> <p>INDO BENCHMARKS Describe Indonesian schools with a focus on school routines, learning styles and conditions for learning. Identify differences and similarities between their school and local schools</p> <p>MATHEMATICS BENCHMARKS Display data in a graph with an appropriate scale and labelled axes, and interpret information in a table Interpret results and make predictions, inferences, and justify arguments based on systematic data analysis Demonstrate that different types of graphs have special purposes Represent numerical relationships in one- and two-dimensional graphs Determine and explain the mean, median, mode, and range of given data Create and manipulate simple electronic databases for their own purposes</p>	<p>Central idea: Human migration is a response to challenges, risks and opportunities.</p> <p>Lines of inquiry: Why people migrate (causation) The process of migration (change) Migration throughout history Effects of migration on cultures, communities and individuals (perspective)</p> <p>SOCIAL STUDIES BENCHMARKS Categorise reasons why people migrate Discuss the long and short term effects of migration Analyse ways that people adapt when they move from one place to another</p> <p>SEL BENCHMARKS Identity -Different challenges and situations require different strategies. -Coping with situations of change, challenge and adversity develops our resilience.</p> <p>GEOGRAPHY SKILLS Use a variety of maps to read and interpret information about places (population, settlements, communication networks, topography)</p> <p>INDO STUDIES BENCHMARKS Explain why people migrate in Indonesia</p> <p>ARTS BENCHMARKS Interpret and explain the role and relevance of music in their own culture and/or historical perspectives of a musical composition Identify and describe music forms, including theme and variation, and 12 bar blues</p>	<p>Central idea: We all have a culture that is influenced by different factors and expressed in various ways.</p> <p>Lines of inquiry: Our own and others cultural identity (reflection) Factors that influence our cultural identity (connection) How and why we express our culture (perspective)</p> <p>SOCIAL STUDIES BENCHMARKS Identify the factors that have influenced your culture Demonstrate how culture is expressed in different ways</p> <p>SEL BENCHMARKS Identity -The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth. - Many different and conflicting cultures influence identity formation</p> <p>INDO STUDIES BENCHMARKS Identify features of Balinese culture</p> <p>ARTS BENCHMARKS - Music Explain the role and relevance of music in their own culture, it's uses and associations through place and time</p> <p>PE BENCHMARKS 517- demonstrate dance patterns from a variety of dance forms, alone and with others 511- explain the influences of gender and cultural background on participation in physical activity</p>	<p>Central idea: Knowledge of forces helps us understand how the world works.</p> <p>Lines of inquiry: Different types of forces and their origin (form) How forces work and interact (function) How forces impact upon human activity (change)</p> <p>SCIENCE BENCHMARKS Design a system using various forces to show how speed or direction of a given object can change and be measured.</p> <p>SCIENCE SKILLS Exposed <i>Inquiring, Recording, Controlling variables, Experimenting, Analyzing, Synthesizing, Interpreting, Evaluating, Hypothesizing</i></p> <p>Practised <i>Communicating, Observing, Predicting, Classifying, Inquiring, Recording, Controlling variables, Experimenting, Measuring</i></p> <p>PE BENCHMARKS: Identify and use principles of mechanics to analyse performance and game activities</p> <p>MATHEMATICS BENCHMARKS Select and use appropriate units of measurement and tools to solve real life problems involving measurement Use decimal and fractional notation in measurement Display data in a graph with an appropriate scale and labelled axes, and interpret information in a table Interpret results and make predictions, inferences, and justify arguments based on systematic data analysis Demonstrate that different types of graphs have special purposes Represent numerical relationships in one- and two-dimensional graphs Determine and explain the mean, median, mode, and range of given data Calculate simple probabilities to solve real life problems Devise and carry out simple investigations to determine probabilities Create and manipulate simple electronic databases for their own purposes</p>	<p>Central idea: Government systems and their decisions can influence human rights.</p> <p>Lines of inquiry: Types of governance (function) Human rights and responsibilities (responsibility) The impact of government decisions on human rights (reflection)</p> <p>SOCIAL STUDIES BENCHMARKS Demonstrate how citizens can monitor and influence actions of their governments and vice versa. Evaluate how political systems (local, regional, national or international) impact on individual groups and societies.</p> <p>INDO STUDIES Understand the role of the banjar in the community</p>	<p>Central idea: Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved</p> <p>Lines of inquiry: Causes of conflict (responsibility) Conflict resolution and management (change) How conflict resolution leads to a better life (reflection)</p> <p>SOCIAL STUDIES BENCHMARKS Analyse examples of conflict and identify the causes and consequences Evaluate the effectiveness of real life conflict and management within the classroom, school or home</p> <p>SEL BENCHMARKS Identity - Stereotyping or prejudging can lead to misconceptions and conflict - Coping with situations of change, challenge and adversity develops our resilience - Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. Interactions - People have a responsibility to repair and restore relationships and environments where harm has taken place</p>
Curriculum/ Strands	<p>Health, Mathematics (Data Handling) SEL-Individual Identity / Self-efficacy on camping trip / Empathy</p>	<p>Social Studies (Time, Continuity and Change, Resources and Economic Activities)</p>	<p>The Arts Social Studies (Society, Culture and Heritage) SEL-Individual Identity</p>	<p>Science (Forces and Energy) Mathematics (Measurement, Data Handling)</p>	<p>Social Studies (Society Culture and Heritage)</p>	<p>Social Studies (Society Culture and Heritage, Resources and Economic Activities) SEL - Relationships /Conflict Resolution</p>

Concepts	Causation, form, connection	Causation, change, perspective	Perspective, reflection, connection	Function, form, change	Function, responsibility, perspective	Change, responsibility, reflection
Related concepts	Metacognition, communication, cooperation	adaptation, resettlement, migration	Identity, expression, influence	Magnetism, gravity, mechanics,	Equality, governance, citizenship	Lifestyle, conflict resolution
Learner Profiles/ Attitudes	Thinker/Knowledgeable/Reflective Confidence/Co-operation	Knowledgeable/Caring/Open-Minded Empathy/Respect	Communicator/Open-minded/Balanced Appreciation/Creativity	Inquirer/Knowledgeable Curiosity/cooperation		
Trans Skills	Thinking - acquisition of knowledge, Metacognition Self Management - Healthy lifestyle Social - Adapting a variety of roles Communication - all	Thinking - Synthesis, Research - Formulating Questions, Organizing Data Self-Management - Organization Social - respecting others	Thinking Skills - Synthesis Research Skills - all. Social Skills - respecting others Communication Skills - Writing, Non-Verbal, Presenting.	Thinking skills - acquiring knowledgeable, analysis Research skills - all		
Field trips	Camp - residential trip		Various guest speakers			

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	<p align="center">5 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 align="center">4 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 relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</p>	<p align="center">6 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 align="center">2 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 align="center">3 How we organise ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment</p>	<p align="center">1 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>
Sequence	5	4	6	2	3	1

<p>9-10 Grade 4 P Singh</p>	<p>Central Idea: The choices people make affect their health and well-being</p> <p>Lines of inquiry: What it means to have a balanced lifestyle How the choices we make affect our health Different sources of information that help us to make choices</p> <p>SCIENCE BENCHMARKS Explain the effects of food and life-style on the body Discuss the advantages and disadvantages of lifestyle choices</p> <p>PE BENCHMARKS Identify the nutritional needs related to physical activity Identify and describe positive benefits gained from physical activity in a natural setting</p> <p>INDO STUDIES BENCHMARKS Identify traditional Balinese/Indonesian methods for staying healthy</p> <p>MATHEMATICS BENCHMARKS Design a survey and systematically collect, organise, analyse, make predictions and solve problems with graphs, charts, tables and Venn diagrams Identify, read and interpret range and scale on graphs Find the average and range of a set of numbers Use probability to determine possible outcomes and express in different ways</p>	<p>Central Idea: Past civilizations shape present day systems and technologies</p> <p>Lines of Inquiry Why systems and technologies have developed How past civilizations have shaped present day technology How technology is constantly evolving Implications for the future</p> <p>SOCIAL STUDIES BENCHMARKS Assess which aspects of past civilisations have had the most impact on the present day, using evidence from a variety of sources Predict changes in the future in technology and society Explore how simple machines have developed through history</p> <p>SCIENCE BENCHMARKS Investigate simple machines (ramp, lever, pulley, wedge, screw, wheel & axle) Demonstrate how simple machines are commonly used in inventions</p> <p>SCIENCE SKILLS <i>Exposed</i> <i>Inquiring, Recording, Controlling variables, Measuring, Using number</i> <i>Practised</i> <i>Communicating, Observing, Predicting, Experimenting, Classifying</i></p> <p>INDO STUDIES BENCHMARKS Recognise simple machinery and systems found in Bali/Indonesia and how they have evolved over time</p>	<p>Central Idea: People can create or manipulate messages to target specific audiences.</p> <p>Lines of inquiry: How images, text and music are used to influence behaviour of target audiences.(function) Critical evaluation of messages presented in the media (reflection) How people respond to messages (perspective)</p> <p>SEL BENCHMARKS Identity - A person's identity evolves as a result of many cultural influences - Society can influence our sense of self worth through media and advertising. - Stereotyping or prejudging can lead to misconceptions and conflict.</p> <p>ARTS BENCHMARKS Discuss music that relates to social issues and/or values</p> <p>INDO STUDIES BENCHMARKS</p>	<p>Central Idea: The design of buildings and structures is dependent upon environmental factors, human ingenuity and available materials</p> <p>Lines of Inquiry: Considerations to take into account when building a structure (function) The impact of buildings and structures on the environment (causation) Local and architecture and its connection with the needs of the community and availability of materials (connection)</p> <p>SCIENCE BENCHMARKS Investigate the properties of materials used in construction</p> <p>SEL BENCHMARKS Interactions -Communities and their citizens have a collective responsibility to care for local and global environments.</p> <p>SCIENCE SKILLS <i>Exposed</i> <i>Inquiring, Recording, Controlling variables, Experimenting,</i> <i>Analyzing, Synthesizing,</i> <i>Interpreting, Evaluating,</i> <i>Hypothesizing, Using number</i> <i>Practised</i> <i>Communicating, Observing,</i> <i>Predicting, Classifying</i></p> <p>SOCIAL STUDIES BENCHMARKS Analyse factors that influence design and construction in various locations Critique the impact of a structure on the natural environment</p> <p>INDO STUDIES BENCHMARKS Describe local architecture and how it meets the needs of the local community</p> <p>MATHEMATICS BENCHMARKS Classify, draw and construct a range of geometric shapes from a range of perspectives Explain relationships between shapes and angles Use standard units of measurement to solve problems in real life situations involving mass, perimeter, area and volume</p>	<p>Central idea: Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p>Lines of inquiry: The role of supply and demand (connection) The distribution of goods and services (function) Our responsibility as consumers (responsibility)</p> <p>SOCIAL STUDIES BENCHMARKS Analyse how individuals' and communities' needs and or wants are met Demonstrate how supply and demand are affected by population and the availability of resources</p> <p>INDO STUDIES BENCHMARKS Recognise the different features of a traditional market and how they work</p> <p>MATHEMATICS BENCHMARKS Solve problems using notes and coins in dollars and in Rupiah in the 4 operations</p>	<p>Central Idea: Children worldwide encounter a range of challenges, risks and opportunities.</p> <p>Lines of Inquiry: Challenges, risks and opportunities that children encounter (local and global) (form) How children respond to challenges, risks and opportunities (causation) Ways in which individuals and organisations work to protect children from risk (responsibility)</p> <p>SOCIAL STUDIES BENCHMARKS Identify issues relating to children's rights, roles and responsibilities Describe how organisations and individuals meet the needs and wants of children</p> <p>SEL BENCHMARKS Identity - Understanding ourselves helps us to understand and empathize with others. - Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.</p> <p>INDO STUDIES BENCHMARKS Demonstrate an understanding of how our students and school can help Balinese children at risk</p>
<p>Curriculum/Strands</p>	<p>SEL - Relationships/ Emotions/ communication/ Conflict Resolution Health The Art, Mathematics (Data Handling)</p>	<p>Science (Forces & Energy) Social Studies (Continuity and change through time / Social Organisation and culture / Human systems and economic activities)</p>	<p>Social Studies (Social Organisation and culture) SEL-Individual Identity/Empathy / Self-Worth</p>	<p>Social Studies (Human and natural environments / Resources and the Environment) Science (Material & Matter) Mathematics (Shape & Space, Measurement)</p>	<p>Social Studies (Human systems and economic activities / Resources and the Environment) Mathematics (Number)</p>	<p>Social Studies (Social Organisation and culture) SEL - Empathy</p>
<p>Concepts</p>	<p>Causation, responsibility, function or reflection</p>	<p>Connection, change, function</p>	<p>responsibility, perspective, reflection</p>	<p>Connection, function causation,</p>	<p>Function, connection, responsibility</p>	<p>causation, form, responsibility</p>
<p>Related concepts</p>	<p>Choice, influence, balance</p>	<p>Continuity, progress, technology</p>	<p>Creativity, diversity, stereo-types</p>	<p>Structure, sustainability, transformation</p>	<p>Interdependence, supply and demand</p>	<p>Equality, rights impact</p>
<p>LearnerProfiles/ attitudes</p>				<p>Communicator/Thinker</p>	<p>Principled/Open-minded Integrity/Cooperation</p>	<p>Caring/Reflective Empathy/commitment</p>

Trans skills				Communication - listening and speaking	Research - formulating questions, planning, collecting data, recording data, organising data and interpreting data, presenting findings Social - accept responsibility, cooperating, group decision making and adapting a variety of group roles	Social - Accepting responsibility Respecting others Thinking
Field trips	Camp -			Visit a banjar building, home under construction/Guest Speaker Mr Manser	Visit to a traditional market in Sanur Trip to Hardys	
	Who we are 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	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 relationship 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 organisations; 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
Sequence	2	5	4	3	1	6
8-9 Grade 3 Erin Threlfal	Central Idea: Systems that define beliefs and values offer explanations about the world around us and what it means to be human Lines of Inquiry: The different belief systems around the world (form) The impact of belief systems on the lives of individuals and society (reflection) How beliefs influence the way individuals behave and respond to other's beliefs (perspective) SOCIAL STUDIES BENCHMARKS Examine the sources of beliefs Interpret how beliefs affect the individual and society SEL BENCHMARKS Identity - A person's identity evolves as a result of many cultural influences - Understanding and respecting other people's perspectives helps us to develop empathy. INDO STUDIES BENCHMARKS Demonstrate an understanding of the beliefs and values of Balinese Hinduism and its impact on society	Central Idea: Exploration leads to discoveries, opportunities and new understandings. Lines of Inquiry: Reasons for exploration (historical and personal) (causation) How exploration leads to changes (change) How exploration has taken place over time (form) The consequences of exploration (causation) SOCIAL STUDIES BENCHMARKS Examine the reasons why people explore the unknown Investigate the impact of exploration on people in the past, present and future GEOGRAPHY SKILLS Use maps to identify political and physical features INDO STUDIES BENCHMARKS Examine how exploration affected Bali and Indonesia and what this exploration brought to other cultures MATHEMATICS BENCHMARKS Solve problems in real life situations with elapsed time	Central Idea Through the arts, people use different forms of expression to convey their uniqueness as human beings. Lines of Inquiry: The different forms of arts The diverse ways in which people express themselves (perspective) How everyone can express their uniqueness through the arts (reflection) The roles of arts and culture in society (function) ARTS BENCHMARKS Sing and play singing games from various cultures Compare, contrast and respond to music from different cultures and styles Explain the role and uses of music in their own culture PE BENCHMARKS Select and perform simple movement sequences using elements of body awareness, space awareness, qualities, and relationships. Use the creative process to develop dance patterns, alone and with others. INDO STUDIES BENCHMARKS Demonstrate an understanding of Balinese dances and how this form of art is used to express the uniqueness of Balinese people	Central Idea: Earth is part of an interconnected system that affects our daily lives Lines of Inquiry: The interconnectedness of the Earth, Sun and the Moon (connection) The relationship between Earth and the solar system (function) How these interconnected systems affect our daily lives (change) SCIENCE BENCHMARKS Demonstrate the effects of the interconnectedness of the Earth to the Sun and the Moon Compare the features and natural phenomena of the planets in the solar system SCIENCE SKILLS Exposed <i>Inquiring, Recording, Defining</i> Practised <i>Communicating, Observing, Classifying</i>	Central idea: Organisations and individuals work together towards having an impact on local and global issues Lines of Inquiry: Local and global issues and the impact they have on people and communities (connections) How individuals and organisations work together to respond to local and global issues (responsibility) The responsibility of the individual in an interdependent world(responsibility) SOCIAL STUDIES BENCHMARKS Examine how individuals and organisations help each other in times of need and work together Report what you could do when involved in a local or global problem SEL BENCHMARKS Interactions -An effective group capitalizes on the strengths of its individual members. INDO STUDIES BENCHMARKS Describe natural disasters that occurred in Indonesia and how people and organisations helped during this event.	Central Idea: Many factors determine the diversity and adaptation of living things Lines of Inquiry: Animal and plant classification (form) Causes of Adaptation (causation) How living things have changed over time (change) SCIENCE BENCHMARKS Identify how living things are classified Make links between different features of the environment and the specific needs of living things Recognise the importance of the fossil record to inform the concept of evolution SCIENCE SKILLS Exposed <i>Inquiring, Defining</i> Practised <i>Communicating, Classifying</i> MATHEMATICS BENCHMARKS Design questions, collect information, display data, analyse and solve problems
Curriculum/ Strands	Social Studies (Social Organisation and culture / Continuity and change through time) SEL- Individual Identity Relationships/ communication / empathy	Social Studies (Continuity and change through time / Human systems and Economic activities / Human and natural environments) Maths (Measurement)	The Arts SEL- Communication	Science (Earth & Space)	Social Studies(Social organisation and culture) SEL-Self Worth / empathy	Science (Living things) SEL-Self Efficacy Maths (Data Handling)
Concepts	Reflection, perspective, Function	Causation, change, connection	Form, perspective, causation	Function, change, connection	Responsibility,Function, connection	Form, change, causation
Related concepts	Beliefs, religion, traditions	Discovery, exploration, progress	Identity, tradition, communication	Seasons, climate, gravity, solar system, atmosphere	Communication, networks	Adaptations, evolution, biodiversity
Field trips/Camp	Field trip to the Bukit, different places of worship		Guest speakers/skype interviews			
LPs/attitudes	Open-minded, Reflective Appreciative, respectful		Risk-taker/Balanced	Knowledgeable/Inquirer Curiosity/cooperation	Caring, Principled Respect, Empathy, Cooperation	

Trans skills			Social - Communication -	Thinking - Acquisition of knowledge Social - Adopting a variety of group roles Communication -Presentation skills:	Thinking - acquisition of knowledge, comprehension, application, analysis and synthesis Social - cooperation, resolving conflict, accepting responsibility Self-management: Informed choices; time management	
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Grade 1/2 Cycle B	<p>Central Idea: Our bodies are made up of connected systems that work together</p> <p>Lines of Inquiry: How our body works (function) How the systems are connected to each other (connection)</p> <p>SCIENCE BENCHMARKS Explain how different systems work together in the human body</p> <p>SCIENCE SKILLS <i>Exposed</i> Recognizing patterns <i>Practised</i> Communicating, Observing</p> <p>SEL BENCHMARKS Identity -Using self-knowledge allows us to embrace new situations with confidence.</p> <p>PE BENCHMARKS Describe the benefits of physical activity Describe the changes that take place in the body during physical activity Identify good nutritional habits</p> <p>MATHEMATICS BENCHMARKS GRADE 1 Estimate and measure objects using non-standard and standard units of measurement involving length, mass, capacity and temperature GRADE 2 Use standard units of measurement to solve problems in real life situations involving length, mass, capacity and temperature</p>	<p>Central Idea: Learning about previous generations helps us to understand the relationship between the past and the present.</p> <p>Lines of Inquiry: How aspects of the past still influence us today (causation) Similarities and differences between people's lives over time (Reflecting on the past) Why some behaviours have changed or remained the same over time (change)</p> <p>SOCIAL STUDIES BENCHMARKS Compare and contrast current family experiences with those of a previous generation Represent people, events or places chronologically</p> <p>SEL BENCHMARKS Identity - There are many factors that contribute to a person's individual identity - A person's self concept can change and grow over time.</p> <p>MATHEMATICS BENCHMARKS GRADE 1 Estimate and compare lengths of time using second, minute, hour, day, week, month and year Sort, classify and order objects by two or more elements Explain Venn diagrams using two sets Collect, organise, construct and explain simple graphs GRADE 2 Use measures of time to assist with problem solving in real life situations Sort, classify, make comparisons and identify attributes in groups and sets Interpret and discuss Venn diagrams using 2 or 3 sets Collect, organise, construct and interpret displays of data</p>	<p>Central Idea Stories can inform, entertain and can be told in many ways.</p> <p>Lines of Inquiry: Different purposes and types of stories The elements of a story The similarities and differences of stories around the world</p> <p>SEL BENCHMARKS Interactions - Ideas and feelings can be communicated with others in a variety of modes.</p>	<p>Central Idea: Matter can be changed and affects the ways we use it</p> <p>Lines Of Inquiry Chemical and physical properties of matter Processes that change matter Practical applications and implications of change in matter</p> <p>SCIENCE BENCHMARKS Demonstrate how matter changes and identify its properties Design an object that uses changing matter for a practical use E.g. design something that will keep coffee hot, stop ice melting</p> <p>SCIENCE SKILLS <i>Exposed</i> Inquiring, Recording, Controlling variables, Measuring, Defining, Using numbers, Experimenting, Predicting <i>Practised</i> Communicating, Observing, Classifying</p> <p>MATHEMATICS BENCHMARKS GRADE 1 Sort, classify and order objects by two or more elements Explain Venn diagrams using two sets Collect, organise, construct and explain simple graphs GRADE 2 Use standard units of measurement to solve problems in real life situations involving length, mass, capacity and temperature Sort, classify, make comparisons and identify attributes in groups and sets Interpret and discuss Venn diagrams using 2 or 3 sets Collect, organise, construct and interpret displays of data</p>	<p>Central Idea: Making and distributing products depends on various processes and people</p> <p>Lines of Inquiry: The origins of products (form) The processes involved in making products (causation) The roles of different workers The connection between different systems involved in the process (connection)</p> <p>SOCIAL STUDIES BENCHMARKS Explain workers and their roles for a specific product</p> <p>SEL BENCHMARKS Interactions - Participation in a group can require group members to take on different roles and responsibilities.</p> <p>SCIENCE BENCHMARKS Demonstrate the processes involved in the making of a product from raw materials</p> <p>SCIENCE SKILLS <i>Exposed</i> Defining <i>Practised</i> Communicating, Classifying</p> <p>MATHEMATICS BENCHMARKS GRADE 2 Use measures of time to assist with problem solving in real life situations</p>	<p>Central Idea: People interact with, use and value the natural environment in different ways</p> <p>Lines of Inquiry: Natural and human made elements of local environments Human use of the natural environment (responsibility) Actions that benefit or harm the local environment (reflection)</p> <p>SOCIAL STUDIES BENCHMARKS Analyse ways in which humans use the natural environment (for example, recreation, settlements) Explore the implications of human impact on the local, natural environment.</p> <p>SEL BENCHMARKS Interactions - Responsible citizenship involves conservation and preservation of the local environment.</p> <p>SCIENCE BENCHMARKS Debate the positive and negative impact humans have on the environment</p>
Curriculum Strands	Science (Living Things) SEL - Self Efficacy Mathematics (Measurement)	Social Studies (Continuity and change) SEL-Identity / Empathy Maths Language Mathematics (Data Handling, Measurement)	The Arts Language SEL - Communication	Science (Materials and Matter) Mathematics (Data Handling, Measurement)	Social Studies (Resources and Economic Activities) Science (Materials and Matter) Mathematics (Measurement)	Social Studies (Human and natural environments Resources and the environment)
Concepts	function, connection responsibility	Causation, change, reflection	Causation, reflection, perspective	Function, change, causation	Connection, causation, form	Responsibility, reflection, perspective
Related Concepts	Systems, biology	Growth (development), chronology, artefacts	Communication, character,	Changes of states, gases, liquids, solids	Employment, production, properties and uses of materials	Conservation, interdependence, impact
LPs/ attitudes						

Trans skills						
Field trip						

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Sequence	1	6	2	3	4	5
Grade1/2 Cycle A	<p>Central Idea: Homes reflect family life and local cultures</p> <p>Lines of Inquiry: The concept of home Different types of homes Factors that determine where and how people live How our homes reflect our family life</p> <p>SOCIAL STUDIES BENCHMARKS Identify factors that influence where people live and what their homes are like Compare homes in different places</p> <p>SEL BENCHMARKS Identity Understanding and respecting other people's perspectives and backgrounds helps us to develop empathy</p> <p>MATHEMATICS BENCHMARKS GRADE 1 Sort, classify and order objects by two or more elements Explain Venn diagrams using two sets Collect, organise, construct and explain simple graphs Use geometrical language to describe properties and attributes of 3D and 2D shapes Recognise and describe examples of symmetry and simple transformations that can be found in the environment GRADE 2 Sort, classify, make comparisons and identify attributes in groups and sets Interpret and discuss Venn diagrams using 2 or 3 sets Collect, organise, construct and interpret displays of data Analyse and describe 2D and 3D shapes using geometrical vocabulary Apply knowledge of symmetry to problem-solving situations</p>	<p>Central Idea The development of global perspectives is supported through understanding our place in the world in relation to others.</p> <p>Lines of inquiry How we represent place Representations of place through time The relationship of our location to other parts of the world.</p> <p>SOCIAL STUDIES BENCHMARKS Explore the evidence that helps people learn about places and their inhabitants.</p> <p>Demonstrate the relationship of our location to other parts of the world and discuss impact.</p> <p>GEOGRAPHY SKILLS Use globes, maps, key to gain a perspective of location, distance and direction.</p> <p>MATHEMATICS BENCHMARKS GRADE 1 Estimate and measure objects using non-standard and standard units of measurement involving length, mass, capacity and temperature Use geometrical language to describe properties and attributes of 3D and 2D shapes Use and follow simple directions Locate objects using coordinates on a simple grid GRADE 2 Use standard units of measurement to solve problems in real life situations involving length, mass, capacity and temperature Use measures of time to assist with problem solving in real life situations Analyse and describe 2D and 3D shapes using geometrical vocabulary Interpret and use simple directions, describe paths, regions, positions and boundaries of their immediate environment Locate objects using coordinates on a grid</p>	<p>Central Idea: Imagination is a powerful way to extend our ability to think, create and express ourselves.</p> <p>Lines of Inquiry How we show and use our imagination Ways to develop imagination Thinking skills</p> <p>SEL BENCHMARKS Identity -Different challenges and situations require different strategies</p> <p>PE BENCHMARKS create and explain games that use specific skills</p> <p>ARTS BENCHMARKS Use the voice and body to create musical patterns use a variety of sounds as a means of expressing imaginative ideas or telling stories Read and create a soundscape to express ideas Create a soundscape to tell a story or to express an idea, mood or feeling</p>	<p>Central Idea: Energy can be converted from one form to another and used in various ways.</p> <p>Lines of Inquiry: Forms of energy How energy changes form Renewable and non-renewable energy</p> <p>SCIENCE BENCHMARKS Investigate different forms of energy and how they change Show how renewable energy can be used Identify ways of conserving energy.</p> <p>SCIENCE SKILLS Exposed <i>Inquiring, Recording, Controlling variables, Experimenting, Predicting</i> Practised <i>Communicating, Observing, Classifying</i></p>	<p>Central Idea; Communities provide interconnected services designed to meet people's needs</p> <p>Lines of Inquiry: Reasons people live / visit the local community Services needed to support a community How these services meet the needs of the community</p> <p>SOCIAL STUDIES BENCHMARKS Analyse the reasons for different services in the local community and their connections</p> <p>Gather data in order to identify current and future needs to plan services for the community</p> <p>SEL BENCHMARKS Interactions Communities and societies have their own norms, rules and regulations.</p> <p>INDO STUDIES BENCHMARKS Recognise various services that are needed in a Balinese/Indonesian community</p>	<p>Central Idea: People can create ways in order to sustain and maintain the Earth's resources</p> <p>Lines of Inquiry: Limited nature of the Earth's resources Personal choices that can help sustain the environment Re-using and recycling different materials Reducing waste</p> <p>SCIENCE BENCHMARKS Describe how a particular material can be recycled SCIENCE SKILLS Exposed <i>Interpreting data</i></p> <p>SEL BENCHMARKS Interactions - Responsible citizenship involves conservation and preservation of the local environment.</p> <p>SOCIAL STUDIES BENCHMARKS Create a list of practices that could be used to maintain limited resources Reflect on and self-assess their personal use of natural resources.</p> <p>MATHEMATICS BENCHMARKS GRADE 1 Sort, classify and order objects by two or more elements Explain Venn diagrams using two sets Collect, organise, construct and explain simple graphs GRADE 2 Use standard units of measurement to solve problems in real life situations involving length, mass, capacity and temperature Sort, classify, make comparisons and identify attributes in groups and sets Interpret and discuss Venn diagrams using 2 or 3 sets Collect, organise, construct and interpret displays of data</p>

Curriculum Strand	Social Studies (Social organization and culture / Human and natural environments / Resources and the environment) SEL - Individual Identity / empathy Mathematics (Data Handling, Shape & Space)	Social Studies (Continuity and change through time Human and natural environments) Mathematics (Measurement, Shape & Space)	The Arts SEL-coping/resiliency	Science (Forces and Energy)	Social Studies (Human systems and economic activities)	Social Studies (Human systems and economic activities / Resources and the environment) Science (Materials and Matter) Mathematics (Data Handling, Measurement)
Concepts	Form, Connection, Perspective	Connection, perspective	Perspective, reflection, function	Form , Change , function	Connection, function, causation	Responsibility, change, reflection
Related concepts	Family, Diversity, Geography, Identity	Context, Location, Orientation		Forms of energy, conservation, Transformation of energy	Employment, networks	Resources, lifestyle, consumption
	Caring/Open-minded/Inquirer			Knowledgable/Inquirer Enthusiasm/Curiosity		
	Research - observing, collecting data, recording data, organising data, interpreting data Self-management - safety, healthy lifestyles.		Communication - on-verbal communication: recognizing the meaning of visual and kinaesthetic communication listening: listening to others speaking: expressing ideas clearly and logically reading: making inferences and drawing conclusions. Thinking - comprehension: communicating and interpreting learning synthesis: creating, designing, developing and innovating metacognition: thinking about thinking and thinking about how one thinks and how one learns	Research skills - all		
Field trips	Balinese compound	Beach and Sanur village walk/interview		Alternative energy companies	Hotel/hospital/airport	recycling plant / Businesses that reuse

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5-6 Kindergarten Cycle B	<p>Central Idea: Friendships enrich our lives and can be nurtured in different ways.</p> <p>Lines of Inquiry: What friendship is How friendships work (function) How we develop friendships How friendships affect our wellbeing</p> <p>SEL BENCHMARKS Interactions - Interacting with others can be fun - Our relationships with others contribute to our well-being. - There are norms of behavior that guide the interactions within different groups, and people adapt to these norms.</p> <p>INDONESIAN STUDIES BENCHMARKS Demonstrate use of polite terms and vocabulary when talking to friends and adults</p> <p>MATHEMATICS BENCHMARKS Collect, organise, represent and interpret basic data with living graphs using real objects, people and pictures</p>	<p>Central Idea: Journeys create change and can lead to new opportunities</p> <p>Lines of Inquiry: Types of journeys people make (form) Choices and decisions involved in making a journey (perspective) Changes experienced because of a journey (causation)</p> <p>SOCIAL STUDIES BENCHMARKS Create a simple map to show a journey Identify the chronological steps necessary in organising and making a journey Describe changes that have occurred through a journey Reflect on a journey and what was learned from it. MAPPING SKILLS</p> <p>SEL BENCHMARKS Identity - Reflecting on our experiences helps us to understand ourselves better.</p> <p>MATHEMATICS BENCHMARKS Identify, describe and sequence events in daily routines</p>	<p>Central Idea: A variety of signs and symbols helps local and global communication</p> <p>Lines of Inquiry Signs and symbols Reasons for the development of communication systems Specialised systems of communication</p> <p>SOCIAL STUDIES BENCHMARKS Design a sign or symbol to communicate a message Demonstrate how nonverbal communication allows people to communicate across languages</p> <p>SEL BENCHMARKS Interactions - Ideas and feelings can be communicated with others in a variety of modes.</p> <p>PE CURRICULUM Use signs and symbols to move safely and sensitively through all environments</p> <p>MATHEMATICS BENCHMARKS Represent ideas about the real world using geometric vocabulary and symbols (oral description, drawing, modelling, labelling) Sort, describe and compare 3D and 2D shapes Identify symmetrical designs in the environment Use language to describe position and direction (inside, outside, above, below, next to, behind, in front of, up, down)</p>	<p>Central Idea: Our daily lives are connected to the Earth's natural cycle</p> <p>Lines of Inquiry: The earth's natural cycles (causation) Role of the sun and properties of sunlight (function) how we are connected to the earth's natural cycle (connection)</p> <p>SCIENCE BENCHMARKS Demonstrate why we have day and night. Compare local weather changes with another world location Investigate the properties of sunlight</p> <p>SCIENCE SKILLS Exposed Classifying, Experimenting, Communicating, Observing, Predicting</p>	<p>Central idea: Schools are organised to help us learn and play together</p> <p>Lines of inquiry How our school works Who works in our school and the jobs they do What we do in school</p> <p>SOCIAL STUDIES BENCHMARKS Explain how rules and routines are used in school</p> <p>SEL BENCHMARKS Interactions - Our behaviour affects others. - Group experiences depend on cooperation of group members. - Interacting with others can be fun. Identity - Developing independence builds self-worth and personal responsibility.</p> <p>INDONESIAN STUDIES BENCHMARKS</p>	<p>Central Idea: All living things are interdependent and interact with each other</p> <p>Lines of Inquiry: Different types of living things (form) The role animals and plants (and people) have in the environment (change) How animals and plants are interdependent (connection)</p> <p>SCIENCE BENCHMARKS Identify what living things need to survive Show life cycles of some living things Demonstrate a food chain to show relationships within a habitat.</p> <p>SCIENCE SKILLS Exposed Analysing, Predicting</p> <p>SEL BENCHMARKS Interactions - Caring for local environments fosters appreciation.</p> <p>MATHEMATICS BENCHMARKS Identify, describe and sequence events in daily routines</p>
Curriculum/Strands	SEL - Relationships Mathematics (Data Handling)	Social Studies (Human systems and Economic activities & Continuity and Change) Mathematics (Measurement) Language (Recount)	The Arts P.E. Social Studies (Human systems and economic activities & Social organization and culture) SEL - Communication Mathematics (Shape & Space)	Science (Earth and Space) Language (Procedure)	Social Studies (Human systems and Economic activities & Social organisation and culture) SEL- Communication / Behavior affects others	Science (Living Things) Mathematics (Measurement)
Concepts	Responsibility, reflection Function	Causation, change	Form, connection,function	Causation, connection, function	Function, connection, perspective	Form, change, connection
Related concepts	Identity, diversity	Choices, geography, discovery	Communication, identity of place	Seasons, climate, light	Community, cooperation, learner profile	Ecosystem, dependence
Field trips	Team Building Retreat (need to ensure different to other Grades)	Any journey	Any journey to see signs and symbols		Visit another school	Butterfly park /Bird Park

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	Who we are 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	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 relationship 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	How we organise ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; 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
Sequence	1	4	3	5	2	6
5-6 Kindergarten Cycle A	<p>Central Idea: Friendships enrich our lives and can be nurtured in different ways.</p> <p>Lines of Inquiry: What friendship is (form) How friendships work (function) How we develop friendships How friendships affect our wellbeing (causation)</p> <p>SEL BENCHMARKS Relationships Our relationships with others contribute to our well-being. Empathy Knowing how we are similar to and different from others helps shape our understanding of self.</p> <p>MATHEMATICS BENCHMARKS Collect, organise, represent and interpret basic data with living graphs using real objects, people and pictures</p>	<p>Central Idea: Artifacts contribute to our understanding of personal histories</p> <p>Lines of Inquiry: Our personal history How people use artifacts How artifacts contribute to our understanding of the past</p> <p>SOCIAL STUDIES BENCHMARKS Identify changes they have undergone from birth to present Demonstrate that primary resources and artifacts can document the past</p> <p>SEL BENCHMARKS Identity - As people grow and change they develop new skills, understandings and abilities.</p> <p>INDO STUDIES BENCHMARKS Understand elements of Balinese or Indonesian history through images and/or artifacts</p> <p>MATHEMATICS BENCHMARKS Identify, describe and sequence events in daily routines Collect, organise, represent and interpret basic data with living graphs using real objects, people and pictures</p>	<p>Central Idea: A variety of signs and symbols helps local and global communication</p> <p>Lines of Inquiry Signs and symbols Reasons for the development of communication systems(causation) Specialised systems of communication (function)</p> <p>SOCIAL STUDIES BENCHMARKS Design a sign or symbol to communicate a message Demonstrate how nonverbal communication allows people to communicate across languages</p> <p>ARTS BENCHMARKS Use icons or invented symbols to represent the beat Reflect on own compositions to refine work</p> <p>MATHEMATICS BENCHMARKS Represent ideas about the real world using geometric vocabulary and symbols (oral description, drawing, modelling, labelling) Sort, describe and compare 3D and 2D shapes Identify symmetrical designs in the environment Use language to describe position and direction (inside, outside, above, below, next to, behind, in front of, up, down)</p> <p>PE BENCHMARKS PK5- move safely and sensitively through all environments</p>	<p>Central Idea: Understanding the properties of sound allows people to use it for different purposes</p> <p>Lines of Inquiry: How sound is made The relationship between sound and different matter. How we use sound.</p> <p>SCIENCE BENCHMARKS Investigate and identify the properties of sound Examine how people use sound in their everyday lives (for example, communication, relaxation, emergencies) Design an object that uses properties of sound for a practical use (eg, making earmuffs)</p> <p>SCIENCE SKILLS <i>Exposed</i> Classifying, Experimenting, Communicating, Observing, Predicting</p> <p>ARTS BENCHMARKS Distinguish the sound of different instruments in music Identify and describe basic elements in music (high/low, fast/slow, loud, soft beat) Identify common instruments visually and orally in a variety of music</p>	<p>Central idea: Schools are organised to help us learn and play together</p> <p>Lines of inquiry How our school works Who works in our school and the jobs they do What we do in school The reasons children go to school</p> <p>SOCIAL STUDIES BENCHMARKS Explain how rules and routines are used in school SEL BENCHMARKS Relationships Our behaviour affects others. Empathy Knowing how we are similar to and different from others helps shape our understanding of self. Self-efficacy Developing independence builds self-worth and personal responsibility. INDONESIAN STUDIES BENCHMARKS Demonstrate participation in group songs and games</p>	<p>Central idea Water is a natural resource and is essential to life</p> <p>Lines of inquiry Sources of water and how water is used What happens to water after we have used it Distribution and availability of usable water Our responsibilities in conserving water</p> <p>SCIENCE BENCHMARKS Show where water comes from and what happens to it. Explain why fresh water is a limited resource</p> <p>SEL BENCHMARKS Interactions - Our behaviour affects others - Caring for local environments fosters appreciation</p> <p>SOCIAL STUDIES BENCHMARKS Identify water issues and propose strategies for responsible, equitable water use.</p> <p>SCIENCE SKILLS <i>Exposed</i> Analysing, Predicting</p>
Curriculum/Strands	SEL - Relationships /Empathy Mathematics (Data Handling)	Social Studies (Continuity and change / Human and Natural Environments) Mathematics (Measurement, Data Handling)	The Arts PE Social Studies (Society, culture and Heritage) Mathematics (Shape & Space)	Science (Materials & Matter)	Social Studies (Human systems and Economic activities & Social organisation and culture) SEL- Communication /Behavior affects others	Science (EARTH & SPACE), Social Studies (Human and Natural Environment & Human systems and Economic activities)
Concepts	Responsibility, reflection, function	Change, function, connection	Form, connection	Causation, form, function,	Causation, responsibility, reflection	Function, perspective, responsibility
Related concepts	Identity, diversity	History, Growth	Communication, identity of place	Energy, science investigations	Community, cooperation, learner profile	Environment, habitat, conservation
LPs/Attitudes	Caring/Communicator/Principled Integrity, tolerance, respect, cooperation and empathy		Communicator/thinker Creativity/Curiosity		Open-minded/Thinker independence, respect, co-operation, commitment;	
	Social - Accepting responsibility, Respecting others, Cooperating, Resolving conflicts, Group decision making, Adapting a variety of group roles		Thinking - Application, Synthesis Communication - Non-verbal communication, Viewing and presenting		Communication: Viewing & presenting / Writing - Social - Co-operation Research	

Field trips	Team Building Retreat (need to ensure different to other Grades)	Visit from History teacher Museum with artifacts	Walk in local community		Visit local / international schools / tuning in for signs and symbols	Water conservation place? Need to inquire further (ask science teacher / GCP reps)
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Bali International School
Primary Years Program of Inquiry
2012-2013

	Who we are 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	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 relationship 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	How we organise ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; 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
Sequence	1		3	2		4
Pre school Cycle A	<p>Central Idea Increasing our awareness of our physical characteristics and abilities allows our self-identity to develop</p> <p>Lines of Inquiry: Our physical characteristics Our feelings (reflection) Similarities and differences between ourselves and others (connection) How we grow and change (change)</p> <p>SEL BENCHMARKS Identity - Emotions, attitudes and beliefs influence the way we act. - Each person is an individual - As people grow and change they develop new skills, understandings and abilities. - Knowing how we are similar to and different from others helps shape our understanding of self. - Developing independence builds self-worth and personal responsibility.</p> <p>PE BENCHMARKS identify the changes that occur in the body during physical activity</p> <p>ARTS BENCHMARKS Describe how music makes them feel Create a soundscape to tell a story or to express an idea, mood or feeling</p> <p>INDO STUDIES BENCHMARKS Name colours and features in Indonesian that describe physical characteristics</p> <p>MATHEMATICS BENCHMARKS Sort, classify and order objects and identify the sorting rule Make and display graphs using real objects, people and pictures Identify, compare and describe attributes of real objects (for example, longer, shorter, heavier, empty, full) Sequence events in order Count with one-to-one correspondence Use number words and numerals 0 - 10 and understand their corresponding number value Use language more and less for comparing number</p>		<p>Central Idea: People recognise important events through celebrations</p> <p>Lines of Inquiry: What celebrations are(form) The different ways we celebrate The reasons why we celebrate (perspective).</p> <p>SOCIAL STUDIES BENCHMARKS Explain how and why you celebrate a particular event (to show an understanding of tradition within your family)</p> <p>SEL BENCHMARKS Identity Positive thoughts help us to develop a positive attitude.</p> <p>INDO STUDIES BENCHMARKS Identify celebrations in Bali and Indonesia</p> <p>MATHEMATICS BENCHMARKS Sort, classify and order objects and identify the sorting rule Make and display graphs using real objects, people and pictures Count with one-to-one correspondence Use number words and numerals 0 - 10 and understand their corresponding number value Use language more and less for comparing number</p>	<p>Central Idea: Understanding the properties of materials allows us to use them in different ways</p> <p>Lines of Inquiry: The properties and common uses of materials (form) The materials we use for different purposes (function) The process of changing materials for other purposes (change)</p> <p>SCIENCE BENCHMARKS Recognise which materials are natural and human made Sort and classify different material into groups on the basis of simple properties (e.g. rough, hard, transparent etc). Investigate the uses of a variety of materials based on simple properties</p> <p>SCIENCE SKILLS <i>Exposed</i> Communicating, Observing, Classifying</p> <p>MATHEMATICS BENCHMARKS Sort, classify and order objects and identify the sorting rule Make and display graphs using real objects, people and pictures Identify, compare and describe attributes of real objects (for example, longer, shorter, heavier, empty, full) Match real world objects to geometric shapes and describe them</p>		<p>Central Idea: We depend on plants in order to survive</p> <p>Lines of Inquiry: What plants need to grow and survive (responsibility) What plants provide for us How we are dependent on plants</p> <p>SCIENCE BENCHMARKS Explain the differences between living and non living things Describe what plants need to grow</p> <p>SOCIAL STUDIES BENCHMARKS Discuss the importance of maintaining and protecting plant life</p> <p>SEL BENCHMARKS Interactions - Our behavior affects others - Caring for local environments fosters appreciation.</p> <p>SCIENCE SKILLS <i>Exposed</i> Communicating, Classifying, Observing, Predicting</p> <p>MATHEMATICS BENCHMARKS Sort, classify and order objects and identify the sorting rule Make and display graphs using real objects, people and pictures Identify, compare and describe attributes of real objects (for example, longer, shorter, heavier, empty, full) Match real world objects to geometric shapes and describe them Count with one-to-one correspondence Use number words and numerals 0 - 10 and understand their corresponding number value Use language more and less for comparing number</p>
Curriculum/Strands	Health SEL-Emotions/ Individual Identity/ Self-Efficacy /Empathy Mathematics (Data Handling, Measurement, Number)		The Arts Social Studies (Social organisation and culture / continuity and change) Mathematics (Data Handling, Number)	Science (Material and Matter) Mathematics (Data Handling, Measurement, Shape & Space)		Science (Living Things) Mathematics (Data Handling, Measurement, Shape & Space, Number)
Concepts	Change and reflection		Form, perspective,	Function, change, form		Responsibility, function, causation
Related concepts	Identity, relationships					Growth

Field trips			Guest speakers from around the world (teachers)			Organic farm guest speaker
LPs/attitudes	Inquirers & Reflective Creativity & Curiosity		Communicators/Open-minded Appreciation/Confidence			
Trans skills	Self management fine, motor gross spacial		<p>SOCIAL SKILLS - Respecting Others Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.</p> <p>COMMUNICATION SKILLS - Presenting - constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media</p>			

Bali International School
Primary Years Program of Inquiry
2013-2014

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Pre School Cycle B	<p>Central Idea: Family relationships contribute to shaping our identity</p> <p>Lines of Inquiry Roles and Responsibilities within the family (responsibility) Diversity of families (form) Ways we can support others in our family (reflection)</p> <p>SOCIAL STUDIES BENCHMARKS Explain why your family is important to you</p> <p>SEL BENCHMARKS Identity - Each person is an individual - Knowing how we are similar and different from others helps shape our understanding of self. - Reflecting on our experiences helps us to understand ourselves better. Interactions - Group experiences depend on cooperation of group members. - Our relationships with others contribute to our well-being.</p> <p>INDONESIAN STUDIES BENCHMARKS Recall names for common family members in Bahasa</p> <p>MATHEMATICS BENCHMARKS Sort, classify and order objects and identify the sorting rule Make and display graphs using real objects, people and pictures</p>		<p>Central Idea: Through play we express our feelings and ideas and come to new understandings</p> <p>Lines of Inquiry: Communicating through play Imaginative use of materials (perspective) How games help us learn (causation) The role of toys in play (connection)</p> <p>SEL BENCHMARKS Interactions - Ideas and feelings can be communicated with others in a variety of modes - Interacting with others can be fun Identity - Each person is an individual - Reflecting on our experiences helps us to understand ourselves better.</p> <p>PE BENCHMARKS Create and play simple games</p> <p>INDONESIAN STUDIES BENCHMARKS Participate and or explain how to play a traditional Indonesian game</p> <p>MATHEMATICS BENCHMARKS Sort, classify and order objects and identify the sorting rule Make and display graphs using real objects, people and pictures Identify, compare and describe attributes of real objects (for example, longer, shorter, heavier, empty, full) Match real world objects to geometric shapes and describe them Demonstrate understanding of spatial positioning (above, below, beside, on, under) Sequence events in order Count with one-to-one correspondence Use number words and numerals 0 - 10 and understand their corresponding number value Use language more and less for comparing number Recognise patterns in daily life Create and describe simple patterns</p>	<p>Central Idea: Our senses help us to understand about the world around us</p> <p>Lines of Inquiry: The five senses and how they work (function) The relationships between the senses and how we use them (connection) How our senses help us learn. (connection)</p> <p>SCIENCE BENCHMARKS Explain how we use the five senses Explain the connection between the senses</p> <p>SCIENCE SKILLS <i>Exposed</i> Communicating, Observing</p> <p>PE BENCHMARKS Use movement to respond to a variety of stimuli</p> <p>INDONESIAN STUDIES BENCHMARKS Recall vocabulary which describe senses - body parts, colours, adjectives</p> <p>MATHEMATICS BENCHMARKS Sort, classify and order objects and identify the sorting rule Make and display graphs using real objects, people and pictures Identify, compare and describe attributes of real objects (for example, longer, shorter, heavier, empty, full) Match real world objects to geometric shapes and describe them Demonstrate understanding of spatial positioning (above, below, beside, on, under) Sequence events in order Count with one-to-one correspondence Use number words and numerals 0 - 10 and understand their corresponding number value Use language more and less for comparing number Recognise patterns in daily life Create and describe simple patterns</p>	<p>Central Idea: Transportation systems are related to the needs of a community.</p> <p>Lines of Inquiry: The different types of transport systems (form) How transport systems are organised (function) Why we need these transport systems (connection)</p> <p>SOCIAL STUDIES BENCHMARKS Sort and classify transport systems into land, sea and air Show how transport meets the needs of the people</p> <p>INDONESIAN STUDIES BENCHMARKS Identify vocabulary for main types of transport</p> <p>MATHEMATICS BENCHMARKS Sort, classify and order objects and identify the sorting rule Make and display graphs using real objects, people and pictures Identify, compare and describe attributes of real objects (for example, longer, shorter, heavier, empty, full) Match real world objects to geometric shapes and describe them Demonstrate understanding of spatial positioning (above, below, beside, on, under) Count with one-to-one correspondence Use number words and numerals 0 - 10 and understand their corresponding number value Use language more and less for comparing number Recognise patterns in daily life Create and describe simple patterns</p>	
Curriculum/Strands	Social Studies (Society, Culture and Heritage) Health Mathematics (Data Handling) SEL- Identity		SEL - Communication The Arts Mathematics (Data Handling, Measurement, Shape & Space, Number, Pattern & Function)	Science (Living Things) Mathematics (Data Handling, Measurement, Shape & Space, Number, Pattern & Function)	Social Studies (Continuity and change / Human systems Economic Activities / Resources and the environment) Mathematics (Data Handling, Measurement, Shape & Space, Number, Pattern & Function)	
Concepts	Responsibility, reflection, causation		Connection, perspective	Function, connection	Function, connection, form	
Related concepts	Family, diversity		Belief, Imagination, representation	Communication	Transportation, employment, systems	
Field trips			Theatre (Wayang) visit Author/reader visit	Nurse visit Blind Organisation visit	Fire Truck & Police visit	

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