Understanding the IB-PYP
The International Baccalaureate (IB) Primary Years Program (PYP) is underpinned by six transdisciplinary themes around which learning is planned. These are:

- 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

Students inquire into, and learn about, these globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit. Key concepts are powerful, over-arching ideas that transcend individual subject-areas and allow students to develop a coherent, in-depth understanding. These units of inquiry collectively constitute the school’s program of inquiry. At Valley Prep, the six transdisciplinary themes will be implemented gradually between 2016 and 2019.

Transdisciplinary Theme: 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.

Unit Title: Rules & Routines
Dates of this unit: Trimester 1

Central Idea
Rules and routines enhance a classroom community

Lines of Inquiry
- Rules
- Routines
- The importance of rules and routines in communities

Key Concepts
- Causation – Why is it like it is?
- Responsibility – What is our responsibility?
- Reflection – How do we know?

Subject connections
- Science: Planting a garden
- Social Studies: Rules, routines, communities
- Music: how musical groups are organized
- PE: Learning rules and proper techniques to be successful on the playing field
- Foreign Language: Organizing things smallest to biggest, shortest to tallest and vice-versa. Numbers 1 to 20.
- Language Arts: Stories include: Library Lion; Lilly’s Purple Plastic Purse; David Goes to School
- Art: Rules and routines for the Art room
- Technology: Rules for internet access
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Unit Title: Community Responsibility

Dates of this unit: Trimester 1

Central Idea
For a school community to function, all members have responsibilities to each other.

Lines of Inquiry

- How a school community functions
- Strategies/skills to be a responsible community member
- The school buildings and grounds

Key Concepts

- Responsibility – What is our responsibility?
- Reflection – How do we know?
- Function – How does it work?

Subject connections

- Math: Collect, organize, and display data using tallies, picture charts, & bar graphs
- Social Studies: Goods & Services; Needs & Wants
- Music: how musical groups are organized
- PE: Learning rules and proper techniques to be successful on the playing field
- Foreign Language: Parts of the face/body and relating them to the 5 senses.
- Language Arts: Stories include: The Smallest Girl in the Smallest Grade; The Invisible Boy; Roxaboxen
- Technology: Responsible use of the internet
- Art: Responsible use of art supplies
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Unit Title: Organization Creates Order

Dates of this unit: Trimester 1

Central Idea

People use organization as a system to create order

Lines of Inquiry

- How and why we organize
- Organizing ourselves at home, at school, and in our community
- Consequences of presence or absence of organization

Key Concepts

- Responsibility – What is our responsibility?
- Causation – Why is it like it is?
- Function – How does it work?

Subject connections

- Science: scientific method (process)
- Social Studies: Rules, Lion book, class schedule, desk organization
- Language Arts: Stories include: Bully; The Watcher; I. Q. Goes to the Library
- Music: How musical groups are organized
- PE: Learning rules and proper techniques to be successful on the playing field
- Technology: Being organized during STEAM-projects
- Foreign Language: Months of the year and seasons.
- Art: Being organized in the art room
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**Unit Title:** Human & Natural-made Systems

**Dates of this unit:** Trimester 1

**Central Idea**

Systems are established to negotiate the world around us.

**Lines of Inquiry**

- Settlement of St. Louis in the 1800s
- Transportation, communication, and moving West
- Scientists record weather & climate to predict patterns & reveal relationships

**Key Concepts**

- Connection – How is it connected to other things?
- Form – What is it like?
- Perspective – What are the points of view?

**Subject connections**

- Science: Weather and Climate; Natural Hazards
- Social Studies: Westward expansion; Developments in transportation and communication; Connecting East and West
- Music: How musical groups are organized
- PE: Techniques to be successful on the playing field
- Language Arts: Stories include: Train to Somewhere; They’re Off!; Grandfather’s Journey
- Technology: How the internet can be used to track people’s movements
- French: Means of Transportation & traditional city fairs
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Unit Title: Government’s Influence

Dates of this unit: Trimester 1

Central Idea
A nation’s government influences the lives of its population

Lines of Inquiry
- How government systems function
- Decision making processes
- The impact of government on citizens and immigrants

Key Concepts
- Causation – Why is it like it is?
- Form – What is it like?
- Perspective – What are the points of view?

Subject connections
- Social Studies: How government systems function & the impact of government on citizens and immigrants
- Language Arts: Stories include: Breaking Stalin’s Nose; Vote!; House Mouse, Senate Mouse; Woodrow, the White House Mouse
- Music: How musical groups are organized
- PE: Techniques to be successful on the playing field
- French: Money and change; Road signs
- Spanish: Spanish speaking countries and their capitals, organized by location in the world
- Technology: Government regulation of the internet
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Unit Title: Communities!

Dates of this unit: Trimester 1

Central Idea

Human beings form communities based on their needs and local resources

Lines of Inquiry

- Kinds of communities
- How local circumstances influence the formation of communities
- Effects of colonization and urbanization

Key Concepts

- Causation – Why is it like it is?
- Form – What is it like?
- Function – How does it work?

Subject connections

- Science: Solar & Body systems
- Social Studies: The original thirteen colonies of the United States
- Language Arts: Stories include: Me & Marvin Gardens; Our Only May Amelia; How the Colonists Lived; Jamestown
- Music: How musical groups are organized
- PE: Techniques to be successful on the playing field
- Technology: How the internet brings communities closer together
- Art: Designing a community layout

Our Community Defines Us As Much As We Define It
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Unit Title: Let’s Make a Movie!

Dates of this unit: Trimester 1

Key Concepts

- Form – What is it like?
- Perspective – What are the points of view?
- Causation – Why is it like it is?

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<thead>
<tr>
<th>CENTRAL IDEA</th>
<th>SIXTH GRADE</th>
<th>SEVENTH GRADE</th>
<th>EIGHTH GRADE</th>
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<tbody>
<tr>
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<tr>
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<td>How to create special effects</td>
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<td>How to provide funding for a movie</td>
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<td>Foreign Lang.</td>
<td>How to build a diorama (stage set)</td>
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<td>How music interacts with video</td>
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<td>How the history of filmmaking &amp; cinematography has shaped modern movies, including the development of animation and motion creating devices.</td>
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